

2022 Annual Report to the School Community

School Name: Benalla P-12 College (8915)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 08:20 AM by Kylie Cotter (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 April 2023 at 09:25 AM by Ben Anderson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Benalla P-12 College's vision is to ensure that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment. Our school values of Respect, Responsibility, Integrity and High Expectations are vital to our work and drive the things we do every day.

Our purpose is to ensure that all students are literate and numerate and are able to complete school successfully and become valuable and productive community members.

Benalla is a town of approximately 10000 people situated 200km from Melbourne in North-East Victoria. The SFOE band of the school is high, indicating a level of social disadvantage in the town and the school.

The College is made up of 4 different campuses - Avon Street (P-4 155 students), Waller Street (P-4 158 students), Clarke Street (5-6 110 students) and Faithfull Street (7-12 347 students). In 2023 we have a current enrolment across the College of 772 students which is a decrease in about 60 students from 2022.

There are 4 Principal class, 58 teaching staff and 40 non-teaching staff across the whole College.

There are no overseas students to offer programs to.

Progress towards strategic goals, student outcomes and student engagement

Learning

Benalla P-12 College has continued to focus on the Key Improvement Strategy of consistent high impact instruction in all classes. There has been a particular focus on primary literacy and we have introduced a number of whole school approaches to evidence based instruction, particularly in the early years. Systematic Phonics, Heggerty Phonemic Awareness and Daily Reviews are embedded in all early years classrooms.

The College Teaching Cycle is widely evident in teacher planning documents and in lessons around the College. The use of Learning Intentions and Success Criteria is clearly evident in lessons at all year levels and there is consistent use of planning templates to document lessons.

There has also been a focus on high expectations for all students and ensuring they are 'ready to learn' for all classes. At secondary school, staff have implemented specific approaches to support students being 'ready to learn' and have seen success. The school implemented the AVID Australia program at Year 7 in 2022 to support aspiration, organisation and improved achievement for all students at that level, this has continued into Year 7 and 8 in 2023.

We relaunched PLCs in 2022 completing a successful cycle at Primary and two at Secondary. Utilising the inquiry cycle has led to improved practices and improved student outcomes.

Wellbeing

The College has 4 full-time wellbeing staff, 0.5 Mental Health Practitioner, a school nurse two days per week, the Doctors in Schools Program 2 day per week and a Chaplain 1.5 days per week. These staff work together to support students and implement a range of programs across all year levels.

There are numerous wellbeing supports embedded across the College, breakfast programs, lunchtime groups such as Us Mob and Us Pride and 'Cool Rooms' for students to have space to play quietly. Our MHP also continues to provide support for secondary students with high level mental health needs.

2022 saw the school gain a new staff member, a student wellbeing dog Poppy, who supports students throughout the day.

Engagement

The College continues to have a strong focus on attendance and works hard to engage students and support them to attend school. We have a Collegewide attendance officer who oversees attendance processes across the school. Campus based staff call parents on the day of an absence and follow up with referrals to region as required. There are a number of students who are highly disengaged. Our wellbeing staff work closely with families and campus leaders to support them to attend regularly.

The school uses positive strategies to reward and encourage attendance including weekly awards and termly parties.

Attendance was poor in 2022 and we saw a large number of students with over 20 days absent for the whole year. This was more pronounced in 7-12 compared to P-6. In P-6 we had an average of 27.7 days absent while at secondary this was 42.6 days per student. These numbers were higher than previous years.

In 2023 we will continue to work hard to re-engage students across all year levels and develop strategies to improve attendance for targeted students.

Financial performance

At the end of the schools year in 2022 the SRP showed a credit surplus of \$29,382. The surplus was achieved by several funding sources that are received - VET, MYLNS, Career Education, Student Excellence Program and Jobs, Skills and Pathways. There are also other strategic priorities funded through Equity funding also received that contribute to a credit surplus.

In 2022 the College has reported a \$176,000 cash deficit due to increased in supply costs and new furniture and IT equipment for the new STEAM building.

The College has a range of contracts and agreements through schools council - cleaning, ICT leasing and VET auspicing.

There was also some additional State and Commonwealth funding through the Active Schools Fund and Advance Funding.

For more detailed information regarding our school please visit our website at

<https://benallap12.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 824 students were enrolled at this school in 2022, 385 female and 439 male.

2 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

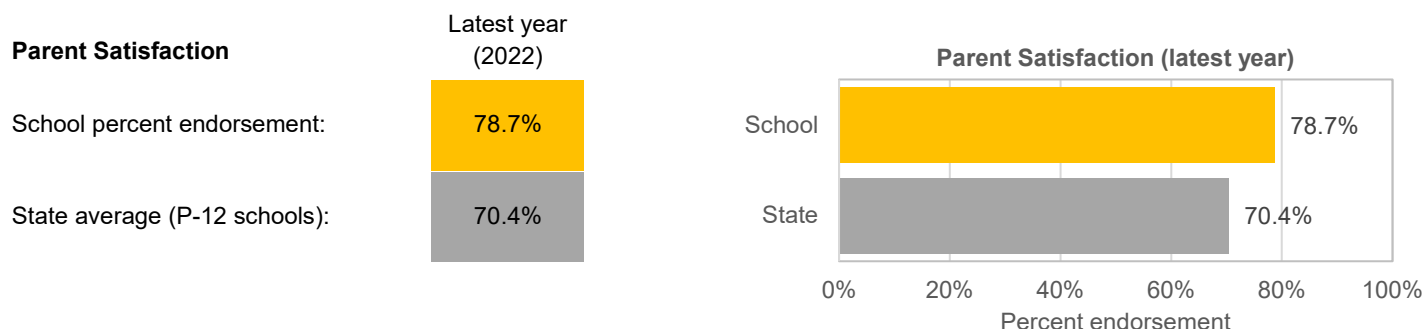
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

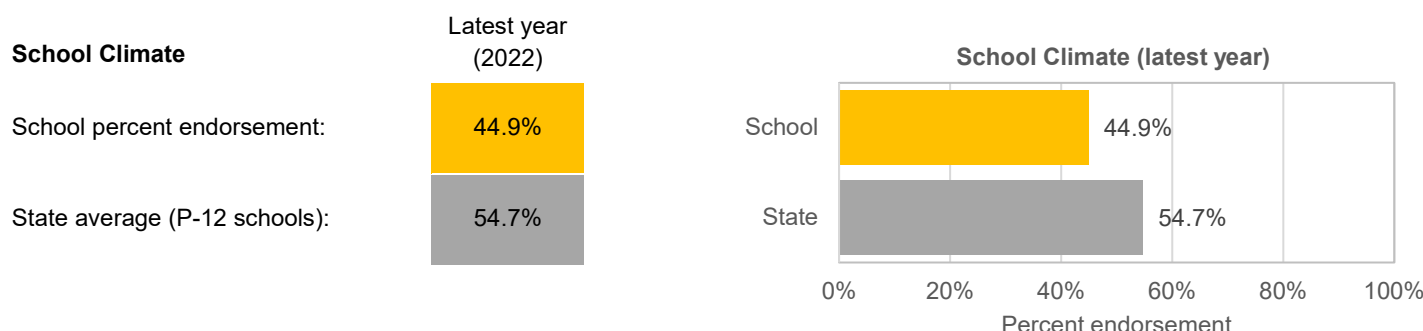


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

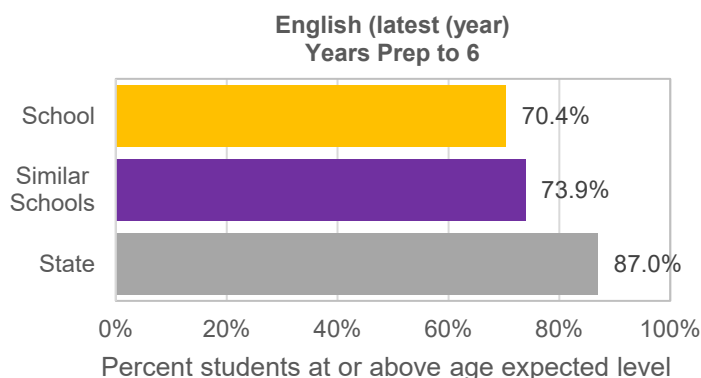
70.4%

Similar Schools average:

73.9%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

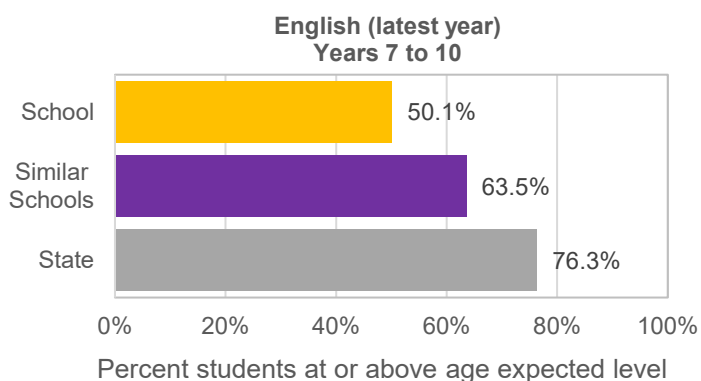
50.1%

Similar Schools average:

63.5%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

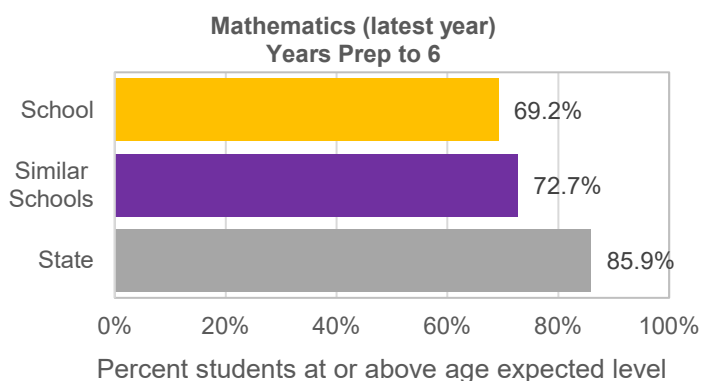
69.2%

Similar Schools average:

72.7%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

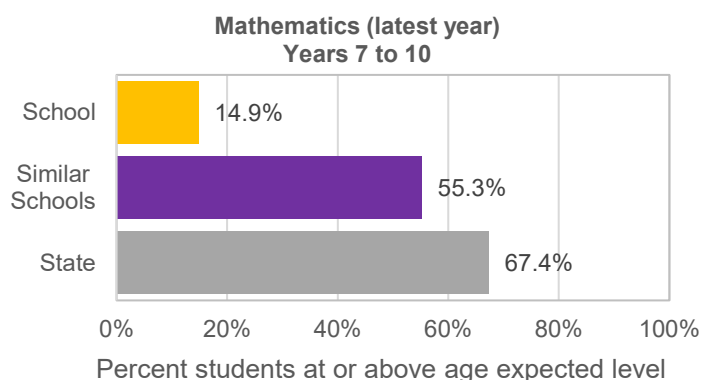
14.9%

Similar Schools average:

55.3%

State average:

67.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

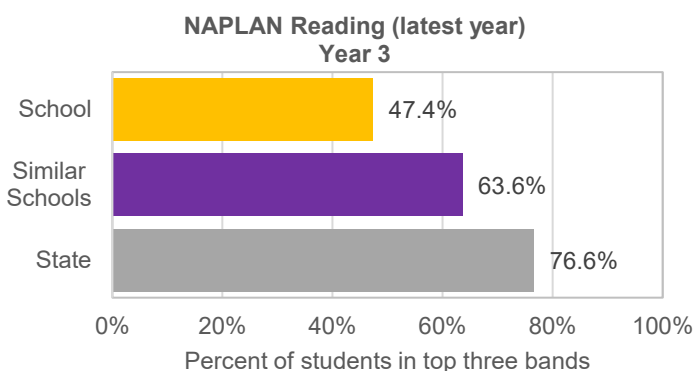
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

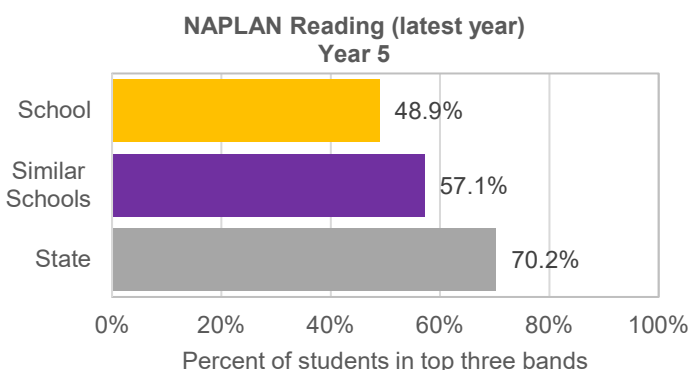
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.4%	55.6%
Similar Schools average:	63.6%	64.8%
State average:	76.6%	76.6%



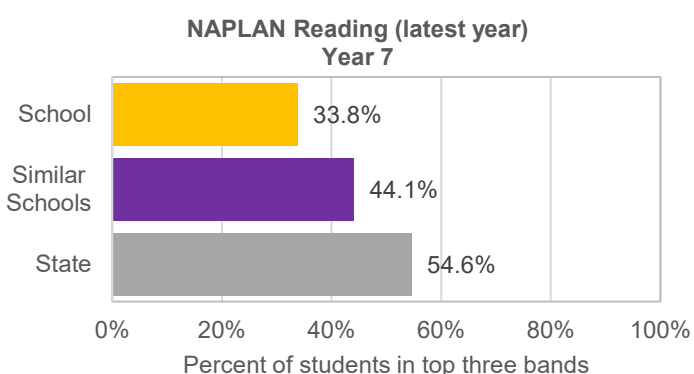
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	54.0%
Similar Schools average:	57.1%	56.9%
State average:	70.2%	69.5%



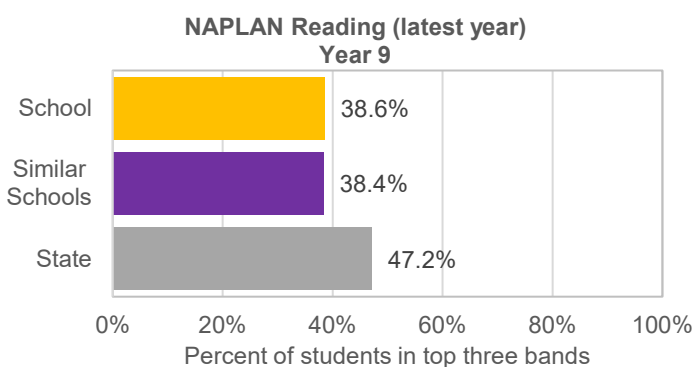
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.8%	38.4%
Similar Schools average:	44.1%	44.5%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.6%	30.6%
Similar Schools average:	38.4%	36.4%
State average:	47.2%	46.0%



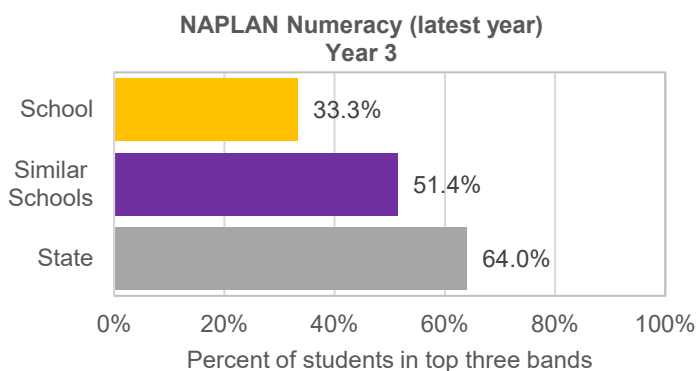
LEARNING (continued)

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NAPLAN (continued)

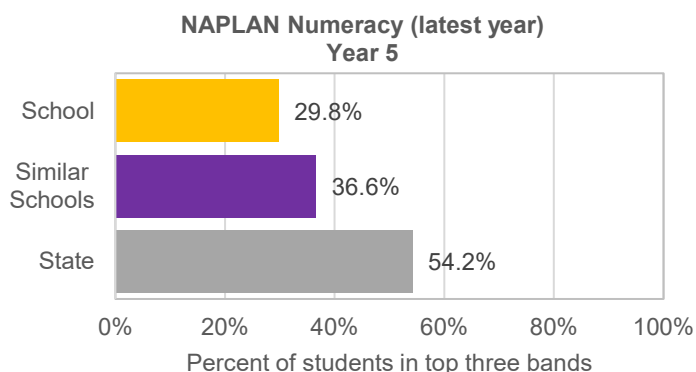
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	49.1%
Similar Schools average:	51.4%	52.2%
State average:	64.0%	66.6%



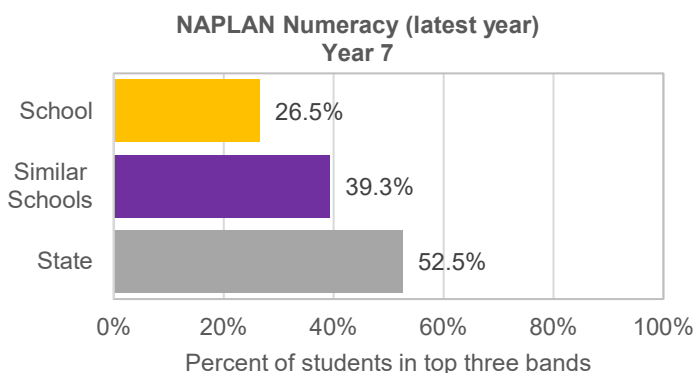
Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.8%	39.4%
Similar Schools average:	36.6%	41.7%
State average:	54.2%	58.8%



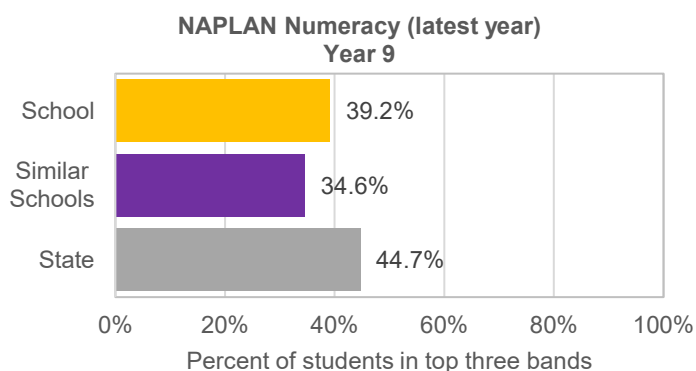
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.5%	41.1%
Similar Schools average:	39.3%	43.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.2%	36.8%
Similar Schools average:	34.6%	34.1%
State average:	44.7%	45.6%



LEARNING (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

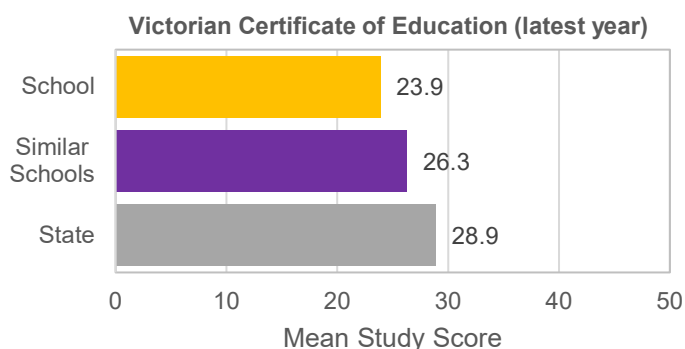
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	23.9	24.6
Similar Schools average:	26.3	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

62%

VET units of competence satisfactorily completed in 2022:

64%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

50%

WELLBEING

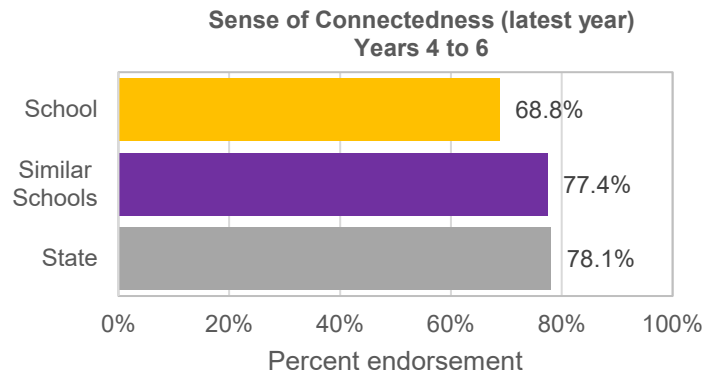
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

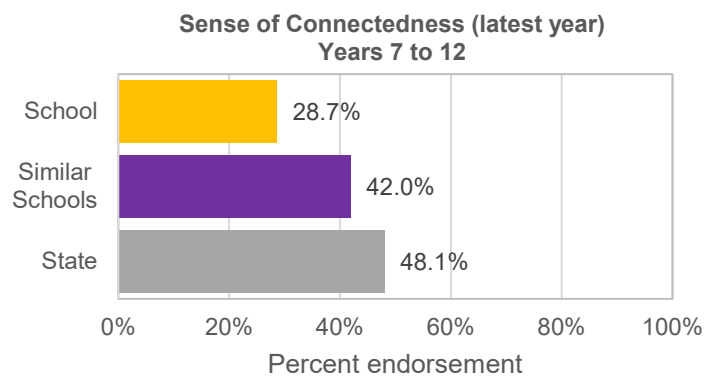
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.8%	73.8%
Similar Schools average:	77.4%	77.8%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	28.7%	34.9%
Similar Schools average:	42.0%	47.2%
State average:	48.1%	52.5%



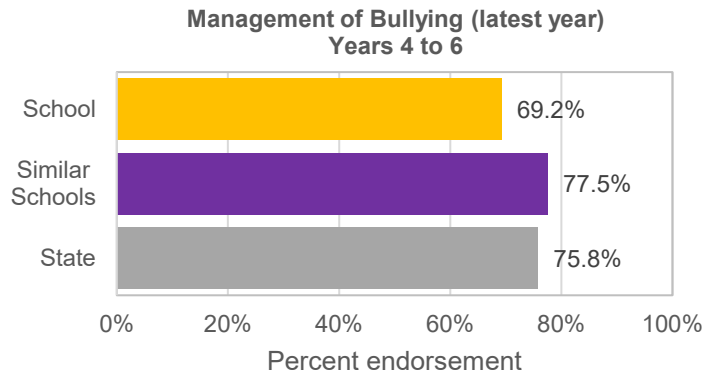
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

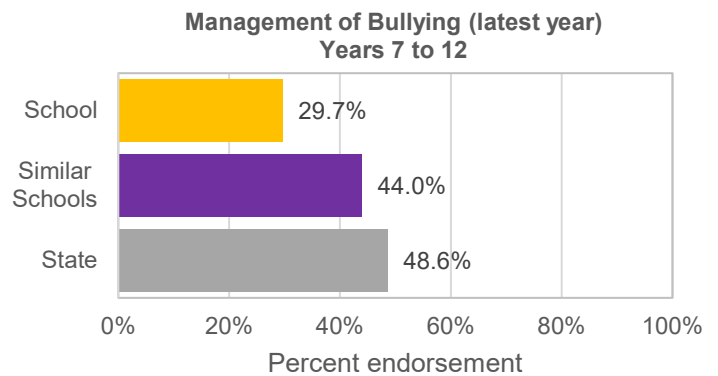
Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.2%	75.1%
Similar Schools average:	77.5%	78.3%
State average:	75.8%	78.3%



Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	29.7%	38.7%
Similar Schools average:	44.0%	49.7%
State average:	48.6%	54.0%



ENGAGEMENT

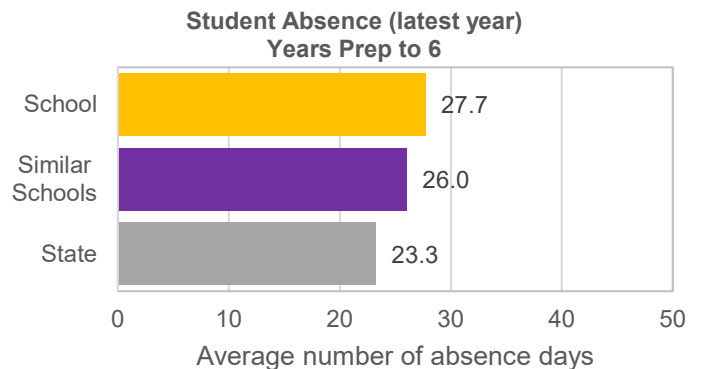
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

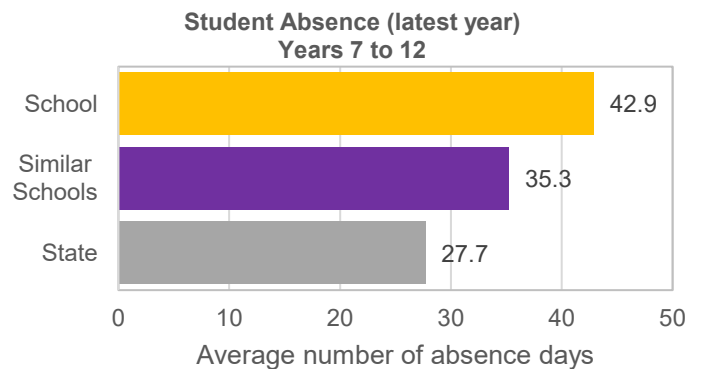
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.7	23.9
Similar Schools average:	26.0	20.2
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	42.9	37.8
Similar Schools average:	35.3	28.5
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	87%	87%	86%	85%	87%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	78%	77%	78%	78%	76%	85%	

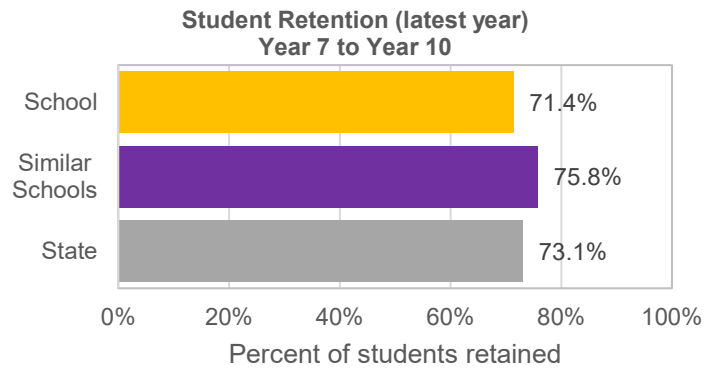
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	71.4%	68.4%
Similar Schools average:	75.8%	76.1%
State average:	73.1%	73.0%



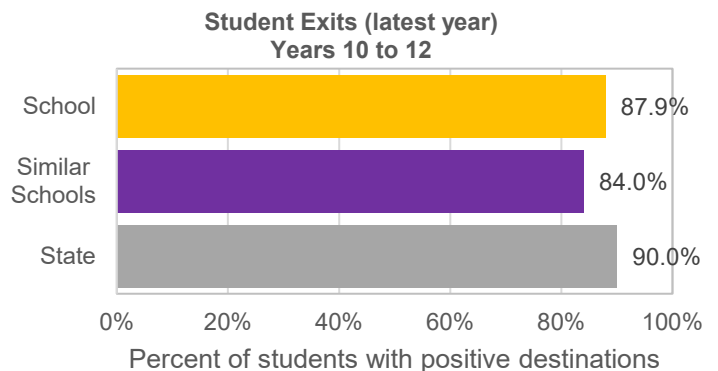
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	87.9%	86.3%
Similar Schools average:	84.0%	82.8%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$10,824,776
Government Provided DET Grants	\$2,526,020
Government Grants Commonwealth	\$171,208
Government Grants State	\$184,661
Revenue Other	\$44,715
Locally Raised Funds	\$430,903
Capital Grants	\$132,751
Total Operating Revenue	\$14,315,034

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,286,023
Equity (Catch Up)	\$51,007
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,337,031

Expenditure	Actual
Student Resource Package ²	\$10,797,360
Adjustments	\$0
Books & Publications	\$39,834
Camps/Excursions/Activities	\$138,014
Communication Costs	\$43,066
Consumables	\$530,115
Miscellaneous Expense ³	\$175,506
Professional Development	\$73,524
Equipment/Maintenance/Hire	\$384,291
Property Services	\$656,994
Salaries & Allowances ⁴	\$714,669
Support Services	\$251,256
Trading & Fundraising	\$164,087
Motor Vehicle Expenses	\$6,725
Travel & Subsistence	\$3,106
Utilities	\$200,001
Total Operating Expenditure	\$14,178,548
Net Operating Surplus/-Deficit	\$3,735
Asset Acquisitions	\$199,063

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,552,456
Official Account	\$106,025
Other Accounts	\$40,568
Total Funds Available	\$1,699,048

Financial Commitments	Actual
Operating Reserve	\$499,600
Other Recurrent Expenditure	(\$179)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$499,421

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.