

2022 Annual Report to the School Community

School Name: Elwood College (7810)



- 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 28 April 2023 at 08:56 AM by Todd Asensio (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 28 April 2023 at 02:30 PM by Grace Hollister (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary 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

Our maxim Together We Grow reflects the collaborative approach to learning that is central to Elwood College. Elwood College strives for academic excellence, to be a place where all students are empowered to learn and achieve. We focus on high quality teaching practice and the best conditions for learning which equips students with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. Our values are Respect, Integrity, Care and Compassion. Our mission is to foster in students a love of learning; to build their resilience; to enable them to approach the future with optimism; and to equip students with the skills and attitudes that will enable them to be productive and responsible global citizens.

Elwood College encourages students to pursue excellence in a culturally diverse learning environment through the development of positive, respectful and cooperative relationships. We have a high expectation that students will continue onto tertiary studies with enthusiasm and confidence. We focus on developing 'future-ready' students, equipped for life beyond school in a challenging local and global environment. Independent, inquisitive learning, and global perspectives are incorporated throughout the curriculum. Classroom activities are designed to teach responsibility, leadership and collaboration. Co-curricular programs assist building school pride, engage with peers and ensure a sense of well-being at school. Students are expected to be active participants in a range of additional school programs including sport, music, productions, camps, intra-school competitions and student leadership.

We value the partnership between families and the college. We encourage and support parents and families to be engaged in student curriculum activities, our school culture and environment. We value partnerships with a range of community, educational, industry and government organisations both in Victoria and overseas. Global citizenship is fostered through real world contexts for learning. Our diverse student population, International Student Program and Sister City relations provide opportunities for open and sustained global communication and interactions.

The Student Family Occupation Education (SFOE) index was 0.1947 in 2022. The staffing profile of Elwood College includes a Principal and 2 Assistant Principals, 58.6 teachers and 18.5 full time equivalent Education Support (ES) staff, making a total of 77.1 total staff across the school in 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2022 School Review cited student voice initiatives, the collaborative culture among staff and school pride as contributory factors for Elwood College's enhanced and positive climate for learning. Throughout 2022, teachers continued utilising differentiated teaching, lesson plans and assessments to ensure all students have access to a engaging and challenging learning. The work of differentiating teaching and learning was supporting by our Disability Inclusion and High Ability Practice Leads.

Throughout 2022, teachers's planning and professional development focussed on the Elwood College Instructional Model, school values, and positive climate for learning as part of our whole school approach to learning culture. Teachers and students co-designed descriptors of our school values and documents to support the articulation of the Elwood College Learning Culture.

In 2022, the teacher judgements of students' achievement in relation to Victorian Curriculum for Years 7 to 10, indicates that Elwood College is above the state average for both English and Mathematics. This data is supported by the school's NAPLAN results with Elwood College being above the state average in both areas in Year 7 and Year 9. The reading data is significantly above the state data and this is a testament to the work the school has done with the Reading Program.

Elwood College's VCE students achieved excellent results, with the school mean study score being 30.9, which is above the state average of 28.9 and similar schools average of 30.2. This mean study score is also above the four-year average. The school dux achieved an ATAR of 99.4. In 2022, 99% of all Year 12 students successfully completed their VCE. These results are an excellent reflection of the hard work and commitment shown by the staff, students, and support staff at Elwood College.

Our School Strategic Plan (2023-2026) goals are to:

1. Maximise learning attainment for all students;
2. Optimise student agency across the school community;
3. Improve student well-being.

Wellbeing

Elwood College completed the Students Attitudes to Survey in 2022 for the first time since 2019 due to COVID-19. The results were consistent with the schools results across the previous four years, with very little changing in terms of students' sense of connectedness (45.3%) and not experiencing bullying (85%). The school continues to develop and refine existing programs to address these issues.

Throughout 2022, the Elwood College Wellbeing Team continued ongoing individual based wellbeing support to students across all year levels, including ongoing secondary consultations with year level coordinators and sub-school directors to support students. In addition to this, the Wellbeing Team were in regular contact with parents and guardians to further support students' mental health. Where necessary the Team were able to facilitate ongoing secondary consultations with external mental health services, such as Headspace and Alfred CYMHS. The School has also been informed that we have been able to access funding through EMHSS (Enhancing Mental Health Support in Secondary Schools) which will allow us to have a Headspace clinician onsite once a fortnight to work with our students which will further reduce barriers in accessing support.

Our Wellbeing Team were trained in Teen Mental Health First Aid facilitation and completed their first training with the Year 10 students of 2022. The plan is for ongoing delivery of this program to Year 8 and Year 10 students each year. Additionally, students were trained by REACH in forming positive connections and peer relationships, and select students attended Martial Arts Therapy (MAT). Parents attended the Tuning into Teens Program, which was run by the Elwood College Wellbeing Team. Parents and Carers of Elwood College raised funds to support the implementation of mental health first aid.

Staff at Elwood College focused on inclusive education throughout the year by participating Community Understanding and Safety Training (CUST), Youth Mental Health First Aid, Safe School Training, Minus 18 workshops and Restorative Practices training. In 2022, Elwood College, with the support of Food Bank, continued to run the Breakfast Club every morning before school, where students could arrive at school early to eat breakfast. This has continued to be a great success with increased numbers of students accessing this Program.

Engagement

The Middle Years Literacy and Numeracy Support (MYLNS) initiative was introduced in 2019 and continued in 2022 at Elwood College, improving the basic literacy and numeracy skills for at-risk students in Years 8, 9 and 10. At-risk students were identified and then assisted with literacy or numeracy with a dedicated MYLNS teacher. MYLNS teachers were able to support students throughout the year by attending additional Mathematics or English classes or by meeting with students one-on-one or in small groups during the day. School attendance rates is an area that has been identified for improvement and we started seeing improvements in 2022. The overall school attendance rate was 87% in 2022 and this is pleasing given 2022 was the first full year back at school for on-site learning since the state-wide-lock-downs in 2020 and 2021. The average student missed 26.5 days of school which is better than the state average of 27.7 average days missed. Elwood College is committed to improving overall attendance data and have implemented a whole-school approach of continually monitoring attendance figures by the Attendance Officer, Year-Level Coordinators and Sub-School Directors.

Elwood College's student exit data is very pleasing with 98.6% of Years 10-12 leaving school to continue on with further studies or undertake full-time employment. This data is significantly higher than the state average (90%) and similar schools (94.8%). This is a testament to excellent teaching and learning, supported by the programs that our Careers Team, VCE Team and Wellbeing Team put in place.

Since the disruptions of COVID-19 in 2020 and 2021, the major focus in 2022 was to actively re-engage students into school life. We have placed particular focus onto our extracurricular and co-curricular clubs program. Elwood College now offers a range of clubs including the STEM club, Debating, Basketball Academy, eSports Club as well as offering a Breakfast club for all students. In addition to these Elwood College has an active Student Representative Council (SRC).

Other highlights from the school year

Other highlights in 2022 at Elwood College included:

- * The return of new international students

- * School camps/trips to the Gold Coast, Northern Territory, Ski Camp to Mt. Buller, Year 7, 8 and 9 camps as well as Middle School Survival Skills camps.

- * The school production, Evergreen
- * International Food Day
- * Youth Mental Health First Aid programs
- * War on Waste Day

Financial performance

Elwood College's annual financial result of \$301,879 in surplus is pleasing after two years of deficits due to the COVID-19 pandemic. The pandemic affected the school's income through decreased international student numbers and locally raised funds. Elwood College received funding for additional shade sails which were installed through the year as well as the new Arts Garden which is due to be opened in the second quarter of 2023. Elwood College received \$53,457 in equity funding which was able to fund support and additional resources for disadvantaged students throughout 2022. The school was able to utilise Tutor Learning Initiative and the Middle Years Literacy and Numeracy Support (MYLNS) initiatives to positively impact students' learning.

For more detailed information regarding our school please visit our website at
<https://www.elwood.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 796 students were enrolled at this school in 2022, 356 female and 440 male.

10 percent of students had English as an additional language and 1 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).

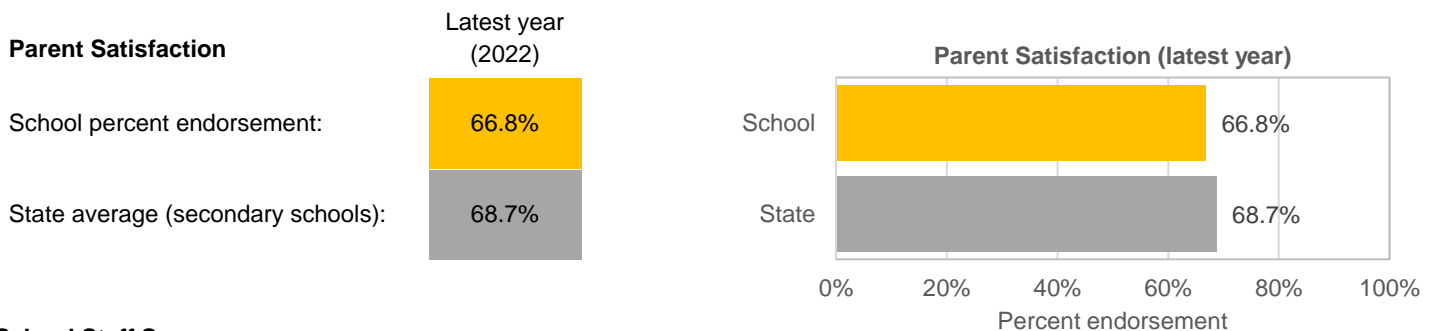
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

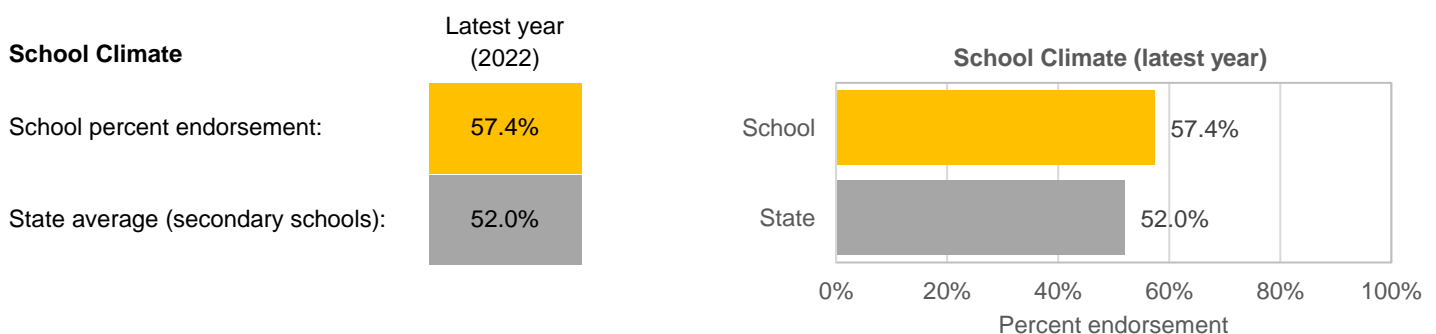


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

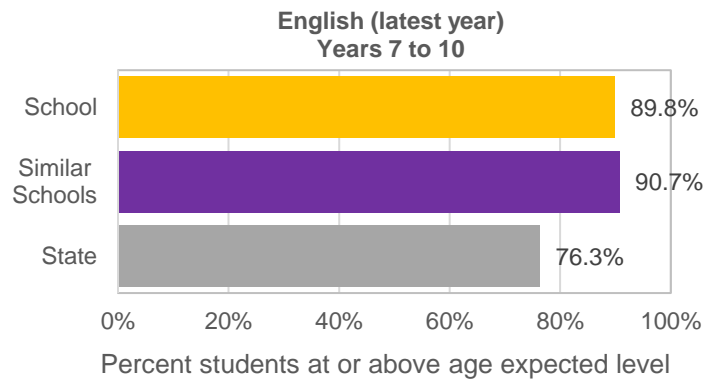
89.8%

Similar Schools average:

90.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

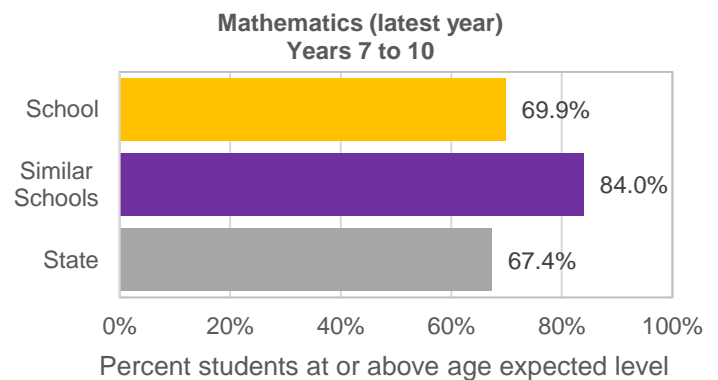
69.9%

Similar Schools average:

84.0%

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.

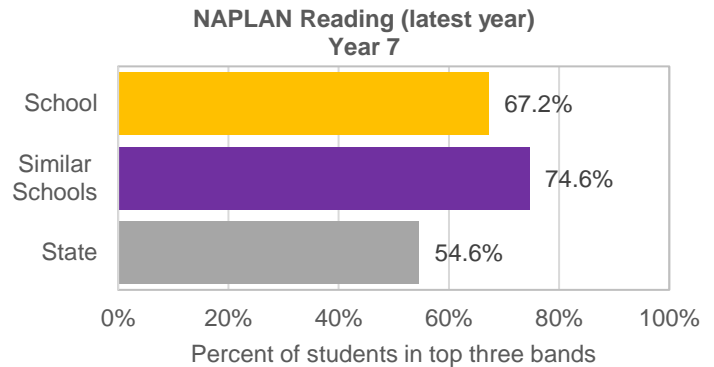
NAPLAN

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.

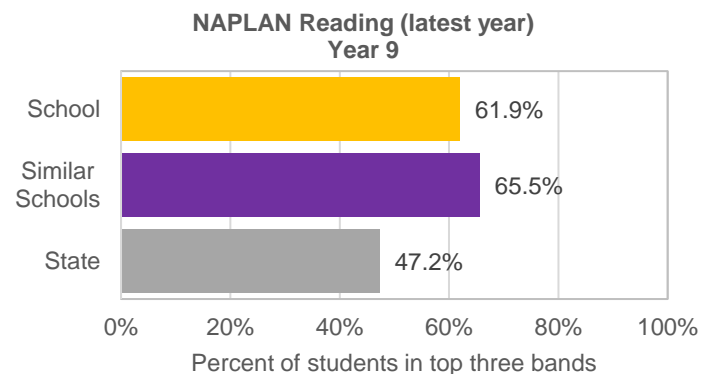
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.2%	67.5%
Similar Schools average:	74.6%	75.1%
State average:	54.6%	55.3%



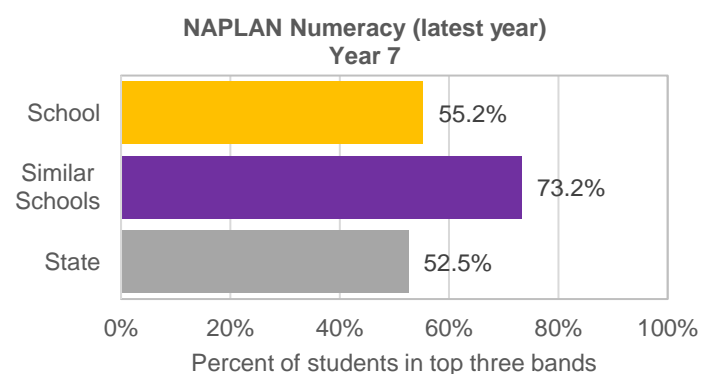
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	61.1%
Similar Schools average:	65.5%	64.3%
State average:	47.2%	46.0%



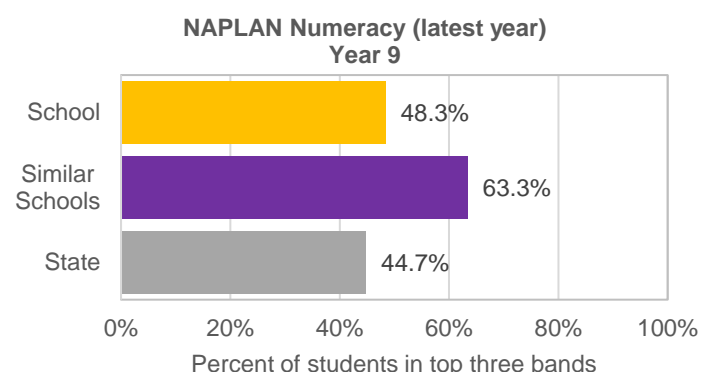
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.2%	61.2%
Similar Schools average:	73.2%	74.7%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.3%	51.3%
Similar Schools average:	63.3%	64.8%
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.*

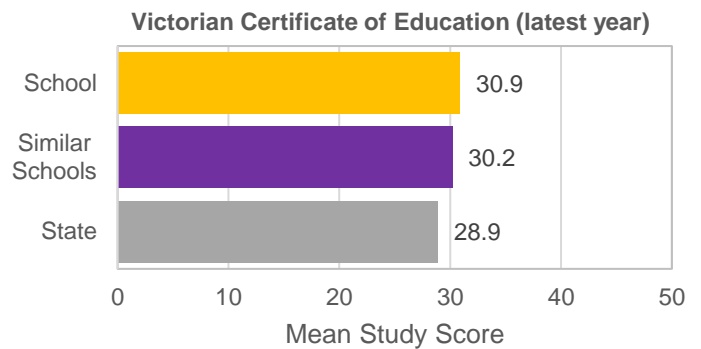
Victorian Certificate of Education (VCE)

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	30.9	30.2
Similar Schools average:	30.2	30.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

8%

VET units of competence satisfactorily completed in 2022:

90%

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

NDA

WELLBEING

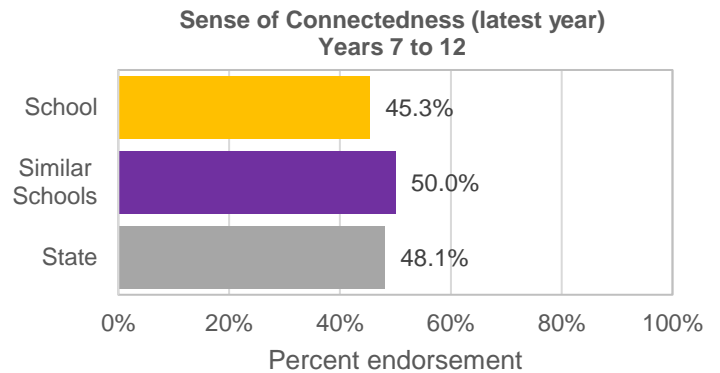
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.3%	48.4%
Similar Schools average:	50.0%	54.3%
State average:	48.1%	52.5%

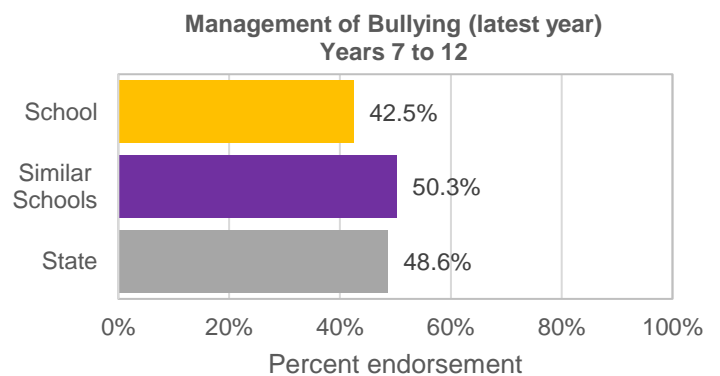


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.5%	46.3%
Similar Schools average:	50.3%	55.4%
State average:	48.6%	54.0%



ENGAGEMENT

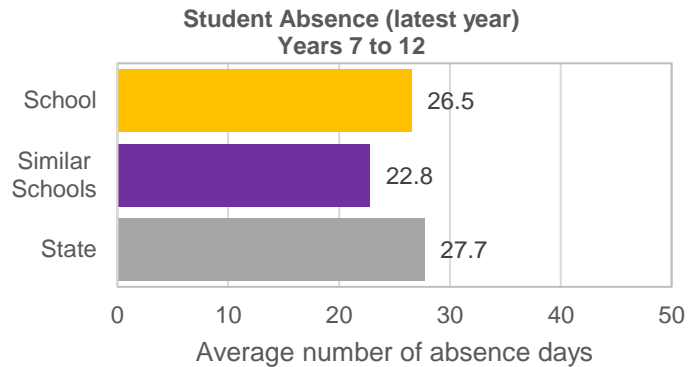
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	26.5	22.1
Similar Schools average:	22.8	16.9
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.

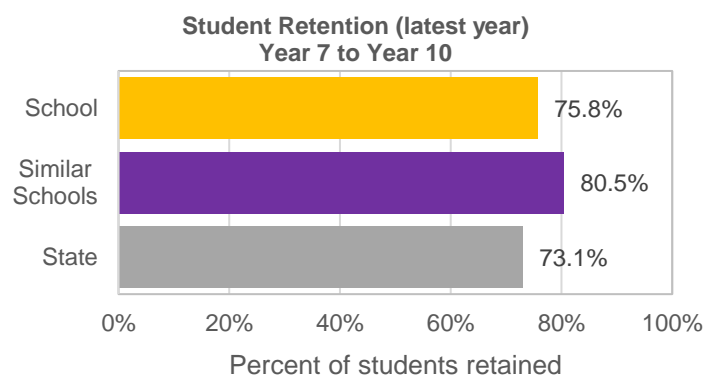
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	86%	82%	87%	89%	91%

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:	75.8%	72.2%
Similar Schools average:	80.5%	79.7%
State average:	73.1%	73.0%



ENGAGEMENT (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.

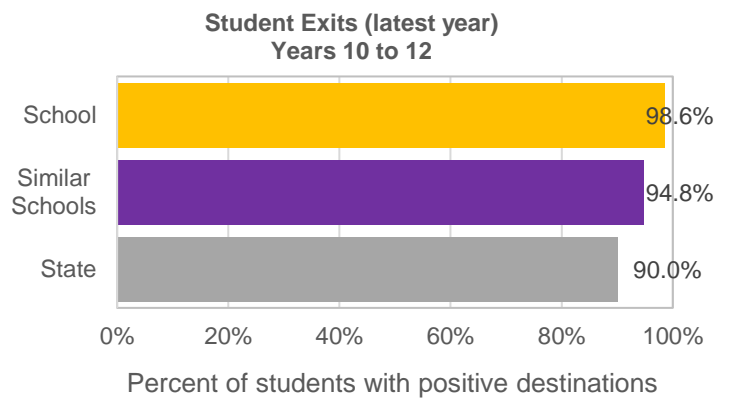
Students exiting to further studies or full-time employment

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:	98.6%	96.9%
Similar Schools average:	94.8%	95.5%
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	\$8,263,645
Government Provided DET Grants	\$1,418,798
Government Grants Commonwealth	\$0
Government Grants State	(\$49,685)
Revenue Other	\$145,862
Locally Raised Funds	\$1,082,779
Capital Grants	\$0
Total Operating Revenue	\$10,861,399

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,266
Equity (Catch Up)	\$11,191
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,457

Expenditure	Actual
Student Resource Package ²	\$8,473,783
Adjustments	\$0
Books & Publications	\$2,748
Camps/Excursions/Activities	\$331,334
Communication Costs	\$31,365
Consumables	\$235,811
Miscellaneous Expense ³	\$126,953
Professional Development	\$49,680
Equipment/Maintenance/Hire	\$219,041
Property Services	\$146,413
Salaries & Allowances ⁴	\$517,889
Support Services	\$238,541
Trading & Fundraising	\$8,381
Motor Vehicle Expenses	\$74,712
Travel & Subsistence	\$19,173
Utilities	\$83,694
Total Operating Expenditure	\$10,559,520
Net Operating Surplus/-Deficit	\$301,879
Asset Acquisitions	\$168,690

- (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	\$1,077,389
Official Account	\$471,881
Other Accounts	\$221,314
Total Funds Available	\$1,770,585

Financial Commitments	Actual
Operating Reserve	\$326,607
Other Recurrent Expenditure	\$6,527
Provision Accounts	\$0
Funds Received in Advance	\$228,338
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$36,886
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$227,700
Capital - Buildings/Grounds < 12 months	\$640,000
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	\$1,466,057

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.