

2021 Annual Report to The School Community



School Name: Kyabram P-12 College (7965)



- 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 2021 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 16 March 2022 at 05:14 PM by Kate Whitford (Principal)

- This 2021 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 2022 at 06:55 PM by Dale Denham (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- 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

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Kyabram P-12 College is located in the rural township of Kyabram on the western edge of the Goulburn Valley midway between Shepparton and Echuca and approximately 200 kilometres north of Melbourne. Kyabram P-12 College offers a seamless journey from the start of a student's schooling experience to the completion of their secondary education. The College aims to enable all students to approach their futures with spirit and confidence. We teach and encourage every student to:

- * Be respected and respectful as an individual,
- * Be tolerant and to nurture individual diversity,
- * Make the most of their opportunities to learn in an innovative, challenging and inspiring education environment,
- * Demonstrate a high degree of personal responsibility and accountability. The school enrolment in 2021 was 942; 426 females and 516 males. The College has 6% of its students who have English as an additional language and 7% ATSI (Aboriginal & Torres Strait Islander). It is predicted that student enrolments will decline in coming years based on smaller numbers of students entering the school at the Foundation level.

Staffing in 2021 consisted of a total of 125 staff; 90.20 EFT; Principal Class 3.0 EFT Primary 23.7 EFT; Secondary 37.70 EFT and Educational Support Staff 28.8 EFT. The College's Location index is 0.22 and Student Family Occupation (SFO) index was not available and Student Family Occupation and Education (SFOE) 0.4938

Literacy improvement was a key focus, with significant time dedicated to improving teacher capacity in this area, particularly writing. Our staff learning program also concentrated on consolidating the college Instructional Model (workshop model P-6) into practice, ensuring that evidence based, high impact teaching strategies are utilized and evident in all classrooms. This work was supported through our learning walks and coaching model. Relationships with the community continued to be an important area of work for the College in 2021, with emphasis being placed on the College values of Respect, Responsibility, Resilience, Doing Your Best and Community. The work on embedding the Home Group programs at Years 7-12 provided time to introduce specific programs and provided time for targeted sessions and seminar presentations.

The College continued to provide a comprehensive curriculum P-12 that has been developed from the Victorian Curriculum Framework, VCAL and VCE and enhanced by well documented units of study delivered within the college pedagogical model. The College curriculum offers a wide range of subjects at VCE and has established a strong VCAL program. The College also offers students an extensive range of VET subjects which can be accessed from Year 10 into Year 12. As a Registered Training Organisation (RTO) the College has been able to support a wide range of career choices for students, while also offering 'Outside of School Hours Care Program' at the junior levels. In 2022, the College will continue to build on the achievements of 2021 and previous years and move forward under the strategic plan that continues to focus on supporting students to develop and enhance their literacy skills. The College will focus on strengthening its links with its community, building teacher capacity, improving student outcomes and developing future leaders for our society. Outside of the classroom a major focus in 2021 has been the progression and finalization of our building plans. The school has been working closely with the Victorian Schools Building Association and our architects to develop state of the art learning and support spaces for our school.

Framework for Improving Student Outcomes (FISO)

In 2021, the college focused heavily on the area of 'Excellence in Teaching and Learning' and 'Positive Climate for Learning' within the FISO model, with particular emphasis on Building Practice Excellence. The strategies utilized were to improve teacher capacity to deliver high impact teaching strategies through the embedding of a college Instructional Model and to up skill teachers in their practice around teaching literacy, from Foundation to year 12. Our program of whole school professional learning sessions were delivered along with all teaching staff identifying an area of the instructional model to engage deeply with through a PLC inquiry cycle although lacked consistency due to the impacts of COVID. Embedding and effectively using PLC's will be a major focus of 2022. The instructional model is now evident in classrooms, ensuring that students are exposed to the high impact learning strategies that are known to improve student learning. The majority of classrooms have learning intentions and success criteria clearly visible and they are generally well aligned to the explicit teaching and embedding understanding phases of the lesson. Learning walks have shown a marked increase in the percentage of adherence, with the primary school sector of the school doing

particularly well in this area.

A comprehensive teacher learning program was delivered to improve teacher knowledge, skills and understandings of teaching writing following the reading workshop focus. The COVID 19 event impacted on expected learning outcomes as the remote learning environment once again made consistent collection of formative and summative assessments of student learning challenging.

Despite the challenges the Staff Opinion Survey, showed an increase in general support for leadership in 7-12 with mean scores of 64% in 2019 to 72% in 2021 (above network school and State 68% in 2021). While the P-6 area maintained a consistent endorsement of leadership from 2019 to 2021 on 89%. These figures are well above similar school and the state mean scores of 73% and 74%.

A key FISO initiative under 'positive Climate for Learning' has been the continued development of 'Student Voice' in all facets of College life. Scheduled meetings with the Principals and Class Captains continued in the primary sector of the College, while senior students are involved in College Council, Council subcommittees and continue to play an active role in Home Group meetings and House activities. Our plan to develop a school wide positive behavior support program did not eventuate due to the interruptions. This will be a key area of focus in 2022.

Achievement

The College was able to provide continuity of learning throughout the 2021 school year, despite significant interruptions to the regular program as a result of the COVID 19 event. Our remote and flexible learning programs once again provided students with an opportunity to maintain contact with their teachers and support staff so that their learning progress would not be significantly impacted. Our students engaged well with their learning from home, with attendance and engagement rates at a high level in most areas. Students on the Program for Students with Disabilities were well engaged and received regular support from their teachers and educational support staff. A significant percentage of our PSD students continued to come to school and engaged in their remote learning program on site with the support of teaching staff and educational support staff. Students were able to submit work for assessment and feedback to progress their learning.

Relative growth in Years 5-7 showed that there was a reduced number of students in the low growth areas of writing and spelling. Relative growth in Years 5-7 showed there was a reduced number of students in the low growth area of reading, while in the 7-9 cohort there was a reduced number of students in the low growth area of reading, grammar and punctuation and numeracy. There was increased relative growth in Years 3-5 and Year 5-7 in the area of Writing. While our years 7-9 showed increased relative growth in reading and Numeracy. The year 9 numeracy results much higher than schools in our network and State. Overall, the final teacher judgements demonstrated a much lower level of growth across the whole school than we would expect during a normal year of face to face learning. These results highlighting the impact of remote learning and will require significant reflection, monitoring and development of an action plan for improvement. Our VCE results, however remained steady with a mean VCE study score of 28.

Engagement

A proactive positive approach to student's attendance has been the catalyst for improved attendance across the College with significant gains in the primary section of the College over recent years. Despite the challenges of COVID this area of the school once again maintained an average absence of 14.9 with similar schools on 18, holding a 4 year average below state. Unfortunately remote learning took its toll on the 7-12 cohort with the average day's absence blowing out to 35 in 2021 more than state and similar schools. As a result attendance will continue to be an area for targeted improvements, particularly in the secondary sector of the college.

Staff across the college attended to our focus of remaining engaged with students across the remote learning periods, through regular check ins via telephone, email and video conferencing. Additional contacts were identified for students deemed to be at risk of disengagement during the extended time away from the college during remote learning. Relationship building took precedence in classrooms upon the return to school following remote learning which supported transitions back into face to face learning.

Despite the obstacles, once again, our Attitude to school survey and staff opinion survey results were overwhelmingly positive across the college. Our primary campus again scored in the top quartile in the state with our Secondary campus across all year levels scoring above 'like schools', 'Network schools' and State in almost every area.

Introduction of the P-12 Playtime providing extra transition time each week for the four year kinder students of Kyabram.

Wellbeing

Wellbeing is strongly related to school engagement and as discussed above, engagement remained high in 2021 despite significant disruption to our program. The college invests heavily into the wellbeing programs within the college. The college has a very experienced wellbeing team that includes student counsellors, a chaplain, an integration coordinator, year level Coordinators and Home group teachers. Our team is supported by a regional Student Support Services psychologist and in 2021 another Psychologist will joined the team through the Mental Health Practitioner program. We have recently seen the employment of a Disability and Inclusion Leader in our college to further support, instigate and run programs for staff and students.

The 7-12 has an established Home group program in which the Respectful Relationships program is delivered to students. The Home groups program is a valuable one for the educational purposes it serves, but also as a pastoral care opportunity which supports us in building connection to the school and to peers. The P-6 have a relationship program established with a focus on building trust, connections, confidence and establishing routines and safe / happy classrooms.

All staff have been trained in the Berry Street Educational Model which is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. In 2021 the primary section of the college introduced the smiling minds program. This is a mindfulness wellbeing program. Wellbeing is essential for learning. With mindfulness, students are more focused and more engaged learners. The students at Kyabram P-12 College feel that the management of bullying is above other schools across the State and students feel a greater sense of connectedness compared to others across the state or similar schools.

In 2021 we were provided with a 'wellbeing supplement' report providing a snapshot of the Attitude to school survey and this clearly indicates we are excelling in all grade 4-6 focus areas and in 10 out of the 17 area's at years 7-12. Staff also completed a survey around their experience of remote and flexible learning. Staff placed us above network schools and state when asked the following – 'School leaders care about staff health and safety', 'School provides a safe and supportive work environment', 'Staff encouraged to report staff health and wellbeing concerns'.

Finance performance and position

Kyabram P-12 College showed a surplus financial position in 2021 and demonstrated strategic budget planning with a clear link between the educational needs of students and the College Annual Implementation Plan. Funding sources were from Department Quarterly Grants; college donors; parent payments; grants and covid supplements and resources from the Department to support a safe environment.

Remote learning during 2021 continued to play a part in the educational needs of our students. To this end programs like See-Saw at P-6 and Compass continued to make a significant impact on student outcomes, along with Edrolo and Essential Assessments. The Learning Tutor Program continued in 2021 with funding provided by the Department, which has had a significant impact on the students ability to 'catch up' after extended remoted learning.

Equity funding was allocated for improved student achievement through teacher coaches, intervention for students at risk, targeted resources, literacy support, wellbeing support, professional development and leadership training for staff. Whilst our fundraising was again limited in 2021, we were still able to hold a super 'Colour Run' in March. Our Parents Club were also able to continue with the Mother's and Father's Day events and whilst not a fundraiser, is certainly appreciated by the students and families. We were also excited to once again host the Debutante Ball which was a huge success.

Special grants in 2021 included Advance Grant, Trainee Government subsidy and our major donors in 2021 were the Grummitt Family Scholarship; the Kyabram Club; Anna Cruse Scholarship and the Gary Slade Award, along with many of our annual Awards Ceremony Sponsors. The MADEC funding through 2021, has also seen our indigenous students supported and in 2021 we were able to continue our MOU with HMW Consulting to further support our indigenous students with Individual Learning Plans.

Highlights of significant improvement in grounds and maintenance projects for 2021 were: upgrade of the music centre with new carpets and external painting; replacement of carpet in the Grade 34 classrooms; extensive underground investigation into stormwater and drainage; upgrade of security lighting; upgrade of heating facilities in the music

centre; and upgrade of Assembly Hall floor as well as extensive reroofing of the Music Centre; B Block and C Block.

For more detailed information regarding our school please visit our website at <http://www.kyabramp-12.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.

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 942 students were enrolled at this school in 2021, 426 female and 516 male.

6 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).

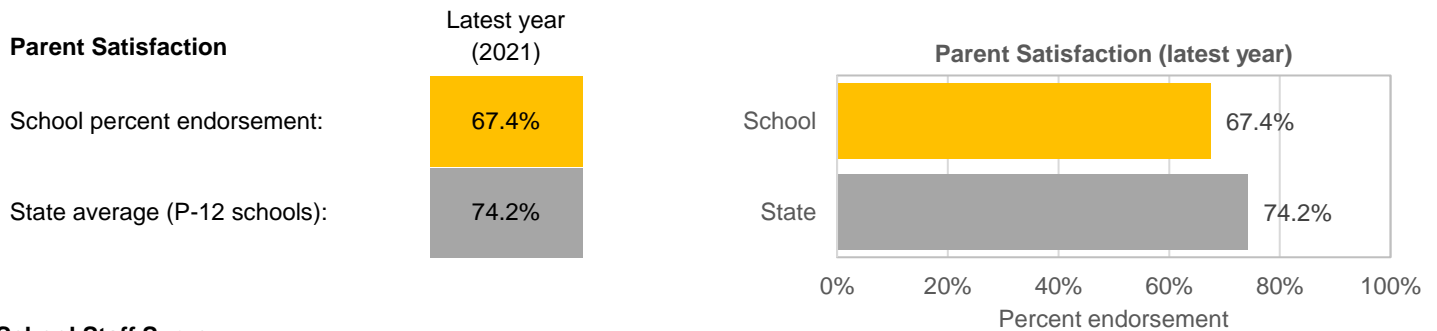
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

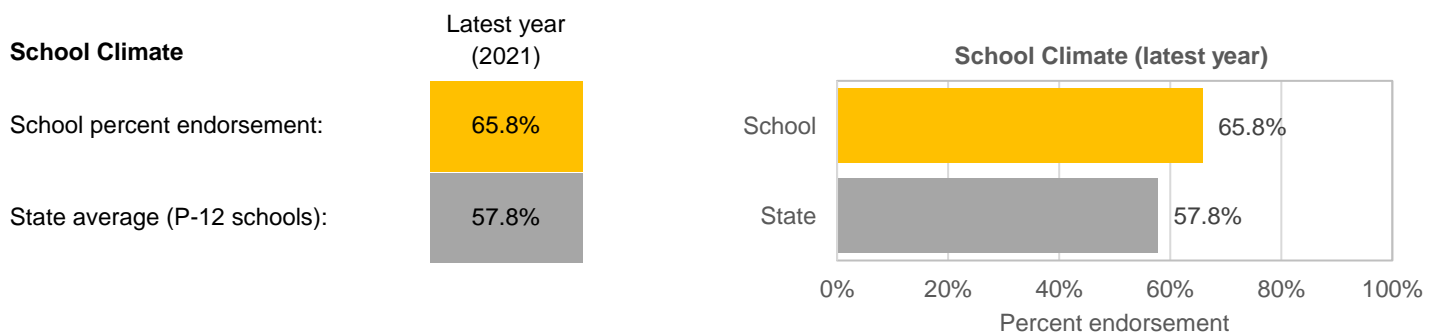


School Staff Survey

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.



ACHIEVEMENT

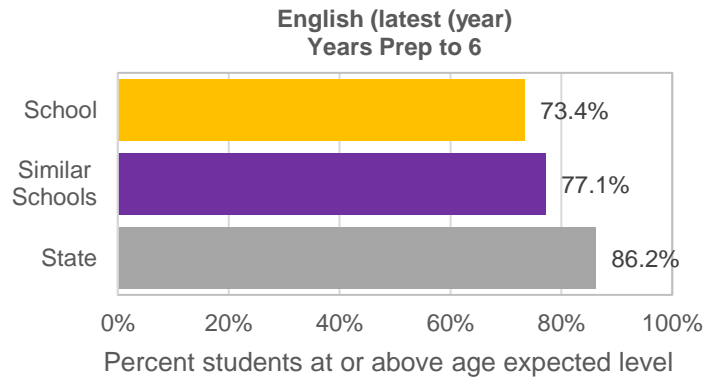
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

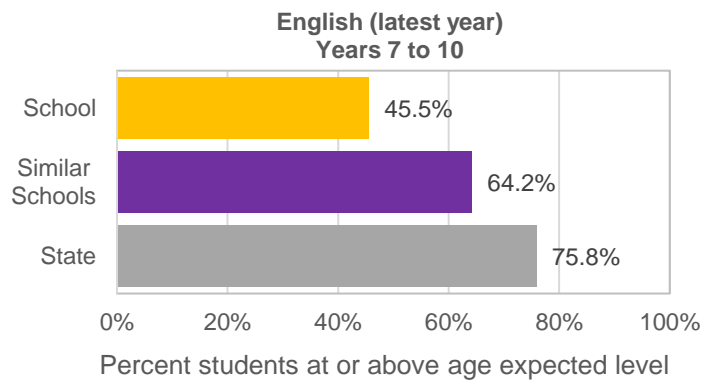
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	73.4%
Similar Schools average:	77.1%
State average:	86.2%



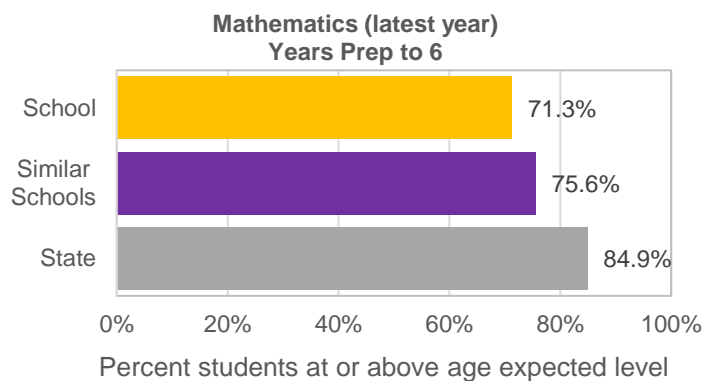
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	45.5%
Similar Schools average:	64.2%
State average:	75.8%



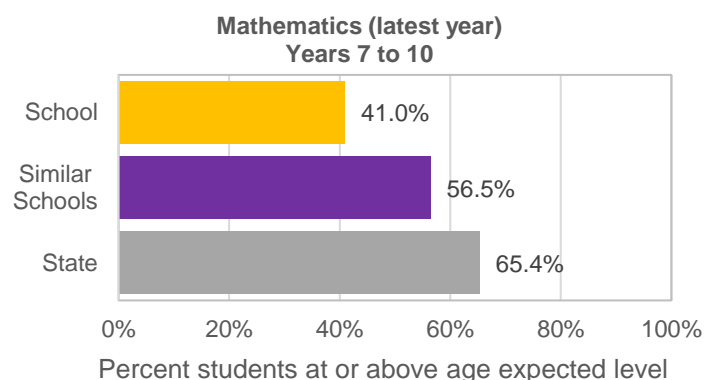
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	71.3%
Similar Schools average:	75.6%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	41.0%
Similar Schools average:	56.5%
State average:	65.4%



ACHIEVEMENT (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.

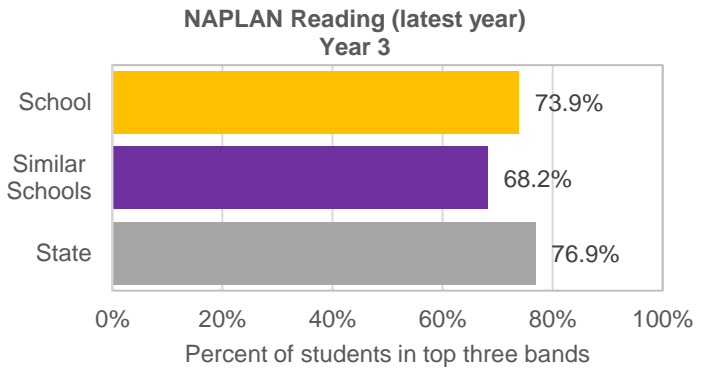
NAPLAN

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 2018, 2019 and 2021 data.

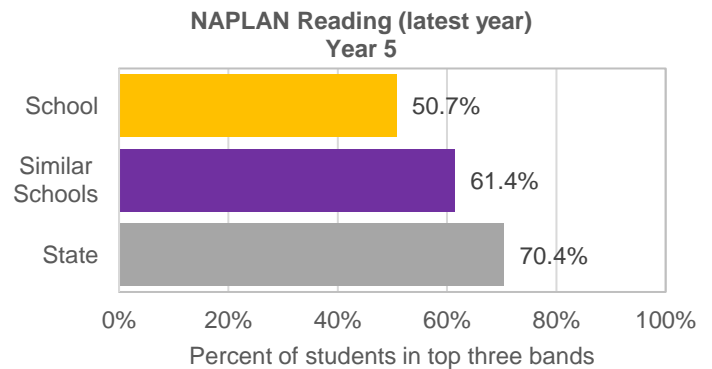
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	72.0%
Similar Schools average:	68.2%	68.5%
State average:	76.9%	76.5%



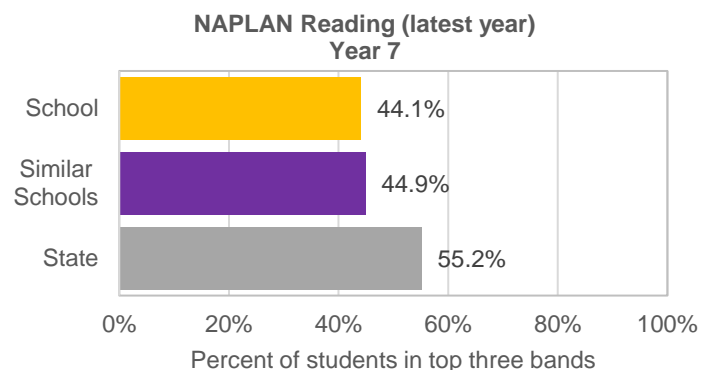
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.7%	51.1%
Similar Schools average:	61.4%	59.0%
State average:	70.4%	67.7%



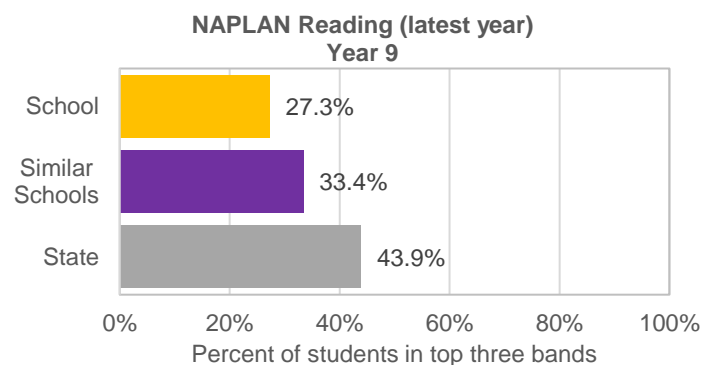
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.1%	43.2%
Similar Schools average:	44.9%	46.5%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.3%	34.8%
Similar Schools average:	33.4%	37.6%
State average:	43.9%	45.9%



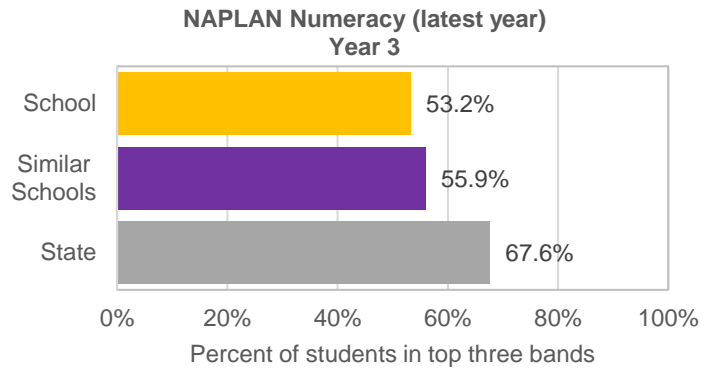
ACHIEVEMENT (continued)

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 (continued)

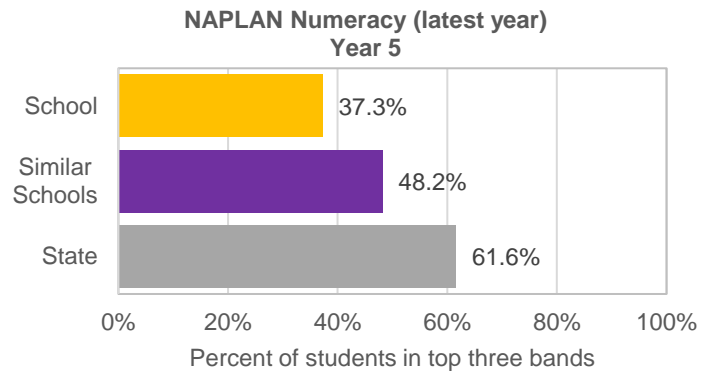
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.2%	57.0%
Similar Schools average:	55.9%	59.4%
State average:	67.6%	69.1%



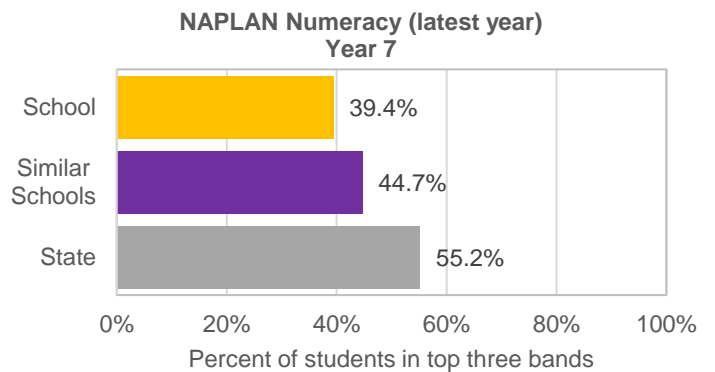
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.3%	45.1%
Similar Schools average:	48.2%	46.7%
State average:	61.6%	60.0%



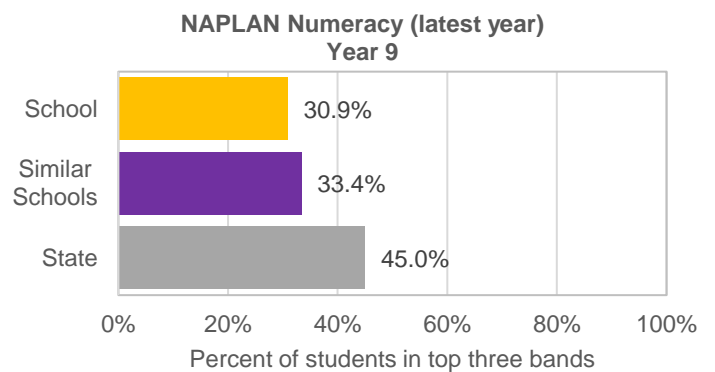
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.4%	41.0%
Similar Schools average:	44.7%	45.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.9%	37.0%
Similar Schools average:	33.4%	36.6%
State average:	45.0%	46.8%



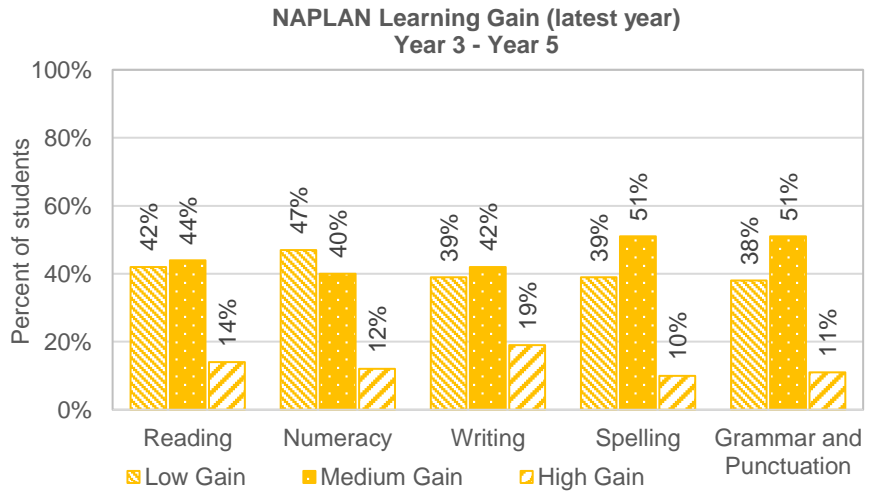
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

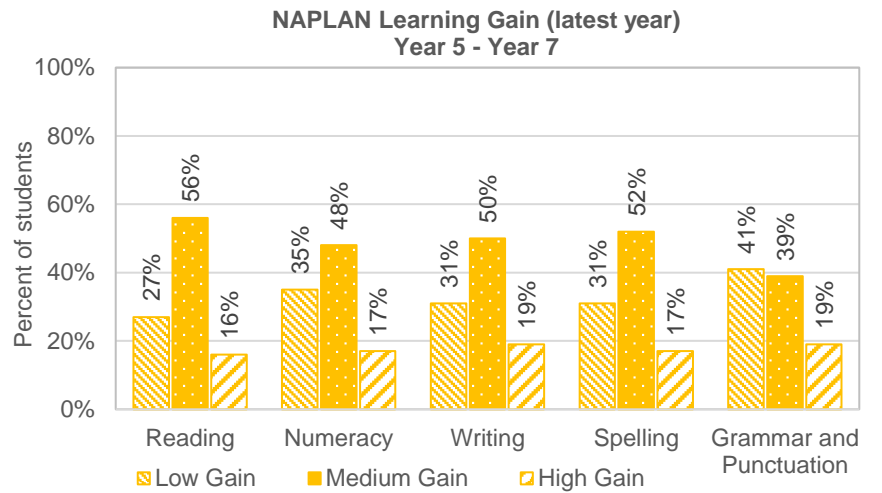
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	44%	14%	19%
Numeracy:	47%	40%	12%	18%
Writing:	39%	42%	19%	18%
Spelling:	39%	51%	10%	18%
Grammar and Punctuation:	38%	51%	11%	20%



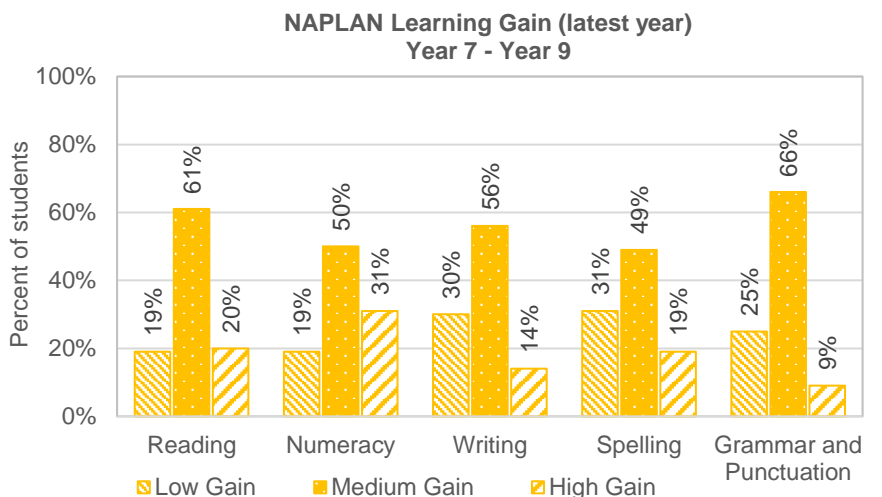
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	56%	16%	17%
Numeracy:	35%	48%	17%	20%
Writing:	31%	50%	19%	17%
Spelling:	31%	52%	17%	19%
Grammar and Punctuation:	41%	39%	19%	18%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	61%	20%	19%
Numeracy:	19%	50%	31%	21%
Writing:	30%	56%	14%	18%
Spelling:	31%	49%	19%	20%
Grammar and Punctuation:	25%	66%	9%	17%



ACHIEVEMENT (continued)

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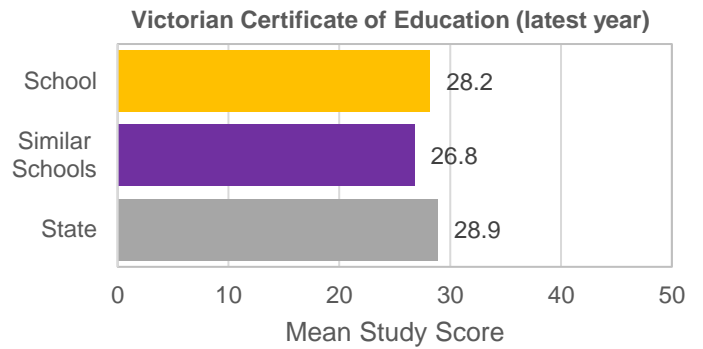
Victorian Certificate of Education (VCE)

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 (2021)	4-year average
School mean study score	28.2	27.1
Similar Schools average:	26.8	26.8
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	96%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	68%
VET units of competence satisfactorily completed in 2021*:	77%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	61%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

ENGAGEMENT

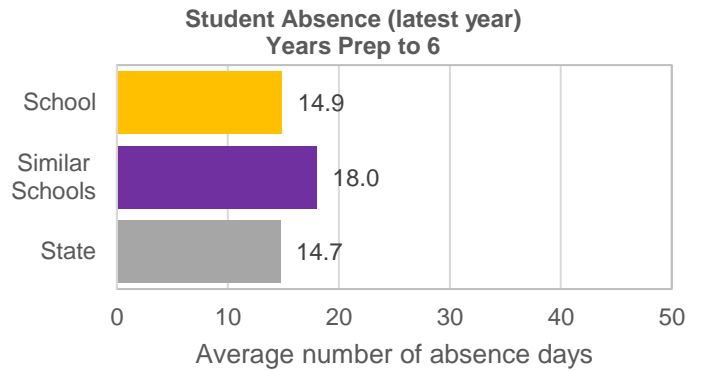
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

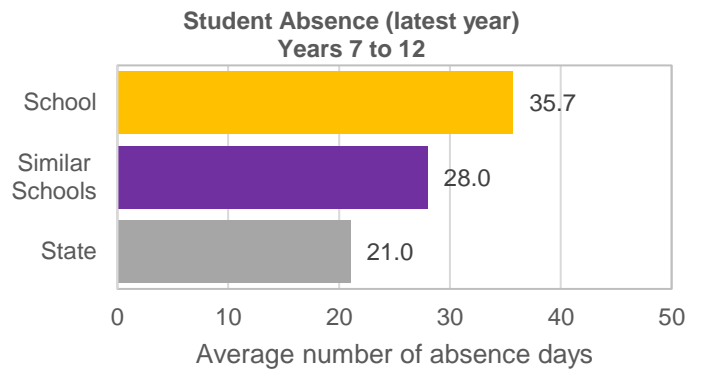
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.9	13.2
Similar Schools average:	18.0	17.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	35.7	25.5
Similar Schools average:	28.0	24.9
State average:	21.0	19.6



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	91%	93%	94%	93%	91%	92%

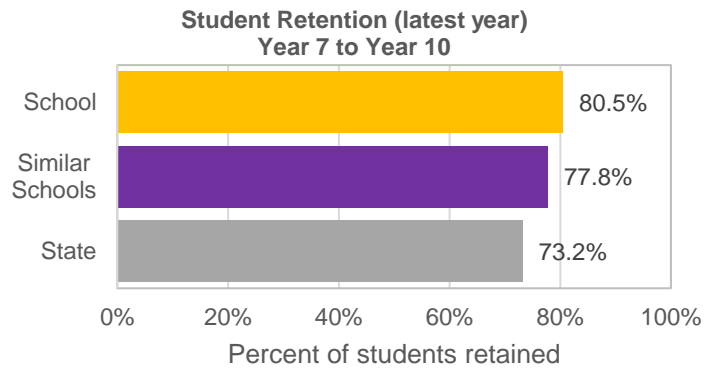
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	80%	81%	77%	88%	87%

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 (2021)	4-year average
School percent of students retained:	80.5%	74.5%
Similar Schools average:	77.8%	76.6%
State average:	73.2%	72.9%

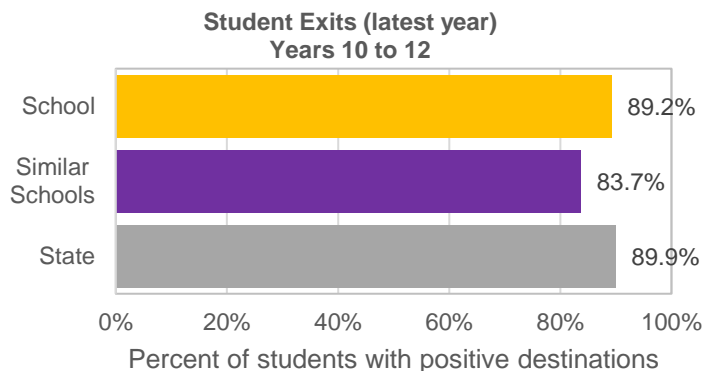


Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	89.2%	82.8%
Similar Schools average:	83.7%	82.9%
State average:	89.9%	89.2%



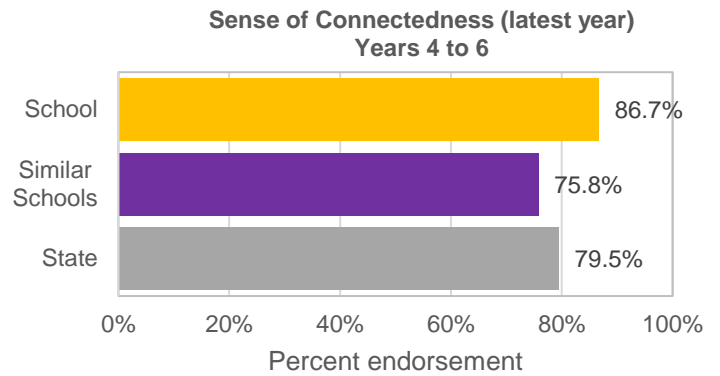
WELLBEING

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

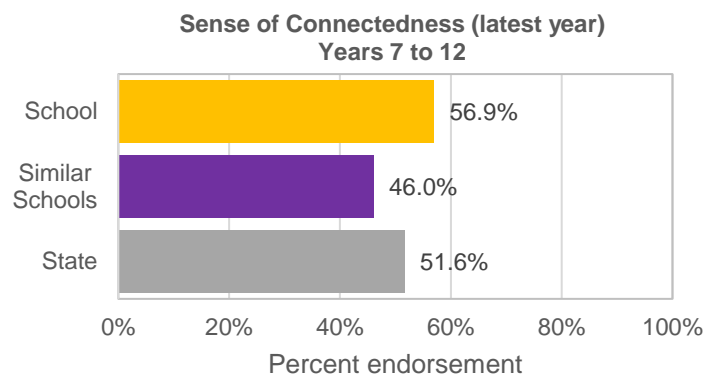
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.7%	91.0%
Similar Schools average:	75.8%	77.9%
State average:	79.5%	80.4%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	56.9%	52.6%
Similar Schools average:	46.0%	49.0%
State average:	51.6%	54.5%



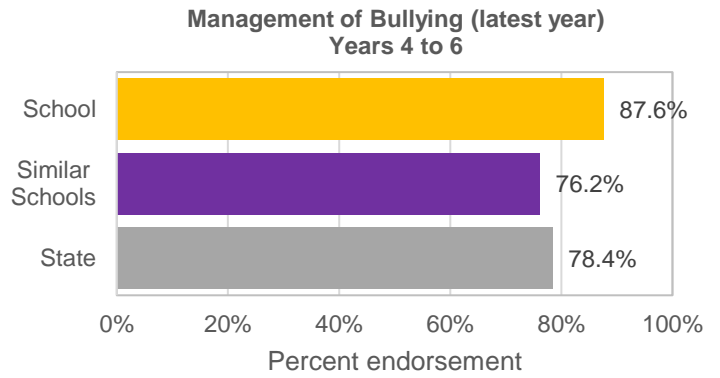
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

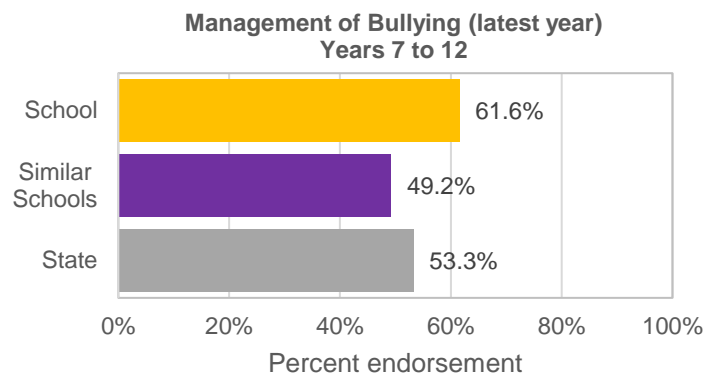
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.6%	89.2%
Similar Schools average:	76.2%	78.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	61.6%	55.0%
Similar Schools average:	49.2%	52.5%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$10,615,839
Government Provided DET Grants	\$1,788,680
Government Grants Commonwealth	\$30,800
Government Grants State	\$14,637
Revenue Other	\$10,614
Locally Raised Funds	\$638,813
Capital Grants	\$0
Total Operating Revenue	\$13,099,383

Equity ¹	Actual
Equity (Social Disadvantage)	\$865,632
Equity (Catch Up)	\$83,248
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$948,881

Expenditure	Actual
Student Resource Package ²	\$10,440,326
Adjustments	\$0
Books & Publications	\$10,698
Camps/Excursions/Activities	\$130,590
Communication Costs	\$20,834
Consumables	\$242,690
Miscellaneous Expense ³	\$45,271
Professional Development	\$42,761
Equipment/Maintenance/Hire	\$286,863
Property Services	\$402,448
Salaries & Allowances ⁴	\$365,412
Support Services	\$314,202
Trading & Fundraising	\$156,516
Motor Vehicle Expenses	\$173
Travel & Subsistence	\$0
Utilities	\$142,002
Total Operating Expenditure	\$12,600,788
Net Operating Surplus/-Deficit	\$498,595
Asset Acquisitions	\$31,373

- (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 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$1,253,209
Official Account	\$69,476
Other Accounts	\$0
Total Funds Available	\$1,322,685

Financial Commitments	Actual
Operating Reserve	\$348,380
Other Recurrent Expenditure	\$23,853
Provision Accounts	\$19,000
Funds Received in Advance	\$59,599
School Based Programs	\$9,625
Beneficiary/Memorial Accounts	\$83,865
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$170,294
Repayable to the Department	\$945,500
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,720,116

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.

Kyabram P-12 College showed a surplus financial position in 2021 and demonstrated strategic budget planning with a clear link between the educational needs of students and the College Annual Implementation Plan. Funding sources were from Department Quarterly Grants; college donors; parent payments; grants and covid supplements and resources from the Department to support a safe environment.

Remote learning during 2021 continued to play a part in the educational needs of our students. To this end programs like See-Saw at P-6 and Compass continued to make a significant impact on student outcomes, along with Edrolo and Essential Assessments. The Learning Tutor Program continued in 2021 with funding provided by the Department, which has had a significant impact on the students ability to 'catch up' after extended remoted learning.

Equity funding was allocated for improved student achievement through teacher coaches, intervention for students at risk, targeted resources, literacy support, wellbeing support, professional development and leadership training for staff.

Whilst our fundraising was again limited in 2021, we were still able to hold a super 'Colour Run' in March. Our Parents Club were also able to continue with the Mother's and Father's Day events and whilst not a fundraiser, is certainly appreciated by the students and families. We were also excited to once again host the Debutante Ball which was a huge success.

Special grants in 2021 included Advance Grant, Trainee Government subsidy and our major donors in 2021 were the Grummitt Family Scholarship; the Kyabram Club; Anna Cruse Scholarship and the Gary Slade Award, along with many of our annual Awards Ceremony Sponsors. The MADEC funding through 2021, has also seen our indigenous students supported and in 2021 we were able to continue our MOU with HMW Consulting to further support our indigenous students with Individual Learning Plans.

Highlights of significant improvement in grounds and maintenance projects for 2021 were: upgrade of the music centre with new carpets and external painting; replacement of carpet in the Grade 34 classrooms; extensive underground investigation into stormwater and drainage; upgrade of security lighting; upgrade of heating facilities in the music centre; and upgrade of Assembly Hall floor as well as extensive reroofing of the Music Centre; B Block and C Block.