

2022 Annual Report to the School Community

School Name: Hawkesdale P12 College (5434)



- 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 02:35 PM by Colan Distel (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 02:36 PM by Elise Dell (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

The township of Hawkesdale is located in regional south-western Victoria, with our enrolment catchment encompassing Koroit, Port Fairy, Woolsthorpe, Macarthur and Peshurst. The Hawkesdale P12 College sits in a landscape of undulating farmland, with sheep, dairy, beef and contracting being the predominant agricultural and farming activities in the area. The school grounds contain a range of beautiful native trees bordering oval and play areas, and prominently feature a large mature redgum tree, whose origins stretch back beyond pastoral settlement to the custodianship of the Eastern Marr peoples. This is the Big Tree - the visual symbol and brand of our school, and a daily reminder of resilience, adaptability and interconnectedness.

Our school offers a comprehensive curriculum and significant learning opportunities across the thirteen years of primary and secondary schooling, and seeks to meet the learning and wellbeing needs of students in a stimulating, supportive and caring environment. The F-10 and VCE curriculum is enriched by a broad range of additional engagement programs and activities, such as Hands On Learning, the developing Nurture Room space, ADVANCE outdoor education and the Hawkesdale Volunteerism program. Year 10 and 11 students continue to benefit from local and metropolitan work experience, which promotes employability skills and personal independence for two weeks at each of these year levels. Our school has been an active participant in the DET Senior Secondary Reform project, and in 2022 vocational teaching staff took part in training, planning, networking and collegiate collaboration to bring the new VCE vocational units to life in our school curriculum. VCE students at our school have a wide variety of study designs to choose to be enrolled in, as well as VETDSS courses through TAFE providers such as SWTAFE, the H&DSC and GoTAFE. VCE students can also access subjects not offered at school through asynchronous off-site providers like the VSV and the VVLN, while agricultural traineeships with RIST continue to be popular. Students leaving at the completion of Year 12 are able to access the pathways that best suit their skills, interests and values – whether this is university, TAFE, apprenticeships, traineeships or employment.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Relationships directly underpin learning, and we deliberately invest time in getting to know students and their families, and to building community connections across the broad geographic expanse of our school catchment. The work of restorative practices, School Wide Positive Behaviours (SWPB's), the Community Connections sub-committee of School Council, our expanded Wellbeing Team involving a mental health practitioner (MHP), School Nurse and School Chaplain, and the inclusive Student Voice committee are great examples of our school striving to maintain fairness, authentic voice, routine, care and respect in the relationships that occur within and across our school community. Students try their best and can be their best when they are happy, healthy and safe, and when they are wrapped around with a positive school culture that seeks to engage and support their learning. Our school acknowledges that student wellbeing and successful student learning outcomes are inextricably linked, with the DET Priority Goals of Learning - supporting student learning outcomes (especially in numeracy), and effectively mobilising available resources to support student wellbeing and mental health, especially the most vulnerable – integral to the 2022 AIP.

Respect, Responsibility and Resilience are the core values of our school. We recognise that these values are the key to developing healthy relationships and meaningful life outcomes after secondary school – they are vital life skills, and are particularly relevant in 2022 as Australian society transitions out of the isolation, uncertainty and disconnection of the pandemic era. The work of the SWPB's PLC has been to simplify the school behaviour matrix involving these values and the expected school behaviours that flow from them, and to explicitly involve staff and students in learning about, applying and exploring what these values and behaviours look like in the real life of our school. We seek to promote our school values throughout the teaching and learning of curriculum, in co-curricular and extra-curricular activities, and in our daily school operations.

The Hawkesdale community is enriched by many influences from around the world, and from its connection to First Nations people. Our school is a surprisingly multicultural setting. In 2022 there are currently 12 students enrolled as EAL (English as an Additional Language) at our school, with many other students who come from a Language Background other than English. Currently 11 students identify as being from Aboriginal and Torres Straits backgrounds. Our students are well-supported by WSWR visiting teachers, who plan with teaching staff, conduct sociolinguistic profiling, provide resources and training, and run individualised learning sessions with students in the areas of EAL, visual impairment and ASD. LOTE classes in Chinese (Mandarin) classes are studied weekly by F-8 students, and become an elective for students in Years 9-10; while international travel to China is still not allowed in 2022, initial preparations are underway to regenerate our sister-school relationship with Number 27 Middle School in Beijing, and to re-start our annual educational tour visits when circumstances allow.

At the August census, our school enrolment in 2022 was at 171 students. Across this year, our school personnel comprised of: 2x Principal Class staff at a combined time fraction of 2.0; 1x Learning Specialist (Literacy) at 1.0; 23x Teaching Staff at a combined time fraction of 21.0; 9x Teaching Support Staff at a combined time fraction of 6.0; and 6x Integration Teacher Aides at a combined time fraction of 3.5. 11x Teaching Staff work on a part-time basis; 14x Teaching Support Staff and Integration Teacher Aides work on a part-time basis also.

Progress towards strategic goals, student outcomes and student engagement

Learning

A considerable achievement for our school in 2022 is the degree of positive response to the Parent Opinion Survey, in which 84.5% of respondents expressed a high degree of Parent Satisfaction with our school as a whole, based on 'agree' or 'strongly agree' responses to questions about the quality of student learning, teacher performance, and school climate, leadership and operations. The average Parent Satisfaction response in like-schools across the state was 70.4% in 2022. Our school has worked hard in 2022 to reinstate a range of school programs and activities previously disrupted due to the pandemic, to reconnect with our school community following two years of restricted face to face access to school, and to consolidate student learning and wellbeing following years of remote learning and uncertainty - it is very pleasing to see the degree of parent satisfaction with our school in this context. Staff reflections on School Climate are also pleasing in 2022, with 64.5% of staff either agreeing or strongly agreeing that our school is a positive and supportive place to teach, with particularly high scores around collective responsibility for learning and behaviour management, and collegiate trust. Our School Climate result is 10% more positive on average than in other P12 schools across Victoria. As a staff, we work in subject PLC's and planning triads to boost our collective sense and understandings around academic rigour, particularly as we continue to integrate growth data, differentiated learning and teaching at the point of student need into our more traditional understandings about standards-based achievement.

Teacher judgement about the percentage of P-6 students working at or above age expected standards in English is very positive, with 84% of our primary students noted as working at and above level across reading, writing, speaking and listening; this is very similar to teacher judgement in like-schools, and on par with the statewide average of 87%. Teacher judgement about the percentage of Year 7-12 students working at or above age expected standards in English is a little less positive, with 55.4% of our secondary students noted as working at level and above across reading, writing, speaking and listening, which is almost on par with the like-school average of 61.8%, but considerably below the statewide average of 76.3%. In response to this data, new Literacy and English PLCs have been formed to examine literacy skills across all secondary curriculum levels and classes. The Literacy PLC meets weekly with literacy leaders (Humanities teachers one week, English teachers the next) to examine testing data and its implications for future teaching and learning, and to focus on strategies that will build crucial subject-related vocabulary and skills growth across English and other curriculum areas. The focus of the Literacy PLC will shift each term, working with a different learning area from across the school.

Teacher judgement about the percentage of P-6 students working at or above age expected standards in Numeracy is also very positive, with 79% of our primary students noted as working at this level across all areas of mathematics. Teacher judgement about the percentage of Year 7-12 students working at or above age expected standards in Numeracy is also generally pleasing, with 61.5% of our secondary students noted as working at this level – some 10% higher than in like-schools, but a little less than the statewide average of 67.4%.

NAPLAN achievement results are presented in bands; student performance is typically positioned along six age-appropriate bands, with students working in the top three bands being regarded as working above minimum national standard - at average to well-above average level. NAPLAN reading results in 2022 revealed that an outstanding 91% of Year 3 students are operating in the top three bands, in comparison to the statewide average of 76.6%. This pleasing result reflects a solid application of Sounds Write phonics instruction during the early years of learning since 2018, and also the ongoing embedding of explicit phonics skills and strategies across primary classes and teaching practice. It is worth noting that many of the students behind this data were able to attend school consistently across lockdowns and remote learning, with minimal disruption to their learning. NAPLAN reading results for our Year 5's are also pleasing, with 66.7% of our students operating in the top three bands, as opposed to the average of 63.3% in like-schools. Top three NAPLAN banded reading results for our Year 7 and 9 students were also on par with students in like-schools, but 5-7% below the performance of Year 7 and 9 students across the state – a solid result for our school as we emerge from the educational effects of the pandemic.

NAPLAN numeracy results in 2022 revealed that 54% of our Year 3 students and 41% of our Year 5 students are operating in the top three bands of numeracy achievement, which is on par with like-schools. Of some concern is that 30% of Year 7 students are operating in the top three bands of numeracy achievement in 2022, which is considerably fewer students on average than in like and statewide schools. Our Year 9 students are generally on par with like-schools in terms of operating in the top three bands of numeracy achievement. In terms of learning growth, it is worth noting that our 4-year NAPLAN moving average at Year 9 is 47.2%,

which is well above like-schools and statewide 4-year averages; this indicates a significant improvement in maths skills from year 7 to year 9 at our school, and points to the ongoing strong results in numeracy at this level across previous years.

Numeracy results across Victoria are of considerable concern to the DET, and effective teaching and learning of numeracy will be a key statewide Priorities Goal and expectation in 2023. Goal 1 of our 2023 AIP notes as that “we will continue to focus on student learning - with an increased focus on numeracy”. With this in mind, our school will continue to invest in developing student skills through the support provided by MYLNs, tutoring and equity funding, which will once again be used to help students who are performing below expectations to appropriately extend their learning growth and engagement with numeracy. We have invested considerable time and funding to train two Primary Numeracy Specialists over the past two years, whose focus is to build contemporary, best-practice resources and teaching strategies, and to embed an enquiry-based mathematical approach across primary maths classes. Our Primary Numeracy Specialists will continue to train numeracy staff across the school through mentoring, via PLC consideration of teaching and learning direction, classroom team teaching, feedback from classroom observations and video-capture lessons. The secondary numeracy PLC will focus on closely analysing individual student results to create a better understanding of underlying strengths and weaknesses, and how these can be improved upon through the teaching of specific numeracy strands.

The median study score for our Unit 3&4 VCE students in 2022 was 22.6, which is several points below the median study score for like and state wide schools; while this result was somewhat below-par for our school, it was very pleasing to note that 100% of all VCE units were successfully completed across Units 3&4 in 2022 – every student who enrolled in a VCE subject was able to finish it successfully. We recognise that crucial VCE preparatory years were significantly disrupted for these students in Years 10 and 11, despite the commendable efforts of staff and students during remote learning, and that this – along with illness, absences and situational fatigue - will all have contributed to this anomalous result. VCE teaching and support staff are always focused on improving results, and in the coming year a number of strategies will be employed to energise post-pandemic student motivation and study skills. These strategies will include a new and accessible vocational course of study (the Junior Pathways Certificate); the inclusion of two new and engaging study designs within our school VCE offering (Foundation Maths and Outdoor and Environmental Studies); a VCE Action Plan formulated by the VCE PLC to address student motivation and study skills; a new VCE study camp to explore teamwork, wellbeing, aspirations and career pathways; the re-introduction of student planners to assist with personal organization; a shared Google drive where teaching staff can add to and plan assessment timing via a yearly SAC calendar doc; new study carrel spaces in the Library; and a new Careers Practitioner and VCE coordinator.

Wellbeing

Our school strives to provide a supportive environment that values diversity, promotes equity and is not tolerant of any form of bullying. KIS 2 of the 2022 AIP Priority Dimension (Wellbeing) notes that our school seeks to effectively mobilise available resources to support student wellbeing and mental health, especially those who are the most vulnerable. It was pleasing to note that Sense of Connectedness data for Year 4-6 students in 2022 is at 99%, some 20% greater than the statewide average - an outstanding result! Sense of Connectedness data for Year 7-12 students in 2022 is at 51%, slightly more positive than statewide and like-school averages, and slightly higher than the four-year average for this measure at our school. While there is still considerable room for improvement in terms of secondary Sense of Connectedness data, this needs to be considered against the background context of schools across Victoria emerging from the challenges and dislocation of remote learning and past lockdowns; to be ahead of the average in this context is still an achievement, albeit a modest one.

Student wellbeing is always a school priority, and the wraparound support that staff and services provide to students and families based on level of need deserves to be highlighted and celebrated. In 2022, the school Wellbeing Team has expanded to consist of a secondary School Nurse, a Mental Health Practitioner and our School Chaplain; the team works closely together to triage and provide targeted support to students and families, and maintains a rigorous professionalism through ongoing training and formal supervision and debriefing. The Wellbeing Team meets and liaises closely with Year Level Coordinators and school leadership staff to explore wellbeing solutions, resulting in a broad range of staff who feel empowered and able to make a real wellbeing difference for students beyond usual tier one classroom management practices. The Wellbeing Team also works closely with the Gunditjmarra and Windamara Aboriginal Cooperatives, as well as Orange Door, Brophy Family Services, Emma House, CAHMS, Victoria Police and Child Protection to link specialist services with identified student need. Students also have outreach access to a visiting psychologist from Headspace on a weekly basis to support more complex needs. The Navigator Program successfully engaged with two at-risk students in 2022, enabling them to remain at school and to develop a meaningful pathway towards future education. Systems are in place – such as Compass chronicle tracking, regular year level student management meetings, Year Level Coordinator oversight, SSS management meetings, IEP's and SSG's - to monitor students and provide mental health support

when need is identified. Our School Nurse and MHP are trained Teen Mental Health First Aid practitioners, and have rolled out elements of this program for ES staff and Year 8 students throughout the year; this delivery will expand to senior secondary year levels and all teaching staff in the coming year, and will focus on improving mental health literacy and early intervention for adolescents, as well as peers checking in with and supporting each other if wellbeing issues are noted.

Topics around healthy relationships, drug and alcohol awareness, consent, safer sex, respect for others and oneself, diversity, personal rights and responsibilities, effective communication, informed decision-making and risk behaviours are all part of secondary Year 7-10 Adolescent Health programs, and are supported through direct teaching and planning by our School Nurse. The Peaceful Kids program was conducted across Years 3-6, and provided valuable mindfulness and self-regulation skills and experiences for the students involved. Primary classes also cover aspects of healthy relationships, friendships and sexuality as developmentally appropriate, and following the F-10 Health and Physical Education learning area curriculum. The Bounce Back classroom program supplements and supports primary teaching and learning in this area, covering key concepts around core values, bouncing back from adversity, courage, looking on the bright side, regulating emotions, creating and maintaining relationships, the importance of humour, and pushing back against bullying. The ICan Network also conducted weekly sessions for selected students from Years 5-10 in semester two, assisting ASD students to celebrate their strengths, passions and expression, and to develop a stronger sense of self-acceptance, confidence and belonging.

The Welfare Team also worked with each year level from Years 5-12 to conduct Attitude to Schools focus groups, unpacking data with students to gain a deeper understanding about their responses to questions. Discussion highlighted the importance of relationships in teaching and learning, and revealed some relationship gaps that were happening in different subjects across the school. The results of these focus groups directly informed the work of the SWPB's PLC in working towards whole of staff strategies and practice in establishing tier one routines, expectations and cooperative classrooms, refining of the current Behaviour Matrix, and promoting strategies to build strong and respectful relationships across the school.

The establishment of a nurture space within the school has been a key priority in 2022, with a team of ES staff along with two teaching staff undertaking training by Nurture International. This training was led by Sharon Sperling, the lead Australian consultant and funded by Brophy Family Services with support from the School Focused Youth Service. The intention of this training was to support staff to further meet the developmental needs of all students through a variety of Nurture Interventions. Staff unpacked the principals of Nurture, built further knowledge around the development of the brain and the impacts of trauma, and developed strategies to meet the sensory needs of individual students. Staff worked together to develop a bank of skills and ideas to implement a tier 2 Nurture program for Year 9 students in 2023. Data was collected to identify which students were in the greatest need of tier 2 intervention, and parents were approached to gain consent for their child to participate going forward into 2023. A Nurture Space began to be created and resourced in 2022, and draft learning plans and templates were developed. A whole staff PD session was conducted late in the year to support staff to develop a greater awareness of Nurture and why it is needed to support our students; the goal to embed Nurture principles and practices across the school over the next two years will be ongoing.

Engagement

Student attendance and retention are significant drivers of school and learning engagement. It is concerning to note that rates of attendance have decreased significantly across Victorian government schools in 2022, although this is hardly surprising given the easing of COVID-19 restrictions and the resulting waves of infection that swept across the education sector. Student absence at our school generally paralleled the rates of increased absence recorded in statewide and like-schools, with the easing of international travel restrictions creating further impact on absenteeism. Despite this, it is interesting and positive to note that our average 2022 attendance for Year P-6 students is 1-2 days greater than statewide and like-school averages, and that average attendance for Year 7-12 students is 1-3 days greater than statewide and like-school averages. Connectedness to School data is significantly positive for Year 4-6 students, and slightly above average for Year 7-12 students in terms of statewide and like-school comparison; this sense of belonging is reflected in our school absence data, which is slightly more positive than statewide and like-school averages. Our school continues to focus on rigorously following up student absences, with Compass roll monitoring and adjusting, phone calls and messages home to clarify unexplained absences, IEP goals around attendance, a dedicated ES Attendance Officer who manages the accuracy of absence coding and class rolls, targeted wellbeing support and liaison with the WSWR Attendance Officer in regard to following up chronic absenteeism and school refusal. More work in this area is required however; it is important that we continue to work towards developing a community and school culture in which everyone recognises and acts on the belief that persistent absence is a key barrier of learning and connectedness, and that consistent attendance is a key enabler of learning and connectedness.

A highlight of 2022 in terms of school and community engagement has been the achievements of the Community Connections sub-committee of School Council, and the Student Voice team, which was pioneered by our two student representatives on School Council. Emerging from the school access restrictions of 2020-21, the Community Connections sub-committee was formed with the aim of re-engaging the wider community with our school; the team consisted of staff, parents and school council members, and met twice a term to examine ways in which our school could be better promoted and linked to its community audience. The team organised and/or liaised with staff and the Student Voice team to facilitate inclusive, whole school and student-led events, such as a successful Welcome Back to School BBQ, the inaugural Great Hawkesdale Bake Off, a Grandparent's Day, transition packs for new students at all year levels, the publishing of an up-to-date and reader-friendly Student Handbook, numerous school celebration events, increased school promotion through our vibrant Facebook page, the creation of a school Instagram account, and the reinvigoration of our Parent and Friends group.

The formation of the Student Voice team was a direct response to the findings of the 2021 School Review, in which strengthening authentic student voice was recommended as a way in which to further improve student engagement. This committee was initially formed as a sub-committee of School Council as suggested by student School Council representatives, and commenced with student leaders and other interested students meeting weekly to discuss school issues, and to develop actions around enhancing student connection and positive involvement in the life of the school. Achievements of the group included running various events requested by students such as dress up days and charity fundraisers for the Cancer Council and Black Dog institute; working with the uniform sub-committee of school council to make changes to school uniform that students were requesting, including a school beanie and more comfortable winter options; and running the Great Hawkesdale Bake-off in term 3. The team liaised with school leadership in term four to build an expanded and more inclusive membership of the group, enabling elected class representatives from each year level in Years 5-12 to be part of the team in 2023, and the inclusion of further Year 12 leadership positions including treasurer and secretary. The Student Voice team makes a valuable contribution to the life of our school, providing an authentic avenue for students to share their ideas and make a meaningful positive impact within the school community.

At our school we teach and support every student at their point of need and in line with FISO 2.0, encouraging them to do their best and to be their best. The SWPB's PLC reflects this intent, and is an important, large and diverse collegiate team within our school. The group meets regularly to work towards establishing whole of staff strategies and practice in establishing tier one routines, expectations and cooperative classrooms, and promoting strategies to build strong and respectful relationships across the school. Although the work of this PLC was somewhat disrupted by staff availability and illness during 2022, pleasing progress has been made in refining and simplifying the current school Behaviour Matrix, and in planning for positive schoolwide expectations to be consistently embedded in language and action across all teaching staff and classrooms in 2023. Training for the PLC in the School Wide Positive Behaviour Support (SWPBS) framework is ongoing, and WSWR support from the SWPB's Area Manager is being sourced to further enhance our work in this area.

Year 7 to 10 retention data in 2022 is somewhat more positive than our school four-year average, but slightly below statewide and like-school data, while the percentage of students choosing to transition into further studies or full-time employment immediately following Year 12 is also slightly below statewide and like-school settings. Our school has a long tradition and record in providing successful transitions and pathways from school into employment, apprenticeships and further training, and this data anomaly around retention and pathways will require further examination in 2023. These results are also an indicator of the heightened degree of transience happening for some of our school families following the pandemic, and the increasing affordability challenges that can limit options for remote and rural students wishing to take up tertiary studies. While the majority of exiting Year 12 students in 2022 have clear and known pathway goals and destination plans, the size of the cohort makes the data for the small group of students without a set or known destination quite pronounced. Following on from two years of lockdown, disruption, remote learning, illness and uncertainty, the reality for many of our exiting 2022 Year 12 students was that of situational fatigue, which is reflected in a 12% attendance decrease between the 2021 Year 12 group and the current cohort. While many Year 12's were ready to launch into their adult lives and pathways with renewed energy and optimism at the conclusion of 2022, some students needed to take a greater than usual time to gather themselves, to rest and recover, and to consider the next big steps into their adult, post-secondary school lives. It was very pleasing to note, in a challenging year, that 100% of all VCE units were successfully completed across Units 1-4, and that all VETDSS units of competency were successfully completed at TAFE; this reflects an enormous amount of support and monitoring of our students by school and TAFE training staff, and is a pleasing achievement.

Other highlights from the school year

Our school is justifiably proud of its camps program, and of the life and learning experiences that these provide. Camps of increasing duration occur from Years P-11, alternating for primary year levels to create variety across a two-year cycle, and fixed for

secondary classes so that students have access to outdoor education, work experience and metropolitan experiences on an annual basis. Additional camps include 3-4 ADVANCE outdoor education multi-night experiences each year, with Year 9-10 students taking part in canoeing/camping on the Glenelg River, bike trail riding and camping on the Skipton-Ballarat rail trail, and hiking/camping in the Black Range and/or along the Great South Coast Walk. Year 9 students are also able to apply to attend the annual School for Student Leadership residential experience, joining 40 other young people from across regional and metro Victoria for 9-10 weeks of personal and leadership development, goal setting and outdoor education. The two-week Year 11 work experience camp to Melbourne is always a highlight, with students experiencing in real life and real time what it is like to contribute to a workplace, to meet employer expectations, and to navigate your way around the city using public transport. The academic year always concludes with the Year 7-10 Great Hawkesdale Bike Ride, a four-day cycling circuit and camping experience that takes students through each of the townships and varied landscapes of our local district. We invest time, staffing, energy and resources in our vibrant camps program because of the end outcomes that happen for the students involved: relationship building, personal organisation, independence, resilience, communication and teamwork, exposure and appreciation of nature, and the creation of great memories.

The Skittles Group is flourishing in 2022, providing our secondary LGBTQI+ students with a safe space to discuss issues and thoughts around gender, belonging, discrimination and identity. Several staff have facilitated this group during the year, and supporters and friends of our LGBTQI+ students also attend weekly lunchtime sessions. Inclusivity and acceptance are important aspects of the school value of respect, and it is been pleasing to see the support that students have shown towards each other across the school as the group has developed and grown. Students involved were very proactive in organising events to raise awareness of LGBTQI+ identity and tolerance within the school community; the Wear It Purple Day, for example, was a great success, with students and staff wearing purple attire for the day, taking part in inclusivity activities in their classes, and participating in a very competitive staff vs student netball game to finish the day.

Prior to the pandemic years of 2020-21, our school traditionally held a bi-annual Deb Ball for Year 11-12 students; this was a popular and well-attended event on the district social calendar. After a gap of nearly four years without a Deb Ball, the opportunity and need to hold a formal, rite-of-passage event for our senior students reappeared once COVID restrictions had fully eased, and a student-led group organised a Year 11-12 Formal. This evening event was held at our local Memorial Hall, with students working together to manage bookings, decorations, catering, lighting and a DJ. The event was highly successful, created a memorable end of year event after several years absent of usual senior school milestones, and was a great example of students and staff working together to create something meaningful and enjoyable.

Financial performance

The overall budget position of our school across 2022 was one of surplus, with the degree of the surplus amount rising and falling in typical fashion as payments and adjustments occurred throughout the year. Maintaining a healthy surplus was pleasing given the significantly increased CRT costs associated with maintaining staffing during waves of COVID-19 and influenza-related absences across the year. Equity funding was once again used to provide additional classroom support for students whose learning improvement was not progressing at expected level, as well as time for literacy triad teams to meet, plan and analyse student outcome data in order to develop and implement improvement actions. Our school manages its financial responsibilities and positions with care, and has in place sound financial practices that have resulted in a strong financial position for 2022 and future years. All funds received from the DET or raised by the school have been expended or committed to support the achievement of educational outcomes and other operational needs of the school, consistent with established DET policy. The role of School Council and the School Council finance sub-committee is vital to the transparent oversight of expenditure and funding intent, and the finance sub-committee has been particularly involved in examining, querying and clarifying the payments entering and exiting the school.

For more detailed information regarding our school please visit our website at
<https://hawkesdalecol.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 162 students were enrolled at this school in 2022, 88 female and 74 male.

11 percent of students had English as an additional language and 5 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).

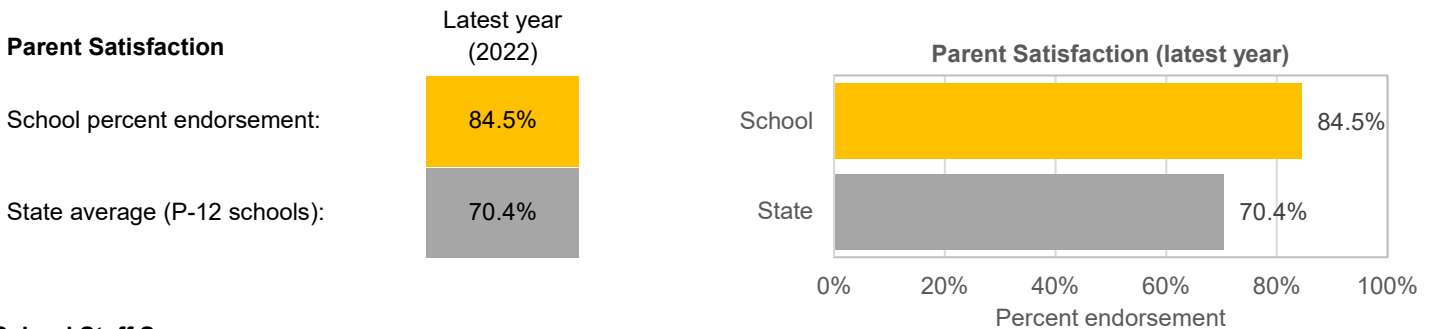
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

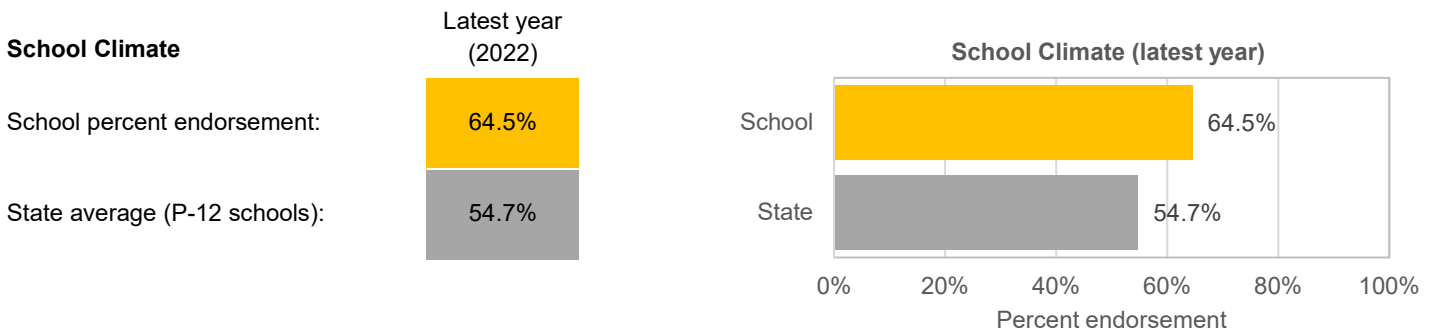


School Staff Survey

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.



LEARNING

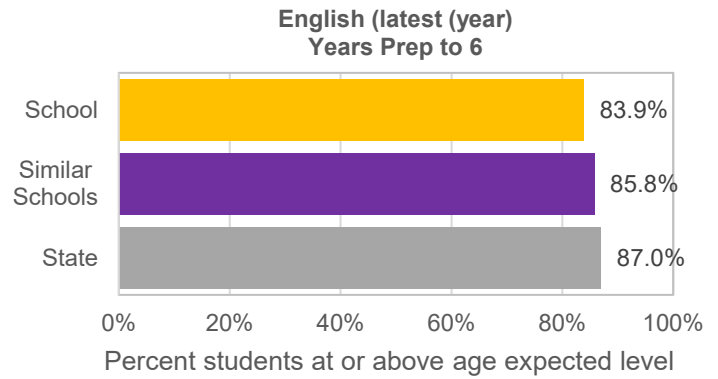
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

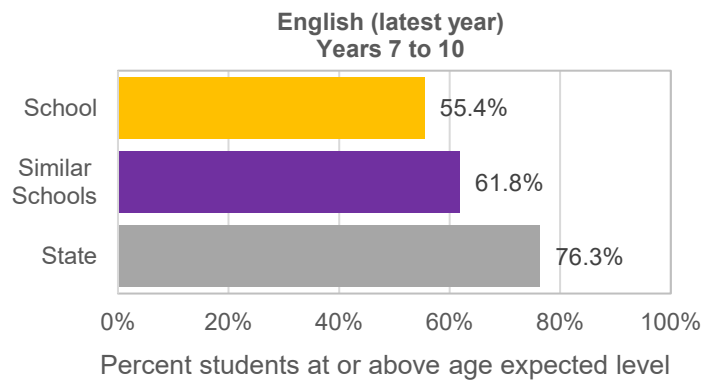
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	83.9%
Similar Schools average:	85.8%
State average:	87.0%



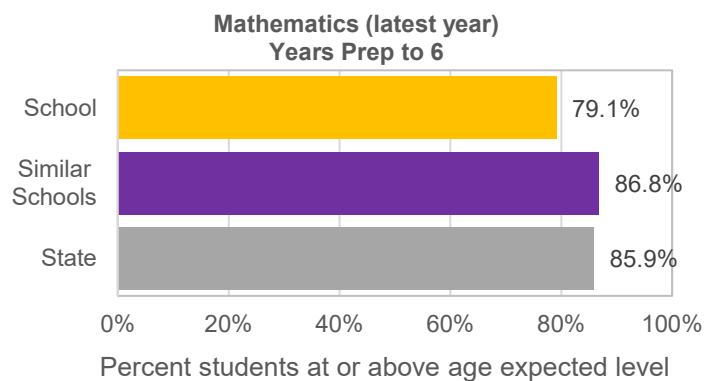
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	55.4%
Similar Schools average:	61.8%
State average:	76.3%



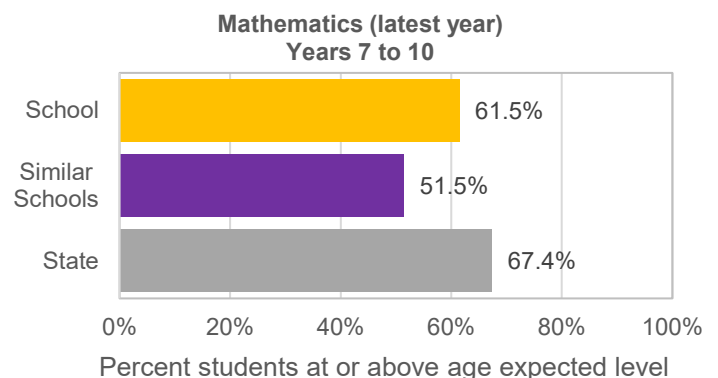
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	79.1%
Similar Schools average:	86.8%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	61.5%
Similar Schools average:	51.5%
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.

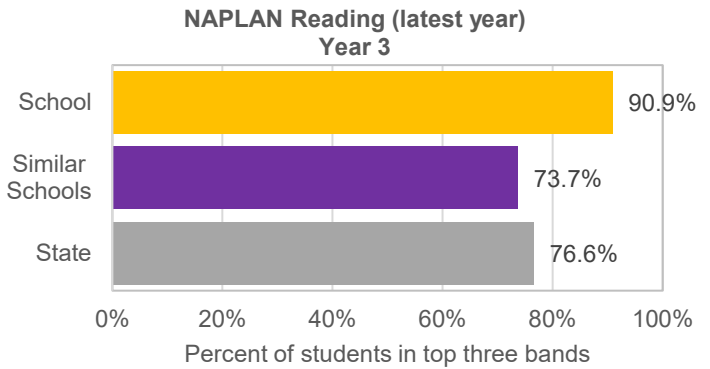
NAPLAN

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.

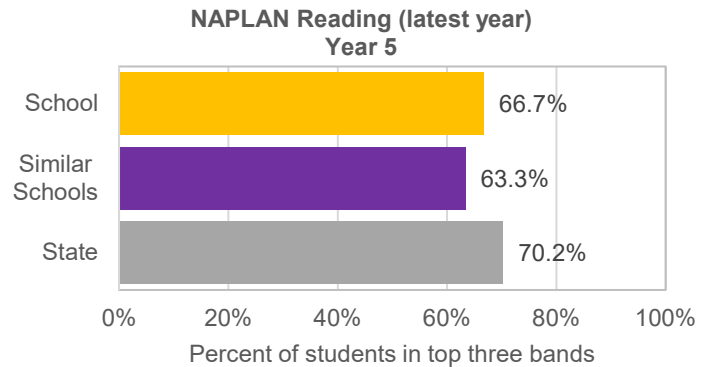
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.9%	81.8%
Similar Schools average:	73.7%	73.4%
State average:	76.6%	76.6%



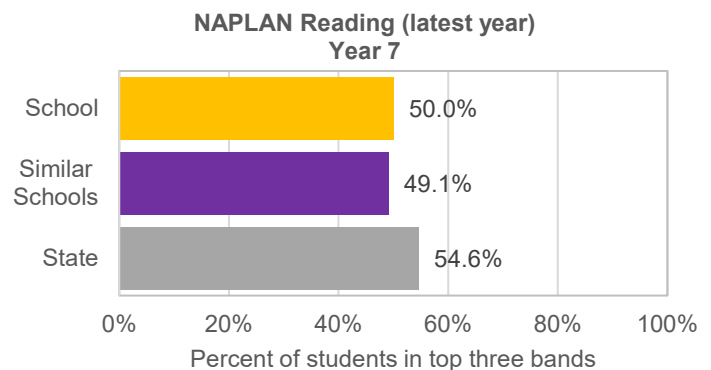
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	62.5%
Similar Schools average:	63.3%	63.0%
State average:	70.2%	69.5%



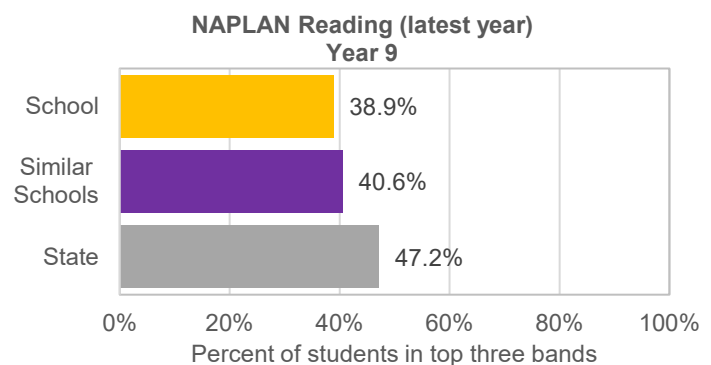
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	49.0%
Similar Schools average:	49.1%	48.8%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.9%	29.4%
Similar Schools average:	40.6%	40.7%
State average:	47.2%	46.0%



LEARNING (continued)

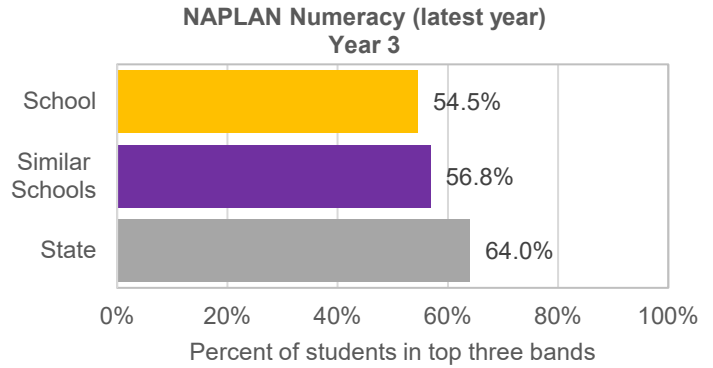
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

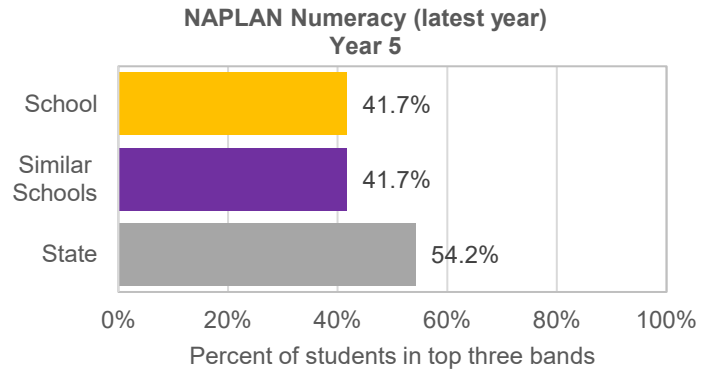
	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	43.5%
Similar Schools average:	56.8%	62.5%
State average:	64.0%	66.6%



**Numeracy
Year 5**

School percent of students in top three bands:

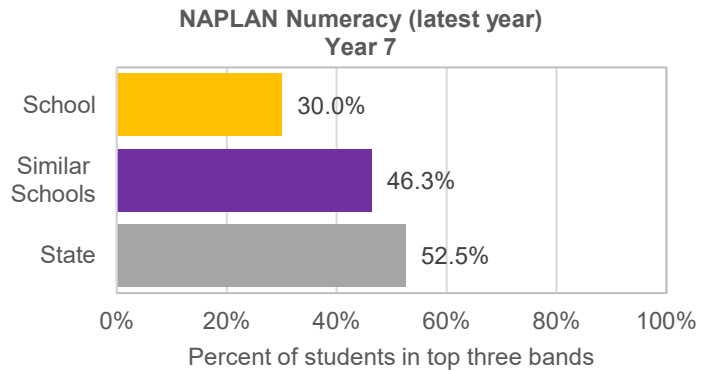
	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	60.0%
Similar Schools average:	41.7%	51.4%
State average:	54.2%	58.8%



**Numeracy
Year 7**

School percent of students in top three bands:

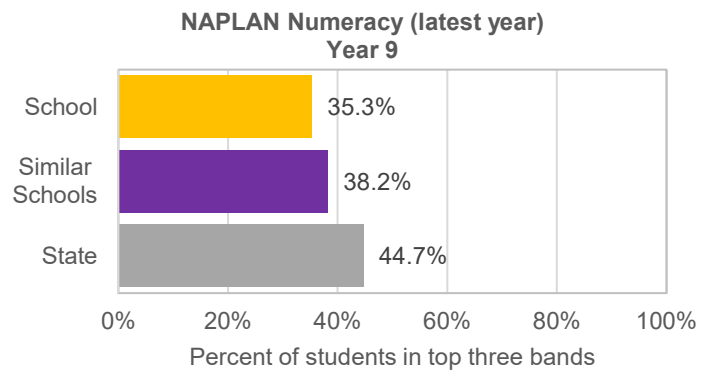
	Latest year (2022)	4-year average
School percent of students in top three bands:	30.0%	47.1%
Similar Schools average:	46.3%	50.4%
State average:	52.5%	54.8%



**Numeracy
Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.3%	47.2%
Similar Schools average:	38.2%	41.1%
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.*

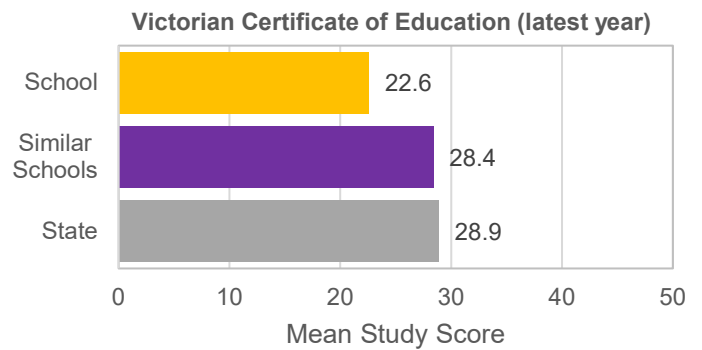
Victorian Certificate of Education (VCE)

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	22.6	25.6
Similar Schools average:	28.4	28.3
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:

8%

VET units of competence satisfactorily completed in 2022:

100%

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

74%

WELLBEING

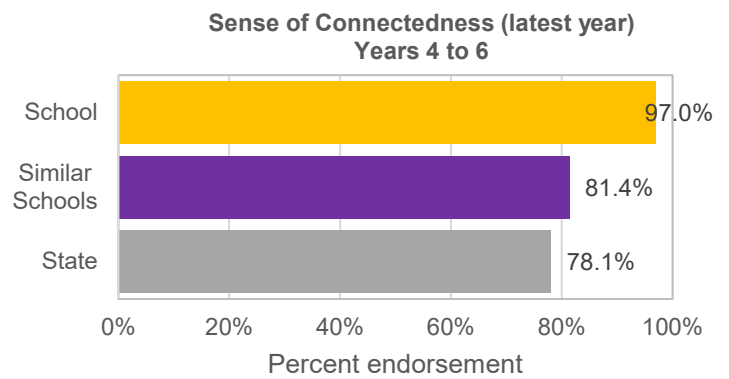
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

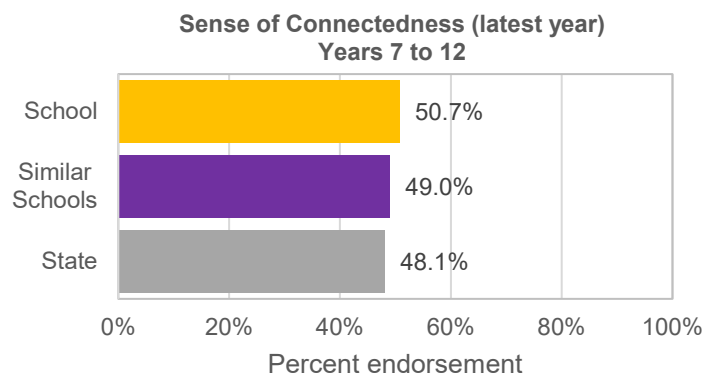
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	97.0%	77.4%
Similar Schools average:	81.4%	82.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	50.7%	48.3%
Similar Schools average:	49.0%	52.6%
State average:	48.1%	52.5%



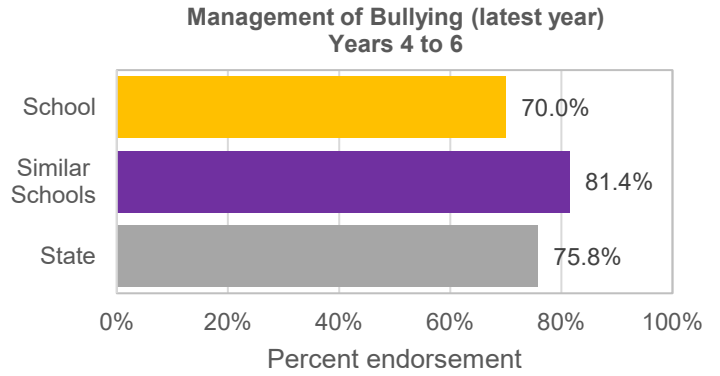
WELLBEING (continued)

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).

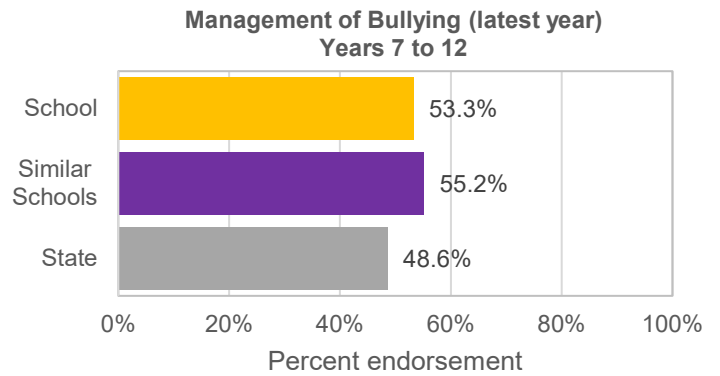
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	70.0%	81.4%
Similar Schools average:	81.4%	84.2%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	53.3%	51.1%
Similar Schools average:	55.2%	59.7%
State average:	48.6%	54.0%



ENGAGEMENT

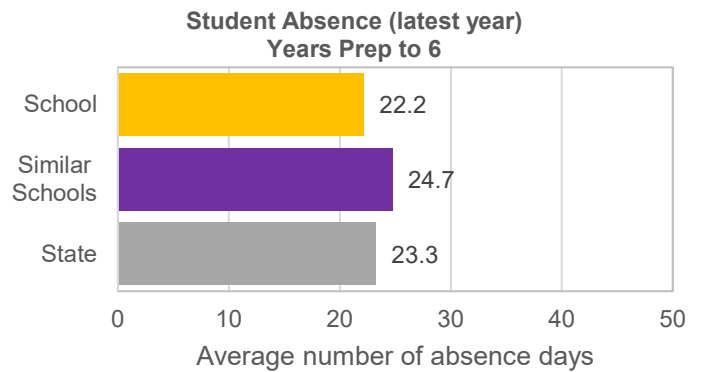
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

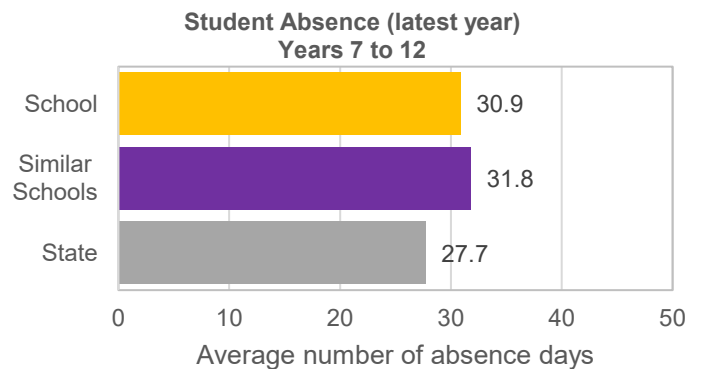
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.2	17.0
Similar Schools average:	24.7	18.2
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.9	21.9
Similar Schools average:	31.8	25.9
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	90%	90%	88%	86%	89%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	90%	87%	81%	81%	85%	83%	

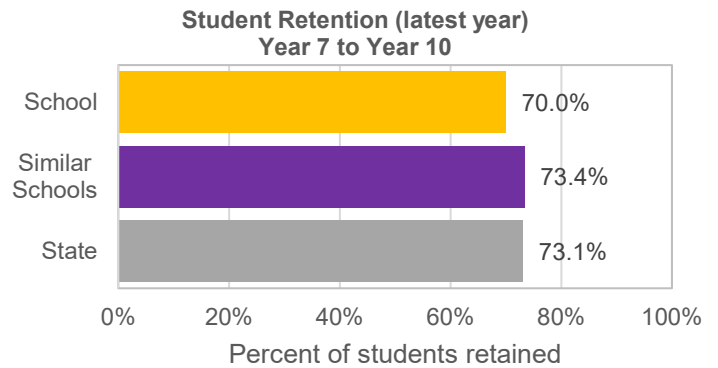
ENGAGEMENT (continued)

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:	70.0%	63.9%
Similar Schools average:	73.4%	72.5%
State average:	73.1%	73.0%



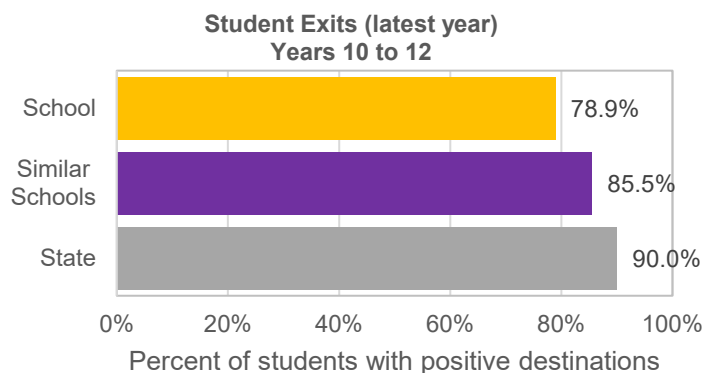
Students exiting to further studies or full-time employment

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:	78.9%	82.9%
Similar Schools average:	85.5%	86.1%
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	\$3,715,279
Government Provided DET Grants	\$555,134
Government Grants Commonwealth	\$75,300
Government Grants State	\$0
Revenue Other	\$40,168
Locally Raised Funds	\$182,714
Capital Grants	\$0
Total Operating Revenue	\$4,568,594

Equity ¹	Actual
Equity (Social Disadvantage)	\$162,087
Equity (Catch Up)	\$14,254
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$176,341

Expenditure	Actual
Student Resource Package ²	\$3,561,828
Adjustments	\$0
Books & Publications	\$7,558
Camps/Excursions/Activities	\$95,298
Communication Costs	\$2,976
Consumables	\$63,132
Miscellaneous Expense ³	\$50,329
Professional Development	\$16,909
Equipment/Maintenance/Hire	\$58,622
Property Services	\$127,328
Salaries & Allowances ⁴	\$191,916
Support Services	\$97,445
Trading & Fundraising	\$125,270
Motor Vehicle Expenses	\$570
Travel & Subsistence	\$2,141
Utilities	\$45,954
Total Operating Expenditure	\$4,447,277
Net Operating Surplus/-Deficit	\$121,317
Asset Acquisitions	\$13,593

- (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	\$557,994
Official Account	\$6,844
Other Accounts	\$0
Total Funds Available	\$564,838

Financial Commitments	Actual
Operating Reserve	\$138,582
Other Recurrent Expenditure	\$11,933
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	\$150,514

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.