

# 2020 Annual Report to The School Community



School Name: Woodmans Hill Secondary College (8491)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 27 April 2021 at 04:56 PM by Stephen Fields (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 09:01 PM by Emma Carter (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- 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).

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

Woodmans Hill Secondary College came into being as a result of a de-merger with Mount Rowan in 2019. The school was originally a Year 7-10 campus as part of Ballarat Secondary College. When the senior campus was closed, the two remaining campuses became Y7-12. The majority of the teachers with VCE experience took up positions at Mount Rowan and over the course of the last two years we have had to focus on nurturing and recruiting staff so that we have the capacity to fully support our senior students. The school has experienced significant growth in student numbers without the benefit of major residential building projects within our zone. We are currently just below our capacity and projections suggest that this growth trend will continue over the course of the coming years. There are currently 485.3 students attending our school. Of that number, 54.56% are male and 45.02% are female. 9.75% of students have a disability with 3.73% students identified as 'at risk'. 1.66% of students are non-English speakers. The Student Family Occupation Education (SFOE) index was 0.5819 in 2020. The staffing profile of Woodmans Hill Secondary College includes a principal and assistant principal, the equivalent of 39.7 full-time teachers, and the equivalent of 22.1 full-time Education Support (ES) staff.

In order to manage our transition from small to mid-size school, we have developed leadership structures within both a junior (7-9) and senior (10-12) sub-schools with structures designed, evaluated and adapted to ensure that students are supported, nurtured, extended and appropriate intervention is put in place to provide a range of programs and pathways.

The school has benefited from significant refurbishment to aged premises with specialist classrooms in Science, Art, Performing Arts and Technology aiding curriculum delivery and the breadth of programs that we are able to offer our students. As we have expanded, we have found that we are enrolling a higher proportion of high capacity students in the top two bands in NAPLAN. This has enabled us to widen our focus on differentiation and student tracking to ensure that all students are extended and experience good growth. The school is increasingly becoming data literate with a range of strategic roles and tracking tools to support teachers through ongoing inquiry cycles to evaluate impact and measure learning growth. The ongoing collaborative professional learning at Woodmans Hill Secondary College is framed within PLCs at a whole school, department and pastoral level.

14% of all students engage with our Learning Support Team within either classroom aide support, individual education plans or focused reading groups. 31 students are PSD funded and all programs are developed and coordinated by Intervention Leader who is a qualified teacher. As well as in class support, the Learning Support team runs sessions for students designed to cater for specific behavioural and educational needs, as well as small reading groups to foster greater confidence in literacy.

The school expanded the capacity of the wellbeing support team to cater for the growing student enrolment and range of needs of students. We have invested in a wellbeing team that includes a wellbeing coordinator, school counsellor, student support worker and a mental health practitioner, supported by the Assistant Principal. The school has provided a dedicated space, the Wellbeing Centre, for the team to operate from within and for ease of student access. We have also re-designed the pastoral care structure to include daily Homegroup sessions, to enable ongoing monitoring of student engagement and wellbeing. The pastoral structure was supported through a sub-school model, with sub-school and year level leaders that provided both pro-active and re-active supports.

### Framework for Improving Student Outcomes (FISO)

In 2020, the College's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

- To collaborate within PLCs to increase collective efficacy of teachers in the explicit teaching of reading and Maths.
- To develop a learning culture within the Senior School that leads to optimal growth for all students.
- To increase engagement, connectedness and pride across the Woodmans Hill community.

To support implementation of these KIS, professional learning had been planned, along with a restructuring of roles across the school, to meet student and teacher needs. Learning Specialists were appointed as professional practice coaches with additional time allocated for them to work with their teams and across all curriculum areas. Whilst Woodmans Hill Secondary College delivered on a number of our goals, as a result of COVID 19 and the subsequent extended periods of remote and flexible learning, some of the associated AIP actions and professional development plans were modified to suit remote learning. In order to prioritise the focus on staff professional development with respect to producing online lessons, much of our professional learning centered on increasing teacher capacity in this area. Because of this, some key actions needed to be revisited within the 2021 AIP.

However, throughout both phases of remote and flexible learning, the school still operated within PLCs and met regularly throughout the week to collaborate and share expertise. This resulted in a significant increase in the awareness and ability to measure growth within the English and Maths teams. Within protected meeting time, staff were able to reflect upon what worked in a unit and what needed to be adapted in light of student, class and cohort analysis of outcomes. There was also an increased willingness to share resources and identify best practice (based on student growth data). There are now more effective procedures and norms in place as a result of this work that has led to increased fidelity to the shared agreements. Whilst we needed to shift focus from the teaching of reading to writing in English for example, what has been critical has been the increase in confidence the teams now have when evaluating data to inform practice. This became a priority for the year and we recognised our increased collective capacity in this area, allowing us to shift our focus in 2021 back to the explicit teaching of reading. For the Maths team, their work within PLCs has led to the trialing of agreed practice that has led to greater consistency in the teaching of problem solving/decoding of questions. Fidelity to agreed plans has improved and the lesson observations that were conducted remotely and face-to-face suggest the application of shared pedagogy.

In terms of staff being able to access professional learning to support their delivery of remote instruction, 74% of staff were positive about this compared to 72% in similar schools. However, when analysing both student and staff opinion data, it is very clear that many struggled with the isolation inherent in remote and flexible learning when comparing 2019 and 2020 staff and student data. In order to address this, we have developed a daily 'Home Room' session for staff and students to deepen their connection with each other and with our school. This can most acutely be seen in students' connection to school: in 2020 47% of students felt positive about this compared to 51% in 2019 and 60% at a state level for 2020. However, evidence that the school is putting in place measures to address student needs can be seen in the 62 % of staff who were positive about the school climate compared to 54% in 2019 and 61% at a state level for 2020. This positive change in perception can also be seen in 71% of parents being satisfied with the school as a whole compared to 54% in 2019, although we still have a way to go in comparison with 82% at a state level for 2020. As a school, we feel confident moving forward that we have the structures and processes in place in order to positively affect student outcomes.

### Achievement

Although NAPLAN did not run in 2020, staff were able to use alternative data sets (2019 NAPLAN Reading & Maths and PAT testing), alongside increased accuracy in teacher assessment, to measure impact. 2020 PAT reading data indicated that of the 12 students who were identified as being in the top two NAPLAN bands in Year 5 testing in 2018, three did not have matched data, three fell below the top two bands and six students were retained in the top two bands which meant that the target was partially met. The English team also conducted a NAPLAN test internally in Term 3 2020. Of the 13 students with matched data who were in the top two bands in Year 7 in 2018, nine were retained in the top two bands which also meant that this target was partially met. In considering the PAT Mathematics data, five students with matched data who were in the top two bands when tested in Year 5 in 2018, four were retained in the top two bands when tested in Year 9 in 2020 which meant that this target was met. Additionally, when considering the internally conducted 2020 Year 7 NAPLAN data, of the six students who were in the top two bands when tested in 2018 in Year 5 with matched data, four students were retained in the top two bands which meant that this target was partially met. The fact that the English and Maths teams were able to both measure impact and deliver targeted support underlines the importance of working in collaborative PLC teams and the shift towards data driven discussion that both teams fully engaged in.

An area for future development is the achievement outcomes at a senior level. A significant proportion of the resources allocated to teaching and learning focused on providing support for our VCE and VCAL students. Although we put a great deal of focus into creating online opportunities for collaboration between staff and students as part of remote learning, Year 12 students significantly suffered from a lack of face-to-face contact. Whilst Year 12 survey data

evidences a positive increase in 'differentiated learning challenge' (2019: 44%- 2020:54%) and 'effective teaching time' (2019:56%- 2020:64%), students reported a decrease in 'motivation and interest' (2019:64%-2020:55%) and 'self regulation' (2019:64%-2020:55%) which reflects the concerns we held as a school with regards to the deep impact that isolation had on students' sense of purpose. As a school, we have significantly adapted our practices around student care, as well as recognising that our current Year 12s will have experienced similar thoughts and feelings around application and motivation. In response to this, we now employ three tutors who specialise in English, Maths/Science and Humanities/Arts in order to provide 1:1 support for students within their spare lessons. The role description for both VCE & VCAL Leaders has been enhanced and additional time allocated in order to ensure that they have the resources to monitor student progress in order to provide effective interventions to keep students engaged and improving throughout their final year. There is also an enhanced process around student tracking and teacher response to data which takes the form of termly 1:1 meetings to assess progress towards targets.

## Engagement

Attendance within an online setting was always going to prove challenging for some students throughout the two extended periods of remote and flexible learning. As a community, we experienced initial disconnection from learning by a number of students, but we were able to use this data to develop a range of interventions and alternative programs (in consultation with parents) which led to a significant improvement in student attendance in the second phase of remote and flexible learning. This included; modified courses, assigning Learning Support staff to online lessons and employing additional CRTs to run three supervision classes each day to target a range of student needs. With a particular focus on students who did not engage at all with remote learning, we were able to encourage them to attend onsite in order to increase student engagement. Our initial targets to reduce the average number of days absent per student to 20 days and to reduce the average days absent of unexplained reasons to 7 days per student was partially met.

Overall, the school had an average of 26.4 days absent per student in 2019 and 24.7 in 2020. The average days absent for unexplained reasons was 12.3 in 2019 and reduced to 3.3 in 2020. This will continue to be an important area of our work in 2021 and beyond, as we can only influence student growth and achievement if our students attend regularly. To this end, we have streamlined processes around the monitoring and follow up of student absence, as well as creating additional support roles for both the Junior and Senior sub-schools that partially focus on engaging students and their families.

When considering the Students Attitudes to School (AToSS) survey, it is important to note that the positive endorsement for the measure of School connectedness was 51 per cent in 2019 and 47 per cent in 2020.

Also, this reflects the isolation felt by students as a result of remote and flexible learning. The question-level per cent of positive endorsement was the following in 2020:

'I feel like I belong at this school' – 47 %

'I look forward to going to school' – 35 %

'I feel proud about being a student at this school' – 41 %

The per cent of a positive endorsement for the measure of Student voice and agency was 39 % in both 2019 and 2020.

The question-level per cent of positive endorsement was the following in 2020:

'I feel that I have voice at this school' – 45 %

'I have the opportunity to participate in decision making at this school' – 37 %

'I have a say in the things that I learn' – 29 %

Whilst this means that the targets were partially met, it has raised a number of issues that the school have put measures in to address. There has been a significant increase in daily activities being offered to students during lunchtime. The House system has been revamped and, alongside the introduction of daily Home Room sessions that focus on goal setting, connectedness and wellbeing, there is closer monitoring and response to any indications that students do not feel part of our school. Additionally, the role of teacher responsible for student Leadership and agency has been redesigned with time allocation attached to ensure that student run events are being coordinated. In Term 1 we had a number of high profile student led events and activities as well as funding being allocated so that we could offer 18 places for student leaders to attend a state wide leadership conference.

One positive from remote learning was an increase in parental engagement with their child's learning through the Compass platform. In 2020, the per cent of positive endorsement for the measure of Parent participation was 52 %, the measure of Teacher communication was 50 % and the measure of School communication was 72 % which meant that this target was met. However, as a school we believe that this is an area in which we need to experience further growth. When conducting parent forums to ascertain the reasons why parents felt as they did about the school, the

absence of events that had been planned (such as PTS Conferences or were new initiatives (such as information evenings that were set out in the 2020 AIP) were cited as reasons why parents did not score higher. We have, therefore, calendared a range of events for 2021. We know as we continue to grow, a positive relationship between school and families will be key in securing success for all students.

**Wellbeing**

The work planned around student Wellbeing in 2020, as part of our AIP, will be revisited in 2021 in order to address concerns that we have based on student survey data. Whilst we expanded both the Wellbeing and sub-school teams in 2020, in order to ensure that we had enhanced monitoring and intervention processes in place to support our students, the data indicates that we have work to do in this area. Whilst there was a slight increase in numbers of students indicating that they had not experienced bullying (2019:76%- 2020:77%), we are currently below similar schools (2020: 84%). The introduction in 2019 and development in 2020 of our Respectful Relationships course across the school will ultimately have a positive impact on this data. Through the student leadership group, we have already had a high profile 'Anti-Bullying Day' and work with students in this space is ongoing as part of Home Group. Student perception of how we manage bullying needs to improve with 46% of students compared with 54% in similar schools recording that they believe that we do so positively. However, what is important to recognise is that 33% of students were neutral on this survey question which suggests that there is a lack of awareness as to the processes that we currently have within college. Our use of assemblies as forums to share with students will enable us to articulate clearly the strong stance we take against any form of bullying at our school.

In terms of students feeling that they have an advocate at school, the positive response in 2020 of 60% is below similar schools (65%) and State (68%). In response to our continued growth over the course of the last three years, we have been strategic in terms of the development of structures, recruitment and investment in our Wellbeing teams. In 2019 the school was deprived of a school nurse as part of the de-merger and became the only high school in the area without this resource and with only a 0.8 school counsellor to meet the multiple and complex needs of our community. Over the course of 2020, we developed the team to include a student support worker/provisional psychologist, mental health practitioner, a Wellbeing Coordinator led by our Assistant Principal. We have also invested in a Wellbeing Centre to ensure students have a central resource to access.

**Financial performance and position**

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual	
Student Resource Package		\$5,734,268
Government Provided DET Grants		\$1,306,404
Government Grants Commonwealth		\$8,418
Government Grants State		\$14,154
Revenue Other	\$26,076	
Locally Raised Funds	\$154,286	
Capital Grants	NDA	
<b>Total Operating Revenue</b>		<b>\$7,243,604</b>
Equity 1	Actual	
Equity (Social Disadvantage)		\$680,768
Equity (Catch Up)		\$49,927
Transition Funding	NDA	
Equity (Social Disadvantage – Extraordinary Growth)		NDA
<b>Equity Total</b>		<b>\$730,695</b>
Expenditure	Actual	
Student Resource Package 2		\$5,833,239

Adjustments	NDA
Books & Publications	\$4,009
Camps/Excursions/Activities	\$65,803
Communication Costs	\$13,950
Consumables	\$140,181
Miscellaneous Expense 3	\$72,377
Professional Development	\$12,904
Equipment/Maintenance/Hire	\$172,200
Property Services	\$372,077
Salaries & Allowances 4	\$217,350
Support Services	\$46,045
Trading & Fundraising	\$46,102
Motor Vehicle Expenses	\$932
Travel & Subsistence	\$68
Utilities	\$64,287
Total Operating Expenditure	\$7,061,522

Net Operating Surplus/-Deficit \$182,082

Asset Acquisitions \$84,835

- (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 02 Mar 2021 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 2020

Funds available Actual

High Yield Investment Account \$1,163,461

Official Account \$30,126

Other Accounts NDA

Total Funds Available \$1,193,587

Financial Commitments Actual

Operating Reserve \$173,648

Other Recurrent Expenditure \$3,957

Provision Accounts NDA

Funds Received in Advance \$91,206

School Based Programs \$300,003

Beneficiary/Memorial Accounts \$200

Cooperative Bank Account NDA

Funds for Committees/Shared Arrangements \$100

Repayable to the Department \$99,533

Asset/Equipment Replacement < 12 months \$64,723

Capital - Buildings/Grounds < 12 months \$19,947

Maintenance - Buildings/Grounds < 12 months \$156,653

Asset/Equipment Replacement > 12 months NDA

Capital - Buildings/Grounds > 12 months NDA

Maintenance - Buildings/Grounds > 12 months NDA

Total Financial Commitments \$909,970

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.

# 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 435 students were enrolled at this school in 2020, 199 female and 236 male.

2 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) which takes into account parents' occupations and education.

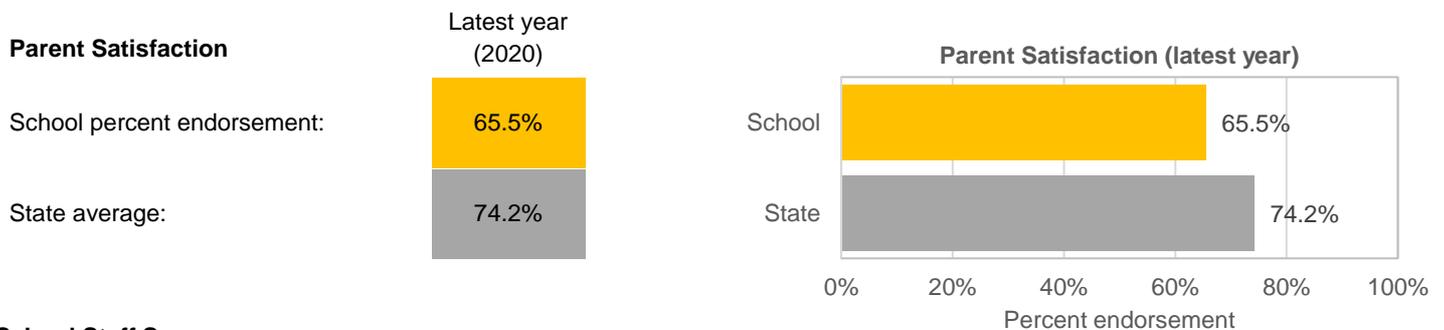
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

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

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

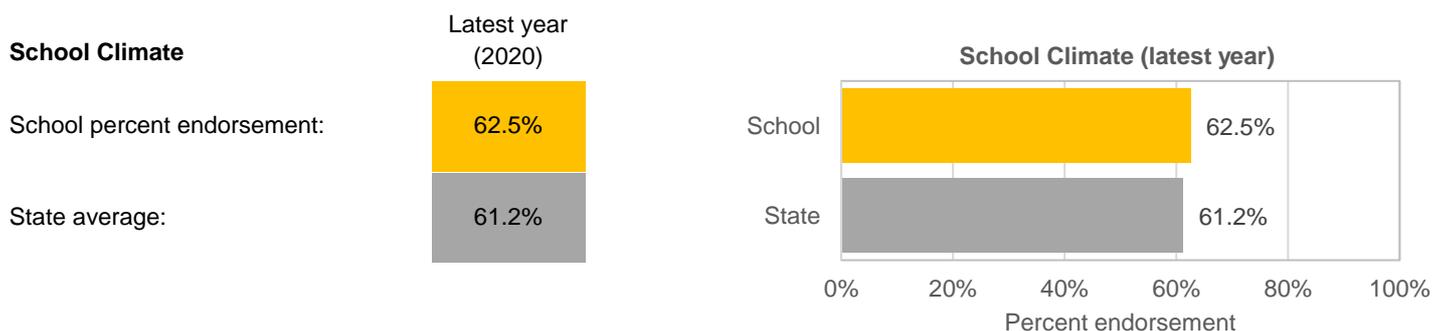


### School Staff Survey

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

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

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



## 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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

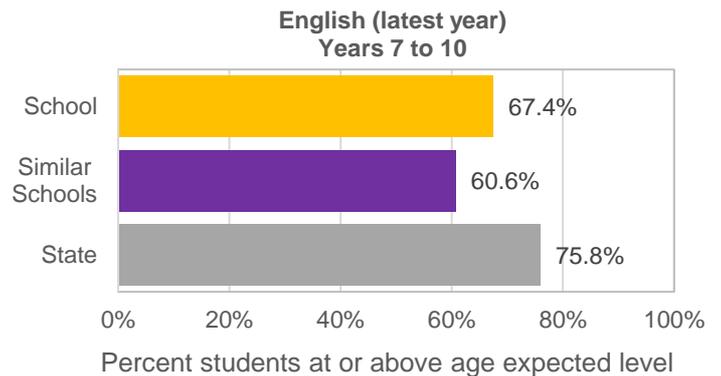
67.4%

Similar Schools average:

60.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

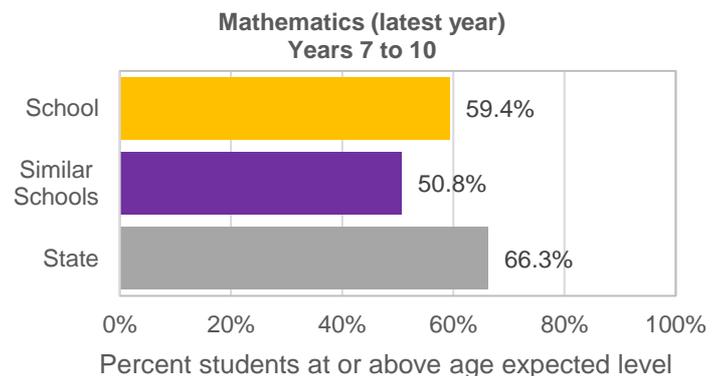
59.4%

Similar Schools average:

50.8%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

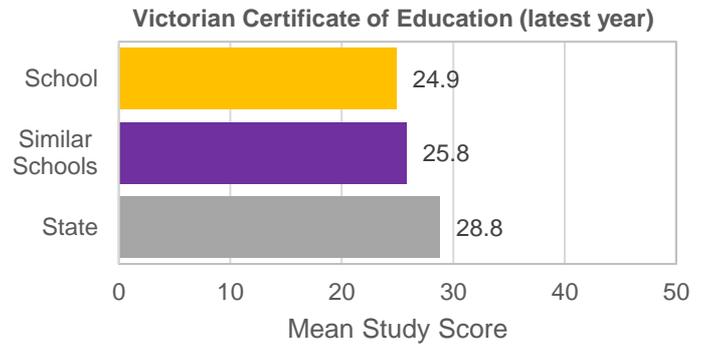
## ACHIEVEMENT (continued)

### 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 (2020)	4-year average
School mean study score	24.9	24.8
Similar Schools average:	25.8	25.8
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

81%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

66%

VET units of competence satisfactorily completed in 2020:

91%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

70%

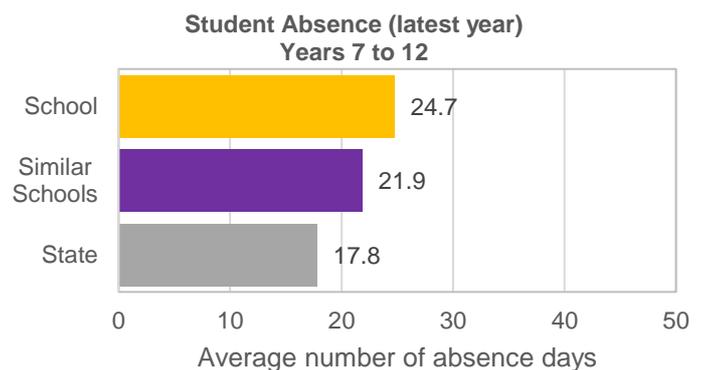
## ENGAGEMENT

**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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	24.7	25.5
Similar Schools average:	21.9	24.0
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

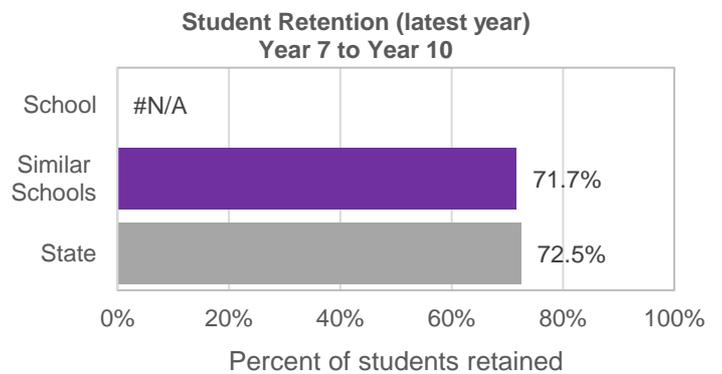
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	82%	86%	90%	92%	87%

**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 (2020)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	71.7%	72.2%
State average:	72.5%	72.9%



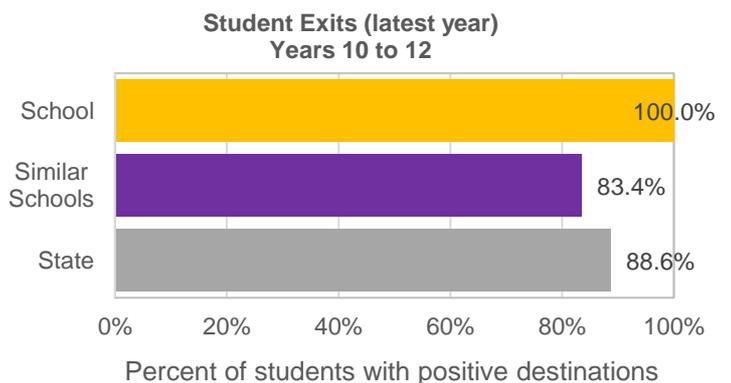
**Students exiting to further studies or full-time employment**

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 previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	83.4%	84.5%
State average:	88.6%	89.1%



**WELLBEING**

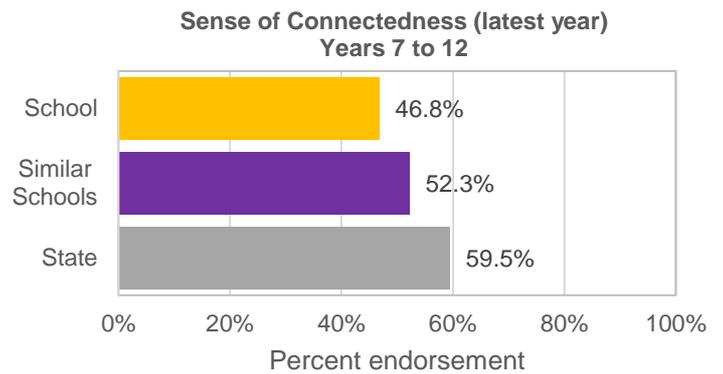
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	46.8%	48.9%
Similar Schools average:	52.3%	47.7%
State average:	59.5%	55.3%



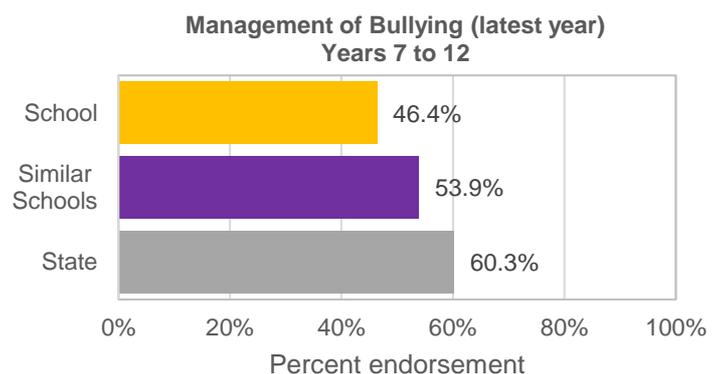
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	46.4%	48.5%
Similar Schools average:	53.9%	51.3%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,734,268
Government Provided DET Grants	\$1,306,404
Government Grants Commonwealth	\$8,418
Government Grants State	\$14,154
Revenue Other	\$26,076
Locally Raised Funds	\$154,286
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$7,243,604</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$680,768
Equity (Catch Up)	\$49,927
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$730,695</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,833,239
Adjustments	NDA
Books & Publications	\$4,009
Camps/Excursions/Activities	\$65,803
Communication Costs	\$13,950
Consumables	\$140,181
Miscellaneous Expense <sup>3</sup>	\$72,377
Professional Development	\$12,904
Equipment/Maintenance/Hire	\$172,200
Property Services	\$372,077
Salaries & Allowances <sup>4</sup>	\$217,350
Support Services	\$46,045
Trading & Fundraising	\$46,102
Motor Vehicle Expenses	\$932
Travel & Subsistence	\$68
Utilities	\$64,287
<b>Total Operating Expenditure</b>	<b>\$7,061,522</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$182,082</b>
<b>Asset Acquisitions</b>	<b>\$84,835</b>

- (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 02 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,163,461
Official Account	\$30,126
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,193,587</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$173,648
Other Recurrent Expenditure	\$3,957
Provision Accounts	NDA
Funds Received in Advance	\$91,206
School Based Programs	\$300,003
Beneficiary/Memorial Accounts	\$200
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$100
Repayable to the Department	\$99,533
Asset/Equipment Replacement < 12 months	\$64,723
Capital - Buildings/Grounds < 12 months	\$19,947
Maintenance - Buildings/Grounds < 12 months	\$156,653
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$909,970</b>

*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.*