

2020 Annual Report to The School Community



School Name: Greensborough Secondary College (8750)



- 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 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 03 May 2021 at 10:17 PM by Pauline Barker (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 19 May 2021 at 10:34 PM by Margaret McNicol (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our mission is "At Greensborough College we CARE". Our vision for learning is "Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see potential for excellence in every student." Our motto is "Strive for Excellence." Our values are, COURAGE, ASPIRATION, RESPECT and EQUALITY. The values underpin the School wide Positive Behaviour Support Framework. (SWPBS)

Our College enrolments have drawn from a wide and diverse geographic area. However as new schools have been built, our enrolment growth has dropped and we have experienced a decline in enrolment numbers, from 643 in 2017, 517 in 2018, 463 in 2019 and 447.8 in 2020. Our Year 7 cohort increased in 2020 and we expect this trend to continue due to the positive changes occurring in the College, including the 10 million dollar buildings which were completed in June 2018, the 12 million dollar upgrade to the sports facilities due for completion mid 2021, in 2020 and the 9.9 million dollar funding for the stage 2 building of the masterplan, due for completion October 2021. Our local primary schools are reporting growth, which we intend to be mirrored at Greensborough College when students reach secondary school age, making Greensborough College, once again, the School of Choice.

In 2020 Greensborough College had a Student Family Occupation and Education Factor of 0.4277. The school's socio-economic band value is: medium. The student profile included 15 (3.3%) ATSI (Aboriginal and Torres Strait Islander) students. Our equity-funded students' category consisted of 130.6 (29%) students. We had 29 (7%) PSD (Program for Students with Disabilities) students and 8 students in out of Home Care.

The staffing profile included 1 Principal, 2 Assistant Principals (1.6) 33.5 EFT Teachers and 16.4 EFT Education Support Staff.

We are an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health. A wide range of VCE (Victorian Certificate of Education) subjects including a strong VETis (Vocational Education and Training in Schools) program runs parallel to our VCAL (Victorian Certificate of Applied Learning) program, offering students diverse futures pathways. We have a fully fitted-out VET automotive centre, which is utilised by the VETis cluster program and students undertaking electives in automotive and engineering. We offer a high level Athletic Development Program (ADP) which had 80 students enrolled in a curriculum program, strength and conditioning training programs and coaching programs (Tennis, Basketball and Australian Rules Football).

We offer a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental Program, School Production, State School Spectacular, Debating, Outdoor Education, Community Involvement, Overseas Cultural Experiences, Student Leadership, Student Achievement Celebrations, Homework Club and Model Aeroplane club.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students

Framework for Improving Student Outcomes (FISO)

FISO INITIATIVE: BUILDING PRACTICE EXCELLENCE

KIS 1a: Embed the practice of data collection, analysis and evaluation of student learning growth over time

KIS 1b: Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities

KIS1d: Action Plan to accelerate improvement.

All teachers collaborated in PLCs in three-week cycles. A new model was introduced in 2019 with School Leaders co-leading the PLCs with Middle Level Leaders - sharing and distributing the leadership as well as strengthening the knowledge and understanding of the teaching and learning cycle. As we moved towards remote and flexible learning the focus of PLCs was around mentoring and wellbeing support for teachers as they worked and taught from home. We used the PLC model to provide professional learning for staff around self-care.

We created staff, student and parent handbooks to support all stakeholders through the remote and flexible learning program.

Professional learning was undertaken around literacy strategies early in the year and as the year progressed the focus was on ICT strategies and using the webex platform. Staff continued professional learning via the webex platform on a whole school basis and on an individual needs basis.

We began the year with a focus on Year 9 English to accelerate improvement in reading. The timetable was structured to support the delivery of differentiated teaching and learning and as we moved into remote and flexible learning we could not focus on this strategy in the way we intended. We will continue this focus and model in 2021.

FISO INITIATIVE: CURRICULUM PLANNING AND ASSESSMENT

KIS1c: Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches

The focus of the curriculum team was to develop the Social Emotional Learning curriculum. We renamed the subject "Connect" and rewrote the scope and sequence for the curriculum to be taught in timetabled classes from Years 7 to 9 and in special programs from Years 10 to 12. It became apparent through the remote and flexible learning that we needed to focus on health and wellbeing in the curriculum so we turned our attentions to this work.

Throughout the remote and flexible learning program assessment practices became central to our work. Professional learning was delivered to teachers on formative assessment and differentiation and this work drove discussion and change in our reporting processes.

FISO INITIATIVE: EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

KIS 2a: Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

KIS 2b: Build school pride and connectedness

A new uniform was introduced in 2020 after comprehensive collaboration and consultation with the school community, to improve our reputation in the community and to build school pride. The new vision and values were implemented broadly as were the values postcards and merits to acknowledge positive behaviours. We continued to utilise these tools during remote and flexible learning to connect and engage our students. The Principal team sent messages in the mail to every student via the postcards during the hard lockdown. We did the same for the staff. This was received positively by the community and helped to keep all members connected during a difficult time.

We strategically created and distributed Student and Parent handbooks and surveys throughout remote and flexible learning. The initial handbooks provided explicit information to all stakeholders about how to use the technology, how to access teaching and learning resources and how to stay connected with the school community. As we proceeded through remote and flexible learning, these handbooks reflected the changing face of the program and the needs of the community. As students returned to site at various times we ran Recharge and Reconnect programs.

During the year we increased our communication via COMPASS and facebook providing resources for parents and students that were available from the school and on line.

Student goal setting became a focus and students were explicitly taught how to set SMART goals and how to review and reflect on those goals. This focus will continue in 2021 to enhance student voice and agency in learning.

FISO INITIATIVE: HEALTH AND WELLBEING

KIS 2c: Embed a whole school approach to health, wellbeing, inclusion and engagement

The Positive Climate for Learning School Improvement Team was initiated in 2020 and this team has taken responsibility for leading the school community with School Wide Positive Behaviour Support. The behaviour matrix will be implemented in 2021.

The SIT continued to implement the model during remote and flexible learning. Student mentor groups were established with every student having a mentor teacher to connect with during remote and flexible learning.

During Remote and Flexible learning we also:

- Supported students on site
- Provided laptops and other materials
- Facilitated Student mentors
- Conducted Recharge and Reconnect programs for students returning to site

FISO INITIATIVE: BUILDING LEADERSHIP TEAMS

KIS 3a: School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan For Improving Student Outcomes

KIS 3c: Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership

A new leadership and organisational structure was implemented in 2020. The structure clearly mapped the roles and responsibilities of every employee in the College and how they aligned with the School Strategic Plan. Other key documents were created that mapped the decision making avenues and processes within the College and how Professional Learning is organised.

We continued our School Improvement Team meeting model and introduced a Curriculum Committee to drive curriculum change. We created two SITs – Positive Climate for Learning SIT and Excellence in Teaching and Learning SIT. Membership of the SITs includes staff (teachers and ES) who have responsibility positions and other staff who have nominated via a process.

Every teacher and Principal Class Officer is a member of a Professional Learning Community (PLC). Time is privileged for teams to meet every week in a three-week cycle. The fourth meeting week is dedicated to Domain Teams. Leaders are trained and all PLCs implement the FISO cycle for school improvement. PLCs are focused on whole school teaching and learning strategies. In 2020 the focus was literacy and reciprocal reading strategies. As we remained in remote and flexible teaching and learning, the focus of PLCs moved to staff support and self-care as well as professional learning around technologies and teaching in a remote and flexible learning environment.

FISO INITIATIVE: INSTRUCTIONAL LEADERSHIP

KIS 3b: School-based professional learning program developed and implemented that supports the school's identified improvement strategies

At the beginning of 2020 we had a documented Professional Learning Program which needed to be redeveloped once COVID-19 hit. We were flexible and agile in the way we responded and it was timely that as a College we turned our focus towards formative assessment, differentiation and reasonable adjustments.

Achievement

VCE Outcomes

In 2020 the VCE completions was at 93.8% just below the State Completions benchmark. The All school mean study score was 26.5 which compares favourably to similar schools. The following VCE studies achieved a mean above the state and region benchmarks: Health and Human Development, Food Studies, Italian, Further Mathematics, Mathematical Methods and Media.

6.8% of students had at least one study score of 40 or better. 1.8% of all study scores was 40 or above. The Dux of the College achieved an ATAR of 93.85 with 1 other student achieving an ATAR of 90+.

VCAL units completion rate was 81%.

There was no NAPLAN testing in 2020.

Teacher judgement of student achievement:

In English (7-10) 55.4% of students were working at or above age expected standards. This is lower than similar schools and the state average.

In Mathematics (7-10) 64.7% of students were working at or above age expected standards. This is higher than similar schools and the state average.

During 2020 the College provided Middle Years Literacy and Numeracy Support (MYLNs) for identified students in Years 8 and 10. This became challenging through remote and flexible learning due to students facing difficulties “connecting” with school at this time. We continued to timetable support using webex.

All students in the Program for Students with Disabilities (PSD) had an Individual Education Plan from the beginning of 2020, which was monitored throughout the year. Each student worked towards the achievement of their personal goals.

During remote and flexible learning, each student was offered classroom support on an individual basis and this was delivered during on line classes in webex or in parent/student meetings via webex. 80% of PSD students "connected" with classroom support staff during this time.

Four students in the program received on site supervision and support during this time. During course counselling two students elected to move into the Foundation VCAL Program in 2021.

Once students returned to onsite learning in term 4 we utilised pre-service teachers to provide small group tutoring in Maths and English.

A comprehensive assessment and testing program was undertaken in term 4 to enable us to identify the learning needs of all of our students and to target support for 2021.

In 2021 the DET’s Tutoring Initiative has targeted 85 students in the College to receive extra catch up support in literacy and numeracy. This support will be provided as a hybrid model where students will receive in class and out of class tutoring, individually and in small groups. We have also provided VCE tutoring support to assist students with catching up and developing soft skills required for success in the VCE years.

Coupled with the (MYLNs) for identified students in Years 8 and 10, we will be delivering a comprehensive intervention program in 2021.

Engagement

Student Attendance Data is lower than similar schools. In 2020, the school average number of absence days was 23.6 which is lower than the four-year average but higher than similar schools’ average and the state average (17.8) The problem of attendance has been identified as an area for improvement within the school. The Attendance rate is higher in Year 12 than other year levels, with the lowest attendance rate being in Years 9. Attendance continues to be a focus for 2021 with strategies including an attendance officer, use of attendance letters to notify students and families, promoting to the school community the links between attendance in positive learning and life outcomes, evaluation of the curriculum in Years 9 and 10 and addressing disengagement more proactively, using the DET networks and programs (Learning Connect).

The four year average for student retention is 75% above similar schools’ average and the state average.

Of the Year 12s completing the schooling in 2020, 95.8% are reported to be in a positive destination. (Education, Training, Apprenticeship or Full-time employment) with 4.2% in part time employment. Of the student exits at Years 10-12 the percentage of students in positive destinations is 97.3% above similar schools’ average (86.4%) and the state average (88.6%). Such high and powerful destination data is attributed to our strong course counselling and pathways program at the College. Our college continues to be recognized at region level for its positive destination data.

During 2020 we were cognisant of the disconnection experienced by students during remote and flexible learning. As students returned to face-to-face on-site learning at the various times during 2020, we created Recharge and Reconnect Programs where the focus was on health and wellbeing, reconnecting with class mates and the school and developing student voice and agency in learning. We ensured that we continued the rites of passage as much as

possible, which included conducting assemblies and awards ceremonies virtually, acknowledging student awards and achievement via our social platforms, livestreaming the Graduation ceremony and engaging students in focus groups to garner their opinions and feedback about school life. Our school leaders communicated via COMPASS and facebook and we ran a number of virtual activities to engage students in fun events. These included the art show, cooking competitions and using applications such as STRAVA to promote activity in students and staff. One key highlight of our ongoing work is the School Wide Positive Behaviour Support Framework (SWPBS) which is underpinned by our College values. key work for 2021, will be developing teacher understanding and capacity around positive classroom behaviour and engagement practices and rolling out the behavior matrix across the school.

In 2021 our School Improvement Teams will continue to focus on developing student voice and agency through student goal setting, student leadership and building school pride and connectedness through the Social Emotional Learning curriculum (Connect) and the broadening of student cocurricular activities and clubs.

Wellbeing

Overall our wellbeing measures are higher than Victorian Government Schools. We can proudly promote our school as ranked one of the highest in the State for “Happy, healthy, resilient students” in recent years. The four-year average endorsement for “Sense of Connectedness” and “Management of Bullying” is higher than similar schools and the state. Understandably in 2020, there was a slight drop across the measures.

The Student Wellbeing team comprises a full time Social Worker, who leads the team, a School nurse for two days, as part of the Secondary School Nurses Program, a Mental Health Practitioner for 2 days a week, a private psychologist for one day a week and a DET Educational Psychologist for one day a week. The team is also committed to building the capacity of pre-service practitioners by offering placement opportunities to students. During 2020, we were unable to offer this opportunity, however in 2021 we will continue to offer such opportunities which also contributes to the overall health and wellbeing program at the College. We also have The Wellbeing Hub, which is a space within the school that has been created for the team to operate out of and for students to use during class time and at recess and lunchtimes. In 2021 we will have a Youth Worker funded through the National Schools Chaplaincy Program for 2 days a week.

Positive and strong relationships among all members of the school community are at the core of student wellbeing. Proactive student support plans are implemented for those students who need support with their wellbeing and learning. Year Level Coordinators monitor and review student attendance on a daily basis and have frequent contact with families around attendance, learning and wellbeing issues. We have increased opportunities for parents to engage and learn within our community by running parenting programs after school hours. We also initiated a Transition Program at the end of 2019, called "Coffee Chats: that encouraged incoming Year 7 families to share with us information about their child, their learning habits, areas of interest and areas for possible support. This was highly successful and will be continued in the coming years. Although we were unable to have most face-to-face events, we used the various platforms to conduct meetings and events with the community.

During remote and flexible learning we introduced Student Mentor Groups whereby each student had a teacher/staff mentor to check in with regularly. Staff monitored students’ wellbeing and level of connection to the school during the lockdowns. On-site support and supervision was available to students and families who needed it. We conducted regular surveys of parents and students to check in with them. The Principal team sent each student in the school a values postcard with an inspirational message during the lockdown and the same was done for all staff members. This helped maintain morale and connection.

Throughout 2021 student wellbeing will be enhanced through:
 The new Connect Program – a Social Emotional Learning Curriculum for students in Years 7 to 9 and programs for students in 10-12
 And through continuing:
 The implementation of a School Wide Positive Behaviour Support Framework
 The development and promotion of positive behaviours and attitudes and a sense of optimism across the College.

Increased access to co-curricula program such as clubs, music and school production
Implementing strategies to increase parent engagement

Financial performance and position

In 2020 the Student Resource Package was in deficit with the College managing this deficit. Student numbers are beginning to stabilise and they are expected to grow, although prior to the pandemic the Year 7 intake for 2021 was expected to be higher than it actually was. The decline in student numbers over the past seven years has contributed to the deficit with the staffing profile not aligning with the SRP allocation.

To manage the deficit a number of strategies have been implemented including declaring teachers and education support staff excess to requirements, reducing positions of responsibility and special payments. Strategies to increase student numbers include promoting the school in different ways, through primary students spending a Day at Greensborough College, Expos, School Tours and Community Engagement. A greater emphasis was on social media platforms and our website during the pandemic. A virtual tour of the school was created and available on the website and Principal Tours were also conducted via zoom and webex.

The completion of the \$10 million dollar building program (Multi-Purpose Building, Sports Stadium and the Administration and Performing Arts Centre) in June 2018 has seen a steady increase in Year 7 enrolments. There has also been an increase in enrolments into the Athletic Development Program with more than 80 students enrolled in the program. The modern and vibrant learning spaces will be enhanced with the new buildings due for completion in October 2021. During 2020 the design and tender process was undertaken and builders appointed in December. Three new buildings will come on line which include a new Administration, Staff Centre, 4 Science and Technology classrooms, Library and 5 general purpose classrooms. Once these are complete three of the old wings will be demolished and replaced with landscaping and play spaces for students.

The College is also in partnership with the Department of Education and Training (DET), Victorian School Building Authority (VSBA), Banyule City Council and the North East Link Authority (NELA) to deliver a 12 million dollar development of a state-of-the-art sporting complex. There will be no funds contributed by the College or the DET. A Joint Use Agreement and a Memorandum of Understanding has been developed which will see the College have full access to the facilities during school times and at other designated times, and the community have access outside of school hours with the Banyule Council managing and allocating its use and maintaining the facility for 30 years. The works began in June 2020 and are expected to be completed by May 2021.

In terms of Equity Funding the College received \$174,782 which was acquitted through Instructional Leadership in Literacy and Numeracy and \$554,510 of Program for Students with Disabilities (PSD) funding acquitted through Staff (Principal Class and Education Support) leadership of the Program and classroom support personnel. The Middle Years Literacy and Numeracy Support (MYLNS) Program was funded at \$135,745 which was acquitted towards improvement teachers who worked with targeted students and capability teachers whose role it was to provide professional learning and coaching to other teachers in the strategies being implemented.

For more detailed information regarding our school please visit our website at
<https://www.greensc.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 448 students were enrolled at this school in 2020, 186 female and 262 male.

4 percent of students had English as an additional language and 3 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.

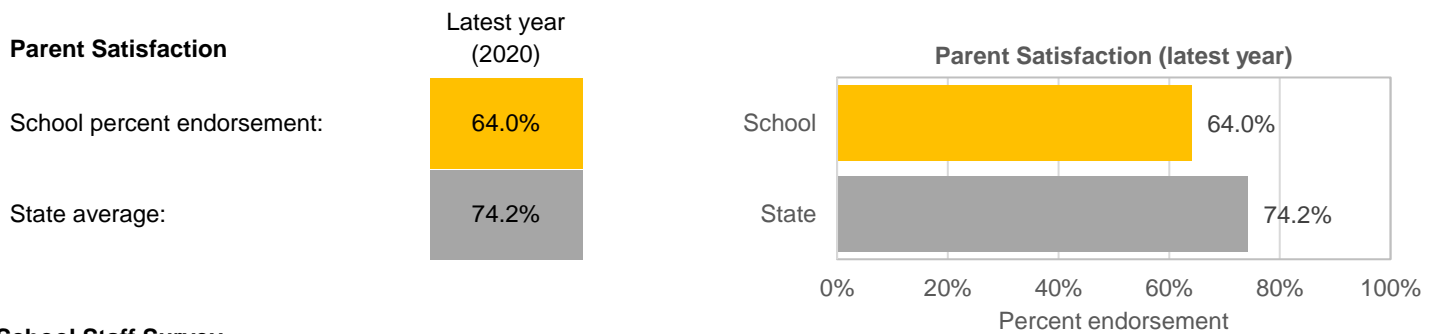
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

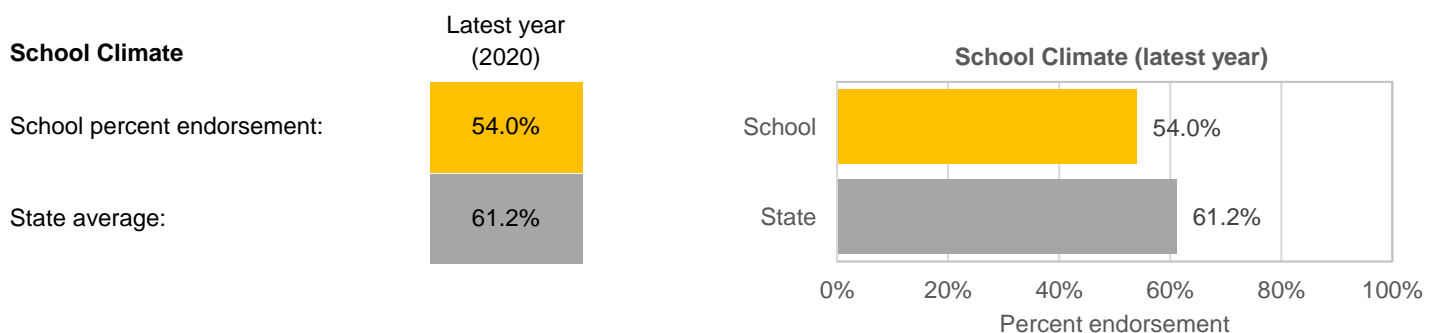


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

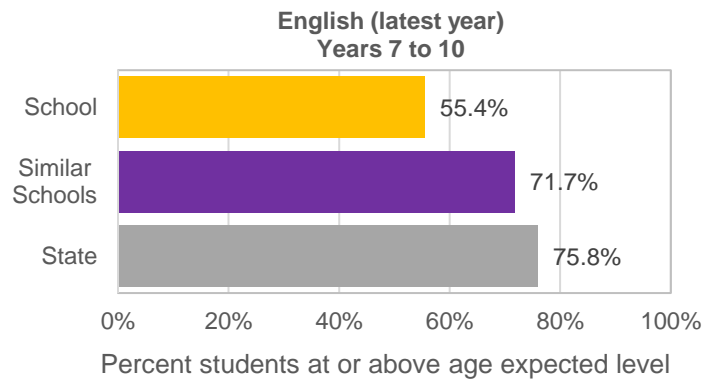
55.4%

Similar Schools average:

71.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

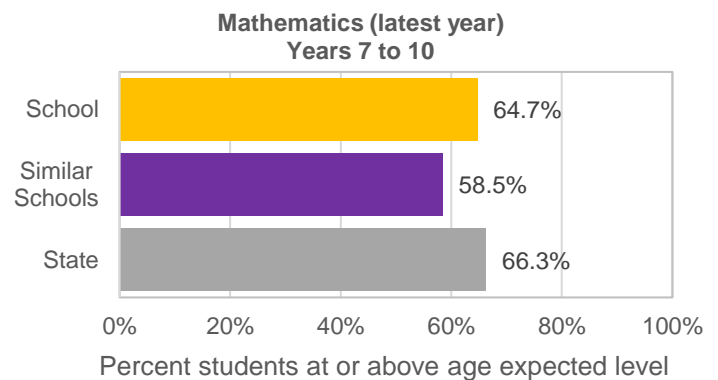
64.7%

Similar Schools average:

58.5%

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.

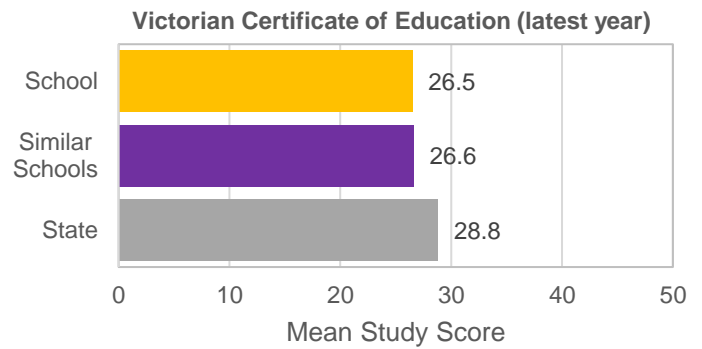
ACHIEVEMENT (continued)

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	26.5	27.1
Similar Schools average:	26.6	26.8
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

94%

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

33%

VET units of competence satisfactorily completed in 2020:

63%

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

81%

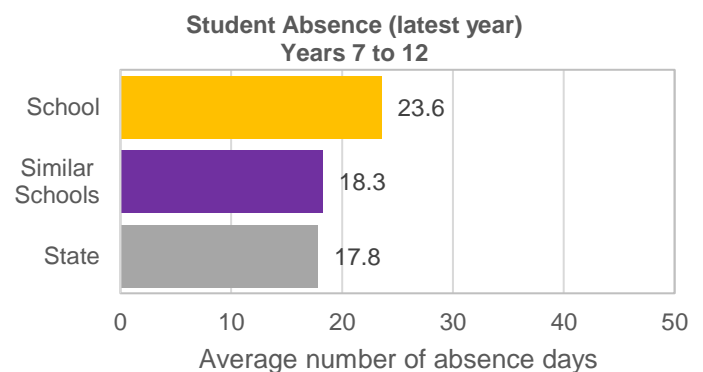
ENGAGEMENT

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:	23.6	26.3
Similar Schools average:	18.3	20.4
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

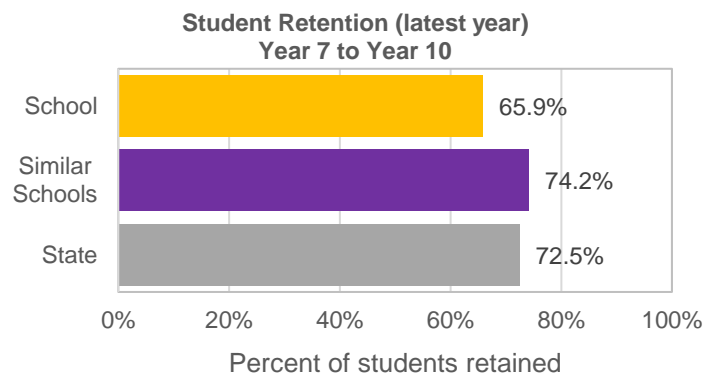
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	89%	87%	85%	87%	88%	91%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	65.9%	74.9%
Similar Schools average:	74.2%	74.6%
State average:	72.5%	72.9%



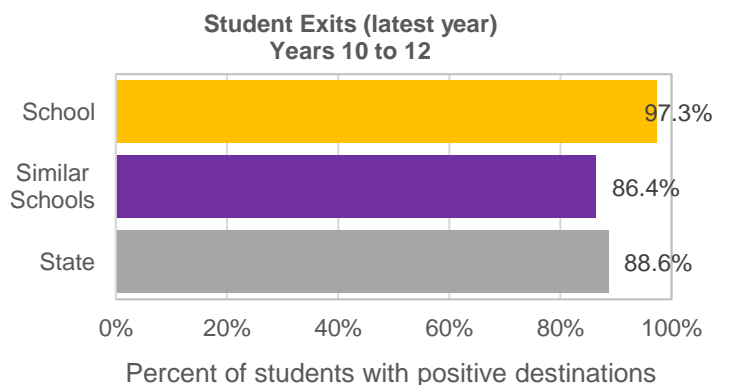
Students exiting to further studies or full-time employment

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:	97.3%	94.3%
Similar Schools average:	86.4%	88.2%
State average:	88.6%	89.1%



WELLBEING

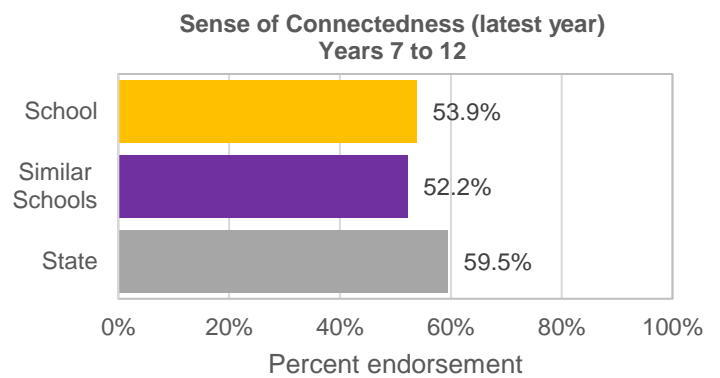
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	53.9%	60.6%
Similar Schools average:	52.2%	49.2%
State average:	59.5%	55.3%



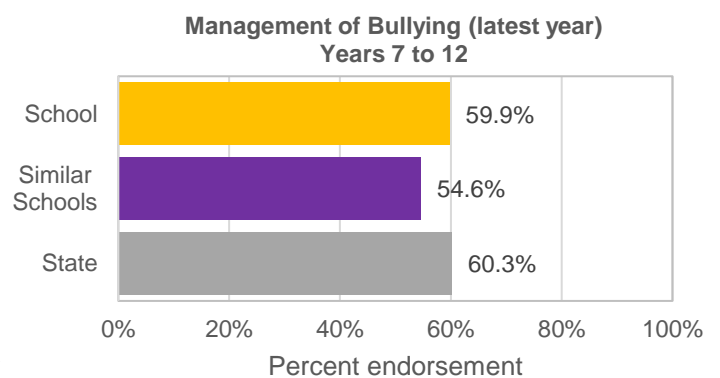
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	59.9%	68.1%
Similar Schools average:	54.6%	53.7%
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	\$5,257,311
Government Provided DET Grants	\$758,214
Government Grants Commonwealth	\$16,408
Government Grants State	NDA
Revenue Other	\$46,203
Locally Raised Funds	\$258,764
Capital Grants	NDA
Total Operating Revenue	\$6,336,900

Equity ¹	Actual
Equity (Social Disadvantage)	\$144,196
Equity (Catch Up)	\$30,586
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$174,782

Expenditure	Actual
Student Resource Package ²	\$5,772,710
Adjustments	NDA
Books & Publications	\$1,982
Camps/Excursions/Activities	\$50,678
Communication Costs	\$26,622
Consumables	\$71,812
Miscellaneous Expense ³	\$135,371
Professional Development	\$10,037
Equipment/Maintenance/Hire	\$120,038
Property Services	\$59,225
Salaries & Allowances ⁴	\$90,032
Support Services	\$110,226
Trading & Fundraising	\$5,647
Motor Vehicle Expenses	\$2,909
Travel & Subsistence	NDA
Utilities	\$92,496
Total Operating Expenditure	\$6,549,784
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$4,334

- (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	\$447,972
Official Account	\$21,356
Other Accounts	NDA
Total Funds Available	\$469,328

Financial Commitments	Actual
Operating Reserve	\$123,176
Other Recurrent Expenditure	\$1,420
Provision Accounts	NDA
Funds Received in Advance	\$52,500
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$2,603
Repayable to the Department	\$257,629
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$467,328

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.