

2020 Annual Report to The School Community



School Name: Warrnambool College (8811)



- 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 24 March 2021 at 02:22 PM by David Clift (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 27 April 2021 at 08:57 PM by Nathalie Davis (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

Warrnambool College has a student population of more than 1,200 students and is situated in the Victorian South West city of Warrnambool which has a population of 33,000 people. One of four secondary schools in the town, Warrnambool College has a rich history dating back to 1907 when it opened as Warrnambool Agricultural High School, the second state secondary school in Victoria. The school has 104.69 equivalent full time staff: 3.8 Principal class, 66.9 Teachers, 1 Paraprofessional, 25.39 support staff, 1.6 Language Assistants and 6 trainees. A House System with Tutorial groups has continued to improve student wellbeing and has effectively improved relationships between families and the school. Students follow their Tutorial teachers throughout five years at Warrnambool College and mix with students from years 7-11. Our indigenous program is an embedded part of our school culture with the success of the Clontarf and Kalay Academies clearly evident in the high attendance rates and retention of indigenous students. The school is accredited to enrol international students, though with DET requirements for this changing this may not continue in the coming years. Our school academies and extensive music program have both seen significant growth in student involvement in extra-curricular activities in the past 5 years with over 800 students involved in at least one academy. A defining document, the Warrnambool College Way, articulates school values and highlights the need for consistent teaching and learning protocols, high expectations and authentic relationships to ensure all students achieve successful learning outcomes.

In 2016 the school completed a consultative approach to develop a school vision statement/noble cause. The end result was "Every Warrnambool Student Thrives". Once the vision was agreed upon a narrative was developed by the whole staff that told the story of our college. The narrative is embedded in the college website and provides the basis for public speeches and school assemblies.

At Warrnambool College we strive to be the best version of ourselves; to dream more, to be more, to do more. For us, learning doesn't just happen in classrooms. It's crafted by a community that inspires the drive to engage in opportunities, to work hard and to embrace challenges, whatever shape they may take. We want to discover something we can change every day, because it means that we haven't stopped looking for ways to grow. Warrnambool College acknowledges the traditional custodians of this land upon which we learn. We pay our respect to the elders past, present and future within the Maar Nation. We appreciate that diversity encourages learning and we recognise the need to be flexible, inclusive and proactive. We know that finding the pathway to achievement takes grit as well as the imagination to keep looking towards new possibilities. If we're reaching our goals then our staff, our students, together with our community will be working to build the skills they need to be successful today and to redefine tomorrow. We won't be working for you but with you – with students, with families, with employers and employees, with educational providers, with our region and our world. It is through relationships that we'll be able to choose a future where "Every Warrnambool Student Thrives".

Our Noble Cause has allowed us to develop a set of values that aim to put the student at the centre of all decision making. At Warrnambool College we achieve success through persistence, resilience and mutual respect. We value persistence through explicit modelling of a growth mindset; valuing effort and attitude as the tools that allow academic success to occur. A thorough and rigorous curriculum underpins resilience, where every student faces challenges and failures, but through learning we are able to grow. Mutual respect is at the centre of our work in School Wide Positive Behaviours, where we value the importance of educating on acceptable behaviours, and acknowledging and rewarding students when they meet and exceed expectations. Our noble cause is always used as a lens when major decisions are required to be made. It is the criteria we analyse ourselves, it is thought about in all meetings, strategic planning and reactive work. We actively encourage and model the values of strength, trust, accountability and honesty. We uphold ourselves to high expectations and are working on building these expectations in our students.

Framework for Improving Student Outcomes (FISO)

During 2020, Warrnambool College focused on three goals as part of its Annual Implementation Plan. They are listed below, with key improvement strategies and FISO dimensions also listed. Further details regarding their implementation throughout 2020 is included in the Achievement, Engagement and Wellbeing sections of the annual report.

Goal 1: To improve student achievement across all learning areas

- o Key Improvement Strategy: Strengthen structures and processes to support instructional leadership across the school
- o FISO dimension: Building leadership teams
- Goal 2: To improve student engagement in their learning
 - o Key Improvement Strategy: Build high expectations for student learning
 - o FISO dimension: Intellectual engagement and self-awareness
- Goal 3: To improve student wellbeing
 - o Key Improvement Strategy: To implement the School Wide Positive Behaviour Support framework
 - o FISO Dimension: Health and wellbeing

Achievement

The Leadership Team collaborated and created a theory of action for Instructional Leadership at Warrnambool College. "Instructional Leaders model, collaborate, observe and coach to impact learning." This has been attached to the top of all Teaching and Learning Committee agendas and House Leadership agendas to help teams prioritise this focus. Learning Area Leaders and Learning Specialists have engaged in strategic Learning Walks examining use of the instructional model this year. We have had 18 members of the Leadership Team complete professional development on Open to Learning Conversations which has enabled our team to have accountability conversations with the members of their team that are languishing and improved them as instructional leaders. Leaders are now confident to coach the members of their team and have Open to Learning conversations if required. Most staff have responded well to having Open to Learning conversations and have felt heard after having these conversations. Learning Area Leaders have analysed data collected on Learning Walks and prioritised meeting agendas based from this data and their observations. All Leadership Positions that were advertised this year were asked how they would lead instructional leadership as part of their role and leaders now have a common understanding of the importance of this as part of their role at Leaders at Warrnambool College.

A small group of Leaders attended the Harvard Data Wise PD and brought back some key ideas about using data and improving meeting protocols. All meetings across the school now have a rolling agenda and use clear meeting protocols, including Team Time which is largely teacher collaboration in nature and not usually led by any one of the leadership team.

A weekly Operations email has prioritised the use of a High Impact Teaching Strategy each week to keep these at the front of mind for all staff and all staff have a common understanding of all 10 High Impact Teaching Strategies.

In June we had a whole school PD via Webex that offered differentiated PD on our Instructional Model. The feedback for these PDs was overwhelmingly positive and several of these PDs have been repeated for staff that have been keen to improve their pedagogy in other areas. Teaching Remotely this year has also enabled staff to learn to use a variety of new platforms to improve their pedagogy. All teaching staff are now proficient at using Google Classroom, Google Meet and Webex as well as other subject specific platforms. Staff became confident at observing each other teach via these platforms and were able to learn from one another and coach others too.

Teaching remotely has empowered staff to improve their use of formative assessment, particularly through the use of Google Classroom. This has enables teachers and students to work together to improve achievement at or school. Most Learning Area offices have established data walls. All House Offices also have data walls looking at attendance. COVID-19 has made completing some of these activities and milestones quite difficult. In 2020 we continued our focus on Micro Inquiry Cycles and linked these to our Performance Development Plan Process. Re-introducing Micro-Inquiry Cycles gave an opportunity for staff to become involved in structured peer observations and coaching conversations again.

All 'Program for Students with Disabilities' (PSD) funded students at Warrnambool College received ongoing and explicit support, primarily from integration aides in class. Each PSD funded student had a termly Student Support Group meeting with parents / carers and support for classroom teachers ensured that these students could access differentiated learning opportunities relevant to their learning needs. It was a point of celebration that so many of our PSD funded students successfully graduated from year 12 at Warrnambool College in 2020.

Engagement

The 2020 school year started with a professional reading based around 'What are high expectations'. Staff completed a self assessment tool and then a whole staff non-negotiable set of high expectations were developed for the categories of Pedagogy, Curriculum and Student Voice, Assessment and Reporting and the implementation of the School Wide

Positive Behaviours program.

High expectations of staff and students throughout the year – during remote learning 1 the full Compass timetable continued to ensure teaching and learning was uninterrupted and attendance data was collected in the same process as face to face teaching. This enable analysis of data to be compared to 2019. The Warrnambool College Instructional Model (Engage - Explore - Evaluate) was moulded to fit with the remote learning environment and included more brain breaks and opportunities for students to engage with teachers during such activities as 'do now' and 'exit passes'. All teachers were encouraged to incorporate a student check in activity; tutors were also encouraged to have a wellbeing focus during tutorial sessions.

Remote learning 2 prompted a review of our learning processes; the timetable remained the same but lesson time was decreased from 70 min to 45 min of structured learning. This change of structure came about after the review of Remote 1. The school reflected on the screen time and the impact on staff and student wellbeing (this included family feedback). During the 25 minutes at the end of each lesson, students were encouraged to complete tasks or catch up with their teacher in a less formal manner for assistance. Feedback was positive from all concerned as learning still progressed but at a less stressful pace for staff, students and families. High expectations of utilising exit passes ensured learning from the lesson was reflected from student to teacher and enabled teachers to gather formative assessment of student understanding. This provided clarity around progress of learning in planning for the following class.

Remote 1 post reporting reflection prompted a change to the Attitude and Effort rubric as staff felt they were unable to accurately record what they observed from student learning. This was prepared 'just in case' at the beginning of Term 2. Once Remote 2 was announced staff were far more settled knowing we had already scenario planned the return to remote learning and provided teachers with an assessment tool that catered for the remote learning environment. Changed pedagogy came from the introduction of Google Classroom and the full suite of Google apps. High expectations saw the inclusion of Learning Intentions and Success Criteria on the classroom for each lesson; roles were marked via check in activities; exit passes were included to demonstrate learning; all activities and resources were placed on Google Classroom while assessment remained on Compass. Google Meet was used in all classes throughout the school day as an effective tool for a check in and the opportunity to engage face to face with students remotely.

A successful outcome of remote learning was the increased use of formative assessment practices of teachers. This enabled staff to differentiate learning tasks during remote learning to ensure that all students were provided with an entry and exit point for all tasks. There has been a focus in the second half of 2020, to up-skill staff to be able to analyse data (including formative assessment) to guide their teaching practice and development of learning tasks. The use of PAT testing across all Key Learning Areas is a focus heading into 2021. Literacy and Numeracy data will be used across all areas of the school to provide a deeper understanding of the current academic levels of students and how staff can support growth.

Staff PD continued (including opportunities such as how to navigate the new Google Classroom and associated built in features, collaboration spaces to share new knowledge and revisiting the instructional model) during remote learning to build confidence in this altered form of teaching and learning. HITS, particularly gathering and providing feedback, became essential tools to determine the 'what next' for the following lesson as both pace and structure were unfamiliar. Assessment and reporting continued with students able to track their learning and hence set goals for improvement. The evidence of success in this area is a shift in pedagogy at the school.

Wellbeing

At the start of 2020, our house leaders spent some time unpacking the processes we would be using for Team around the Learner at Warrnambool College. The expectation was that, while House Leaders, wellbeing staff and integration support were comfortable with the processes being developed, these thorough processes would be embedded in support of students with acute needs as we progressed throughout the year. With the onset of COVID and remote learning, our focus necessarily shifted and embedding these processes has largely remained on the back burner. The School Wide Positive Behaviour program team has continued to meet on a fortnightly basis throughout 2020 (including during remote learning). Establishing a coordinator for the team with time release has helped to keep the team focused with actions completed. Support from the Big Life program team has also been vital in ensuring that various tasks can be done inbetween meetings. During term 1, the focus of the team was on refining the behaviour chronicle template in Compass to ensure that it was easy and relevant for staff to enter behaviours as they were witnessed in and out of the classroom. Fortnightly data trends were analysed and shared with staff for reflection on proactive strategies that the whole school could undertake to address these behaviours before they progressed from

minor to major issues. A lot of work was also done in classes to unpack the Expected Behaviour Matrix with all students - teachers were encouraged to adopt 'Behaviour Expectations' (in addition to Learning Intentions and Success Criteria) for each lesson with their class, with these expectations taken from the behaviour matrix. By the end of term 1, learning walks around the school indicated that the majority of staff were including behaviour expectations in their lesson planning and delivery in classes which was very encouraging.

At the commencement of term 2 and remote learning, the reporting on behaviours in Compass dropped away to almost nothing as it was difficult to track student behaviour online outside of specific engagement (or disengagement) in learning. Whilst a number of teachers did continue to use behaviour expectations with their students, this also dropped away significantly. The SWPB team focused their energies on developing a 'COVID-safe' behaviour matrix to support student's eventual return to f2f learning on-site. This was rolled out with staff prior to students returning and helped everyone to provide clarity on what was expected of students and staff to maintain high hygiene whilst at school and to keep everyone safe. Staff anxiety was quite high prior to returning to on-site learning in term 2 and it was noted that the COVID-safe behaviour matrix gave many staff and parents a greater sense of comfort in being around people at school again. Coming back to school also enabled the SWPB team to start collecting behaviour data again to share with staff and analyse trends for whole school foci.

During term 3, our final pupil-free curriculum day was allocated to the SWPB team to further work on tier 1 and tier 2 interventions and supports for positive behaviours amongst students. Members of the school wellbeing team approached the team and Principal class to suggest a change in focus to how our tier 1 supports were being implemented to staff - essentially they saw an opportunity to develop evidence-based intervention supports for students who had 'lagging skills' in positive behaviours whilst at school. The wellbeing team worked on an online resource for all staff, named the 'wellbeing hub' and developed teaching tools for explicit reteach of behaviours with the expected behaviour matrix, intervention strategies for students who were displaying consistent misbehaviours at school and a 'self-regulation' resource that incorporated the evidence-based emotional 'zones' in supporting students (and staff) with strategies to be ready for learning in class. This online 'hub' became the basis of the tier 1 professional learning delivered to all staff during our pupil-free curriculum day in September. This was initially planned to be conducted at school f2f, but with the onset of remote learning 2, the team had to pivot quickly to deliver to whole day online - they did a tremendous job of modelling how effective you can deliver learning in a virtual, collaborative environment. Feedback from staff was positive and also provided the SWPB team with input on adjustments to be made to these online resources to make them more accessible in a proactive and reactive setting.

Financial performance and position

Warrnambool College ensures the budget allocations support our programs, resources and professional development. The school lockdowns of 2020 due to the covid-19 virus had a significant effect on our financial operation for 2021. Whilst our delivery of education to our students changed, our educational program continued smoothly with the College adapting to the changing conditions and the student learning continued with our full timetable. Revenue reduced as we were not able to hire our swimming pool, our canteen closed, student year level camps, excursions and activities ceased. Some expenditure areas remained similar to 2019: consumables, miscellaneous admin and communication costs as we adapted with the remote 3CX system and increased communication with our families and students. Other areas of expenditure increased as we took advantage of an empty school to do property maintenance works and repair/replace equipment. Cleaning and sanitation costs also increased significantly. Expenditure areas which decreased : salaries and allowances -\$80,000 as we did not need to replace staff for activities and staff illness was reduced due to working from home. Trading & fundraising events were down, and travel & subsistence decreased by 91% as this could not occur.

Equity funds were used to support the provision of counsellors, a speech therapist, Literacy and Numeracy supports and our Kalay girls program as well as required resources. We also employed ES House assistant staff in each of our Houses to monitor and support families and their students record, monitor and improve student attendance and engagement. An integral part of their role was also to provide a consistent, close contact with families and students in regards to well-being support.

We maintained our Parent payment collection rate of school charges @ 80% of parents paying their school fees. In 2020 we operated with a surplus of \$624,152, partially for the reasons above, partially as we also experienced a significant increase in carry forward funds of family payments in advance and unallocated Camps, Sport & Excursions funds, as these activities could not occur.

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 1240 students were enrolled at this school in 2020, 604 female and 636 male.

1 percent of students had English as an additional language and 6 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.

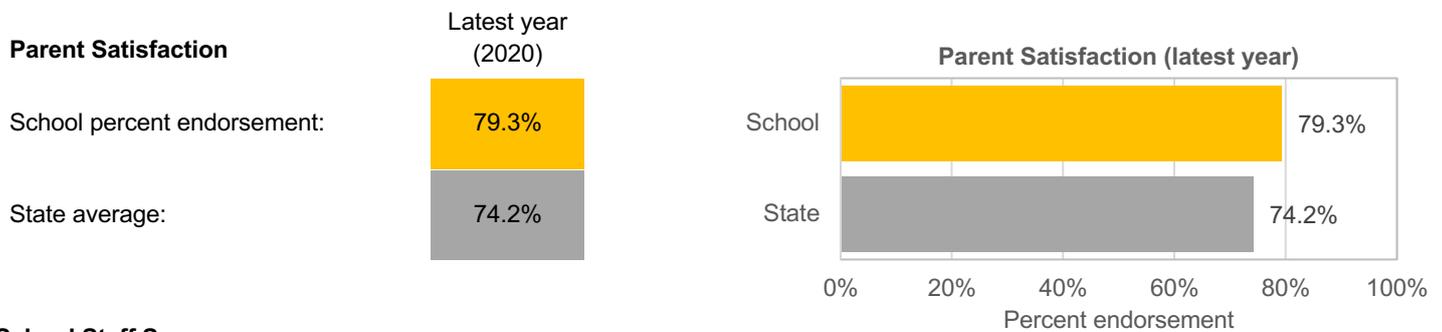
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

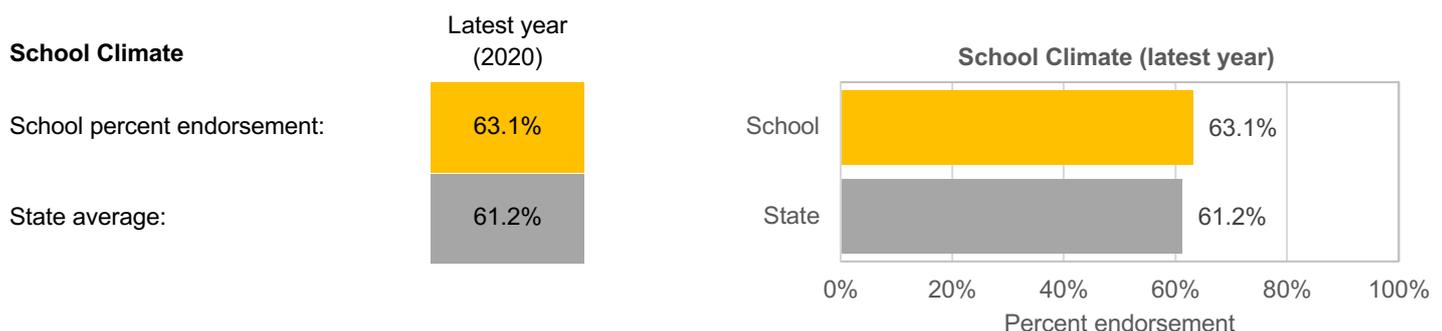


School Staff Survey

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:

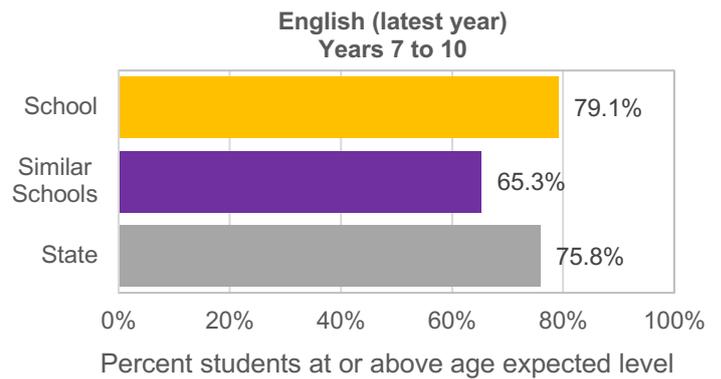
79.1%

Similar Schools average:

65.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

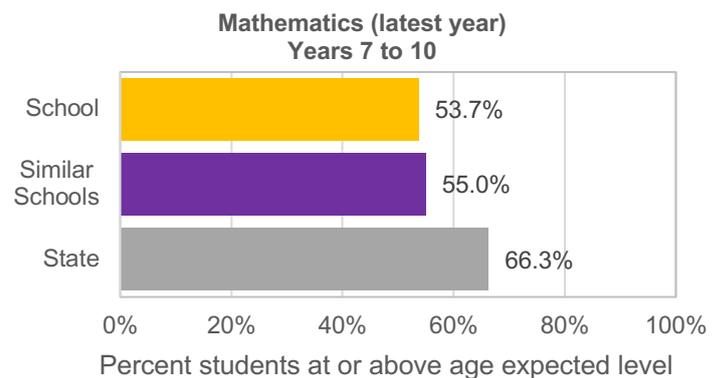
53.7%

Similar Schools average:

55.0%

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.

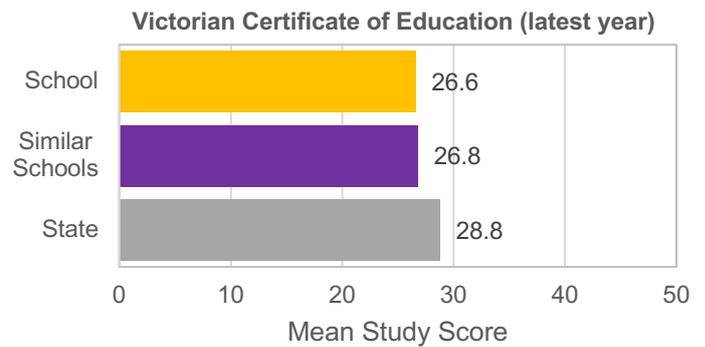
ACHIEVEMENT (continued)

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	26.6	27.4
Similar Schools average:	26.8	26.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

21%

VET units of competence satisfactorily completed in 2020:

75%

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

62%

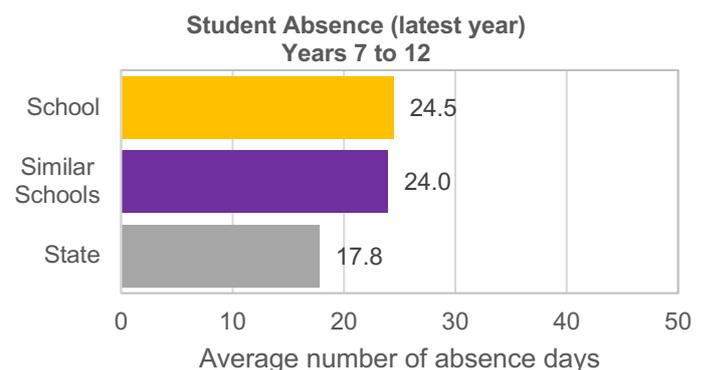
ENGAGEMENT

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:	24.5	25.4
Similar Schools average:	24.0	23.5
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

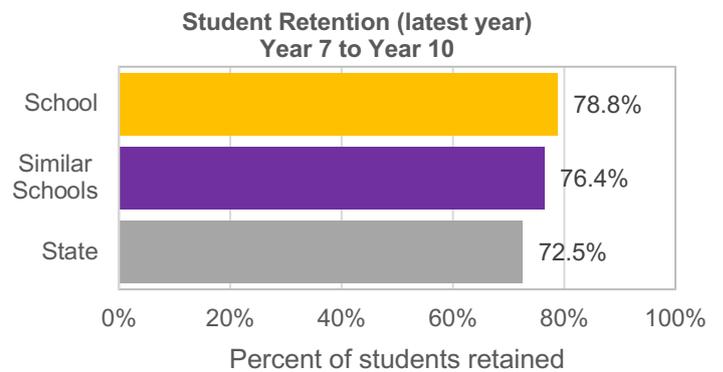
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	86%	88%	84%	85%	91%

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:	78.8%	80.6%
Similar Schools average:	76.4%	76.5%
State average:	72.5%	72.9%



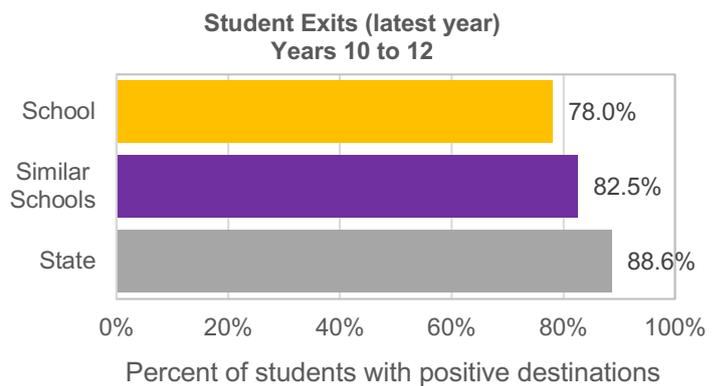
Students exiting to further studies or full-time employment

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:	78.0%	78.3%
Similar Schools average:	82.5%	84.3%
State average:	88.6%	89.1%



WELLBEING

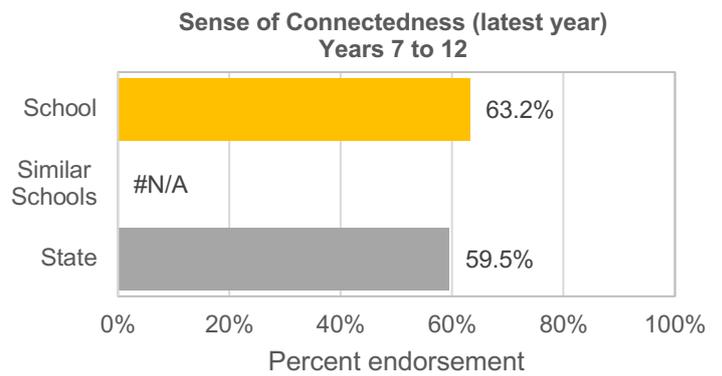
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	63.2%	58.4%
Similar Schools average:	NDP	49.5%
State average:	59.5%	55.3%



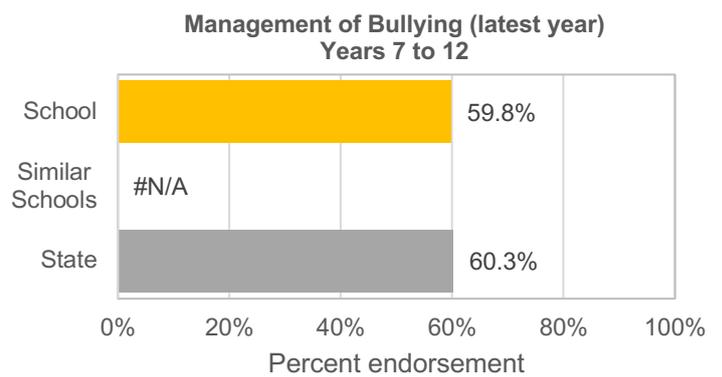
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	59.8%	57.0%
Similar Schools average:	NDP	52.9%
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	\$12,052,447
Government Provided DET Grants	\$2,423,097
Government Grants Commonwealth	\$9,666
Government Grants State	NDA
Revenue Other	\$277,466
Locally Raised Funds	\$956,632
Capital Grants	\$47,189
Total Operating Revenue	\$15,766,497

Equity ¹	Actual
Equity (Social Disadvantage)	\$485,515
Equity (Catch Up)	\$79,837
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$565,352

Expenditure	Actual
Student Resource Package ²	\$12,228,076
Adjustments	NDA
Books & Publications	\$6,517
Camps/Excursions/Activities	\$93,968
Communication Costs	\$37,441
Consumables	\$283,161
Miscellaneous Expense ³	\$392,285
Professional Development	\$43,247
Equipment/Maintenance/Hire	\$473,023
Property Services	\$644,440
Salaries & Allowances ⁴	\$295,703
Support Services	\$328,064
Trading & Fundraising	\$52,105
Motor Vehicle Expenses	\$6,666
Travel & Subsistence	\$6,840
Utilities	\$203,621
Total Operating Expenditure	\$15,095,156
Net Operating Surplus/-Deficit	\$624,152
Asset Acquisitions	\$405,201

- (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	\$1,318,277
Official Account	\$148,076
Other Accounts	NDA
Total Funds Available	\$1,466,354

Financial Commitments	Actual
Operating Reserve	\$418,309
Other Recurrent Expenditure	\$12,317
Provision Accounts	\$1,496
Funds Received in Advance	\$153,103
School Based Programs	\$337,965
Beneficiary/Memorial Accounts	\$22,800
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$221,702
Repayable to the Department	\$220,339
Asset/Equipment Replacement < 12 months	\$105,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$183,349
Capital - Buildings/Grounds > 12 months	\$76,000
Maintenance - Buildings/Grounds > 12 months	\$97,283
Total Financial Commitments	\$1,884,663

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.