**2020 Annual Report to**

**The School Community  
  
School Name: Rosehill Secondary College (7275)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 09:05 AM by Arthur Soumalias (Principal) |

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| 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 29 April 2021 at 03:25 PM by Gwenda Griggs (School Council President) |

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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**

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| School context |
| Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South Western Region. The College has 103.3 EFT staff, 4 Principal Class, 81.5 teachers and 17.8 Support Staff. The school is a single campus with Years 7 to 12 divided into a Junior School (Years 7-9) and a Senior School (Years 10-12). In 2020 the school had 1127 students. 28% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.  The values of Respect, Initiative and Learning (RIL) underpin the core work of the College. Rosehill provides excellent facilities for our VCE students with a designated Year 11 study centre, and a purpose built Year 12 study centre. An EAL and international student collaboration space complements our International Student Program. As a multicultural community, the school understands the benefits of globalization and exposing local students to other perspectives and experiences. The College enjoys refurbished science and art rooms and a well-resourced library, which is open from 8.15am each morning. 2020 saw the completion of our new STEM Centre. It contains two new product design rooms, a robotics/systems room and virtual reality space, maker space and new state of the art industrial style stainless steel kitchen. The oval upgrade now provides the College with an exceptional playing surface. This area coupled with the basketball and tennis courts, cricket nets and the gymnasium provide ample space for students. Significant passive recreational areas are also available throughout the school grounds.  Rosehill Secondary College is a school with a strong academic focus and a history of consistently high academic results. At Years 7 and 8, in addition to core and elective subjects, there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is structured as an introductory year to VCE. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the Victorian Certificate of Applied Learning (VCAL) within the Senior School. A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. 2020 also saw the introduction of the Victorian High Achievers Program (VHAP). There is a dedicated sporting program, a comprehensive languages program offering Japanese and Italian, supported with international cultural tours and a sister school relationship with a prestigious Shinto Secondary College in Japan. The Performing Arts faculties excel in producing a musical or dance performance every year for the local community, with the Visual Arts department celebrating students’ work with a bi-annual art show. Numerous works every year are accepted into galleries for display such as the Incinerator Gallery in Aberfeldie. In 2020 the socio-economic profile was low-mid. Both the parent satisfaction survey and the school staff survey remained strong and this was consistent with the school based surveys conducted throughout remote learning, and on our return to onsite learning, in late 2020. Rosehill enters the third year of its Strategic Plan 2019-2022. The focus for 2020 did shift away from Professional Learning Communities (PLC) as the school needed to pivot and adjust to the changing world. The College was able to continue the literacy reading focus during remote learning, and was exceptionally pleased to be able to maintain a VCE median of 29 and increase our over 40+ scores during such a challenging year. The Rosehill instructional model is based on “Classroom Instruction that Works” and the related GANAG instructional process, this was maintained throughout the remote learning period. Staff developed, enhanced and utilised new skills and knowledge to deliver the curriculum via technology platforms such as COMPASS and the google classroom sweet of applications.  Student wellbeing and attendance became a major focus during and upon return to on-site learning in October, and this, together with DET's three key priority areas formed the basis of the work and planning late last year. The College was in a great position to deliver upon the tutoring expectations to ensure strong engagement with vulnerable students and families. Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Welfare and Discipline structure that is consistent, successful and underpinned by our School-Wide Positive Behaviours Program and as a Respectful Relationships School. With a continuous focus on improvement, the College implements a range of programs to support student learning outcomes in addition to a continuous physical maintenance program. It is anticipated that the recently awarded $10.204 million capital works with a focus on upgrades to A wing, Performing Arts/Music and C wing will be completed by the end of 2022. |
| Framework for Improving Student Outcomes (FISO) |
| In line with the FISO framework, key priority areas were identified for 2020 in line with the current strategic (plan 2019 - 2022). However, some of the associated AIP actions and professional development plans were only partially met due to remote learning. The AIP had a focus on the following elements from FISO.  EXCELLENCE IN TEACHING AND LEARNING • Curriculum planning and assessment. KIS  Build teacher capability to utilise data and a range of assessment strategies to differentiate teaching, in order to challenge and ensure progress for every student (CP&A)   • Building Practice Excellence. KIS  Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework (BPE)  KIS  Develop and implement an agreed approach to the effective teaching of literacy (BPE)   POSITIVE CLIMATE FOR LEARNING • Empowering Students and Building School Pride. KIS  Empower students in their learning through improved student agency (ES&BSP)  KIS  Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students (ES&BSP)   • Setting expectations and promoting inclusion KIS Embed high expectations and aspirations of students, staff and families (SE&PI)   PROFESSIONAL LEADERSHIP • Building leadership teams KIS Create a leadership framework to support a distributed leadership model (BLT)  KIS  Build team leaders’ capability to lead and implement change (BLT)  The School Improvement Team (SIT) displayed significant capacity to adapt, pivot and strategically plan in order to deliver an effective leaching and learning program throughout 2020. Key members of the SIT were able to deliver critical professional development for all staff in the lead up to remote learning. This ensured a minimum benchmark for lesson delivery with a focus on maximising attendance and engagement. Regular surveys of staff, students and parents were used to monitor progress and make adjustments to the program as required. The School Staff Survey and Parent Survey provided further evidence in support of the school's work in 2020. Prior to the lockdown, the College implemented the PIVOT survey, the results from Term 1, 2020 were very pleasing with an increase in all five standards. |
| Achievement |
| Despite the impact of Covid the Literacy Team continued to deliver the reading and writing program. Literacy reading coaches were appointed and continued their work remotely. The College was proactive in providing training and resources to deliver work in multiple modes and adjusted programs and expectations accordingly. This has led to a positive impact on the use of technology in the curriculum. Several coaches were able to provide enhanced differentiation by running multiple differentiated small group sessions online. Upon return to school in Term 4, 2020, PAT data indicated that overall, student literacy and numeracy skills were still strong. As a precursor to 2021, a trial tutoring program was developed for Year 10 students who had not shown improvement during the course of the year. This intervention program was developed and delivered over four weeks in late Term 4. This was the catalyst for the school wide Tutoring program that was introduced by DET late in 2020. Leadership and staff at the College used much of their planning time in November and December, preparing and working on incorporating the tutoring into the existing structure. The MYLNS program was able to continue throughout this period with most students regularly engaging and attending their classes. The MYLNS team was able to effectively identify, plan and timetable Year 10 and Year 8 MYLNS classes for 2021. This has ensured MYLNS lessons were allocated on the timetable and provided certainty for students and staff involved in this program.  During remote learning, there was an increased focus on providing timely feedback to students. In addition, there was real-time adaptation to teaching and learning as focus adjusted to the mental health and well being of students.  Rosehill continued the exceptional work on positive exit destinations for senior students. This is a testament to the work of the Senior School Team and teachers, the high quality delivery and value adding of the VCE and VCAL programs, and the dedication of the Careers team who work tirelessly with students and their families to ensure a positive pathway for all its children. In 2020, 99% of students satisfactorily completed their VCE and 97% of VCAL credits were also completed. The school median remained the same as in 2019, at 29. The percentage of scores over 40 increased slightly, a tremendous effort by all during such a challenging and never before seen year. 92% of students had a positive exit destination in 2020, compared to 58% in similar schools. This places Rosehill in the top three of similar schools over the past 3 years. NAPLAN tests were not conducted in 2020. The percentage of students working at or above the age expected levels based on teacher judgement for both English and Mathematics 7 - 10, has the College well above the state and similar school average. This suggests the AIP focus on differentiation is on point, and must continue to be a key component of our work moving forward. Rosehill had 15 PSD (Program for Students with Disabilities) funded students in 2020 under the following Disability categories: three students for Intellectual Disability, five for Autism Spectrum Disorder, five for Severe Behaviour Disorder, one for physical disability and one for Hearing Impaired. With classroom and individual support, most students met the goals specified in their Individual Learning Plans. The pandemic and transition to remote learning was challenging for many PSD students and their families. Several PSD students availed themselves of the opportunity to work onsite during lockdown. Others were supported in the virtual learning environment by their Aides who both met with them individually via Google Meet, and also joined virtual classes. The majority of the students progressed well in achieving their individual goals. One student achieved partial success due to challenges in accessing technology within a difficult home environment. One student successfully completed Senior VCAL and entered an IT course at TAFE, and another student completed mainstream Year 12 and gained entry to an engineering course at RMIT. |
| Engagement |
| The Year 7 - 10 student retention data is very positive as indicated by the Performance Summary. The College's 2020 retention rate of 75% was higher than the State average of 72.5% and close to the Similar Schools average of 78%. The four-year average retention rate of 80% is higher than the Similar Schools average (77.6%) and much higher than the State average (72.9%). This suggests that the student population is very stable and that the vast majority of students stay at Rosehill for the duration of their schooling. The Year 10 -12 exit destination data, complements the Year 12 exit data. In 2020, 95.2% of exiting students moved into further studies or full-time employment, well above the State and Similar Schools average, the four year average at 96.4% is also significantly higher than the state and similar school values at around 89%.  Student attendance is rigorously monitored at Rosehill Secondary College primarily through electronic roll-marking on Compass. The School was able to pivot and adapt these procedures during the remote learning periods to ensure attendance was maintained and documented; the average attendance rate across all year levels in 2020, in spite of remote learning, was 92% or above. In 2020 the average number of absence days was 14.6, again lower than the Similar Schools (15.8) and State (17.8) average. The 4-year average reflected a similar trend. The PANORAMA report has a focus on 'breaking the link' with a measure on the percentage of students with 20 or more absences in the one year. Rosehill had 19% of students with 20 or more absences in 2020. This is a very positive result when compared with our Similar Schools (23%), Moonee Valley Network (24%) and the State (28%) average. The attendance disparity between students with a disadvantage status increased significantly across the state in 2020. The difference between equity and non-equity funded students with 20 + absences was at only 7% for Rosehill, Similar Schools (12%), Moonee Valley Network (14%) and State (18%). Rosehill Secondary College is closing the gap for students with a disadvantage status and uses a number of mechanisms and new dashboards such as 'Staying in Education' to ensure constant improvement. Coordinators and the College Attendance Officer monitor student attendance and investigate any anomalies or concerns. Parents are required to approve absences either through Compass or via a dedicated attendance phone line. Students with particular attendance issues are placed on an ‘alert’ where unusual absences are immediately followed-up. Students with problematic attendance are supported by interventions from the Student Management Team; in the first instance their Coordinators, the Student Welfare Coordinator, Mental Health Practitioner or the College Psychologist. Where necessary, students are referred to other programs such as Navigator, or external services to address their issues. Flexible attendance options are provided for students with significant health or welfare problems. |
| Wellbeing |
| Rosehill has a strong and visible teacher presence in the yard and a comprehensive welfare program supported by an SWC, School Psychologist, a Mental Health Practitioner (who commenced in Term 4 2020) and led by an Assistant Principal. The College also secured funding for a School Chaplain for 2021. The School Wide Positive Behaviours Program has continued to provide real benefits and the College has now become an SWPBS exemplar school across the state. The ongoing rollout of the Respectful Relationships program through the Year 9 and 10 ID and Health & PE subjects is progressing well and contributing to a stable school environment. Extensive links are maintained with other providers such as Schools Focused Youth, Valley Youth, Headspace and Elevate Education who run supportive programs with individuals and groups of students.  The College did not participate in the ATOSS survey in 2020, so there is no data available. Due to low participation rates in 2020, DET advises that comparisons not be made for this data. The last recorded data for Rosehill, for these criteria, from 2019 show significant improvements in both measures. A 'Sense of Connectedness' increasing by 6% points for positive responses, placing Rosehill higher than local network schools and the similar school comparison. Management of Bullying increased by 4% in 2019, this placed Rosehill on par with local network schools and slightly below the state average. The 2020 Parent Satisfaction Survey indicates that parent endorsement is at 81.8%, 7% higher than the State average and the School Staff Survey also improved again to an average of 68.1%, well above the State average of 61.2%. A focus on increasing differentiation and student voice in the classroom and throughout the College is seen as a key lever in improving student confidence and connectedness across the school. The PIVOT survey is now a firmly entrenched teacher practice, in which the survey is run across all classes to seek increased student feedback. Results from Term 1, 2020 indicate an increase in all five measures and continues a trend of constant improvement in PIVOT results since its implementation in 2018. |
| Financial performance and position |
| As a result of the COVID-19 world-wide pandemic, the College saw a decrease in recurrent expenditure particularly in the areas of Salaries and Allowances, and the obvious areas of Consumables, Utilities, Conferences, Camps and Excursions. The notable areas of increase in expenditure were Internet/Communication Costs and Technology Equipment where the College supplied students with dongles and laptops to support them during remote learning, and, Sanitation ensuring staff and students had access to hand sanitisers, facemasks, thermometers and protective clothing when onsite. Unfortunately, the pandemic also significantly reduced the College’s ability to generate income which saw an overall decrease in revenue, particularly in the areas of parent payments, hire of facilities and canteen licence. The College’s well established International Students program suffered as students were unable to travel to Australia thereby decreasing its enrolments. The SRP credit component was operating with a managed deficit due to a considerable amount of funding provided for a number of initiatives addressing FISO and the Annual Implementation Plan priorities relating to improved student learning outcomes and student wellbeing with significant Equity funding used to support these major areas. Funding for these targeted initiatives comes to the College in its quarterly Cash Grant which now must to be repaid to DET. Notwithstanding its financial obligation of $1.215m to DET, under the auspices of School Council, the College was able to significantly contribute to the $4.5m DET funding for the construction of its new STEM Centre and total upgrade to its oval which was completed in 2020. Despite the effects of the pandemic, the College completed 2020 with a notional operating surplus. All financial processes were performed, and record-keeping maintained in accordance with the Department of Education and Training (DET) requirements, and regularly reviewed by School Council. |
| **For more detailed information regarding our school please visit our website at** [**http://www.rosehillsc.vic.edu.au/**](http://www.rosehillsc.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 1127 students were enrolled at this school in 2020, 518 female and 609 male.

28 percent of students had English as an additional language and 1 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: Low - 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 81.8% |
| State average: | 74.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 68.1% |
| State average: | 61.2% |

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.

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| **English**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 94.4% |
| Similar Schools average: | 78.9% |
| State average: | 75.8% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 87.8% |
| Similar Schools average: | 68.5% |
| 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.

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| **Victorian Certificate of Education** | Latest year (2020) | 4-year average |
| School mean study score | 28.8 | 29.1 |
| Similar Schools average: | 27.8 | 27.9 |
| State average: | 28.8 | 28.8 |

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| Students in 2020 who satisfactorily completed their VCE: | 99% |
| Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: | 10% |
| VET units of competence satisfactorily completed in 2020: | 64% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: | 97% |

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.

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| **Student Absence**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School average number of absence days: | 14.6 | 16.6 |
| Similar Schools average: | 15.8 | 18.9 |
| State average: | 17.8 | 19.2 |

ENGAGEMENT (continued)

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2020): | 93% | 92% | 92% | 92% | 92% | 96% |

Student Retention

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

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2020) | 4-year average |
| School percent of students retained: | 75.0% | 80.0% |
| Similar Schools average: | 78.0% | 77.6% |
| 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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2019) | 4-year average |
| School percent of students to further studies or full-time employment: | 95.2% | 96.4% |
| Similar Schools average: | 89.1% | 89.7% |
| 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.

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 48.2% |
| Similar Schools average: | 57.6% | 53.1% |
| 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.

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 50.2% |
| Similar Schools average: | 58.5% | 57.4% |
| 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 | $10,254,715 |
| Government Provided DET Grants | $1,629,744 |
| Government Grants Commonwealth | $1,784 |
| Government Grants State | $10,132 |
| Revenue Other | $49,216 |
| Locally Raised Funds | $401,852 |
| Capital Grants | NDA |
| Total Operating Revenue | **$12,347,444** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $370,239 |
| Equity (Catch Up) | $37,108 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$407,347** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $10,929,527 |
| Adjustments | NDA |
| Books & Publications | $12,631 |
| Camps/Excursions/Activities | $92,370 |
| Communication Costs | $30,328 |
| Consumables | $235,491 |
| Miscellaneous Expense 3 | $99,304 |
| Professional Development | $17,392 |
| Equipment/Maintenance/Hire | $137,776 |
| Property Services | $186,413 |
| Salaries & Allowances 4 | $214,480 |
| Support Services | $209,526 |
| Trading & Fundraising | $20,238 |
| Motor Vehicle Expenses | $4,612 |
| Travel & Subsistence | NDA |
| Utilities | $94,084 |
| Total Operating Expenditure | **$12,284,172** |
| Net Operating Surplus/-Deficit | **$63,272** |
| Asset Acquisitions | **$264,378** |

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 | $4,607,710 |
| Official Account | $30,591 |
| Other Accounts | $57,297 |
| Total Funds Available | **$4,695,598** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $199,423 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | $85,851 |
| School Based Programs | $825,231 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | $1,215,007 |
| Asset/Equipment Replacement < 12 months | $214,910 |
| Capital - Buildings/Grounds < 12 months | $400,000 |
| Maintenance - Buildings/Grounds < 12 months | $310,177 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | $1,445,000 |
| Total Financial Commitments | **$4,695,598** |

*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.*