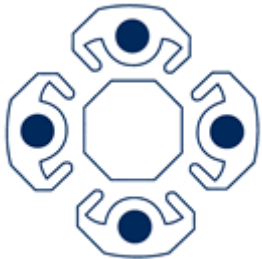


2020 Annual Report to The School Community



School Name: Portland Secondary College (8798)



- 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 01 April 2021 at 08:10 AM by Joanne Kindred (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 05 May 2021 at 09:33 PM by Angela McFeeters (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

Portland Secondary College is in the city of Portland in South Western Victoria, approximately 360 kilometres from Melbourne. The school was founded in 1993 following the amalgamation of Portland High School and Portland Technical College. The College vision is to develop a student-centred learning community that offers exciting and extensive pathways to facilitate 21st Century learning that highlights our strong sense of community and our continued tradition of excellence. The College Motto is "Creating the Opportunities".

The College has well embedded values of Respect, Success, Resilience and Creativity. We treat ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others. We strive to do our best, being dedicated to learning and reaching our goals. We take ownership of our behaviour and actions, persistently contributing in a positive way across all parts of the school. We work together with a focus on positive outcomes, communicating effectively to inspire and support each other.

At Portland Secondary College we have high expectations of our students in terms of attendance, active participation, adhering to the four College values and doing their best. Our Behaviour Management plan was based on Restorative Practices and students owning their own behaviour. We catered for a diverse range of abilities and provided support for students through Literacy and Numeracy Catch Up Programs, Middle Years Literacy and Numeracy Support, Homework Club and Study programs for senior students. Our Level Leaders and Program for Students with a Disability Manager oversaw the development of learning programs for students with additional learning needs including the development and monitoring of student support plans and Individual learning plans in consultations with families, classroom teachers and external agencies.

The school is structured into three learning communities - Junior School, Middle School and Senior School. The grounds include a Global Learning Centre, dedicated as a learning neighbourhood for senior students and a Trade Training Centre. The re-furnished J wing provided a learning neighbourhood for the Junior sub-school and the Middle sub-school also has an identified area. There is a centralised support services for students with additional needs. The school provided a Student Welfare coordinator and a Doctors in Secondary Schools Program. The school has an outdoor theatre space, gym, two ovals, basketball courts and tennis courts, and a designated wildlife corridor of natural bushland.

Enrolments in 2020 were 657 students, with seven percent of students identifying as Aboriginal or Torres Strait Islander. One percent of students speak English as an Additional Language. The staffing profile included five Principal class, 52.6 fulltime equivalent teaching staff and 20.8 Education Support staff. The Leadership Team were committed to supporting the Professional Development of all staff through the development of Learning Architecture, the Gradual Release of Responsibility, the development of explicit literacy and numeracy strategies across the curriculum, formative and summative assessment and the development of Student Voice.

The school delivered the Victorian Curriculum at Years 7-10 with the implementation of a whole school agreed instructional model across the subjects of English, Maths, Science, Humanities, The Arts, Indonesian, Health and Physical Education and Technology. The school offered the Victorian Certificate of Education, VETiS and the Victorian Certificate of Applied Learning to Senior Students and, as a Registered Training Organisation, delivered Hospitality and Furnishing certificates. A VRQA - accredited alternative settings program was delivered at a satellite campus to support students who have disengaged, or are at risk of disengagement. Portland Secondary College had developed partnerships with the Glenelg Shire, large local businesses and several community groups that together, supported the continuance of the Portland Re-Engagement Program.

PSC is highly committed to improving student mental health, wellbeing and engagement in their learning, especially given the lockdown periods of COVID-19 restrictions throughout the year. Our aim is to ensure that we continue to develop creative, articulate, respectful and resourceful young people able to contribute positively to the global

community.

Framework for Improving Student Outcomes (FISO)

The following FISO Improvement Initiatives and key improvement strategies were identified as a focus in 2020.

- Excellence in Teaching and Learning - Improve Literacy outcomes for all students
- Building Practice Excellence - Implement a whole of school teaching and learning model
- Building Practice Excellence - Build teacher capacity to utilise data and a range of assessment strategies to each student's point of learning
- Building Practice Excellence - Utilise evidence based high impact teaching strategies to drive professional practice improvement.

The following targets were set:

- Year 9 students showing medium to high gain in reading to increase from 16 per cent to 18 percent.
- Year 9 students showing medium to high gain in writing to increase from 20 per cent to 24 percent
- Percentage of students with high or medium gains in Reading achievement (Year 7 to 9) to increase to 64 percent.
- PAT testing Reading annual growth for the scaled scores Years 7 to 10 to show 12 months growth for 12 months learning.
- Year 9 students showing low gain in reading to decrease from 41 per cent to 38 percent.
- Year 9 students showing low growth in writing to decrease from 32 percent to 30 percent
- VCE Median English Study score to increase to 26.
- Median study score to increase to 26.

The leadership team and teachers identified a need for improving knowledge and gaining a deeper understanding of:

- Learning Architecture
- Curriculum Mapping
- HITS

- Literacy across the curriculum strategies
- Formative and Summative Assessment

Using student data to identify gaps in student learning and then applying explicit and targeted teaching to address students' points of need

The leadership intended to evaluate the NAPLAN data, teacher judgements and VCE data as well as using Students' Attitude to School Survey and Staff Opinion Survey data. However, due to COVID - 19 restrictions and two extensive periods of remote learning, NAPLAN was cancelled, teacher judgements were only entered in December (not June as well), not enough data was collected by the Attitude to School Survey for it to be viable and only limited Staff Opinion data was available. In addition the PATS Reading data is not collated in a manner which shows 12 months growth for 12 months learning so this data will not be able to be collected in this format.

The Framework initiative at Portland Secondary College was Excellence in Teaching and Learning and Building Practice Excellence. Staff concentrated on developing a deep knowledge of curriculum and pedagogy to ensure all staff had a solid foundation on implementing Learning Architecture under the guidance of Esther Weichert. Aligned with this was the continued focus on High Impact Teaching Strategies through AVID and quality Professional Development which saw staff working collaboratively on MS Teams. This was reflected in meeting schedules, in Professional Practice Days and in Professional Development days. At the end of 2019, data from NAPLAN and PAT testing were analysed to create Guttman charts so as to identify the gaps in student learning and where explicit and targeted teaching needs to happen. With the support of the prepared curriculum, staff will focus on specific teaching strategies at the point of entry for students to access their learning. With a fully documented viable curriculum, staff will be able to engage in moderation and hence improve the integrity of the data which will, in turn, better inform teaching and improve student learning. Besides the need for improvement in data literacy, it was also apparent that specific teaching strategies need to be identified to address specific gaps in literacy learning to ensure that targeted teaching is effective. While there are staff who have this expertise, it is not consistent across all curriculum areas. A recognition for shared responsibility has been reached and staff, on the whole, have embraced the need to develop the academic language of their subject area and incorporate this into their learning sequences designs.

Achievement

The following school wide processes supported our improvement journey:
 Professional Development for staff in Learning Architecture with Esther Weichert
 Professional Development on HITS, Literacy across the curriculum and using strategies from the AVID Pedagogical toolbox
 Quarantined meeting agenda and professional development days to dedicated curriculum writing and development
 Teacher and Leadership Team completing the Bastow Leading Curriculum and Assessment Course
 Strong staff collaboration on Curriculum Mapping and Learning Sequence design
 Guttman Charts and class profiles completed for every class based on student learning needs
 VCE data analysed by classroom teachers to improve student learning
 Appointment of Learning Specialists in Literacy and AVID to model, support and complete Peer observations of teacher practice and use of explicit strategies
 AVID School improvement Team established

As NAPLAN was not held in 2020, data on meeting our targets is not available. However, with a shift to more rigour in the curriculum as a result of the Learning Architecture development and the emphasis on High Impact teaching Strategies, AVID and literacy strategies that concentrate on differentiating student learning to meet individual needs, we fully expect that this will show improvement in the coming years as it becomes embedded. However, it must be noted that 2020 and COVID- 19 presented many different challenges for the School to face. The two extensive lockdown periods definitely had an impact on student learning. There was a period of adjustment to remote learning but staff quickly developed and were able to utilise online resources for content delivery and assessment and consequently develop new ways of delivering content to students. These lockdown periods also had a negative effect on some students who found it very difficult to engage. These students were able to be supported through withdrawal classes for Literacy and Numeracy and also by extra support in the class room through Middle Years Literacy and Numeracy Support staff.

Teacher Judgements of English (Years 7 - 10) indicated we are on par with the rest of the State and ahead of similar schools, while Mathematics (Years 7 - 10) indicated we were ahead of both Similar Schools and the State. However, some question marks must be placed around this data as it was only collected once (at the end of the year), instead of twice and was not able to be triangulated with other student data such as NAPLAN and PATS.

Program for Students with a Disability students have continued to have the support of dedicated Education Support Staff, both in class and online, as well as accessing internal academic programs like MacqLit, QuickSmart, Getting Ready in Numeracy, MYLNS and Welfare Programs. Students at risk of disengaging, or having trouble adjusting to Mainstream education or those who were looking for a pathway to re-enter education were ably supported by the Portland Re-Engagement Program. The College also made explicit steps to connect with the local Koori Community through the development of a Marrung Policy which aims to not only raise the pride of Koori-identified students with their culture but also to bring Koori culture explicitly into the College.

The College met the goals of increasing the VCE English Median Study score to 26 and the Median all study score to 26, with both these scores reaching 27.

Whilst not all Staff Opinion Survey modules were reported on, Portland Secondary College reported growth in Trust in Colleagues (73.9%); Collective Focus on Student learning (72.2%); Use of High Impact Teaching Strategies (82.8%); Professional learning targeted to improving Literacy and Numeracy (82.8%) and Use of a Pedagogical Model (75.9%), all of which are reflective of what we set out to achieve.

Engagement

Portland Secondary College students are engaged and connected to their school and we are proud of the programs which support students in exhibiting respect, success resilience and creativity. Student Engagement was and remains a high priority for Portland Secondary College. A lot of work has been completed to ensure the curriculum is varied and

interesting, well resourced and well delivered. Portland Secondary College continues to be a leader in School Wide Positive Behaviour and is still a Lead School in Respectful Relationships, offering support to other local schools. The College did attempt to have as many students as possible complete the Attitude to Schools Survey but have been advised that the amount of data we did manage to ascertain is not sufficient to draw conclusions from. Our Mentor Program continues to grow with all students being assigned a staff member to monitor their engagement and wellbeing. Student Voice is stronger in classes as the pedagogy and curriculum build in opportunities for students to express their ideas and suggestions. Feedback is provided to all teachers on their classroom teaching and learning through two rounds of PIVOT surveys, with the teacher encouraged to explicitly focus on one or two elements of their teaching and actively seek methods of improvement which is monitored through continuous feedback from students and Peer to Peer Observations.

Whilst our focus in 2020 was not the FISO dimension - Empowering Students and Building School Pride - this area remains a goal in our four year Strategic Plan. Our work in this area is ongoing, intentional and, in 2020, included programs such as Mentors, Peer Support, and providing numerous opportunities for students to step up and demonstrate their leadership skills through sport coaching, public speaking, Alpine School, Chalk Art, Photography competitions, the Student Representative Council, Student representation on School Council and various leadership teams across the College. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were also authentically engaged as stakeholders in the review process of the limited data we did have.

The first round of lockdowns and remote learning saw a high level of engagement from most students, particularly once all connectivity and device issues were resolved. The second lockdown period saw more students begin to disengage and teachers were having to spend more time in a mentoring role rather than delivering content. We continued to work with families to ensure students were at school and learning during both offsite and onsite instruction. The College continued to send SMS messages to parents, requesting them to notify the school of any absences, made phone calls to absent students to encourage them to return to school and made Navigator referrals after extended periods of absences. The college works closely with the Navigator team to support chronic absences and return to school processes.

Our attendance during remote learning was slightly lower when compared to the attendance while onsite, an indication of just how much work was completed by teachers and Education Support staff to keep students engaged in learning through a very difficult year. However, we still have higher absence figures than both similar schools and the State, indicating there is more work to be done in this area.

Our Student retention figures for both student retention Years 7 - 10 and the number of students exiting school from Years 10 - 12 to go onto further studies or full time employment remains similar to the State average.

Wellbeing

Portland Secondary College always prioritises the wellbeing of all students, parents, families and staff and continues to strive to create the best conditions to support all students in their health and wellbeing and their learning. 2020 presented some unique challenges in this area as monitoring some students' wellbeing in lockdown periods became very difficult. Teachers and Mentors made continuous efforts to engage students, making phone calls or video calls, chatting on MS Teams or even calling in at the home of the student in a few extreme cases. Work and support was supplied both online and hand delivered to the student's letterbox when contact proved difficult and every attempt to engage in the student's wellbeing was made. Staff wellbeing was monitored in much the same way, with a phone tree established to connect all staff to at least one other person and the Welfare staff checking in on any staff member that may have needed support.

The mentor program for all year levels ensured daily contact providing pastoral care and relationship building. However, the increase in students suffering from anxiety and isolation during remote learning has caused concern. Triaging by College Welfare staff and the School Nurse have helped find these students external support through agencies such as Headspace and Doctors in Schools. The School nurse and the Doctors in School have worked hard to keep abreast of the growing demand. Teachers have continued to deliver programs such as Live4Life, Teen Youth Mental Health First Aid and Peer Support to assist students at risk.

As stated earlier, the College did attempt to have as many students as possible complete the Attitude to Schools Survey but have been advised that the amount of data we did managed to ascertain is not sufficient to draw conclusions from. However, of those students who did complete the survey, the results show that PSC is slightly ahead of Similar schools and slightly below the State average in the two categories of Sense of Connectedness to School and the Management of Bullying.

The College will continue to monitor and support student wellbeing by proactively setting regular meetings between Year Level Leaders and Welfare staff to early identify students at risk.

Financial performance and position

Portland Secondary College ensures the budget allocations support our programs, resources and professional development. In 2020 we operated with a small budget surplus, largely due to the fact that there are ongoing issues over a final reconciliation for the Substantive Principal wage and the appointment of an Acting Principal employed at the incorrect level. The College is also holding funds to cover quarantined Trade Training Centre and Re-Engagement Campus operations fund which masks our true operating budget. Equity funds were used to support Bastow Learning Courses for staff, small classes at senior levels in specialised areas, professional development on Literacy Across the Curriculum, running intervention Programs for Students at risk and ensuring Programs such as Getting ready in numeracy, QuickSmart, MacqLit and Careers could run appropriately. Much of our cash budget was expended and the College acquired technological assets worth \$30,000.

Parent payments saw all families invoiced each term with about 40% of parents paying their school fees.

A focus on processes to make the Budget more transparent, consultative and collaborative is underway with clear expenditure and revenue lines established in both the credit and cash budgets. Old accounts and invoices are being cleaned up with monies owed to families being refunded. These processes will continue to be refined as they have improved the capacity of the college to plan more thoroughly.

For more detailed information regarding our school please visit our website at
www.portlandsc.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 657 students were enrolled at this school in 2020, 316 female and 341 male.

1 percent of students had English as an additional language and 7 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.

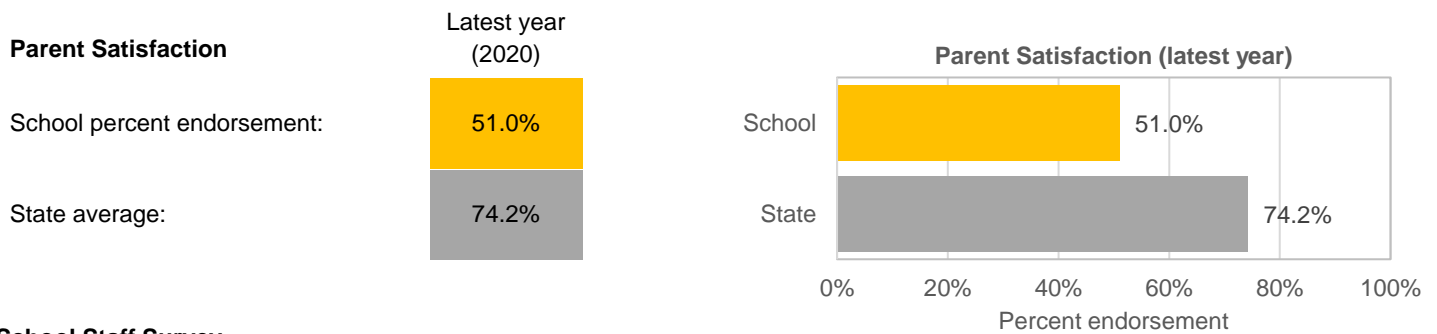
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

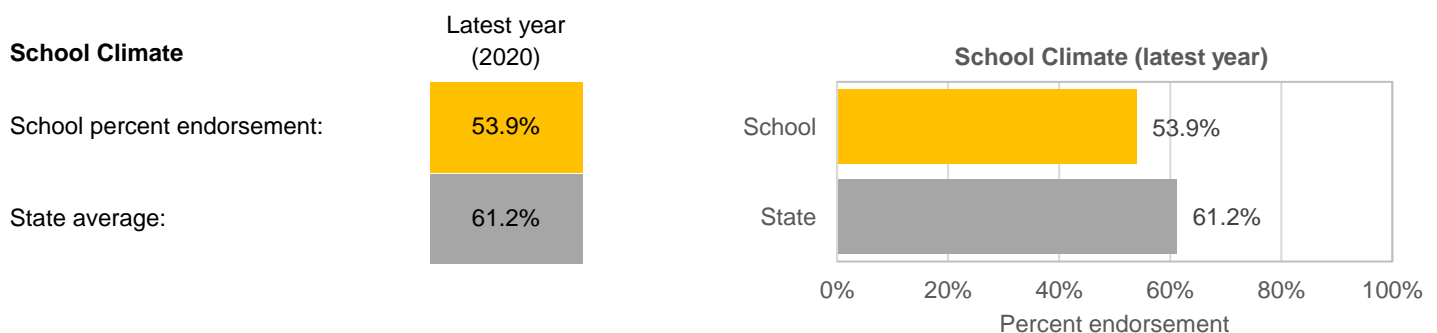


School Staff Survey

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:

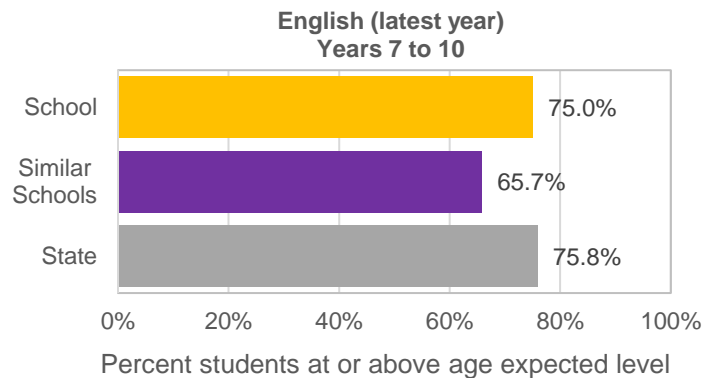
75.0%

Similar Schools average:

65.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

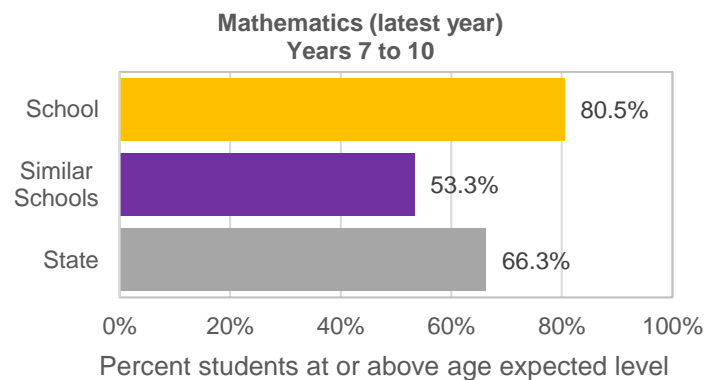
80.5%

Similar Schools average:

53.3%

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.

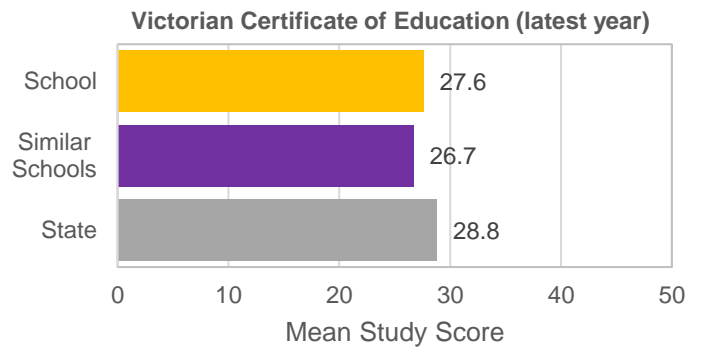
ACHIEVEMENT (continued)

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 | 27.6 | 26.3 |
| Similar Schools average: | 26.7 | 26.4 |
| State average: | 28.8 | 28.8 |



Students in 2020 who satisfactorily completed their VCE:

97%

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

29%

VET units of competence satisfactorily completed in 2020:

76%

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

90%

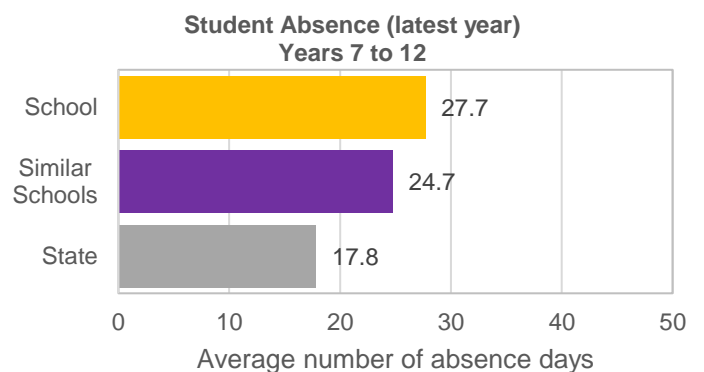
ENGAGEMENT

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: | 27.7 | 27.3 |
| Similar Schools average: | 24.7 | 24.6 |
| State average: | 17.8 | 19.2 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

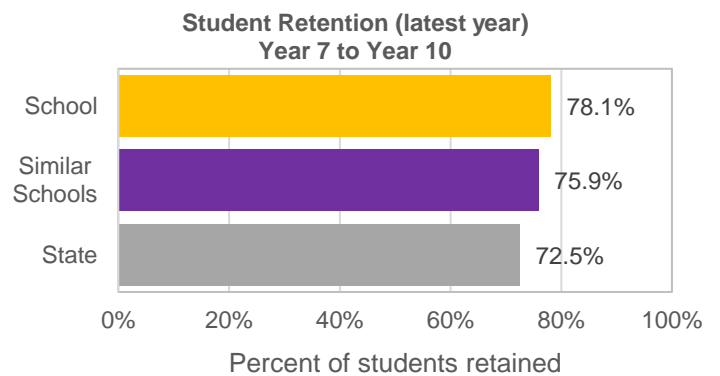
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | 85% | 83% | 78% | 85% | 94% | 96% |

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: | 78.1% | 79.9% |
| Similar Schools average: | 75.9% | 76.9% |
| State average: | 72.5% | 72.9% |



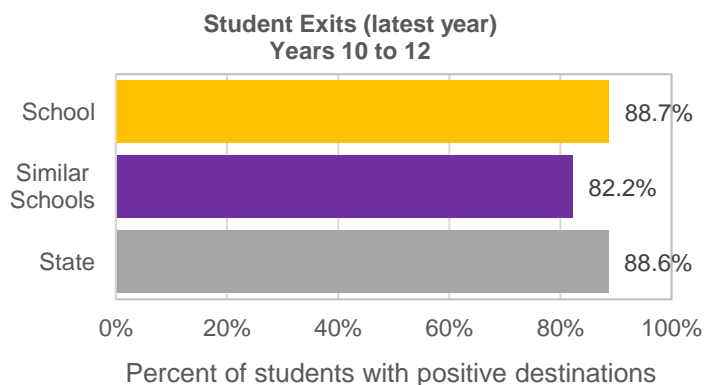
Students exiting to further studies or full-time employment

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: | 88.7% | 91.0% |
| Similar Schools average: | 82.2% | 83.3% |
| State average: | 88.6% | 89.1% |



WELLBEING

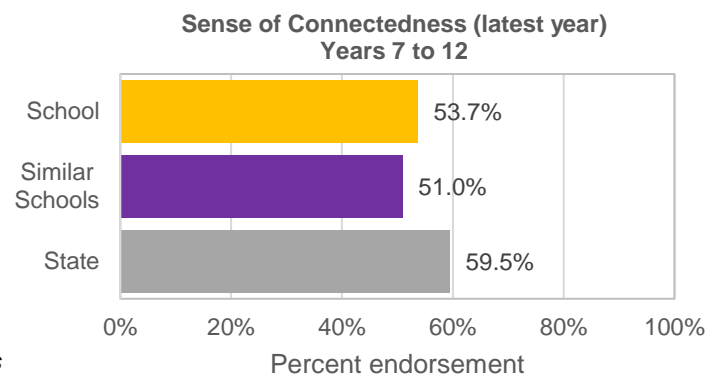
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 53.7% | 52.3% |
| Similar Schools average: | 51.0% | 50.0% |
| State average: | 59.5% | 55.3% |



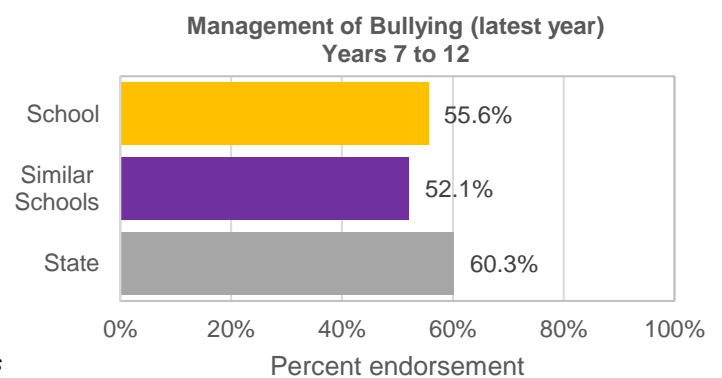
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 55.6% | 53.9% |
| Similar Schools average: | 52.1% | 52.8% |
| 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 | \$7,260,034 |
| Government Provided DET Grants | \$1,564,328 |
| Government Grants Commonwealth | NDA |
| Government Grants State | \$1,133 |
| Revenue Other | \$84,293 |
| Locally Raised Funds | \$390,603 |
| Capital Grants | NDA |
| Total Operating Revenue | \$9,300,391 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$650,526 |
| Equity (Catch Up) | \$50,036 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$700,562 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$7,422,499 |
| Adjustments | NDA |
| Books & Publications | \$6,361 |
| Camps/Excursions/Activities | \$33,476 |
| Communication Costs | \$15,308 |
| Consumables | \$270,054 |
| Miscellaneous Expense ³ | \$34,698 |
| Professional Development | \$34,068 |
| Equipment/Maintenance/Hire | \$131,154 |
| Property Services | \$472,259 |
| Salaries & Allowances ⁴ | \$417,501 |
| Support Services | \$183,882 |
| Trading & Fundraising | \$128,326 |
| Motor Vehicle Expenses | \$1,512 |
| Travel & Subsistence | \$10,042 |
| Utilities | \$111,447 |
| Total Operating Expenditure | \$9,255,874 |
| Net Operating Surplus/-Deficit | \$44,518 |
| Asset Acquisitions | \$29,519 |

- (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 | \$1,189,970 |
| Official Account | \$115,035 |
| Other Accounts | \$294 |
| Total Funds Available | \$1,305,300 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$266,278 |
| Other Recurrent Expenditure | \$15,781 |
| Provision Accounts | \$10,657 |
| Funds Received in Advance | NDA |
| School Based Programs | \$577,000 |
| Beneficiary/Memorial Accounts | \$86,000 |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | \$268,000 |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$60,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$1,283,716 |

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.