

2020 Annual Report to The School Community



School Name: Wheelers Hill Secondary College (8474)

<<Please upload a school logo>>

- 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 22 April 2021 at 07:48 AM by Aaron Smith (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 30 April 2021 at 09:18 AM by Gosia Zatawnik (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

Our Vision:

“As a school that values respect, excellence and creativity, Wheelers Hill Secondary College strives to develop students capable of being global citizens ready to embrace the future. We encourage members of our College Community to be ‘the best that they can be’ in all of their endeavours”.

Our Values:

Respect – we promote respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.

Excellence – we provide opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach.

Creativity – we have developed a creative approach to learning and teaching. Our student and staff are encouraged to seek innovative solutions to problems.

We pride ourselves on providing learning opportunities to our students in the following areas:

- Academic Excellence across all learning domains
- Sport
- Performing Arts
- Student Leadership and our Community

Established in 1980, Wheelers Hill Secondary College is a Year 7-12, government school. Situated in the City of Monash in Melbourne's eastern suburbs, the student population is drawn from a wide geographic area, with a significant percentage of students travelling from outside the immediate neighbourhood. Our student enrolment over recent years demonstrates strong growth and more than 97% of our graduates proceed to university or TAFE training.

We provide a high quality learning environment that is both supportive and challenging. Our innovative and successful Extension and Enrichment Program provides a breadth of challenge and opportunity, particularly at Middle School. In addition, there are a great range of extra-curricula opportunities across all year levels.

In 2020, we nominated the following areas as Areas of Focus for further improvement - Literacy, Numeracy, VCE, further establishing a guaranteed and viable curriculum and how we can use data to monitor and measure student growth. In 2020, we established Action Plans for the year ahead in each of these important areas.

The school is strongly committed to the innovative use of ICT to assist learning and is particularly well resourced in this area. We continue to provide excellent support for eLearning and 21C learning opportunities.

Senior school students have access to a breadth of Victorian Certificate of Education (or VCE) studies and some Vocational Education and Training (or VET) programs. There is a strong pathways program and commitment and support available for every student across years 7 to 12 with a careers framework implemented and connections with external providers and industry where appropriate. Careers and Wellbeing support for our students is a strong feature of our College. In 2020, we continued with our planning to introduce the Victorian Certificate of Applied Learning (or VCAL) for 2021. VCAL is a viable alternative to the VCE.

Each year level cohort has been formed from approximately 25 primary schools upon secondary college entry. Student families are from a broad range of socio economic backgrounds and comprise 55 different nationalities and the college

provides extensive ESL support. For organisational purposes the College is divided into two sub-schools - Senior and Middle School.

In 2019, we made the decision to change our Languages Program to that of French and Mandarin. Indonesian was phased out through 2020 with Mandarin introduced at the College last year. Furthermore, we committed to the Aspire Challenge and Enrich Program in 2019 and this Program was developed throughout 2020 for implementation at Year 7 for 2021. The Aspire, Challenge and Enrich (or ACE) Program will extend students with their learning.

The College is a full fee paying school for international students. Approximately 5% of enrolled students were part of this program in 2020, predominantly from China with other countries represented adding cultural diversity and interest to our learning community.

The College is a 'core plus' design with well maintained buildings and grounds. Major upgrades and expenditure in recent years have improved classroom design and amenities. The College grounds have undergone significant development and this, along with highly functional administration and staff work areas, has created a thoroughly agreeable working environment for students and staff alike where the focus is on continuous improvement for all. Key building projects completed in recent times include The Bunjil Centre and our VCE Centre.

In 2020 our school had 10 Leadership Staff, and 59 Teaching and Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2020, our Annual Implementation Plan (or AIP) was developed using the Framework for Improving Student Outcomes (or FISO). Our areas of focus were:

- Maximise Student Learning and Achievement Outcomes
- Empower Students to Actively Engage in Their Learning
- Improve Student Outcomes Relating to Differentiated Teaching and Learning

We worked with our College Community to develop Strategies in line with carefully considered Goals and Key Improvement Initiatives. Markers of success reflecting observable changes in practice, behaviour, and measures of progress were also developed. Our Strategic Plan (2019 - 22), together with our 2020 Annual Implementation Plan (AIP) was endorsed by College Council.

In 2020, we were also involved in a School Improvement Partnership (or SIP) that saw us embark on an extensive Coaching Program with leaders within the College, together with entering into a partnership with Koonung Secondary College in relation to VCE Improvement. The Partnership was successful on many levels resulting in the further development of leadership skills and an improvement in our Overall VCE Study Score.

Due to global pandemic, 2020 featured our Remote Teaching and Learning Program. Survey results from students, families and staff reveal many positives to how we responded in providing continuity of learning with respect to the Pandemic in 2020. For example, our families were very positive in their support of our Remote Teaching and Learning Program, including our level of support of and communication with the broader College Community.

As a College Community, we are incredibly proud of our ability to work through the global pandemic as well as we did to ensure Wellbeing remained a priority for students, staff, families and the broader community, together with ensuring a continuity of Learning for our students. Our staff were outstanding in their teaching and support of students and families. The Wellbeing of students, families and staff will continue to be important to our College.

Despite the global Pandemic, we were still able to launch our Professional Learning Communities program in 2020. Furthermore, we established our own Surveys of the College Community to collect and analyse data on the success of our response to the Pandemic. For example, staff reported positive results in relation to our PLC and Learning Walk

Programs, families reported that they were very satisfied with our Remote Teaching and Learning Program, and students reported that staff were using technology well to support them in their learning, that they knew where to get assistance with their wellbeing and that teachers motivated them to think about their learning and made the work interesting.

Remote Learning Walks were a feature of our work in 2020 to further improve teacher practice, and we continued to document the curriculum throughout the year. Our staff were outstanding in their ability to provide a high quality Remote Teaching and Learning experience to our students. Our staff were exceptional in their care and support of each other, and our students and families throughout 2020.

Literacy and Numeracy continued to be areas of focus in 2020. Despite NAPLAN Assessments not being held in 2020 due to the global pandemic, we were committed to using other assessments to monitor and measure student progress. Some gains were made in both areas.

We achieved strong VCE results in 2020. Our Overall Study Score increased to 29 in 2020, an increase of two points from the previous year. We achieved excellent results in subjects such as Food Technology, Biology, Drama, Psychology, Further Maths and Health and Human Development. Our Remote Teaching and Learning Program also supported gains in areas such as STEM, the Performing Arts and other Student Engagement Activities (eg Student Wellbeing, Student Participation). We were able to develop and implement our College Presentation Evening online to best recognise Student Achievement in 2020 .

Our Professional Development and Learning Plan was maintained for staff providing opportunities for professional growth, while our Cyclical Reporting Model kept our College Community informed of student progress.

We continued to strengthen our connections with Primary Schools via our remote College Tours and Open Night, whilst our Year 7 and International Student Program enrolments continue to be strong.

Achievement

The NAPLAN Assessment Program was not provided in 2020 due to the global pandemic. Other assessments were used in the areas of Literacy and Numeracy to best monitor and measure student growth. As noted earlier in this Report, we achieved some strong VCE results in areas such as Psychology, Health and Human Development, Drama, Biology, Further Maths and Food Technology.

Whilst we remain in the expected range in relation to the Victorian Curriculum, teacher judgements continued to be conservative with the percentages of students achieving at or above expected levels similar to similar schools in the area of Year 7 to 10 English. Staff were supported by the work of leading teachers, learning specialists, experienced support staff and in their teams, and in the use of other assessment tools, to help them with their teacher judgements.

The College continued to develop a number of initiatives which are supported by our capacity to use data to inform learning. These included (and many of these points below continue to align with our future directions and strategies to further improve student outcomes):

- Continuing documentation of a visible and viable curriculum
- Improving consistency of assessment and moderation processes
- Review of our Literacy and Numeracy approach and programs, together with further supporting staff in these areas. For example Number Talks (Numeracy) and the Independent Reading Program (or IRP, Literacy) were introduced and used in 2020
- Our VCE Improvement Plan
- Further refinement of our Extension & Enrichment Program at Years 7 and 8
- A focused attention to the improvement of both literacy and numeracy skills
- Working in Professional Learning Communities
- Further work with our Teaching and Learning Model
- Working with our Teaching Staff in our Learning Walk Program to support classroom observations and practice

- Alignment with Performance and Development / Statement of Expectations, AIP and other planning documents
- Links with the Tech Schools Initiative (emphasis on innovation and the so called STEM subjects) to support learning
- Links with Monash University and Tutoring Programs
- Increased participation in STEM Learning
- Further visibility in the Performing Arts Program, including growth in our Instrumental Music Program
- Staff Team Meetings are more for Collaboration and Planning and less about Administration
- More of an emphasis on Differentiation to support gains by all students with their learning
- More formative assessment of students to best gauge student learning and improvement

We established our VCE Improvement Plan in 2020 and we achieved some excellent VCE results (see earlier in Report).

The College continued with its cyclical Assessment and Reporting Program to keep our College Community well informed with respect to student learning and growth. Important amendments were made as part of our Assessment and Reporting in 2020 to best meet the challenges of Remote Teaching and Learning.

Engagement

Strengthening levels of student engagement in learning continues to be a priority for our College. Our student's sense of engagement and enjoyment is important to our College Community.

Our successful Remote Teaching and Learning Program was able to provide continuity of learning and allow for strong engagement by students in terms of what was provided. The use of our Remote Teaching and Learning Handbooks, ICT, together with a number of co-curricular activities engaged students with the broader learning program here at the College.

Student engagement has been supported by:

- Providing a breadth of high quality Teaching and Learning Programs (as supported by our Remote Teaching and Learning Program), together with co - curricular activities and opportunities
- Developing positive relationships and high expectations with our students, aligning with our sense of purpose and our school values
- Providing rigorous and relevant learning activities and strategies
- Leadership opportunities and pastoral care type programs for all of our students
- Provision of a broad range of co curricular activities to best keep students engaged with their learning and the College more broadly whilst working and learning from home.

In 2020, to further support student engagement, we:

- Continued to promote links between student engagement and performance through Compass and the use of Teams (Office 365 platform), also allowing for regular and accurate communications between the College and our Community
- Built on opportunities to encourage student aspirations and excellence
- Provided a supportive and pro-active approach to programs and opportunities made available to our students
- Continued to provide quality feedback to our students and families with respect to learning through the use of our Cyclical Assessment and Reporting. Furthermore, we provided regular and ongoing communications to students and families via other platforms. Formative feedback was a real focus for our College Community given our Remote Teaching and Learning Program.
- Some participation with respect to Student Voice and Engagement Activities in the Remote Teaching and Learning environment.
- Continued to strengthen Careers and Pathways processes (eg Year 10 Futures Program) and support
- Further embedding of our Teaching and Learning Model in order to further improve student outcomes
- The implementation of our PLC Program to best support teaching staff to support student growth, using Formative

Feedback as the strong focus to our work in this program

- Developed eLearning opportunities and 21C skill development through curriculum documentation review and program development. This was particularly evident given our Remote Teaching and Learning Program and the use of ICT by both staff and students to support the continuity of learning throughout the College. Furthermore, there were many activities provided to students that centred on the use of ICT which further developed their skills. Our connection with the Monash Tech Schools also remained strong in 2020.
- Employed systems allowing students provide feedback on key areas within the College, and allow teaching staff to act on feedback received
- Some integrated units across Domains (eg STEM) to further improve engagement for students
- Due to COVID - 19, Student Programs were impacted in 2020. Whilst a number of areas including Sport, the Performing Arts, various Camps, Excursions and Overseas Tours, and other co-curricular activities (eg Excursions) remain a priority for the College, opportunities for these students in these areas were severely affected throughout 2020 due to the Pandemic. There were example of certain Student Programs and / or activities continuing (within allowable requirements) including the College Athletics Carnival, a virtual Presentation Evening, filming and release of our College Production and various online Teaching and Learning and / or Student Wellbeing Activities.

Attendance is supported and monitored through electronic information from every lesson, sending SMS messages for absences and having immediate on-line information available for families. Reports are generated on a regular basis to key staff allowing for careful monitoring of student attendance. Student attendance rates reflect State trends.

Wellbeing

Promoting an increased sense of Wellbeing and Connectedness to school remained a strong focus at the College. This was a real priority for our College Community given the COVID - 19 Pandemic. Students report that their Sense of Connectedness and our Management of any Bullying reflects State trends in these areas. We continued to work closely with teachers and families to know and support our students in what was a challenging year in 2020.

Student Wellbeing was supported by:

- A strong sub-school structure and focus on individuals
- Providing support for students when required, including the use of a staff referral system
- Providing the necessary support for individual students through staff awareness and connections with external agencies and DET
- A range of pro-active preventative wellbeing programs at various levels as evidenced by weekly Year Level Bulletins
- Despite the Pandemic, providing opportunities where we could for students to build their personal skills through a range of leadership, curriculum programs, student voice and participation roles
- Working with key providers and agencies in the planning, implementation and review of key supports and initiatives
- Regular check ins with with students (eg via Home Group Teachers and Year Level Co-ordinators) during the year
- Continuing to promote and expect an understanding amongst all staff about the importance of adhering to our responsibilities with respect to Student Wellbeing
- Supporting students with their transitions from Remote to Onsite Learning.
- Working with families to support the wellbeing of students. Sharing regular updates with families on resources that we can use to support Student (and family) Wellbeing
- Development of key sections relevant to Student Wellbeing support within our Remote Teaching and Learning Handbooks for students (and families)
- Further supporting staff given the nature of Remote Teaching and Learning and their work to best support and look out for the Wellbeing needs of students

We continued to:

- Implement strategies and programs to focus on relationships and promote improvement in the areas of student wellbeing and positive behaviours

- Acknowledged and celebrated student effort and achievement (eg Presentation Evening, Year Level Assemblies, Newsletter, etc)
- We held regular Year Level Meetings with students to maintain connection
- Our synchronous nature of our Remote Teaching and Learning Program supported connection with students
- Investigated additional measures to further strengthen and enhance student wellbeing and resilience (eg use of The Resilience Project activities in 2021 as part of our Home Group Program)
- Continued to use relevant data to support students and their wellbeing
- Continued to emphasise and communicate behavioural expectations (including expectations relating to acceptable use of ICT)
- Build the partnership with parents, students and teachers to provide increased involvement and participation in college activities and in supporting optimal student wellbeing, aspirations and outcomes
- Used our Home Group Program to promote and educate students using wellbeing themes and activities that were provided (eg weekly Year Level Bulletins)
- Ensured strong opportunities for Student Voice and Agency through the College
- Develop Positive Education programs and initiatives in each of the Sub Schools eg acknowledge students effort and achievement
- Plan for greater Student Agency and use of Student Feedback to be included in Student Assessments across Learning Domains in 2021

Financial performance and position

Wheelers Hill Secondary College's financial performance is a reflection of effective management and indicates that, along with the provision of Government funding and the continued support of the school community, it continues to have a strong commitment to enhance student learning whilst providing a breadth of programs, numerous opportunities, resources and a broad and challenging curriculum. Grants received in 2020 include the Advance Funding Grant of \$7,100.75 which has further enriched our Performing Arts Program, a Transition Support Boost of \$9,000 sustained our Program for Students with Disabilities, Equity Funding of \$171,718.65 was utilised to support academic, wellbeing and support programs. Our participation in a School Improvement Program allowed us to access funds amounting to \$18,000 to enable the collaborative exchange of expertise to further enhance school improvement. Some of the commitments for 2021, with surplus funds carried over due to Covid-19, will include an AV installation to the newly refurbished Bunjil Centre and other additions to internal and external spaces within the College.

For more detailed information regarding our school please visit our website at
<https://www.whsc.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 661 students were enrolled at this school in 2020, 338 female and 323 male.

11 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.

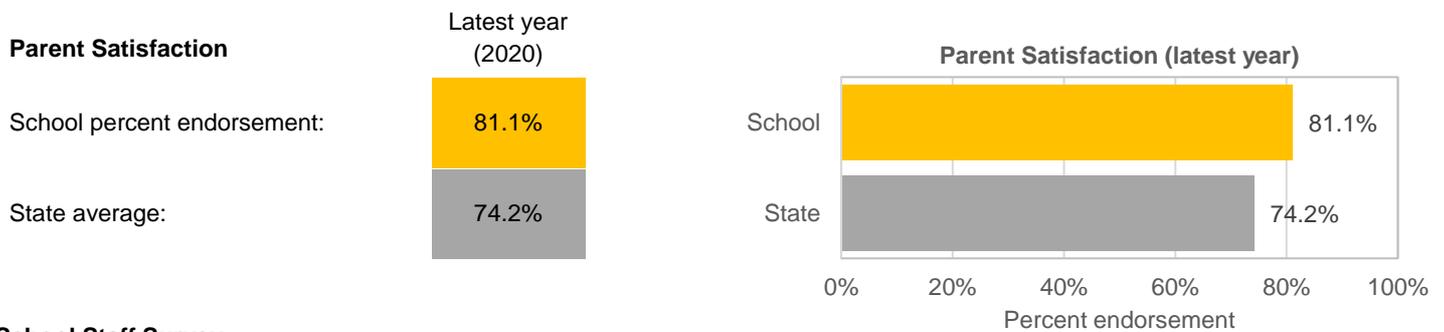
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

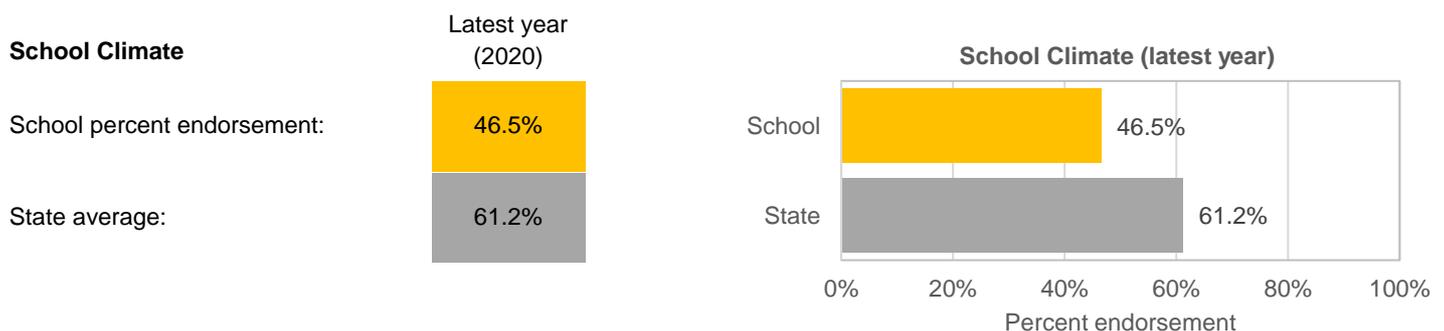


School Staff Survey

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:

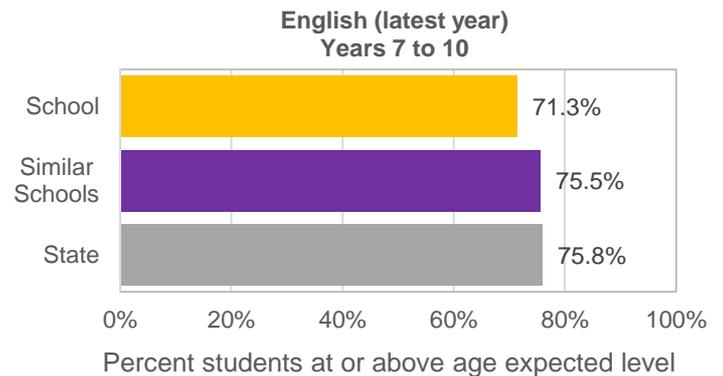
71.3%

Similar Schools average:

75.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

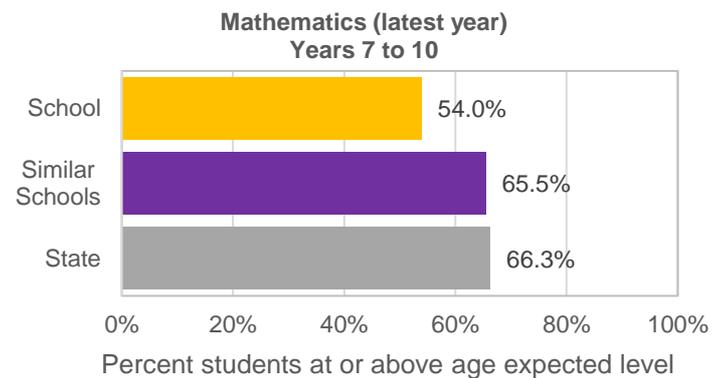
54.0%

Similar Schools average:

65.5%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

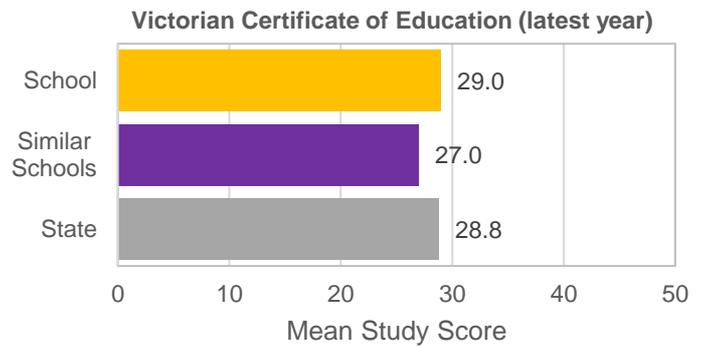
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	29.0	27.9
Similar Schools average:	27.0	27.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

9%

VET units of competence satisfactorily completed in 2020:

83%

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

NDA

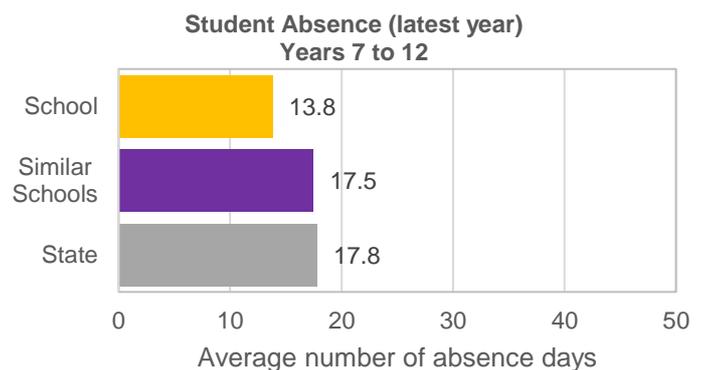
ENGAGEMENT

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:	13.8	19.1
Similar Schools average:	17.5	19.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

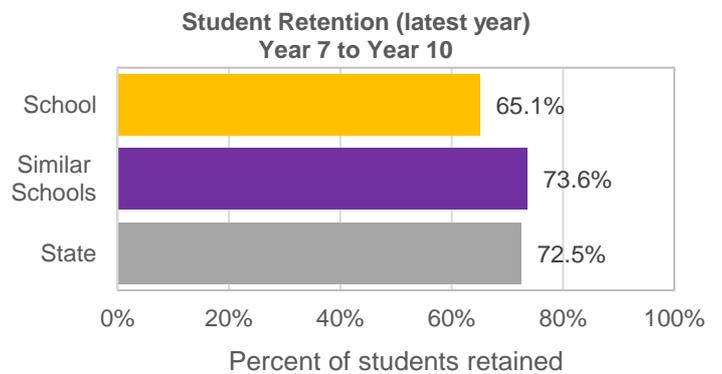
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	93%	93%	91%	94%	93%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	65.1%	76.9%
Similar Schools average:	73.6%	74.7%
State average:	72.5%	72.9%



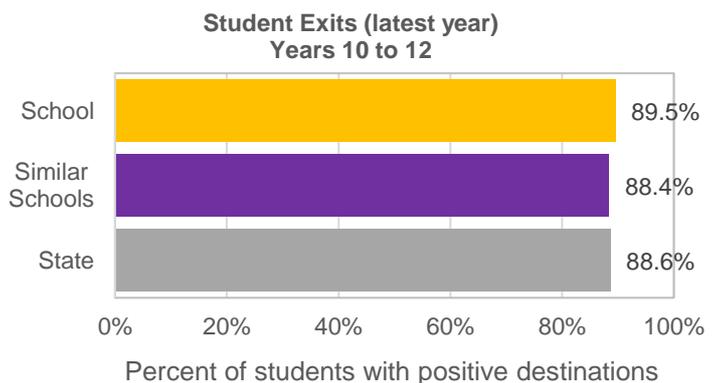
Students exiting to further studies or full-time employment

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:	89.5%	92.6%
Similar Schools average:	88.4%	89.8%
State average:	88.6%	89.1%



WELLBEING

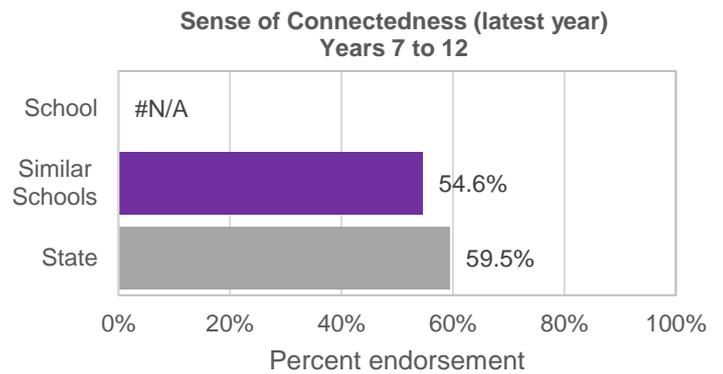
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	52.8%
Similar Schools average:	54.6%	51.1%
State average:	59.5%	55.3%



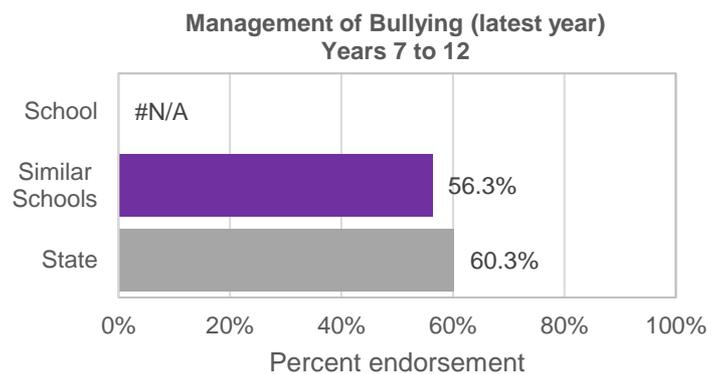
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.5%
Similar Schools average:	56.3%	55.6%
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	\$6,310,580
Government Provided DET Grants	\$1,018,144
Government Grants Commonwealth	NDA
Government Grants State	\$15,169
Revenue Other	\$106,307
Locally Raised Funds	\$410,426
Capital Grants	\$7,513
Total Operating Revenue	\$7,868,140

Equity ¹	Actual
Equity (Social Disadvantage)	\$145,631
Equity (Catch Up)	\$26,088
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$171,719

Expenditure	Actual
Student Resource Package ²	\$6,745,729
Adjustments	NDA
Books & Publications	\$5,624
Camps/Excursions/Activities	\$79,136
Communication Costs	\$18,889
Consumables	\$219,955
Miscellaneous Expense ³	\$88,341
Professional Development	\$23,087
Equipment/Maintenance/Hire	\$118,507
Property Services	\$144,932
Salaries & Allowances ⁴	\$138,240
Support Services	\$248,680
Trading & Fundraising	\$11,256
Motor Vehicle Expenses	\$3,510
Travel & Subsistence	NDA
Utilities	\$64,216
Total Operating Expenditure	\$7,910,103
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$52,904

- (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	\$1,477,484
Official Account	\$56,210
Other Accounts	\$6,461
Total Funds Available	\$1,540,155

Financial Commitments	Actual
Operating Reserve	\$182,550
Other Recurrent Expenditure	\$3,382
Provision Accounts	NDA
Funds Received in Advance	\$178,720
School Based Programs	\$473,956
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$37,498
Repayable to the Department	\$436,484
Asset/Equipment Replacement < 12 months	\$82,870
Capital - Buildings/Grounds < 12 months	\$72,161
Maintenance - Buildings/Grounds < 12 months	\$72,161
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,539,782

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.