

# 2020 Annual Report to The School Community



**School Name: Eltham High School (7805)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 29 March 2021 at 12:56 PM by Vincent Sicari (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 March 2021 at 02:34 PM by Rebekha Naim (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Eltham High School is a large, single campus, co-educational, secondary school on the urban rural fringe of north-eastern Melbourne. The school offers a wide range of curricula and co-curricular programs at all levels. High profile co-curricular opportunities include the school’s performing and visual arts programs and the elite sports program.

Nearly all students come from English speaking backgrounds and the Student Family Occupation and Education (SFOE) Index of 0.2113 reveals a high socio-economic profile for the school. However, the school demographics include 9 Indigenous students, a high level of single parent families and students living independently. The school has an EFT of 98.7, excluding the Principal, 3 Assistant Principals, and 8 Leading Teachers and 6 Learning Specialists. The school also has 21.5 ES staff (7.5 integration).

Our school Vision and Values are very strongly embedded in the day to day work of the school. Whether this is in the learning and teaching that takes place, the way that we work with our young people, the way in which we employ our staff, the development of job descriptions, the development of school policies and procedures, the work of the various teams that operate within the school, the role modelling that takes place throughout the school, the work of the School Council and its various Teams, the way in which we engage with both our local and wider communities and the support that we provide for one another.

It is important to us as a school community to be clear on why we do what we do. We do what we do because we believe in developing the next generation of ethical, moral, happy and respectful citizens who have the skills to be resilient and be optimistic about the future. Who through their creative talents, their ability to think critically, their voice, their compassion, their courage and their determination, will be able to make their mark on the world and leave it a better place than what they found it. The way we achieve this is by providing opportunities to our students that challenge them to be continuous learners, developing strong, positive relationships with them and the home and developing our teachers to be the best they can be. We do this to ensure that we provide an outstanding holistic education for our young people.

In 2020 we further defined the school's values through 'The EHS Student', a set of aspirational statements that further defines each of the school values from the perspective of (i) maintaining positive relationships and (ii) focusing on learning. These statements provide a basis for understanding our approach to supporting all students to be the best they can be. We celebrate the individuality and diversity of our learners in their pursuit of excellence. We work hard to provide both support and extension opportunities for students within this framework. A focus on the High Impact Teaching Strategies - Differentiation and Feedback, equip teachers to be able to cater for the needs of students in their classes.

The school is working on STEM initiatives developing strong relationships with tertiary institutions, private organisations and the Banyule/Nillumbik Tech School.

### Framework for Improving Student Outcomes (FISO)

The key improvement strategies that were identified as a focus for 2020 are outlined below.

#### Excellence in Teaching and Learning

- Build teacher and team practice excellence and capacity through strengthening data literacy and the ability to evaluate data to better understand students’ point of learning.
- Build teacher and team practice excellence and capacity through consistently employing evidence-based, high impact teaching strategies based on the agreed Eltham HS instructional model.

#### Positive Climate for Learning

- Identifying and engaging with opportunities for student voice and leadership in their learning.

- Building learner agency in developing students' capacity to actively engage with and reflect on their learning.
- Community Engagement in Learning
- Develop ways to engage parents / carers as co-contributors to their children's learning.
  - Further development and implementation of effective processes to provide continuous, specific and meaningful feedback to parents / carers on all areas of the children's learning.
- Professional Leadership
- Build the instructional leadership capacity of all leaders in the school, to lead change for school improvement and development of the culture of high expectations.
  - Further develop and implement systems/programs that focus on curriculum and professional learning that strengthens collaboration, shared responsibility and collective accountability within teams and across the school.

While the impact of the extended periods of Flexible and Remote Learning had an impact on the achievement of some of the Key Improvement Strategies, there was positive growth in many areas.

An important focus for our school community throughout the uncertainty of 2020 was the development of a strong and consistent message to the school community. This took the form of a number of versions of the EHS Flexible and Remote Learning Guide that outlined expectations to Students, Teachers and Parents/ Guardians, and consistent communication through Compass Newsfeed and the school newsletter. The school sought targeted feedback from the school community and used this feedback to improve the school's approach to Flexible and Remote Learning. Significant changes were implemented in preparation for the second major period of Flexible and Remote Learning through the second major lockdown. Changes incorporated the following; lesson length, workload expectations, use of Webex for face to face classes and submission of work expectations.

The school identified a priority in capturing the positive impacts of Flexible and Remote Learning, particularly the increase of collaboration between staff and the expanded use of technology by all. While the school did not engage in the DET surveys - Student Opinion, Parent Opinion and Staff surveys, the school used aspects of each survey to develop personalised surveys, in addition to the PIVOT surveys, to seek ongoing feedback from our students, families and staff.

A focus on excellence in teaching and learning was maintained throughout, with a priority for all staff to actively engage with students online and respond to their individual needs. This was supported through ongoing professional learning to develop their ICT literacy to use online teaching platforms including Webex and Microsoft Teams. Additionally, the focus on Unit Planning and defining a differentiated approach to each unit to meet the varying needs of students.

The 2020 experience also provided opportunities to work towards the goal of developing ways to engage parents / carers as co-contributors to their children's learning. The experience of parents and carers being at home with their children undertaking remote lessons for many provided further insight into their children as learners. Additionally, the experience of conducting Student Progress Interviews remotely allowed for a more personalised conversation that in many cases allowed for both parents to attend (from one location or multiple locations). This has led to a change in our approach to Student Progress Interviews for 2021.

This sets us up well for our continuing work further developing and implementing effective processes to provide continuous, specific and meaningful feedback to parents / carers on all areas of the children's learning.

## Achievement

Progress towards the goal of 'ensuring every student achieves continuous improvement across all curriculum areas, reaching or exceeding the expected level of annual growth in their learning', was further defined through the key improvement strategy of 'building teacher and team practice excellence and capacity through strengthening data literacy and the ability to evaluate data to better understand students' point of learning'. The identified target was all students across the school achieving at least one years' growth in a year.

With no DET survey or NAPLAN data to draw upon in 2020, the following measures are used to define the progress across 2020.

In terms of VCE outcomes, 2020 results were very positive with a median study score of 29.2 across all studies, 30.8 across English studies, 28.4 across all Maths studies and 5.1% of scores over 40. In terms of satisfactory completion; 98% of students successfully completed their VCE, 94% of VCAL credits were satisfactorily completed and 82% of VET units were satisfactorily completed. In terms of ATAR rank 12% of students achieved 90 and above and 37% of students achieved a rank of 80 and above. In the 2020 school year 80% of students applied for a tertiary place, with 85% of these students receiving a first round university offer, 2% received a TAFE offer and 2% received an offer from an independent training college. Over the years our graduates in VCAL have successfully engaged in a range of apprenticeships and/or meaningful employment. The VCAL Class of 2020 has followed this trend.

Eltham High School graduates are consistently represented in a range of fields in local and interstate universities and proceed to work across a diverse range of areas both at home and across the globe. The school is proud of the achievements of students, in particular during such a challenging year. In addition, a number of our students were selected for the Victorian Season of Excellence, including Top Arts, Top Design and Top Screen. Our students are consistently being recognised in a myriad of ways, including: Premier's Awards, University scholarships, Acquisition prizes, opportunities such as the UBS Young Women's Leadership Academy and the National Youth Science Forum, Victorian Sporting Blue Awards and the Kwong Lee Dow Young Scholar Program.

Victorian Curriculum Teacher Judgement data for years 7 -10 was monitored, with a goal of improving the allocation of A's and B's annually in English, Maths and Science in years 7 and 9 exceeding 20% in 2020. While positive growth had been made over the first three years of the Strategic Plan there was variation across 2020, however there was growth at year 7 in English and Maths.

The school's Student Recognition model allowed us to recognise the achievements of students in a range of ways; Academic, Community Connection, Challenge Yourself and Global Citizenship. Once back onsite we were able to run year level assemblies acknowledging and recognising the ways that students participated in their learning. Despite limitations to the usual program, students continued to be actively involved in a range of extra-curricular programs and stepped up to take on extra opportunities.

The Arts and Technology Exhibition was moved to an online forum, and was an overwhelming success. The impact of the change meant that we now have an electronic record of the Art, Media, Drama, Technology and Music performances of students. The evidence of creativity through the extended periods of lockdown is profoundly evident through this work.

The impact of lockdowns and extended periods of remote learning affected students in different ways. Achievement data demonstrates that a group of students greatly benefitted from the experience, with a dedicated focus on their studies leading to improved results (as outlined above). A further group continued on with their learning without a significant impact on their results. A third group of students were significantly impacted, and ongoing work has been done to identify this group and the impact on their learning – whether that be attendance, engagement or wellbeing concerns. This group of students have been identified and targeted for the 2021 Tutoring program. Students funded through the Program for Students with Disabilities continued to access support throughout the remote learning period. The Additional Needs team utilised Microsoft Teams to engage with individual students while also participating in online classes through Webex. The approach was received positively by staff and students, with students who at times may struggle in a classroom context benefiting from the experience of working from home while having the one on one support from their aides. As with other experiences there is learning for the school in terms of how we can utilise these experiences.

In preparation for the 2021 school year Curriculum Planning Teams met to review curriculum delivery and gaps as a result of the 2020 experience. Each team provided input into the 2021 Planning Teams, ensuring that teams had a comprehensive understanding of the experiences of students from the previous year.

## Engagement

The goal of enhancing student engagement in their learning by providing a 21st century learning environment was one where significant work was a focus throughout 2020.

The school took advantage of opportunities throughout the year to seek specific feedback from students about their experiences learning from home and the structures in place for Flexible and Remote Learning. Developing our own surveys and using the PIVOT surveys allowed the school to quickly get feedback and respond to feedback.

A focus on learner agency was enabled through increased communication approaches for students. Students took advantage of opportunities to engage with teachers remotely, where they may have not have been as vocal in a classroom setting.

The Student Leader team have had significant input into team priorities. In addition to School Leaders and House Leaders, there are Team Leaders in the following areas – Enviro, Harmony, Peer, STEM, Communications, and the Arts – Music and Visual Arts. While the focus of the responsibilities for Student Leaders changed while offsite, their work and support of the program continued throughout the year.

The 2020 experience provided many opportunities to focus on providing a 21st century learning environment. The school community quickly pivoted to using Webex for online classes, and Microsoft Teams allowed for opportunities for collaboration. Year level meetings were run via Webex with the intention of maintaining engagement across the cohort. In addition 'recess' was run for year 7 students, allowing for more informal engagement between students.

Student attendance was monitored closely throughout the year. Weekly attendance reports were generated with year level coordinators making contact with students and families of students with attendance concerns. This allowed the nature of the absences to be identified. Where the absence was technology related, this was followed up promptly to ensure that students could engage with their classes and their learning. In the case of wellbeing concerns, appropriate support was put in place and there was ongoing monitoring of attendance. The school identified students that may have benefitted from onsite learning and when appropriate arranged for those students to attend the onsite learning program.

All students had a teacher that was designated to check-in with them. This was set up through the Tutorial and Involve classes. Any concerns about students through these classes, or any classes, was quickly passed on to the sub-school coordinators.

As outlined above there were cohorts of students where increased engagement was observed. This included some students on the program for Students with Disabilities and also students who are school refusers or with medical issues preventing them attending school. The discussions about how we can continue to support these students utilising technology and online learning is continuing.

## Wellbeing

The culture of Eltham High School places the health and wellbeing of all students at the forefront. All staff see the development of positive relationships with their students as a priority. This is evident in the everyday interactions between staff and students.

While always a focus, wellbeing was a priority for all in 2020. The guidelines developed for the school around Flexible and Remote Learning defined a focus for wellbeing that was supported by regular Wellbeing updates to the community through the school newsletter. The Student Services team supported the Sub-schools in identifying and responding to the needs of the school community. The school was fortunate that we had been able to appoint a full-time Mental Health Practitioner early in 2020 providing additional support at such a challenging time. All students were designated a check-in teacher through the Tutorial and Involve program. This was in addition to all teachers and support staff monitoring the wellbeing of the students that they worked with.

As outlined above, the school identified a group of students as 'vulnerable'. Significant support was put in place for these students including family engagement, support through Student Services and external agencies and

opportunities for onsite learning through the Remote Learning periods as appropriate.

Significant support was put in place for year 7 students, recognising the limited time that they had had onsite before going into lockdown. The Peer Mentoring program (year 10 students supporting year 7 students identified as having difficulties with transition) continued remotely, with year 10 students running a year 7 'recess' catchup online, with the purpose of maintain connection.

Students identified with wellbeing needs were prioritised for the 2021 Tutoring program.

### Financial performance and position

The Financial Performance Summary for 2020 shows an operating surplus of \$791,402 and \$646,901 after capital expenditure. This is a positive result and an increase from the operating surplus in 2019 of \$196,427.

#### Student Resource Package (SRP)

In 2020, 79% of the total revenue listed on the Operating Statement, refers to the Student Resource Package (SRP) credit \$13,628,632 (2019: \$12,543,568). This total represents an 8.6% (\$1,085,064) increase on the previous year. This is however offset by a higher increase in SRP expenditure (2020: \$13,586,566 2019: \$12,452,261) which increased by 9.1% (\$1,134,305).

#### Grants

Government Provided DET Grants represents 10.25% of the total income. This is attributable to:

- \$16,139 being partial reimbursement of short term leave staffing costs;
- \$4,654 overseas fee paying students
- \$45,135 for the Career Education Funding (CEF)
  - \$90,497 for the Middle Years Literacy and Numeracy Support Initiatives
- \$11,686 Camps, Sport and Excursion funding as financial assistance to parents/carers holding an eligible Health Care Card to support students.
  - \$29,440 Student Excellence Funding
  - \$93,240 in Department Funding including the Gas Upgrade Project, School Pride and Sports Grant, Furniture and Equipment Grant for new portable
- Targeted funding support of \$159,369 in relation to Mobile Phone Secure Storage and Teacher Notebooks

Commonwealth Grants were from various Universities for payment to teaching staff for the additional responsibility of student teacher supervision.

#### State Government Grants include:

- \$11,123 for reimbursement of exam supervision staffing and training costs
- \$9,725 Advance Funding Grant
  - \$8,900 re-engagement program delivery

#### Locally Raised Funds

Locally Raised Funds of \$1,544,285 represents 9% of the total revenue generated. This includes Essential items (22.5%), optional items (41%; Elective subject fees; music levies; After School drama and swimming programs), camps and excursions (7.3%) as well as voluntary contributions (4.7%; Building and general donations.) Fundraising activities held by the Friends of Music and the Friends of Drama groups to support the music and drama programs represented less than 1% as a result of the remote learning periods and Covid restrictions. Overall locally raised funds decreased when compared to 2019 by \$1,093,509 as a result of activities not being able to be run during the year.

#### Expenditure

In 2020 total expenditure was \$16,281,563 compared to \$16,401,081 in 2019 being an \$119,518 decrease. Eltham High School continued to provide student support with casual relief teachers and specialised teachers across music, student integration, maintenance, canteen, native speaker and welfare support staff areas with \$1,084,402 (2019: \$1,235,906) in school council local salary payments made across 2020 to support students growth and learning.

Camps and excursions expenditure totalled \$154,638 substantially reduced from 2019 (\$756,350) as a result of international and local camps/tours not proceeding due to restrictions.

Throughout the 2020 calendar year Eltham High School credited families for all overseas tours, domestic camps, excursions, activities and sporting events that did not proceed. Eltham High School also looked at elective subjects across all curriculum areas and extra-curricular programs and credited families with a portion of the subject charge based on a financial analysis of each subject and what did not proceed in 2020.

Areas of expenditure that were under budget in 2020 include;

- Salaries (reduced CRT costs during the year)
- Consumables
- Utilities
- Equipment/Maintenance/Hire
- Property Services
- Administration
- Service Provider (includes services for professional development, district sport, end of year activities, agency CRT's)

A number of these costs were lower due to the two remote learning periods during the year. Obviously there was a reduced reliance on CRT's and costs associated with administration and consumables. The running costs of the buildings were lower in the areas of utilities and property services. The area of service provider was lower, again due to not proceeding with certain activities during the course of the year due to remote learning periods.

Cash Flow Position

Eltham High School total funds available as at 31st December 2020 is \$1,705,819 and contributed to by the operating profit of \$791,402. The majority of these funds have financial commitments against them which are identified below.

Operating Reserve earmarked by the DET as coverage for two months of recurrent expenditure - \$423,433

Unpaid creditor invoices - \$427

Funds held for the provision of long service leave - \$43,883

Funds Received in Advance are 2020 banked receipts related to 2021 charges - \$413,237

Unallocated receipts from families relating to the CSEF, BPay etc. where families have not yet provided us with information about whether they are applying this to any outstanding charges or request a full refund. This was as a result of credits applied to families throughout 2020 for camps/ tours/ excursions/ sporting events being cancelled. - \$361,931

Maintenance – Buildings/Grounds funds held for works to be completed in the next school year - \$62,373

Beneficiary/Memorial accounts donated to the school - \$25,602

School Based Programs where there is a budgeted commitment against the funds in the following year. - \$20,607

Funds for committees/ shared arrangements where there is a budgeted commitment against the funds in the following year. - \$78,593

Total of Identified Commitments against reconciled bank balances - \$1,430,085

The uncommitted portion of our bank balances \$275,732 is representative of a level of funding to be maintained for urgent unbudgeted expenditure and to cover the school in the situation of an operating loss in any given year in order to be able to cover the expenditure in that year.

**For more detailed information regarding our school please visit our website at**

**<https://www.elthamhs.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 1455 students were enrolled at this school in 2020, 714 female and 741 male.

2 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.

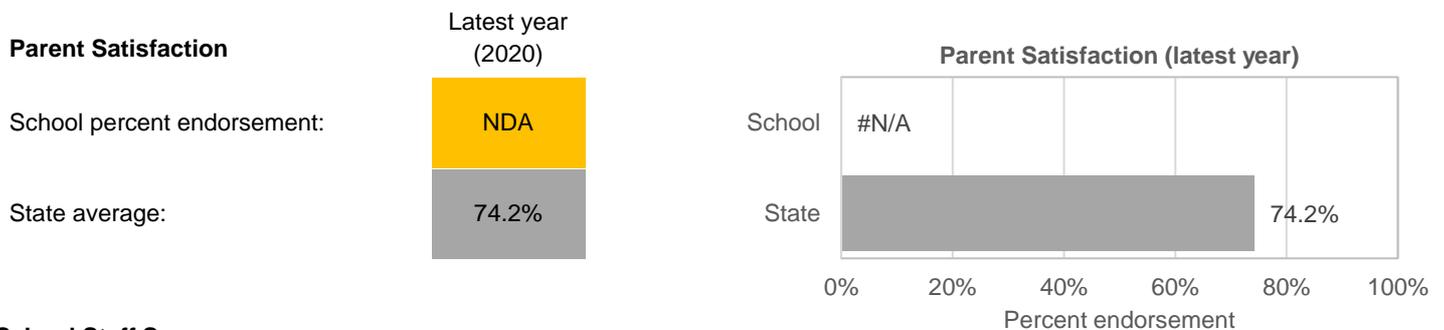
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

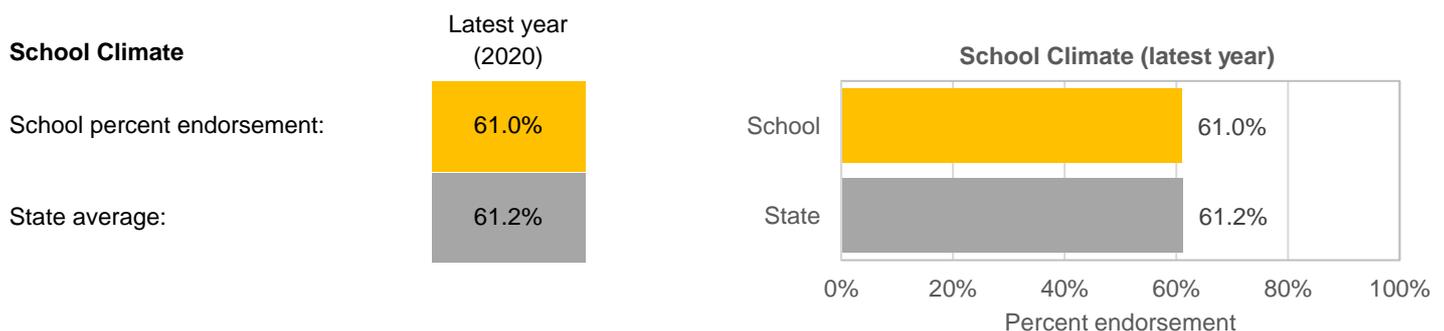


### School Staff Survey

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:

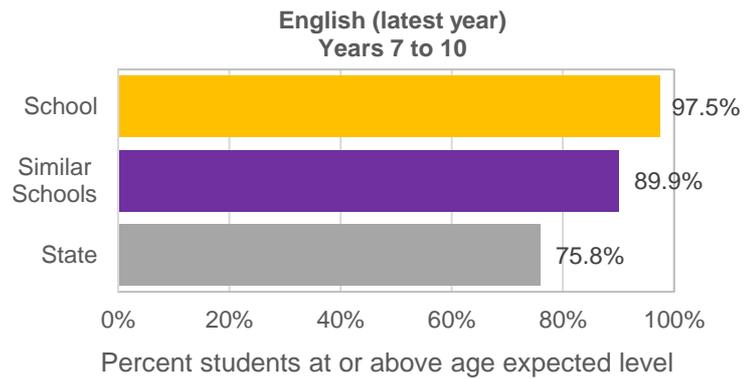
97.5%

Similar Schools average:

89.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

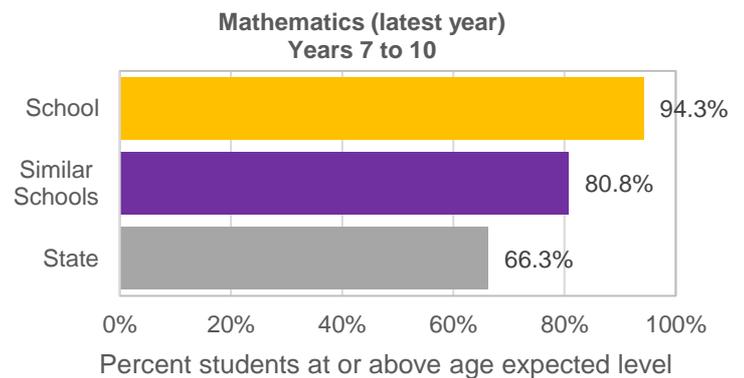
94.3%

Similar Schools average:

80.8%

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.

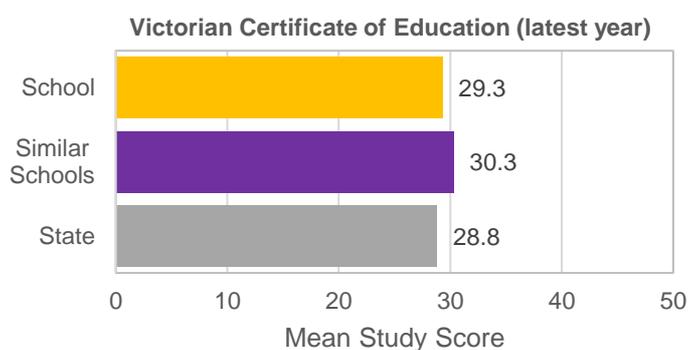
## ACHIEVEMENT (continued)

### 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	29.3	29.2
Similar Schools average:	30.3	30.3
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:

12%

VET units of competence satisfactorily completed in 2020:

82%

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

94%

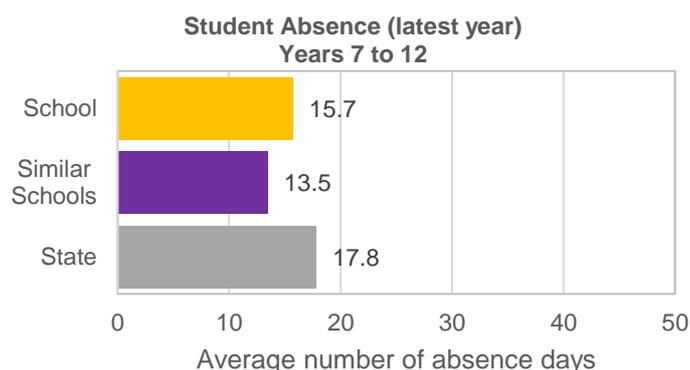
## ENGAGEMENT

**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:	15.7	17.6
Similar Schools average:	13.5	15.6
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

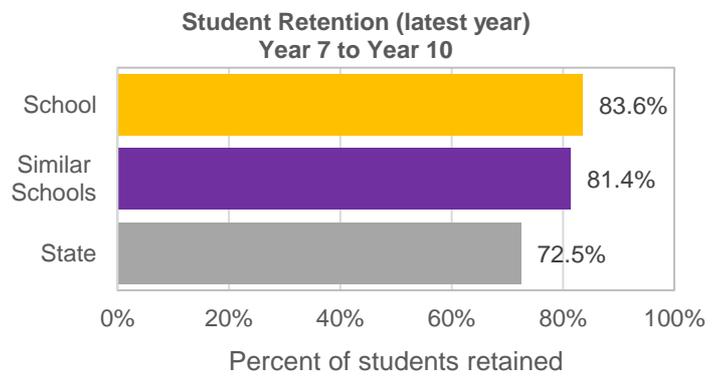
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	90%	90%	91%	94%	93%

**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:	83.6%	84.1%
Similar Schools average:	81.4%	80.6%
State average:	72.5%	72.9%



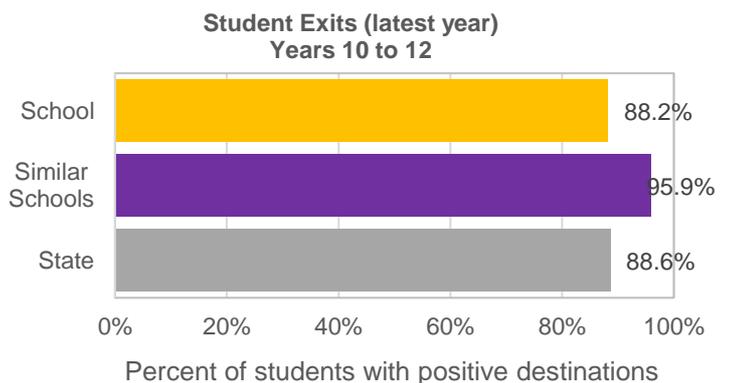
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	88.2%	91.7%
Similar Schools average:	95.9%	95.9%
State average:	88.6%	89.1%



## WELLBEING

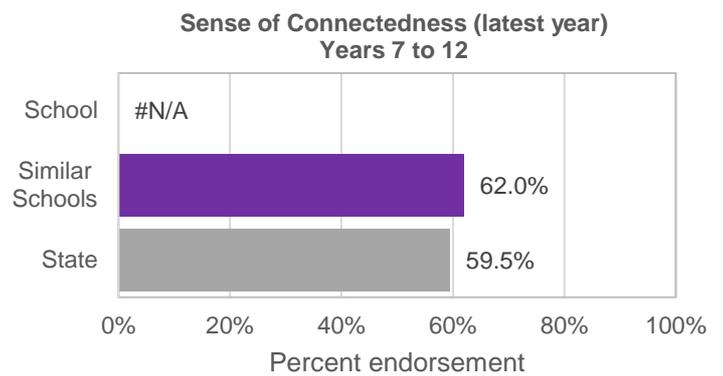
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	59.3%
Similar Schools average:	62.0%	57.4%
State average:	59.5%	55.3%



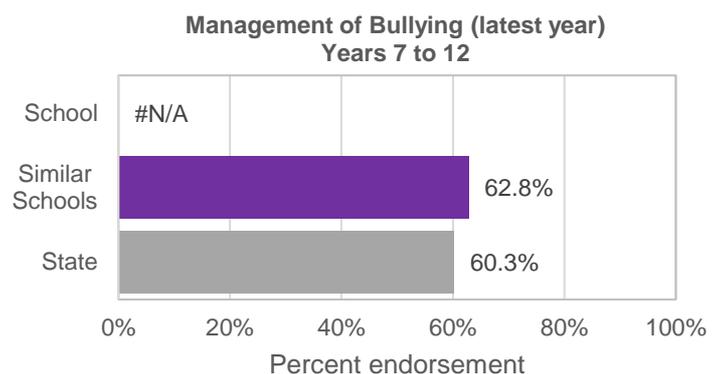
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	60.6%
Similar Schools average:	62.8%	59.6%
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	\$13,628,632
Government Provided DET Grants	\$1,750,771
Government Grants Commonwealth	\$12,086
Government Grants State	\$29,988
Revenue Other	\$107,203
Locally Raised Funds	\$1,544,285
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$17,072,965</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,980
Equity (Catch Up)	\$20,241
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$84,221</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,586,566
Adjustments	NDA
Books & Publications	\$3,469
Camps/Excursions/Activities	\$154,638
Communication Costs	\$29,693
Consumables	\$240,426
Miscellaneous Expense <sup>3</sup>	\$64,308
Professional Development	\$28,935
Equipment/Maintenance/Hire	\$266,707
Property Services	\$219,933
Salaries & Allowances <sup>4</sup>	\$1,084,402
Support Services	\$299,125
Trading & Fundraising	\$119,140
Motor Vehicle Expenses	\$48
Travel & Subsistence	\$18
Utilities	\$184,155
<b>Total Operating Expenditure</b>	<b>\$16,281,563</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$791,402</b>
<b>Asset Acquisitions</b>	<b>\$144,501</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,463,953
Official Account	\$187,843
Other Accounts	\$54,023
<b>Total Funds Available</b>	<b>\$1,705,819</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$423,433
Other Recurrent Expenditure	\$427
Provision Accounts	\$43,883
Funds Received in Advance	\$775,168
School Based Programs	\$20,607
Beneficiary/Memorial Accounts	\$25,602
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$78,594
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$62,373
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,430,087</b>

*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.*