

2020 Annual Report to The School Community



School Name: **Berwick Secondary College (7603)**



- 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 30 April 2021 at 02:57 PM by Kerri Bolch (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 03 May 2021 at 03:00 PM by Jarrod Flanigan (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

In 2020 our school community experienced a transformative period of learning, independence and growth that will go down in history as a turning point in education. The pace of change in the teaching and learning landscape was fast and constant. I am very proud and grateful to our students, staff and families for the way they responded and adapted to the change in teaching and learning throughout this challenging time.

Berwick College commenced in 1977 with the motto 'Crescam', Latin for 'I shall grow', 'I shall increase' or 'I shall prosper'. Through the strong focus on excellence in teaching and learning, students continue to demonstrate growth, empowered to succeed, develop their leadership skills and make a difference to our community each day. Situated in the City of Casey, the high growth corridor of the South East, our school has a vibrant history in the Berwick community and global connections to alumni in a wide variety of fields.

In February, we welcomed 17 new staff and our student numbers were 1,667, 802 female and 865 male, taking our school community to just over 1,800 in total. Our inclusive education, broad range of curriculum programs and excellent facilities are designed to cater for the needs of all of our students and promote a positive climate for learning.

The Department of Education listed Berwick College in the Top 5 schools for positive endorsement in School Climate improvement in the School Staff Survey. This was due to:

- Strong leadership
- Dedicated, professional staff collaborating and providing innovative approaches to their instruction
- A whole school community commitment to the values, the vision and the community of the College – to provide 'Excellence in Learning', 'Rich and Varied Pathways', 'Personal Growth', an 'Orderly Learning Environment' and 'Positive Relationships' to ensure the best possible educational outcomes for all our students.

Our ICARE values of Inquiry (Our Learning), Cooperation (Our Community), Achievement (Our Growth), Resilience (Our Character) and Empathy (Our Awareness) continued to be promoted to the school community as part of the implementation of the DET School Wide Positive Behaviour program and the following mission statement was refined and adopted - At Berwick College ICARE about being cooperative, empathetic and resilient to inquire and achieve my best.

Our year 12 cohort joins previous years of students (1983 Alumni– Ash Wednesday, 2002 Alumni – loss of peer Fiona Newman) that have had a very challenging year. Sharing this unique experience has brought a deeper level of camaraderie, community spirit, resilience and strength which will carry them into the next chapter of their lives. Our focus on improving learning has produced outstanding VCE and VCAL results higher than the State average - a Median Study Score of 31, our Dux achieving 97.45, nine students achieving ATARs above 90, 25% of our students achieving ATARs above 80 and 5.7% of study scores above 40.

We have very clear expectations around behaviour and know that attendance at school is critical for meaningful learning to take place. Our Learning Teams look after our students in learning communities where we track the achievements of, and get to know, each student. Throughout remote learning the daily connections with students by the home group teacher, student wellbeing and education support were a priority.

We were honoured and excited to be recognised and shortlisted in two categories of the Victorian Education Excellence Awards - Finalist for Outstanding Secondary Teacher - Mrs Karen Crawley and for the second year, Finalist for Outstanding Business Manager - Mr Juan Hompart. Our volunteer youth worker, Carrie Archer, was nominated as a Westfield Local Hero for running a highly successful cooking program for vulnerable students.

Through the hard work of our architect Daniel Yusko from MUSK Studio Pty Ltd, staff from the Victorian Schools Building Authority and Chippa Homes Pty Ltd, our Health and Wellbeing Centre was completed. In 2021, the Health and Wellbeing Centre will provide proactive and preventative wellbeing programs, parent forums and appropriate counselling spaces for students who are disengaged or facing challenging situations, teaching life skills and providing programs aimed at improving self-worth. There is appropriate space for our College Nurse to provide medical treatment

for up to 2,250 student visits a year. We were grateful to have been included in the DET Breakfast program where food is provided to our students for breakfast, sometimes for lunch. We were able to have special packs delivered to families in need over the period of remote learning.

Camps and tours, although an integral part of the College curriculum as they enable students to explore, extend and enrich their learning and their social skills development in a non-school setting, were not able to occur to their fullest extent in 2020. Before the evolving nature of COVID-19, students had the chance to attend the annual Swimming Carnival and Division Swimming, Kayaking and Surf activities, Year 8 Coastal Fieldwork, Chicago Live Performance, Year 9 & VET Dance performance, Indonesian cooking, RSPCA excursion, field trips and the opportunity to be a part of the live studio audience for Q&A, all of which contributed to the growth of our young people. Our Year 10 Art students were involved in a community project, to spread hope, organised by the City of Casey. Their work was featured on the City of Casey Youth Service page. The annual Victorian State Schools Spectacular arena event was replaced in 2020 with a made-for-TV show that is not contingent on large gatherings of people. Our principal dancer and 11 students involved in the mass dance were pre-recorded virtually from their homes in adherence to health guidelines and restrictions and performances were technically combined into a new-look show for a television broadcast. The ability of our students to adapt quickly to a new performance and technical production model has been admirable.

Berwick College is recognised for the provision of rich and varied pathways for all students, including VCE, VCAL and VET. Although course counselling sessions were conducted a little differently this year, students received significant counselling in choosing a pathway which suits their level of ability and career aspirations. Year 7 and 8 students created a careers e-portfolio (All About Me), year 9 students undertook formal testing using the Morrisby Profile and year 10 students conducted research activities based on career occupations. In year 11, students undertook career investigations using identified career target areas, which included investigating future courses and/or training goals via VTAC or other relevant websites. Year 12 students prepared a career pathway plan in Term 1 and received support to apply to their preferred pathway, whether employment or further education, during Terms 3 and 4.

We have a comprehensive sports program with excellent facilities including hockey fields, tennis courts, netball courts, a stadium and access to the City of Casey Athletics Track. The need of an extension to our stadium to provide additional basketball courts in the City of Casey and funding for a future STEAM Wing was raised with members of parliament.

In 2020, the school employed 113.40 effective full-time teachers, 29.40 Education Support staff, 3.23 Maintenance staff, 5 Principal Class Officers, 1 AFL Trainee, 1 Youth Worker, 1 Voice Coach, 2 Instrumental Teachers, 1 Chaplain and 0.7 Language Assistant.

Framework for Improving Student Outcomes (FISO)

Berwick College Council is instrumental in the governance of the College, including development of our Strategic Plan, adoption of the budget, maintenance and investment in physical infrastructure and the determination of school policy and procedures. Our gratitude goes to past College Council President, Mr Roger Hall; Acting College Council President Mr Jarrod Flanigan, and to the council members; including teachers, parents, students and community members, who continued to meet remotely to develop policy and endorsed our key improvement strategies within the 2020 Annual Implementation Plan (AIP).

The AIP reflected the FISO priority Excellence in Teaching and Learning with three initiatives; Curriculum Planning and Assessment, Building Practice Excellence and Positive Climate for Learning. Our staff continue to be heavily involved in DET initiatives such as the 'HeadSTART' Program, 'Effective Approaches to Teaching Reading' Program, Communities of Practice (COP), Middle Years Literacy and Numeracy Support (MYLNS), Professional Learning Communities (PLC), Respectful Relationships, VCAL Community of Practice and the School Wide Positive Behaviour Program.

Teaching staff collaborated in Curriculum Design Teams to ensure consistency in Common Assessment Tasks, and exemplars of school assessed course work, including scaffolded rubrics providing exit points for students, were provided to staff. Three professional development days focussed on ensuring the consistent and effective implementation of high-impact teaching practices, building student voice and agency and implementing Literacy for

Learning practices. Learning Specialists provided workshops to staff with a focus on 'Building Practice Excellence'. Analysis of data focused on understanding and improving our students' results and inclusive support strategies for students.

Learning walks were offered through remote learning to examine best practice. Classroom peer observations focused on aspects of teacher practice as well as student voice and agency. Using equity funding, a Literacy Plus program was provided for two classes each in year 7 and year 8 to improve student learning outcomes and a Literacy for Learning PD was provided.

Achievement

TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT – Years 7-10

The school percentage of years 7 to 10 students in English and Maths was 94.1% and 90.7%, respectively. Similar schools** had an average of 83.1% and 74.4%, respectively. Both sets of results were significantly higher than the State average of 75.8% and 66.3%. Teacher match rates were unable to be determined due to no NAPLAN data.

NAPLAN

No NAPLAN testing was conducted in 2020 due to COVID-19. NAPLAN testing – Reading, Writing, Grammar and Punctuation, and Numeracy will re-commence in May, 2021 for year 7 and 9 students. Therefore, NAPLAN learning gain* was unable to be determined.

MIDDLE YEARS LITERACY AND NUMERACY SUPPORT (MYLNS)

In 2020, the MYLNS program included four Improvement teachers working with students identified as being below the national minimum standard in literacy and/or numeracy. During remote learning, teachers provided much needed organisational support to students.

PROPOSED FUTURE DIRECTION AND STRATEGIES - 2021

- The MYLNS program will provide support to year 8 and 10 students who have been identified at being below the national minimum standard and will be overseen by the newly appointed Capability Improvement Leader.
- The Tutor Initiative will provide small-group support to students who disengaged from learning during the remote learning period.
- A whole school approach to Professional Learning Communities will commence in Term Two with a focus on student voice and agency.
- Literacy for Learning and Effective Reading Strategies will be embedded into the English curriculum to improve reading and writing across the College

Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL)

In 2020, 141 scored and 198 total year 12 students undertook VCE and 65 year 11 students undertook at least one year 12 VCE unit across 29 subjects at Berwick College. In 2020, 48 year 12 students undertook the Senior VCAL certificate.

The percentage of satisfactory VCE completions was 97% and for VCAL the completion rate was 86%. The mean study score was 30.5 well above the predicted mean, based on the General Achievement Test (GAT) which was 26.5. The percentage of student study scores at or above 40 was 5.7%. The median student score was 31.

The percentage of classes that achieved a median study score of 30 or greater was 61% and 63% of classes value added to 70% or more students. A student's result has been value added when the achievement study score is greater than the predicted study score. The predicted study score is based on how the student performance in the GAT.

The top ranked student, College Dux, achieved an Australian Tertiary Admissions Rank or ATAR of 97.45 with 6% of students achieving an ATAR of above 90, 25% above 80 and 52% above 70. A perfect score of 50 was achieved by a student in Further Mathematics.

Students were successful in their placements into the following quality destinations,

137	University	1	ADF
50	TAFE	1	NAVY
3	Deferred study	19	Looking for work
17	Working full time	1	Basketball College in the USA

24 Apprenticeship

Of note are the improvements in the English results. The English domain has been working through a range of strategies including and not limited to, Literacy for Learning, improved moderation practices and reciprocal teaching practices. These programs and interventions at various levels have seen the average actual mean score in 2018, 28.8 with a predicted 27.8, in 2019 29.7 with a predicted 27.4 and in 2020 30.6 with a predicted 27.7. This continued value adding to yearly cohorts is now an embedded practice and one to be celebrated.

SUCCESSFUL STRATEGIES THAT WERE USED TO SUPPORT OUR STUDENTS

During the pandemic our community had to adapt in various ways. Our teachers and students were able to come together in online platforms to continue the teaching and learning. Many of these online practices were highly successful and have now been integrated into common practice.

- Open classroom initiative was successfully integrated into the teaching and learning fabric. It will continue with a return to face to face classes in 2021
- Literacy for Learning and Effective reading strategies continue to be implemented with a goal to have all teaching staff developing and implementing the successful strategies.
- 38 hour week promoted with students
- Study timetable and prioritising work
- Edrolo resource
- Mentoring program
- Year 12 teacher meeting
- VCAA data review with Assistant Principals
- Elevate education sessions with students
- Exam preparation program
- Student awards and recognition
- Celebration of achievement ceremony
- Monitoring of VCAL students' progress towards completion
- Hurdle tasks

PSD Students

In 2020 the College supported 25 students funded under the Program for Students with a Disability (PSD). Individual Education Plans monitor the achievement of learning goals which are established and reviewed each term through Student Support Group meetings. A strong team of Learning Support Officers work collaboratively with Student Learning Leaders, classroom teachers and parents to assess individual student needs and ensure appropriate adjustments are made. Strong academic growth for PSD students was achieved in 2020, particularly during remote learning periods which were challenging for many learners.

Engagement

Student engagement at Berwick College remains strong with an emphasis on building positive relationships and ensuring that the individual learning needs of the students are met through promotion of attendance, retention in the same pastoral Learning Team, and a successful post school destination.

The College's vertical Learning Team structure consists of eight learning teams (including 63 home groups) with students ranging from year 7-11. The model is designed to foster peer mentoring relationships and is underpinned by the College's 'ICARE' values; Inquiry, Co-operation, Achievement, Resilience, Empathy. Through each of these values the Home Group teacher forms a pivotal point of connection to the college for the student and parent.

Effective communication through the use of Compass, the College's newsletter and 'Google Classrooms', has seen an increase in the engagement of the parent community in accessing school reports, attendance and assessment data.

Student Engagement indicators measured by the Student Attitude to School Survey indicate strong school connectedness over a four year period but the survey was not administered in 2020 due to COVID-19.

Attendance

In 2020, the whole school absence rate was 15.2 days which was in improvement on 2019 and showed strong

performance against the state average of 17.8.
Student Retention

The correlation of academic performance against student absence continues to be a focus and reinforced by Student Learning Leaders along with interventions such as Navigator, Operation New Start and personalised attendance plans. These have been complemented by the introduction of our own re-engagement program, ReTune. There has been a consistent 4-year retention of students from Year 7 to Year 10 (2016-2020) just below the state average of 75.3% for all government schools.

Students exiting to further studies or full time employment

All students are supported by qualified careers practitioners to develop a Career Action Plan (CAPs). This assists students to prioritise subject selections and make informed pathway plans. The College's Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and Flexible Learning Programs (FLP) add to the college's rich and varied pathways, allowing a flexible approach to learning. The percentage of students going from year 10 to 12 going onto further studies or full-time employment was at 79.6% which decreased slightly from 2019 and was below state average.

Proposed future directions and strategies

To offer additional student leadership opportunities and training, to continue to develop the role of the Homegroup teacher to build positive relationships, monitor attendance and learning progress of students through the ePortfolio. Implementation of the Life Changer Program for year 9 students, School Wide Positive Behaviour and Respectful Relationship programs will continue. Teachers will continue to develop a deeper understanding and commitment to the Reconciliation Action Plan, implement the Marrung Aboriginal Plan and undertake Cultural Understanding and Safety Training.

Wellbeing

The Student Attitude To School Survey was not conducted in 2020 due to COVID-19.

Students and staff are supported by an outstanding Wellbeing Team of seven social workers, a nurse and Chaplain who were Victorian Education Excellence Awards (VEEA) finalists in 2016 and 2017. Important elements of their work have included building staff capability to identify and respond to wellbeing issues and take appropriate action for students including self-care strategies. . Strategies to meet this target in 2020 included reprioritising the meeting schedule, providing two wellbeing focussed afternoons for staff, introducing online platforms to enable students to connect with wellbeing staff, targeted support for vulnerable students struggling with aspects of remote learning and resources from the Trauma Recovery Team professional development sessions were provided to staff.

The College has a comprehensive framework for positive behaviour management reinforced through its reward and recognition program, highly visible student leadership, a focus on an orderly learning environment and using restorative practices to resolve conflict.

Our staff have demonstrated a commitment to implementing the DET School-Wide Positive Behaviour Support Framework with fidelity. Staff have participated in training, coaching and action planning. Bullying Prevention strategies including a bi-annual student survey, are conducted through Home Groups. Our Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) scores for 2020 were both above 70% which indicates implementation consistent with Tier 1 of the implementation approach. Successfully achieving these measures in SWPBS is an indicator that improved student outcomes will be realised from the establishment of a positive, effective learning environment.

The Learning Team student mentoring program offers significant support to students at a peer to peer level and the year 12 teacher/student mentor program offers one to one support on managing the complexities of completing year 12.

As a Respectful Relationship lead school, we have hosted cluster meetings to share ideas, resources and set shared goals.

Wellbeing and the Principal Class conducted extensive research into both onsite, external and outreach programs that

would assist in supporting some of our most disengaged students. A youth worker with extensive experience in dealing with young people from challenging and trauma related backgrounds was employed as a reengagement officer and has already had some success in helping young people overcome the barriers preventing them from regular school attendance.

Financial performance and position

In 2020, Berwick College maintained a strong financial position with an operating surplus of \$330,463. This is primarily due to the savings made during remote learning where the demand for CRT staff required by the College reduced to a sustainable level. We also reduced the cost of subject fees for families as some educational resources for students were not required during on-line learning. The surplus allowed the College to upgrade out-dated classroom equipment, such as projectors and air conditioners, as well as improve facilities across the College.

All College bank accounts maintained a sustainable balance and did not go into overdraft during the year. In 2021 the College expects a challenging financial year but will aim to be in a break-even financial position by the end of the year.

For more detailed information regarding our school please visit our website at
<https://www.berwickcollege.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 1667 students were enrolled at this school in 2020, 802 female and 865 male.

9 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.

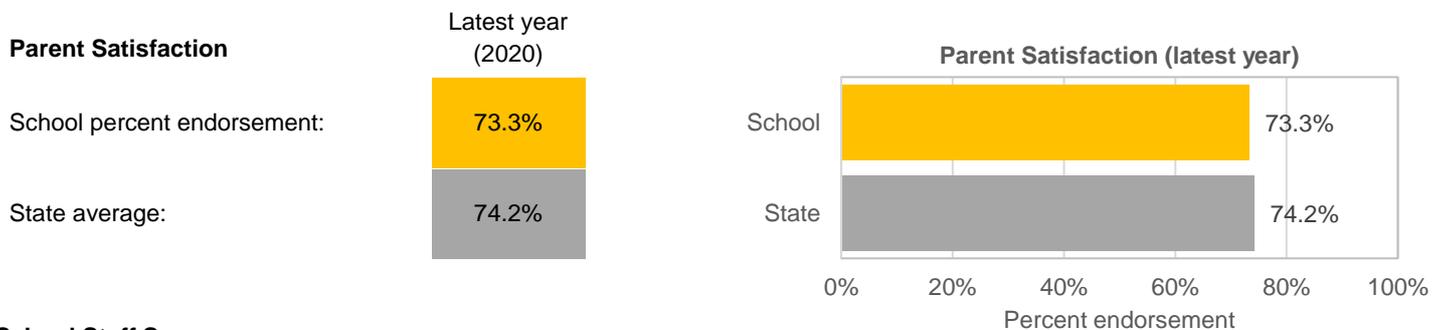
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

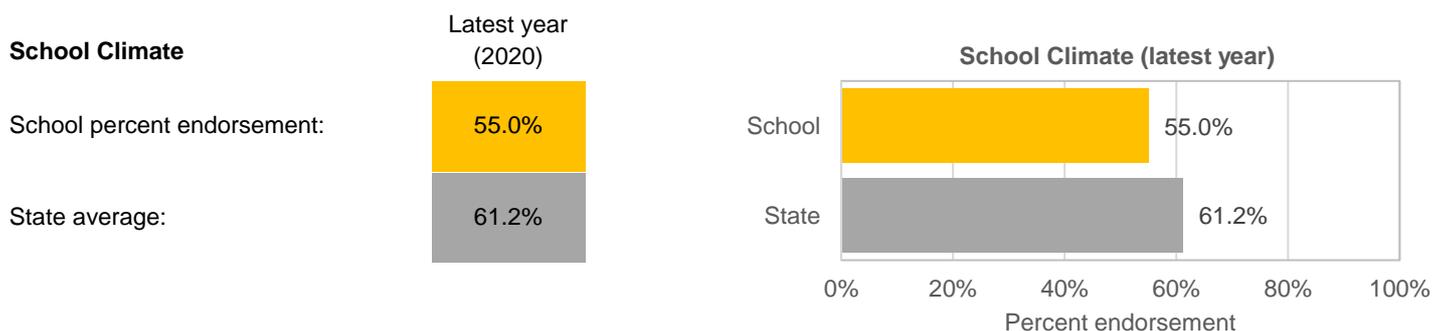


School Staff Survey

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:

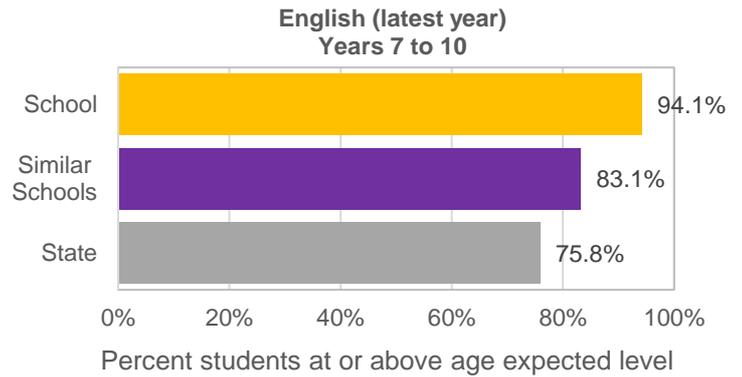
94.1%

Similar Schools average:

83.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

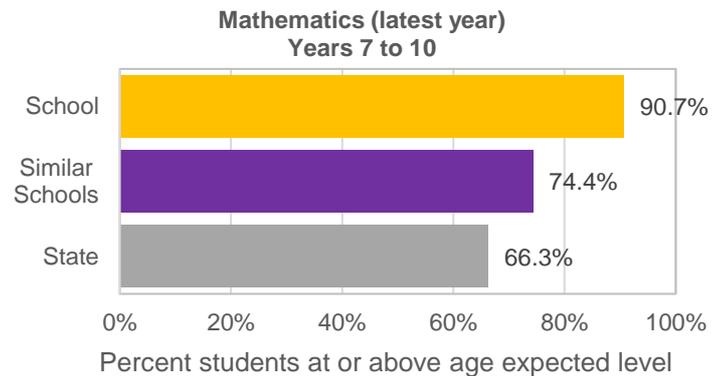
90.7%

Similar Schools average:

74.4%

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.

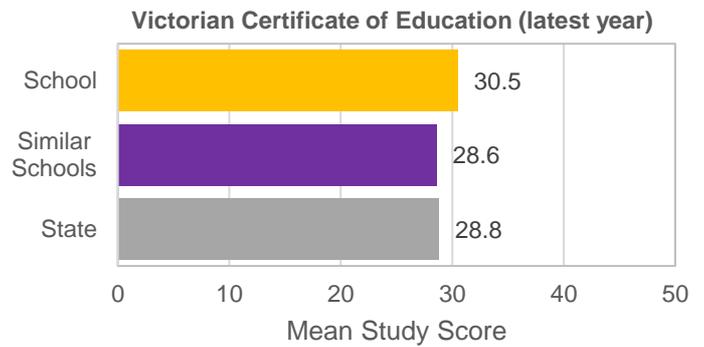
ACHIEVEMENT (continued)

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	30.5	29.5
Similar Schools average:	28.6	28.6
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:

23%

VET units of competence satisfactorily completed in 2020:

74%

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

86%

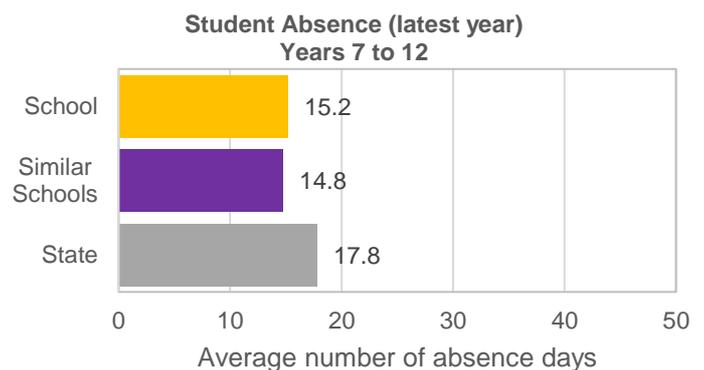
ENGAGEMENT

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:	15.2	16.0
Similar Schools average:	14.8	17.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

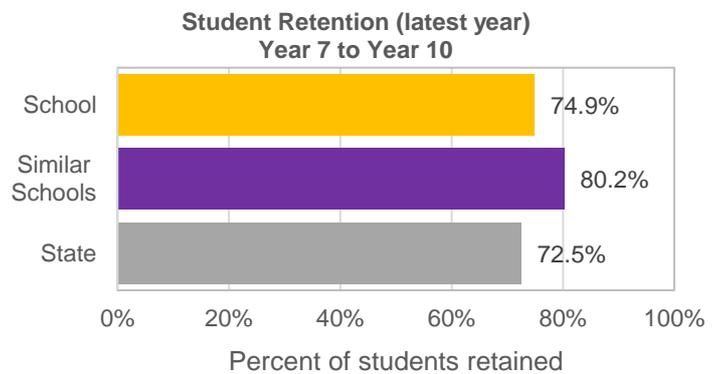
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	92%	91%	91%	92%	93%

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:	74.9%	75.3%
Similar Schools average:	80.2%	79.6%
State average:	72.5%	72.9%



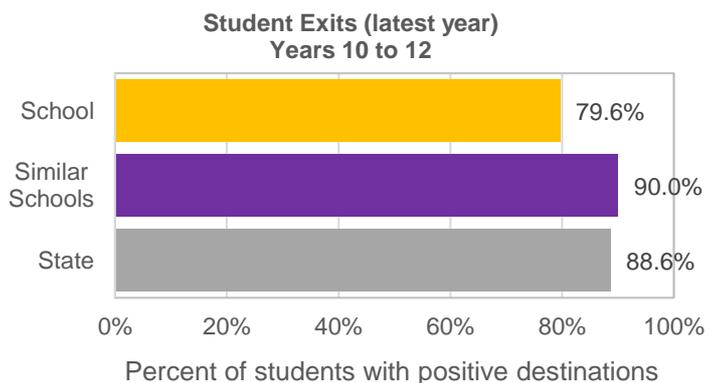
Students exiting to further studies or full-time employment

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:	79.6%	83.0%
Similar Schools average:	90.0%	89.8%
State average:	88.6%	89.1%



WELLBEING

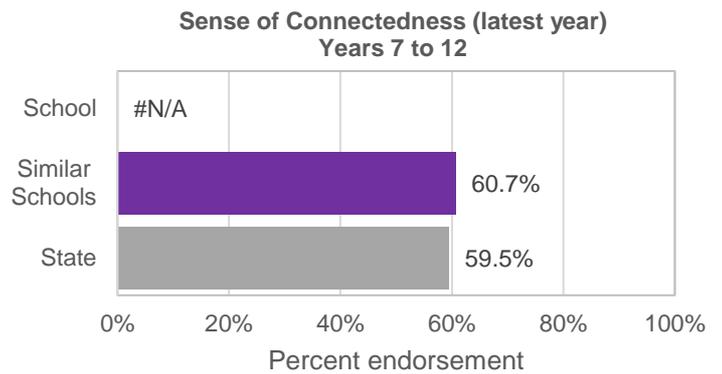
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	55.0%
Similar Schools average:	60.7%	55.2%
State average:	59.5%	55.3%



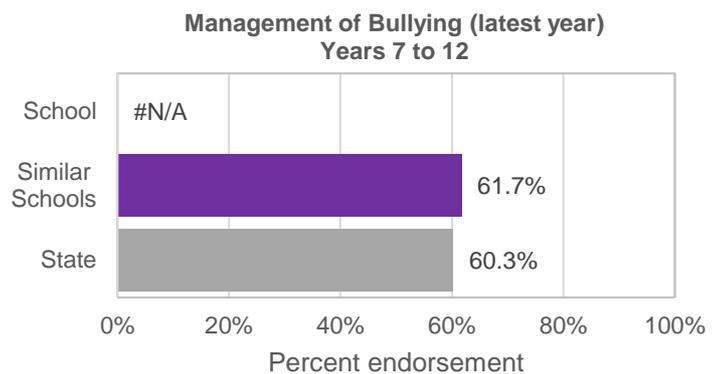
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	59.9%
Similar Schools average:	61.7%	59.3%
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	\$15,959,588
Government Provided DET Grants	\$2,272,884
Government Grants Commonwealth	NDA
Government Grants State	\$9,300
Revenue Other	\$234,356
Locally Raised Funds	\$734,574
Capital Grants	NDA
Total Operating Revenue	\$19,210,702

Equity ¹	Actual
Equity (Social Disadvantage)	\$219,944
Equity (Catch Up)	\$73,992
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$293,935

Expenditure	Actual
Student Resource Package ²	\$15,987,859
Adjustments	NDA
Books & Publications	\$6,527
Camps/Excursions/Activities	\$58,287
Communication Costs	\$44,083
Consumables	\$342,818
Miscellaneous Expense ³	\$94,374
Professional Development	\$32,382
Equipment/Maintenance/Hire	\$765,221
Property Services	\$95,390
Salaries & Allowances ⁴	\$863,074
Support Services	\$441,793
Trading & Fundraising	\$19,325
Motor Vehicle Expenses	\$12,978
Travel & Subsistence	\$381
Utilities	\$115,746
Total Operating Expenditure	\$18,880,239
Net Operating Surplus/-Deficit	\$330,463
Asset Acquisitions	\$243,785

- (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	\$400,705
Official Account	\$725,965
Other Accounts	\$18,456
Total Funds Available	\$1,145,125

Financial Commitments	Actual
Operating Reserve	\$481,665
Other Recurrent Expenditure	NDA
Provision Accounts	\$100,000
Funds Received in Advance	\$100,000
School Based Programs	\$355,017
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,121,654

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.