

2020 Annual Report to The School Community



School Name: Beechworth Secondary College (7575)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 May 2021 at 08:00 PM by Patricia Broom (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 11:20 PM by Gael Evans (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

Beechworth Secondary College is Beechworth located 40 kilometers south of Wodonga in North East Victoria. The majority of students come from the surrounding historic towns of Beechworth, Yackandandah and the wider Indigo Valley.

Our vision: We are committed to developing engaged, compassionate and thoughtful global citizens, aspiring to achieve the best they can in everything they do, celebrating diversity and demonstrating integrity.

Our Values provide a framework for achieving our vision.

Aspire: We set high expectations for ourselves and others, value hard work, effort and a commitment to learning.

Respect: We build respectful relationships, we have respect for self, value diversity and care for the environment.

Contribute: We strengthen connections by participating in, and contributing to, the school and wider community.

In 2020, 250 students were enrolled at this school, 114 female and 136 male, with no students with EAL (English as an Additional Language). The College also offers Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL) program. A Trade Training facility onsite can offer VET Engineering, Vet Furnishing or Building and Construction and VET Music. Students may elect subjects through VLV - Virtual Learning Victoria and VSL- Victorian School of Languages or extension through Emerging Sciences. Years 7, 8 & 9 students may choose to enrol in the Montessori Adolescent Program, MAP, and access the Montessori Curriculum. The school is structured around a Junior, Middle and Senior Mini Schools for student management with Mini School leaders of Wellbeing and Engagement and Learning at each level. There is also a House system linking students.

The staffing profile in 2020: Principal, 1 Assistant Principal, a Business Manager, 2 Leading Teachers and 2 Learning Specialists, with overall 26 EFT teaching staff and 7.00 EFT Education Support Staff. The college has a DET school nurse, 2 days per week. Student Family Occupation and Education index (SFOE) is low - medium. In 2020 we saw the additional time given through a DET initiative for MYLNS- Middle Years Literacy and Numeracy Support, with direct intervention and building staff capacity within this. This additional support will be further extended in 2021. In 2021 we will also be having further support and staff with the Tutor learning initiative, and this initiative started identifying students at the end of term 4.

In 2020 the school began demolition of buildings and the second stage of a capital works program following extensive maintenance works completed on the existing buildings. In Semester 1, 2021 the second stage of the capital works program will be completed with a new Science, IT and Resource Centre building. In addition to the main building, the capital works include refurbishment of sports courts, which were completed at the end of 2020. The redevelopment of the old library space, a music room, canteen area and landscaping are due for completion in May 2021. This has made a significant impact on the school environment and teaching and learning facilities available.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and best practice principles to assist schools to focus their efforts on key areas that we know have the greatest impact on school improvement. Following our Review in 2018, and in preparation for our next review in Term 1, 2022, the school areas of focus for the new Strategic Plan have led Beechworth Secondary College's further commitment to continue building excellence in teaching and learning, with a particular focus on improving Literacy outcomes. This is through a focus on Writing to Learn strategies embedded across all subject areas and further supported by the work of the MYLNS capacity building and the Learning Specialist in Literacy. This work has continued and will be part of the next Review. Some areas have not been covered to the extent we had expected due to the significant impact and need to change

focus, whilst the school was in remote and flexible learning. This work is supported by a whole school literacy plan and a whole school approach to embed school improvement for all students and improving consistency across classes. Strategies to improve writing across the curriculum are being embedded in the curriculum development and within Learning Plans. The use and consistency of the Learning plans and online access for all classes in COMPASS, has seen a significant advance in our pedagogy, driven by the requirements of Remote Learning and in response to students, teacher and parent feedback. Professional Learning continued to focus on building capacity of teachers to deliver research-based literacy and use of effective Teaching and Learning strategies.

The year began with whole staff professional development and was supported by further review of all learning areas as we moved to Remote and Flexible Learning. In 2020, some of the AIP actions and professional development plans were modified to suit remote learning. The College's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions:

Priority - Professional leadership. Dimension - Vision, Values and Culture. Key Improvement Strategy - Develop and embed the Beechworth SC Vision and Values.

The development of strategies to embed whole school values in curriculum and wellbeing structures has now extended to student reporting and assessment. The work on Values has been successful and is a key focus of our daily work. It began the process of engaging with community to ensure value messages are coherently, consistently and regularly communicated. This featured in our work online during remote learning, with recognition of staff and students and is now embedded within our Learning Plans and reporting on student progress.

Priority: Excellence in Teaching and Learning. Dimension - Curriculum Planning and Assessment. Key Improvement Strategy - The implementation of a whole school focus on documenting the GVC – Guaranteed and Viable Curriculum, a focus on embedding the whole school literacy - "Writing to Learn" program and re-designing and implementing a new assessment and reporting program. To support implementation of these Key Improvement Strategies, Learning Specialists in Literacy and Digital Learning were appointed as professional practice support for teachers. This included Professional Learning for teachers co-constructing agreed curriculum documentation and the development of the Student Learning Plan template. This was co constructed and a key part of a successful move to Remote Learning. These will be maintained and expanded / improved beyond 2020.

All areas of the Attitudes to School Survey data were impacted by the Remote Learning across the school. Completion numbers were down on previous years, and there are challenges comparing data from previous years. We successfully implemented a new Leadership Team structure in 2020 where a major focus has been providing clear roles and responsibilities for all staff and the restructure of student management and supports in place for 2020.

Achievement

In 2020 the school continued to work on the Strategic Plan goal to maximise student learning outcomes through improved teaching and learning. As there was no NAPLAN during Remote Learning, we moved to ensure all students in years 7-10 were assessed using PAT-R and PAT-M to establish baseline data and check needs for identifying students for MYLNS.

In 2021 we will target students with low learning gain for direct intervention through MYLNS or TLI - Tutor Learning Initiative.

Learning Gain - Improving relative Growth Year 7-Yr 9 remains a target of our Annual Implementation Plan (AIP). The school was unable to assess if we had met our previous AIP targets based on NAPLAN data.

A range of additional literacy support structures were developed for implementation in 2020 such as Quicksmart. We were able to continue the Quicksmart support during Remote Learning, and this, along with the continued Learning Support program adapted for delivery during Remote Learning, we supported a number of students at risk. 2020 saw more rigorous learning plans put in place, Writing to Learn strategies implemented across all classes, as well as possible throughout Remote and face to face learning. Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects and were identified for the High Ability program or successfully referred to this, in both Literacy and Numeracy. Some students in years 8, 9 and 10 have been identified for significant acceleration for 2021. The online resource, Education Perfect, supported further

individual learning opportunities, both extension and revision of learning, across the curriculum in 2020 and will be continued as a core tool for 2021.

In 2020, our VCE median all study score showed a significant increase from 25.5 to 29.6. Above like schools in Victoria and above the state median. Beechworth SC was identified as in the top 10 most improved VCE results in the state. Our students attaining higher than 37 in VCE increased significantly with 13% over 40 and 22% over 90 ATAR. Students also achieved outstanding results in VET subjects. In 2020, a range of strategies were implemented as an ongoing plan to support the particular needs of students in a rural setting, with additional funds well used to support revision studies for aspiring students. Professional study skills programs and support time during the school day was introduced for senior school students, along with Study Hubs after school hours and these continued throughout remote learning. All students in 2020 satisfactorily completed their VCE. There were 19% of Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit. In 2020 we extended the use across all subjects of Education Perfect to support remote learning and continued use of Edrolo for student access to specific learning support for VCE, extended time for the VCE Headstart Program, accessed the Rural Revision Lectures through NEVR initiative and in 2021 we will continue to build on areas of improved strategies and focus on improving our VCE outcomes with the continued participation in a VCE Collaboration partnership with Myrtleford P-12, Talangatta SC and Mt Beauty SC and also Bright SC. In 2021 we will be joining PLC- Professional Learning Community training with Assessment as our area of focus.

Engagement

Beechworth Secondary College AIP focus on Vision, Values and Culture is aimed at improving students' wellbeing, sense of confidence and school connectedness. In 2020, the College focused on Key Improvement Strategies related to the FISO dimension in Professional Leadership that focused on establishing a clear whole school vision and values which are embedded in everyday practice.

The Student Attitude to School Survey was difficult to compare to previous years with limited completion and the change of questions in many areas. It was a useful reflective tool, but the school ran additional internal surveys and different feedback tools to gain insights into our performance over the remote learning and beyond. Continued improved stimulated learning data reflects work within curriculum and pedagogy in the school.

The work in improving engagement is ongoing and in 2020 we planned revised Transition Programs, an extended supported Transition Program along with reviewing the student Peer Support program. This was not able to be fulfilled. Improving opportunities for student voice and development of student agency through the SRC and student forums began but has further work required. In 2021 this will be followed with a review of student leadership across the school. Programs such as Peer Support, SRC and Student Leadership options, were all limited in their success. Whole school events such as Swimming, Cross Country and Athletics days still ran in 2020, and were a significant factor supporting engagement and wellbeing. Our inability to run camps and Inter-school sport impacted negatively on the school community in connectedness, limiting the support and connections between year levels and staff and students. We continued our vertical elective program once a week, giving students in Years 8 -11 a broader range of activities from which to choose beyond the core curriculum. They work in mixed age interest groups, and the connections beyond home groups have been beneficial to all.

In 2020 Beechworth SC worked closely with families to ensure students were at school to engage with learning. Remote learning was well received by some students, and for others, the disconnection and lack of engagement was significant. This impacted on our attendance data. During 2020 Flexible and Remote Learning, Beechworth SC Leadership team decided to continue marking attendance for each class every day, instead of the Remote Learning option to do one attendance check each day. This was a conscious decision to ensure we had more accurate data on which students were engaging with learning and which students would require additional support on return. This led to additional attendance absences being logged compared with like schools. The average days absent was 29.1 which was slightly higher than the 4-year average of 23.9. Student attendance is supported by an Attendance Officer, parent contact through Compass, daily SMS messages and reminders in the newsletter. Attendance was monitored by daily contact in Home Groups, Mini School Leaders and the Wellbeing team prepared an attendance plan where issues were identified. Wellbeing related attendance issues were referred on as needed to relevant agencies for student and family support. Retention rates were higher in senior years but still shows the movement between schools, rather than exiting school completely.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment has increased. Beechworth SC continues to track and support students' progress from year 7 to 12 to maximise engagement in the

school and education communities. While the school has clear structures in place to support students at risk of disengagement, there is further work planned around this dimension in supporting students in help seeking skills and reviewing range of subjects and elective options.

Wellbeing

Embedding whole school values in curriculum and wellbeing structures was the KIS for 2019 AIP and was extended into the 2020 AIP. We continue to implement the School Wide Positive Behaviour Support framework (SWPBS) to build a positive climate through setting expectations, promoting inclusion and the increasing engagement using the school Vision and Values developed and introduced in 2019, which was introduced to ensure a positive learning environment. In 2020 we implemented Strategies to achieve this which included establishing a Leading Teacher Engagement & Wellbeing role, Mini Schools Leaders involved in SWPBS, developing clear whole school expectations that reflect the school values. These were then linked to our mid-semester progress reports, adapting these to include explicit reference to our Values. In the 2020 Student Attitudes to School, the data for Management of Bullying and Sense of Connectedness is below state median and is a key area of focus for 2021. BSC chose to complete the AtoSS survey during Remote and Flexible Learning. The numbers of students responding was lower than most previous years, as expected. Additional survey and feedback opportunities were given to both students and parents, on their engagement, wellbeing and the impact of remote learning. The responses to these have informed the direction for improving engagement and wellbeing in 2021.

In 2020 we implemented Mini Schools – Junior, Middle and Senior with leaders having clearly defined roles of wellbeing and engagement and learning within each. Along with a restructure of use of support staff, review of wellbeing supports and processes and the employment of a Leading Teacher – Engagement and Wellbeing. We will also review the implementation of Respectful Relationships and Safe school initiatives in 2021 to respond to the feedback from parents and students. During Flexible and Remote Learning, the Home Group structure was revised to have smaller mentor type groups, and these were created along family groups initially, to limit the number of teacher contacts required by families. This was seen as a positive response to the changing situation by teachers and parents. Due to the challenges of Remote Learning and delivering the AToSS in 2020, our Attitudes to School survey results showed limited improvement in some areas and student completion rate was very low in some year levels which made comparisons to previous years inconsistent. Throughout remote learning, support for all students continued through a range of adaptive approaches as the Wellbeing Team created online resources and alternative referral and support processes. The survey results for Staff, Students and Parents were lower in a number of areas and may reflect the challenges felt by all with the impact of the capital works on facilities through demolition and limiting access to school grounds and facilities for students. Remote Learning for many in a rural area presented further personal challenges with feelings of isolation and limited ways for connecting. Return to school onsite was supported for all students with additional engagement and support programs put in place to rebuild connections and the focus on return was student wellbeing.

The transition to secondary school program was limited in 2020 and we put in additional supports for the start of 2021 to compensate for the reduced contacts made in 2020.

Financial performance and position

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.

Beechworth Secondary College balance of funds available as at 31st December 2020 is \$362,395 surplus. These funds are committed in 2021 as follows: School based programs, including MAP funds received in advance for enrolments 2021, represents funds set aside for education programs that will continue in 2021 \$144,282. DET repayment of staffing deficit of \$90,000. Maintenance Building/Grounds & Essential Services of \$108,478. The balance of commitment is operating reserve \$120,811.

Grants received other than DET SRP include: Quercus Beechworth \$1464, Commonwealth Schools Community Grant \$9,500 for stages, Advance \$9,725, Sporting Schools Fund \$2,500, Due to COVID we had a reduction in energy usage and property amenities expenditure that afforded some savings in 2020. Extra funding from DET was provided to complete the COVID cleaning. 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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised

For more detailed information regarding our school please visit our website at
<https://www.bworthsc.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 250 students were enrolled at this school in 2020, 114 female and 136 male.

NDP percent of students had English as an additional language and 2 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.

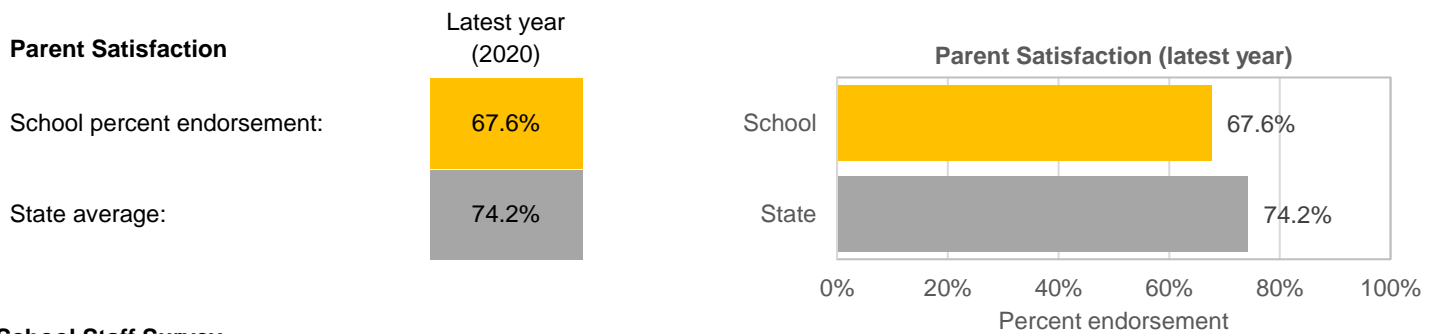
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

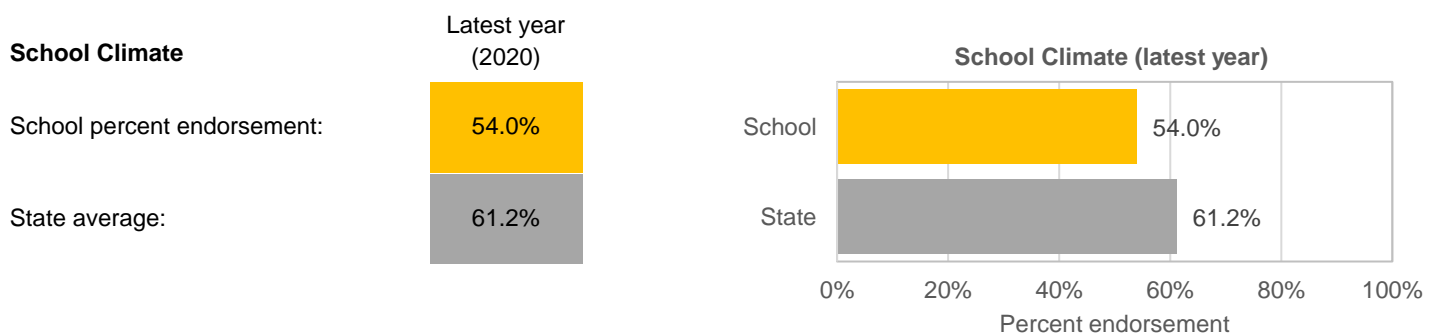


School Staff Survey

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:

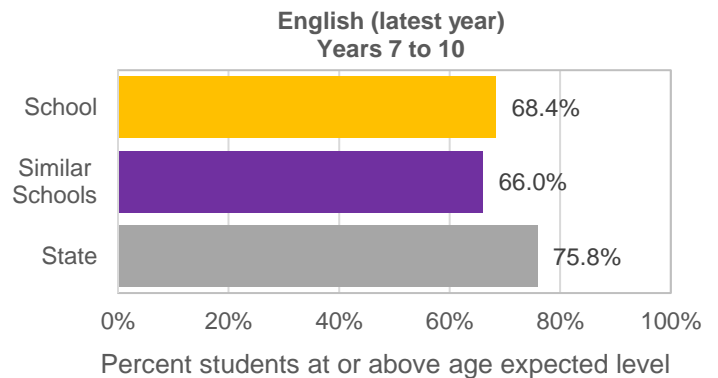
68.4%

Similar Schools average:

66.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

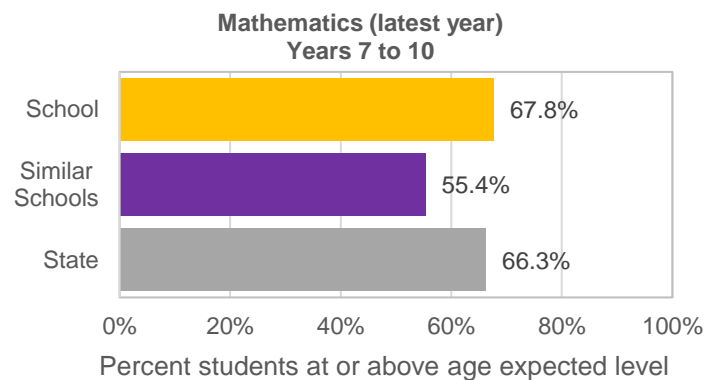
67.8%

Similar Schools average:

55.4%

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.

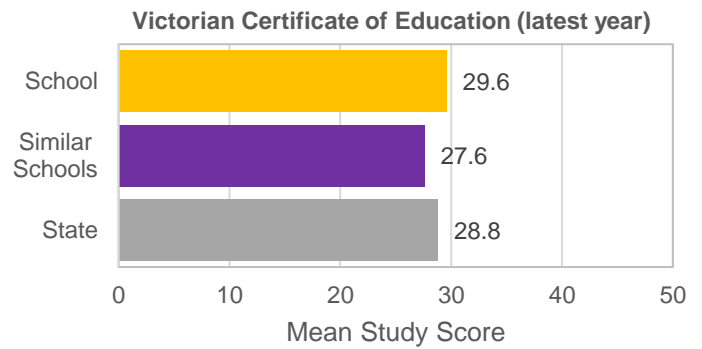
ACHIEVEMENT (continued)

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	29.6	27.0
Similar Schools average:	27.6	27.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

40%

VET units of competence satisfactorily completed in 2020:

38%

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

92%

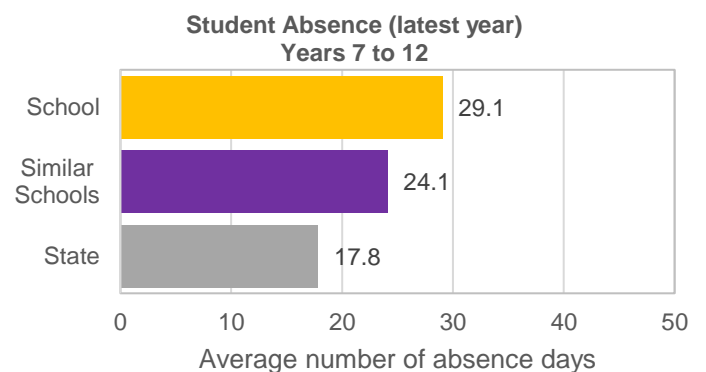
ENGAGEMENT

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:	29.1	23.9
Similar Schools average:	24.1	23.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

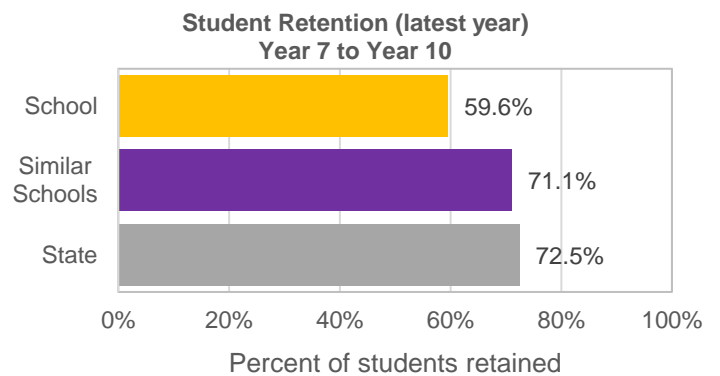
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	88%	85%	81%	80%	88%	91%

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:	59.6%	59.8%
Similar Schools average:	71.1%	70.0%
State average:	72.5%	72.9%



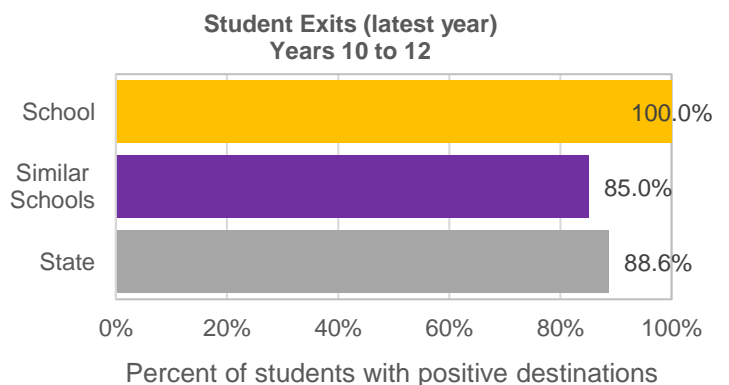
Students exiting to further studies or full-time employment

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:	100.0%	91.4%
Similar Schools average:	85.0%	86.3%
State average:	88.6%	89.1%



WELLBEING

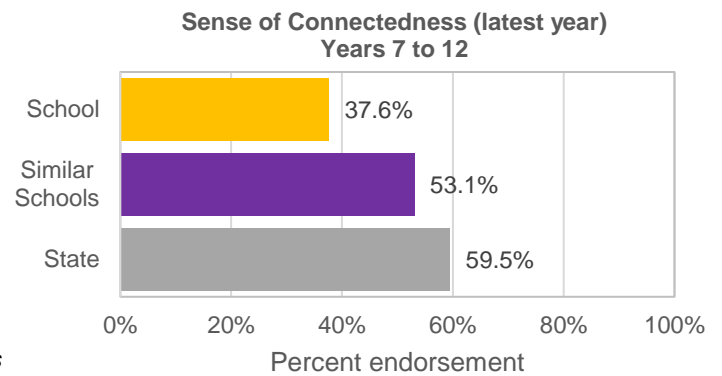
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	37.6%	39.3%
Similar Schools average:	53.1%	53.9%
State average:	59.5%	55.3%



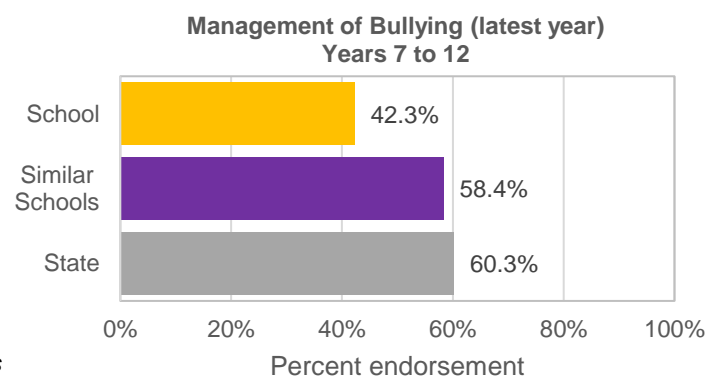
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	42.3%	42.8%
Similar Schools average:	58.4%	60.2%
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	\$3,419,844
Government Provided DET Grants	\$738,155
Government Grants Commonwealth	\$11,500
Government Grants State	\$9,725
Revenue Other	\$41,699
Locally Raised Funds	\$190,457
Capital Grants	NDA
Total Operating Revenue	\$4,411,381

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,321
Equity (Catch Up)	\$11,920
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$38,241

Expenditure	Actual
Student Resource Package ²	\$3,436,705
Adjustments	NDA
Books & Publications	\$3,534
Camps/Excursions/Activities	\$45,218
Communication Costs	\$12,626
Consumables	\$141,055
Miscellaneous Expense ³	\$126,385
Professional Development	\$11,804
Equipment/Maintenance/Hire	\$76,972
Property Services	\$126,588
Salaries & Allowances ⁴	\$118,230
Support Services	\$28,125
Trading & Fundraising	\$2,170
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$416
Utilities	\$47,899
Total Operating Expenditure	\$4,177,727
Net Operating Surplus/-Deficit	\$233,653
Asset Acquisitions	\$20,384

- (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	\$344,457
Official Account	\$18,478
Other Accounts	NDA
Total Funds Available	\$362,935

Financial Commitments	Actual
Operating Reserve	\$120,811
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$140,986
School Based Programs	\$23,471
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$90,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$108,478
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$483,746

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.