

2020 Annual Report to The School Community



School Name: Koonung Secondary College (7954)



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

Attested on 22 March 2021 at 12:13 PM by Marianne Lee (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 22 March 2021 at 07:50 PM by Geoff Spicer (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

Koonung Secondary College is a co-educational state school, located in the City of Whitehorse, in the Eastern suburbs of Melbourne approximately 18 kilometres from the Melbourne Central Business District. The school was founded in 1964. College buildings include the original, light timber construction core building with 28 relocatable classrooms. Some classrooms have been modified to create a Senior Study Centre and a Middle Years Centre. In 2016, a Science and Food Technology centre was established. Other facilities include a theatre, basketball stadium, multi-purpose artificial turf sports field and library complex. We are currently managing a Capital Works Program which will deliver a new Middle Years Centre by 2022.

A total of 1058 students were enrolled at this school in 2020, 458 female and 600 male. 23 percent of students had English as an additional language and 3 students are Aboriginal or Torres Strait Islander.

There are 86 full time staff members including one aboriginal staff member. Enrolments have been steadily increasing over the past four years. We are a proudly diverse community and include an active and vibrant International Student program of over 50 students.

At Koonung Secondary College we aim to develop young people with a strong sense of self-awareness, community and global consciousness and the capacity to achieve their academic and social potential. We recognise the importance of providing our community with the skills, capabilities and knowledge to build a harmonious, prosperous and sustainable future through the provision of a challenging and engaging teaching and learning program. We strive to build strong community relationships and intend to be progressive, optimistic and collaborative in our endeavours. Our students are encouraged to lead and contribute to the decision making that occurs at the College within the academic and co-curricula program.

Our school values of excellence, endeavour, respect, resilience, collaboration and creativity are the core values that underpin our relationships, actions and culture at the College. At Koonung Secondary College we believe if our students and staff strive to uphold these values, they will be well placed to be active and empowered global citizens.

Framework for Improving Student Outcomes (FISO)

In early 2021 the College had begun to develop a range of Professional Learning Community (PLC) teams to work through specific problems of practice identified through the unpacking of VCE data and student attitude to school surveys. These were placed on hold due to the pandemic. During remote learning domain teams concentrated on collaborating to produce consistent and documented curriculum and the provision of detailed lesson plans for student access. Staff members worked together to develop skills in using a range of on-line platforms and resources to deliver the learning program. Student, staff and parent survey feedback was very positive about the school's remote learning program. . In 2020 the school participated in a Department of Education and Training review process. The Review Panel identified the remote learning provision as a highlight of 2020. They noted that the staff, students and parents had responded with flexibility and determination to the challenges provided by COVID-19. A detailed handbook of processes and expectations was developed and communicated at the outset of remote learning.

All staff and students learnt to use Zoom as the interactive medium for lessons. Lesson plans had been provided in detail using the LET'S LEARN instructional model and assessment that had been adapted to the online learning process. The planning and connection kept students engaged during the remote learning time. This was summarised as Pedagogical Growth, skill development and collaboration during Remote Learning. During 2020 it was clear that using the LETS LEARN instructional model teachers were providing lesson plans on compass for students to pre-read and review using the "LETS" component. Next focus will be to re-activate the LEARN component more explicitly, This includes addressing the learning environment, assessment and next steps in learning as priorities.

A feature of Koonung Secondary College's COVID response was the actions taken by students themselves. During COVID remote learning students, with the support of teachers, initiated an Instagram page to assist student wellbeing. The page provided students with valuable connection during remote learning and contained motivational material, advice on study, wellbeing issues, humour and updates on school activities. After viewing the page and viewing the content provided, the Review Panel considered the work by the students to be an outstanding example of student voice and agency in difficult times. (Empowering students and building school pride - FISO dimension)

Achievement

The College aimed to continue to work on improving student outcomes through a focus on literacy and writing in particular. Pre-Covid-19, staff PL by LT Literacy began the process for introducing a renewed Literacy Framework as well as the idea of anchor charts. In addition, a NAPLAN writing task was enacted for the year 6 orientation classes, and Writer's Notebook was implemented in the year 7 and 8 English curriculum. A PLC in Year 7 literacy was developed and planning took place, before the remote learning program was instigated. Quicksmart Literacy was implemented and delivered remotely as well as on-site upon return. Middle Years Literacy and Numeracy (MYLNS) students in Year 10 continued to be catered for with the Bridging English class, with a range of diagnostic testing taking place. The MYLNS Improvement teacher attended a remote Community of Practice with other schools during the year and shared practice.

The College identified assessment as a key area of work to be conducted in 2020. The aim was to review and embed whole school processes for assessment, moderation and curriculum documentation to improve student outcomes. A project team led by an Assistant Principal and Leading Teacher to explore assessment and reporting practices was formed. A school wide assessment schedule was developed with protocols and expectations for providing assessment tasks are in place. Testing using Progressive Achievement Tests, (PAT) and Essential Assessments was completed for students in Years 7 to 9 and the MYLNS Bridging English group. A range of electronic student data including NAPLAN, PAT and other assessments was provided on Compass analytics for teacher reference. During Term 4 the School Review was completed and key findings published. During Term 4 the School Review was completed and key findings published. The Review panel Panel identified that KSC had focused on improving assessment practice.

The College had developed an Instructional Model called LET'S LEARN, which was observed on display throughout the school. Classroom observations indicated teachers planned and delivered curriculum using the agreed instructional model. Provision of published lesson plans for all classes has been embedded and was a major factor in supporting students during remote learning.

VCE improvement was also identified as a strength of the College by the Review Panel. The Strategic plan period 2016 to 2020 saw an incremental rise in Koonung Secondary College's VCE median Study score to an all study mean of 33 in 2019. The school also had an increase in Study areas scoring a mean of over 33 and the percentage of student scores over 40. These results met the school's VCE targets set for the strategic plan period. The school attributed the improvement to a focused professional development program that included all staff members at the College completing the Literacy for Learning professional learning course to increase capacity to improve literacy across the curriculum.

The provision of lesson plans for students to access prior to lessons across the school using the LET's LEARN instructional model developed at KSC was also seen as impacting on VCE learning outcomes. This work was supported by increased contact time through a timetable restructure. VCE English results had also shown an incremental rise in the median score in the strategic plan period. The Age named Koonung its 2020 "Schools That Excel" winner in the government school category in Melbourne's east.

VCE results in 2020 were again very strong. The school median was 32. The Dux of the College achieved an ATAR of 99.2. Two students earned perfect study scores of 50. They were for Environmental Studies and Mathematical Methods. 10% of students achieved ATAR scores above 95 (Top 5%) and 20% of the cohort achieved ATAR scores above 90. English maintained a median score of 33 which is excellent.

Our students with a disability and additional learning needs each have Individual Learning Plans (ILP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings. Again each student has a significant mentor who maintained strong connections with these students. This continued during remote learning with one to one support sessions for Program for Students with a Disability students and those participating in intervention programs. A range of specific professional learning has been conducted to increase capacity for staff to cater for the needs of these students. One of our Science teachers has been supported to complete a Masters of Inclusion. She has developed and helped to implement a range of tasks and strategies to support students with specific literacy and learning needs to increase their capacity to understand and use technical subject specific language. A handbook has been developed with clear pedagogical strategies identified to support the learning needs. They have completed an individual learning program which was tailored to meet their needs. Some PSD students did not participate in all domain area classes, rather there was an increased focus on Literacy and Numeracy for these students. Diagnostic testing showed strong growth for many of the students in these programs. The MYLNS program has provided funding to support identified students who have significant Literacy and Numeracy deficits. Specific programs have been implemented including QuickSmart, small group tutoring and Bridging English.

Performance tracking of these students have indicated success and growth for many of these students. Bridging English literacy unit for students in Year 10 which operated in 2020 showed significant growth for the students. This

growth and development was maintained during the remote learning period which was pleasing. Skilled leaders have been appointed to support staff to increase their capacity to cater for the needs of these students. The school has a strong and effective EAL program which is led by a number of highly effective teachers. They have presented valuable learning sessions for staff which focuses upon strategies to support EAL students within mainstream classrooms. A number of EAL students have also participated in the MYLNS program and are also supported with small group additional literacy sessions. The college has a long standing and successful International Student Program. The students generally earn strong VCE outcomes and regular surveys indicate International students and their families feel very well supported and have strong ongoing connection to the school. Specific events and activities aimed at increasing engagement and the profile of the International Student program include Multicultural Festivals, Intercultural Evenings, an International Band and International Leadership positions. The International Student Team provide specific homework clubs and support for students within the ISP and local EAL students which are well attended.

In 2021 the College is aiming to complete the assessment schedule to benchmark student learning needs and establish a range of intervention programs including the small group tutor and high ability programs and to monitor learning growth of all students. Work will be continued to support teacher capacity to understand and use data to inform the teaching program through the development of an electronic student performance analytic program with professional learning support for staff members. A continued focus on assessment, both formative and summative will support teachers to address the learning needs of the students they teach. The College will participate in a Community of Practice with Camberwell High and Vermont Secondary College aimed at building teacher capacity with assessment. A project team has also been established to complete the formal DET PLC training to implement the PLC model for all teachers in 2021.

Engagement

The College was aiming to build student capacity for metacognition and increase the level of student voice and cognitive engagement using self directed inquiry and deep thinking. The provision of long periods of remote learning during 2020 required students to be increasingly self directed to access Zoom lessons, lesson plans and curriculum resources and to submit work requirements. Parent, student and staff surveys conducted during the year identified that students were demonstrating a range of positive learning behaviours including self-regulation, improved organisation, increased concentration and resilience.

Attendance was generally very strong and processes were put in place to follow up all students if they were not attending sessions or completing work. Staff were allocated to call students and parents to check in and to monitor any concerns regarding engagement and well-being. All families had at least one direct communication with a staff member as a check in throughout the remote learning period.

Even though Covid 19 did not allow a range of significant events to be held in the traditional way, there was some creative problem solving that occurred. One to one course counselling occurred remotely and was highly effective as were parent and student Information sessions. The College is planning to continue conducting some of these events on -line in the future.

The school review panel identified student voice and agency as a highlight of the college. Student leadership opportunities have continued to increase through student suggestions and applications including STEM and Literacy Leadership roles. Students had responded to a range of social issues and committees had been formed to discuss these, including the Equity Collective and the Reconciliation Action Group. A range of lunchtime clubs and activities catering for diverse interests are conducted with high participation levels. These clubs are facilitated by the goodwill of staff members who supervise activities which often originate from student ideas and requests. These regular events helped to increase student connection to the school and each other and are attended by students from a range of year levels. Although many of these clubs did not occur during remote learning there were a range of activities that did continue, including cooking and art competitions, musical performances, quizzes, writing competitions and other opportunities for students and staff to stay connected and involved beyond the academic program. Rehearsals continued for school productions and ensembles and the instrumental music program were running for students via Zoom lessons. Through student focus groups it was apparent to the panel that these extra-curricular activities were an essential part of the fabric of the school. The student leadership team did a great job of establishing Instagram pages and platforms to showcase student work, performances and media clips. This will continue also as it was very well received by community members. Surveys conducted with parents, students and staff, identified that they felt very well supported during the year and that the school had handled the impact of COVID extremely well. In 2021 the college intends to work to strengthen student and staff connection and involvement in the House System, student leadership,

co-curricula program and clubs. It is a priority to increase student agency beyond the co-curricula and leadership programs into the classroom. A range of strategies are going to be explored to manage this. Learning Specialists, Leading Teachers and the PLC project team will work to help teachers build their skills to support these goals.

Wellbeing

There had been a great deal of work continued in 2020 to successfully align practices and communication processes between the Middle and Senior Sub schools and the Well-being team. Leaders of these groups met weekly with the Assistant Principal leading Student Well-being and Engagement to discuss any concerns regarding specific students, groups of students and issues of practice. This was particularly important during the remote learning program. The student support team are highly effective and provided support that was greatly appreciated by students and families and feedback reflects this. During the remote learning periods Sub-school and Well-being teams continued to make contact with students and family at risk via phone calls and Zoom meetings. Positive Classroom and Sport Education teachers were allocated to groups of students and made regular check in calls also. Information was collected and any concerns were followed up by Sub-school, Principal or Well-being teams.

Our International students were well supported by the team and student learning outcomes were very strong and student survey indicates high level of satisfaction.

An action research project team had been formed to investigate the implementation of School Wide Positive Behaviours (SWPBS) to increase student's feelings of connection and perception of teacher concern. This work continued during the remote learning period and the Behavioural Matrix developed and published. Feedback was sought from staff, students and parents. Professional learning sessions have continued focusing on SWPBS. Effective behaviour management and strategies for building positive relationships and climate for learning was presented. Regular dialogue is conducted in classrooms and in assembly forums regarding school values and the behaviours that all school members should display. Clear protocols for Zoom sessions were established and published for all members of the community. these protocols supported WSPS tenets. The College is intending to roll out the School Wide Positive Behaviours Program in full in 2021. Documentation outlining expectations for each setting will be provided in all rooms. Staff and students will be actively encouraged to formally recognise students who demonstrate positive behaviours through Compass Chronicle.

A great deal of information was provided for staff, parents and students via a large interactive platform developed by the Well-being team. This platform focused on a range of health and well being issues, including mental health and managing anxiety, drug/alcohol/nutrition information, managing healthy and respectful relationships, nutrition and physical activity. During 2020 there was an increasing focus on cyber safety and ways to keep the community connected. Information was also provided through newsletters, news feed articles, on-line assembly presentations by members of the Well-being and Sub-school teams. Regular well-being surveys were conducted to gauge the emotional health and well-being of cohorts, individuals and families.

In 2021 the College is intending to strengthen in-class relationships through peer and group learning activities with a focus on positive behaviours and school values. The Well-being team will be supported by the appointment of a Mental Health Practitioner. Counsellors will continue to support individual students and families whilst promoting programs and information based upon positive psychology to support students to develop resilience.

Financial performance and position

In 2020, we had 69 international students studying at the College as part of DET's International Students Program. This additional revenue is shown in DET grants. Salaries to operate this program form part of the Student Resource Package expenditure line.

Due to the impact of COVID-19 in 2020 and the advent of remote learning throughout much of the year, expenditure was substantially less than budgeted.

The College usually raises significant funds locally from the hire of facilities such as the basketball stadium, the theatre, the hockey pitch and classrooms for the XJS Chinese School, which operates a campus on our site. However, due to COVID-19, hire of facilities was only permitted for a short period in 2020. The reduction in the hire of our facilities contributed to a noticeable drop in locally raised funds revenue.

There were no other extraordinary revenue or expenditure items this calendar year.

For more detailed information regarding our school please visit our website at
<https://www.koonung.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 1058 students were enrolled at this school in 2020, 458 female and 600 male.

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

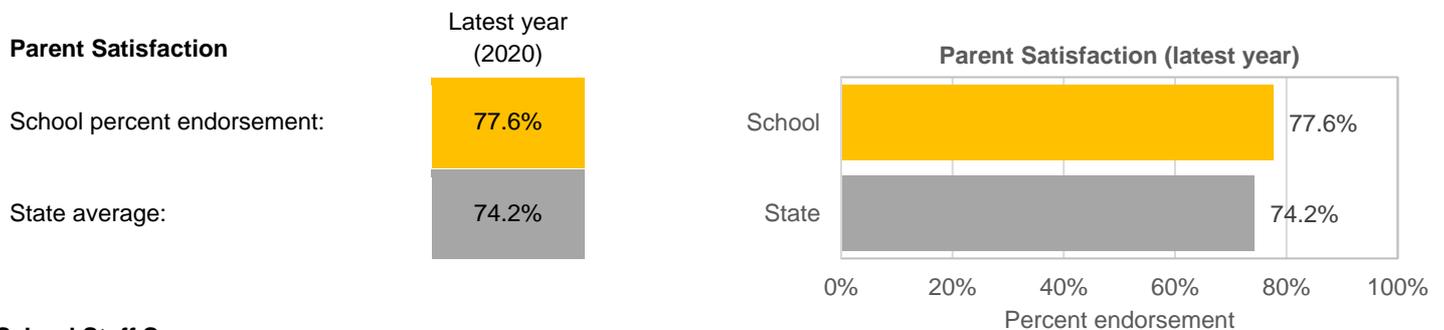
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

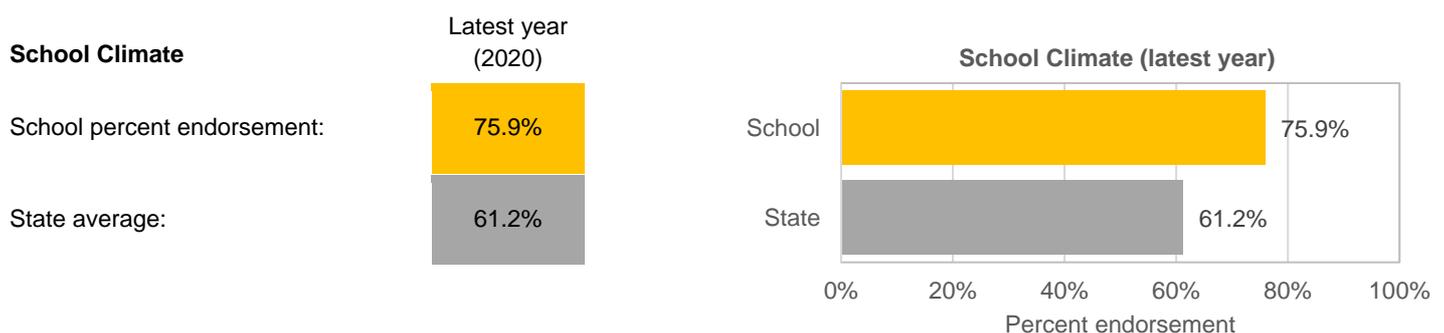


School Staff Survey

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:

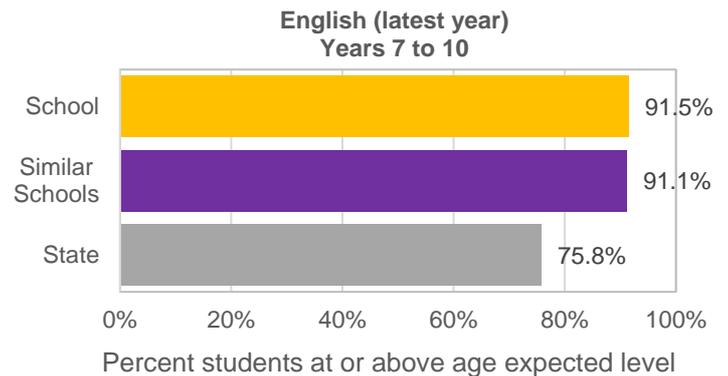
91.5%

Similar Schools average:

91.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

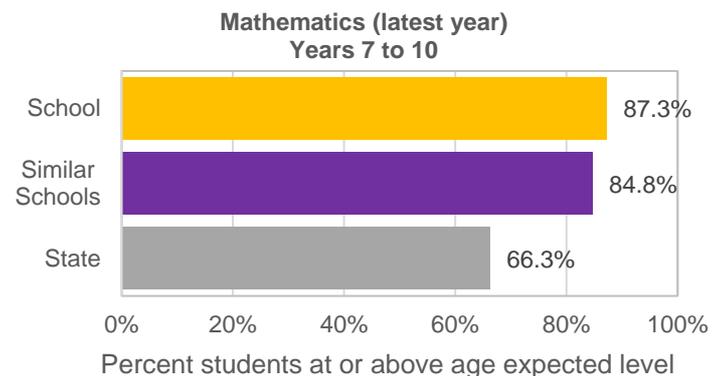
87.3%

Similar Schools average:

84.8%

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.

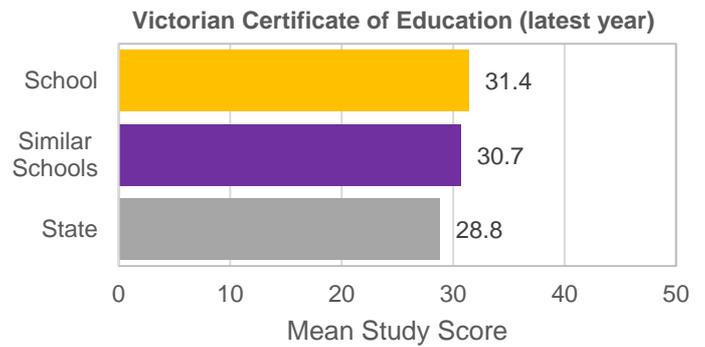
ACHIEVEMENT (continued)

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	31.4	31.5
Similar Schools average:	30.7	30.7
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:

4%

VET units of competence satisfactorily completed in 2020:

86%

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

NDA

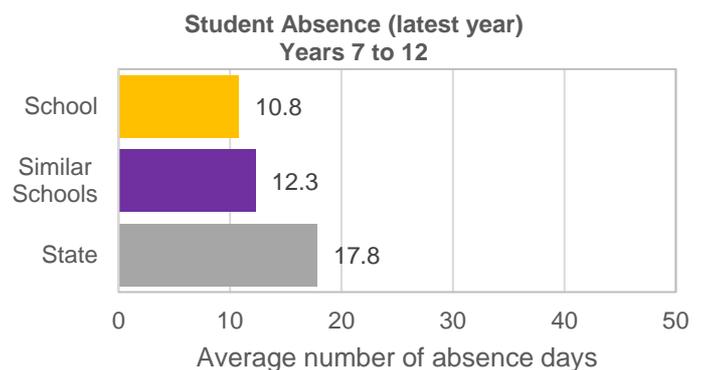
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.8	10.7
Similar Schools average:	12.3	14.5
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

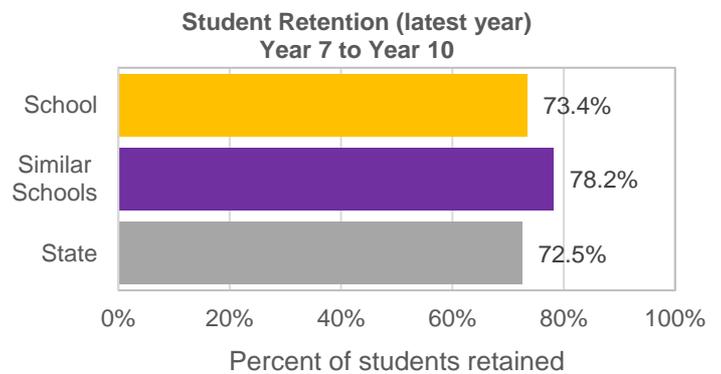
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	94%	94%	95%	93%	97%

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:	73.4%	77.1%
Similar Schools average:	78.2%	77.5%
State average:	72.5%	72.9%



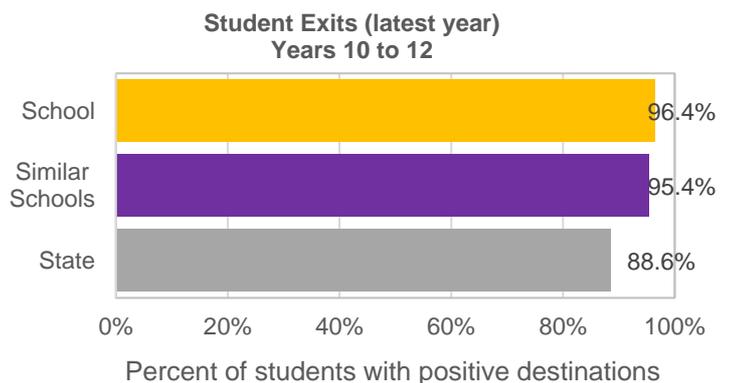
Students exiting to further studies or full-time employment

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:	96.4%	97.3%
Similar Schools average:	95.4%	96.3%
State average:	88.6%	89.1%



WELLBEING

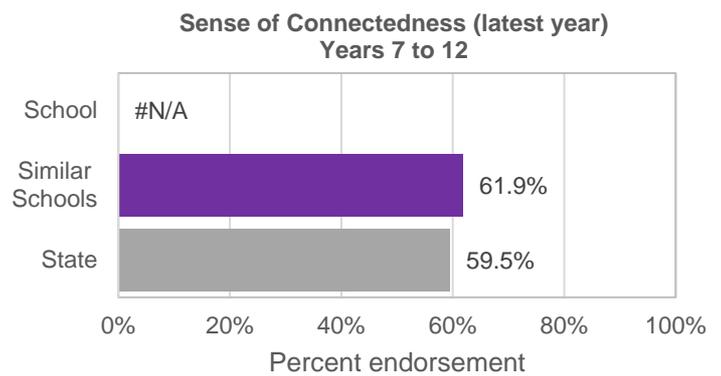
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	58.5%
Similar Schools average:	61.9%	58.0%
State average:	59.5%	55.3%



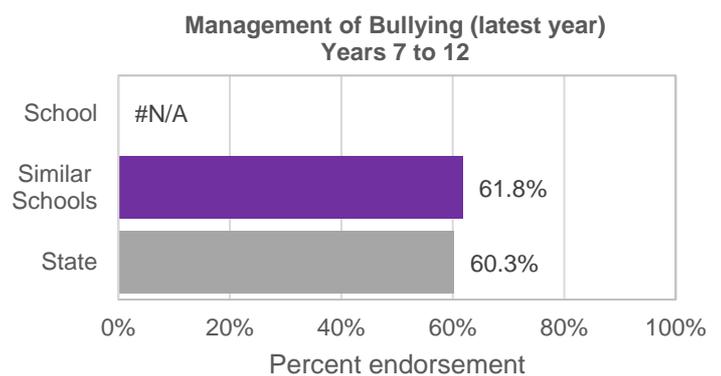
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	64.5%
Similar Schools average:	61.8%	59.9%
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	\$9,356,922
Government Provided DET Grants	\$1,506,030
Government Grants Commonwealth	\$15,285
Government Grants State	\$19,154
Revenue Other	\$29,741
Locally Raised Funds	\$988,174
Capital Grants	NDA
Total Operating Revenue	\$11,915,306

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,586
Equity (Catch Up)	\$24,064
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$66,650

Expenditure	Actual
Student Resource Package ²	\$9,868,521
Adjustments	NDA
Books & Publications	\$7,219
Camps/Excursions/Activities	\$158,378
Communication Costs	\$13,449
Consumables	\$129,582
Miscellaneous Expense ³	\$93,585
Professional Development	\$20,774
Equipment/Maintenance/Hire	\$191,367
Property Services	\$181,842
Salaries & Allowances ⁴	\$194,315
Support Services	\$202,385
Trading & Fundraising	\$9,295
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$252
Utilities	\$108,442
Total Operating Expenditure	\$11,179,406
Net Operating Surplus/-Deficit	\$735,901
Asset Acquisitions	NDA

- (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	\$3,561,604
Official Account	\$9,509
Other Accounts	\$301,971
Total Funds Available	\$3,873,084

Financial Commitments	Actual
Operating Reserve	\$195,995
Other Recurrent Expenditure	NDA
Provision Accounts	\$5,340
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
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	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$201,335

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.