

2020 Annual Report to The School Community



School Name: Mount Alexander 7-12 College (7763)



- 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 20 May 2021 at 05:08 PM by Daniela Angelico (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 20 May 2021 at 09:33 PM by Angelica Inserra (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

Mount Alexander College or MAC is a co-educational 7 -12 school. In 2020 the schools enrollment was 522, including 19 international students predominantly from Vietnam and China. There were 55.30 staff (EFT). The school has diverse demographic and 28% of its students come from non English speaking backgrounds and 1% of Aboriginal and Torres Strait Islander background. MAC is fast becoming the school of choice for families living in the Kensington-Flemington Community with enrollments doubling in the past 5 years. In 2016, MAC underwent significant change, transforming itself into an innovative and progressive school with a focus on student empowerment and student centered learning. MAC's approaches to curriculum provision and pedagogy, student engagement and wellbeing have gained national and international recognition. In 2019, the College hosted 16 delegations from across the country and internationally and across Government, Catholic, Independent and Tertiary sectors.

At MAC we empower students to 'Take Control' of their learning. We believe education is co-constructed with students and if they are interested and passionate about their learning, they are more likely to succeed. At MAC, there are no year levels and classes are organised vertically. Learning is differentiated and designed to stretch all students and ensure every student achieves maximum learning growth every year. Students are free to choose from over 150 exciting subjects, run by specialists. Students at MAC are able to access curriculum based on their capacity rather than their year level. Our philosophy is that students learn best and are better prepared for the challenges of life when they take control and have ownership of 'their choices'. Students are guided to discover, pursue and enhance their interests and passions. Every student at MAC has their own Student Pathway Plan. A student interested in Science can undertake several science subjects in any one semester, from Food Science, Marine Biology, Forensics, Medicine and Disease, to Biochemistry. A 14-year-old student (notionally year 8) can undertake a VCE or pre-VCE subject if they want to and considered academically ready. by their Subjects are designed on the Victorian Curriculum F-10 standards, with an emphasis on developing students' ability to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. Our school aims to provide students with a safe and positive learning experience where we enable students to be empowered, engaged and supported to reach their full potential. We believe that positive student wellbeing provides the foundation upon which academic success can be achieved. All members of the MAC school community are treated with respect, fairness and equality. At MAC, it is recognized that success comes in many different forms. We have continually recognised and celebrated success throughout the year and at our Annual Awards evening at the Clock Tower. In 2020, the awards evening took place virtually and was well attended. At MAC, we consider academic endeavor as much as academic excellence. All students are encouraged to be the best that they can be. Our student empowered model of learning enables students to be able to select subjects that they are passionate about regardless of their year level.

At MAC, our goal is to cater for the diverse needs of all our students and enable them to be adaptable, curious life-long learners of the 21st century. Our school works actively with its local community and is seen as the school of choice in the area because it provides access and equity for all, a central tenant of the meaning of public education.

Framework for Improving Student Outcomes (FISO)

In 2020 we continued to focus on embedding consistent teaching and learning practices across the school to improve student outcomes. In addition, there was a school wide focus on student learning growth and outcomes in literacy and numeracy. The whole school literacy improvement plan was developed by the Learning Specialist – Literacy and Pedagogy and Leading Teacher – Professional Growth and further informed by the knowledge and skills of staff who completed the Bastow Leading Literacy course. The program was revised after term one and differentiated workshops were delivered to staff around the use of the common instructional model in a remote learning setting. In term 4 the professional learning (PL) focus was on Literacy as well as Staff Wellbeing with a suite of differentiated workshops on

offer. Professional Learning Teams (PLTs) were unable to complete cycles of inquiry due to restrictions with the pandemic. However, during remote learning staff participated in whole school PL with a focus on literacy – tiered vocabulary. Teachers implemented explicit literacy strategies such as dynamic glossaries. There were varying degrees of consistency in this implementation.

All teaching staff included a goal focused on literacy improvement on their Performance and Development Plans. These goals incorporated the use of data and evidence to demonstrate improved student achievement. The impact of the effective professional learning around literacy was evident in how Curriculum Development Teams (CDTs) began to explore how to assess literacy on a developmental continuum as seen in rubrics on the staff drive and published on Compass. Moreover, whole-school PL also focused on differentiated data analysis. Members of the leadership team designed and delivered sessions which built the capacity of staff to further analyse and diagnose cohort data against the Victorian Curriculum to plan for teaching and learning. Whilst moderation meetings time was prioritised, this was unable to occur due to Covid 19. Select staff continued to engage in MYLNS (Middle Years Literacy and Numeracy Support) professional learning to further develop literacy and numeracy classroom strategies. This resulted in a greater understanding of the importance of explicit literacy and numeracy instruction in the junior classes and an improvement in the reading and numeracy data for targeted students.

The appointment of the Leading Teacher – Professional Growth enabled intensive staff induction for new and returning staff into the Mount Alexander College Teaching and Learning Instructional Model. There were logistical limitations due to the pandemic which impacted on plans to implement instructional coaching. However, members of the leadership team were able to work with a small number of graduate/new staff in terms one and four to further develop and embed the agreed teaching and learning instructional model. In addition, the appointment of the Junior School Transition and Programs Coordinator saw the creation of a virtual data wall to include 2019 NAPLAN and 2020 PAT (Progressive Achievement Test) Reading and PAT Maths data as well as coursework completion and summative assessment in semester one. In addition, PAT Reading/Numeracy and NAPLAN data was included on Individual Learning Plans (ILPs) in order to set improvement goals.

The appointment of the Senior School Academic Advisor assisted in building teacher knowledge of and capacity to effectively deliver senior school programs. All VCE staff participated in VCE data analysis PL and individual data analysis meetings. This resulted in staff having a better understanding of student achievement at VCE including trend data. The individual data meetings also informed the PDP goals of Unit 3 & 4 VCE teachers. We were unable to conduct PLTs with a focus on VCE student achievement and how to effectively improve performance due to Covid 19. The School Assessed Coursework (SAC) minimum standard and processes changed to encourage high expectations with a focus on VCE assessment practices. The reporting system changed and now includes a measure of coursework completion which is regularly reviewed by the Senior School Academic Advisor, Heads of House and mentors. Whilst the network VCE Community of Practice (CoP) wasn't consistently attended across the school in terms 2-4 due to Covid 19, a number of MAC staff continued to form partnerships with local schools with a major focus on moderation of work and sharing of effective resources.

In 2020 the GANAG (Goal, Access Prior Knowledge, New Information, Application, Goal Review) lesson schema was used consistently by all staff as a whole school lesson model to reduce discrepancy in teacher effectiveness which resulted in an increase in the use of the model to monitor student learning in each lesson. It is worth noting that during remote learning the GANAG lesson schema and the High Impact Teaching Strategies (HITs) were documented on Compass for each lesson. An example of the impact of this action can be seen in the way in which VCE students had a consistent understanding of the purpose of lessons and their learning during remote learning. In relation to the Study Design outcomes and resulted in overall improvement in SAC scores and targeted areas of content. Data used to measure progress included an improvement in the General Achievement Test (GAT) vs Study score results and an overall maintained median study score.

Achievement

Students responded well to remote learning demonstrated by high rates of work completion and the daily attendance / engagement averages of between 90 - 94%. Overall attendance rates across Years 8 - 12 improved from 2019 to

greater than 90% and were above the mid 80's from the previous year. The 4 year average of Student Absent Days is 21.6 slightly above the similar schools. The college will continue to work on reducing this further in 2021.

The overall student retention Year 7 – 10 has improved from 52.9% in 2019 to 63% in 2020. There continues to be a number of families who are being relocated from the Flemington and North Melbourne Housing Estate to social housing in the outer suburbs, as a result these students are enrolling in their local school.

In 2020 the College continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Despite the extended period of remote learning students in Years 7 - 10 continued to improve in both Literacy and Numeracy, with an increase in the percentage of students at or above the expected level in Mathematics, placing our students above the state average. Our internal PAT R testing indicated that some students in the Literacy Withdrawal program continued to make gains of up to 1 to 2 years growth in reading. The college employed 1.5 EFT literacy and numeracy intervention teachers in Term 4 to support students who needed catchup as a result of remote learning and address the literacy needs of students who are below the state average. This intervention program will continue to operate in 2020.

Students in the Program for Students With Disabilities (PSD) program continued to make gains in their learning despite the extended period of remote learning. Learning Support Officers were able to continue to provide support albeit online. Teachers have continued to differentiate and modify classwork and assessment to cater to the varying needs and goals of the students.

There have been significant gains in senior school student outcomes and pathways. 100% of students are engaged in further study and or fulltime employment. This continues to be above the state average. The VCE school mean study score significantly improved and was above the state average at 29.9, an increase from 26.9 in the previous year. The VCE median study score was 31. This was an outstanding effort given the additional stress placed on students as a result of remote learning. 95% of students satisfactorily completed their VCE, slightly down from the previous year, whilst 100% of students satisfactorily completed their VCAL certificate, an increase from 98% from 2019. The college is very proud of the personalised approach it takes with every student including close monitoring by Mentor Teachers, Heads of House, Student Engagement Leading Teacher and Careers and Pathways Coordinator. In 2020 we added two new acting leading teacher roles, Senior School Academic Advisor and Junior School Transitions and Programs Leader. These leading teachers are responsible for overseeing the academic progress of students in their sub schools and providing additional support programs. This has paid dividends for many students at the College.

In 2019 the Flemington Based Education Plan was established in partnership with Flemington Primary School, Ascot Vale Special School and Debney Meadows Primary School, to improve the provision of education in the Flemington precinct. As a group we focused on developing a plan that catered for the diverse needs of the students, provided a seamless transition from primary to secondary school, ensured high quality teaching and learning across the four schools. We formed a Community of Practice focusing on literacy improvement, namely reading. In 2020, our work in the Flemington Education Plan had a greater focus on student and family engagement. In particular resources were directed in supporting the large number of students residing in the Housing Estate during remote learning. As a result our Community of Practice in literacy was suspended for the year.

Engagement

At Mount Alexander College, student engagement continued to be a priority throughout 2020. In a vertical curriculum structure, all students had an Individual Learning Plan and engaged in student centered learning in all subjects. Teachers used a consistent instructional model based on GANAG methodology and High Impact Strategies across the curriculum, including online and remote teaching and learning strategies. Student leadership remained at the forefront of all activities in the school with a strong Student Leadership Team led by a designated Leading Teacher, Student Leadership and Empowerment. Student leaders continued to host information evenings virtually, conducted virtual school tours, participated in staff selection panels and organised a range of House and school wide activities. To strengthen engagement and connectedness, students are allocated to a House for Mentoring and intraschool competitions both onsite and during remote learning. The school continued to strengthen the existing strong ties with our local community through frequent community activities and celebrates our multicultural community through a range of events although some were limited by remote learning and COVID restrictions.

Our 2020 Annual implementation Plan identified key areas of need regarding the transition into remote learning including:

- Continuity of our tiered approach to supporting students which occurs onsite as part of our practice into remote learning with Tier 1, 2 and 3 supports implemented and including key staff such as: Mentor Teachers, Heads of House (Team Leaders) and Leading Teachers (Junior School Programs and Transitions Leader, Senior School Academic Advisor and Student Engagement) and the Principal class team
- Implementation of student feedback from the Learning from Home surveys to best support students
- Professional Learning aimed at supporting teachers to deliver continuity of learning

In 2020, we are proud to have:

- * adapted and significantly increased our use of digital technology to improve student teaching and learning particularly during remote learning periods.
- * provided high level wellbeing support to students experiencing hard lockdown in public housing during remote learning
- * maintained student engagement at high levels during remote learning.
- * broadened our Student Leadership Team's voice and agency to include a range of new leadership positions including the Arts, Debating, the Environment, International students, Science and Sport.
- * continued to strengthen our House system with awards for Positive Behaviour, Community fundraising, Swimming, Debating and competitions. Again, remote learning impacted on some of our whole school events that build the cornerstone of our school culture.
- * built on our African Community Liaison program with the continued employment of an African Youth Mentor to specifically support African students at risk of dis-engagement.
- * continued to expand our camps program to provide opportunities to build student relationships with their peers and teachers.
- * focused on student feedback in all classes to inform and adapt teaching content and practices.

At Mount Alexander College, we are particularly proud of some outstanding results in the Government School Performance Summary for 2020. These results include achieving:

- * a rating of 72.1% for School Climate (Culture) in comparison to the state median of 61.2%.
- * a continued high rating of Parent Satisfaction of 74.4%.
- * improved data related to student absences with overall attendance across all years both onsite and during remote learning periods was above 90%.
- * improved data related to Year 10-12 students exiting to fulltime study or employment of 100% compared to the state average 88.6%

Wellbeing

Student Wellbeing has continued to be a high priority at Mount Alexander College. There is a strong Wellbeing Team led by a designated Leading Teacher Student Engagement, who provided school wide and individual wellbeing support both onsite and during remote learning.

In 2020, the school has:

- * continued to embed the School Wide Positive Behaviour Program and the use of Restorative Practices for student behaviour management and support.
- * continued to embed and strengthen the House structure and program with Heads of House, Mentor Teachers and Student Mentor Leaders.
- * continued to implement the Doctors in Secondary School program to provide onsite as well as Telehealth medical support to improve student physical and mental health.
- * introduced a Mental Health Practitioner to provide onsite as well as Telehealth counselling
- * continued to build on connections with our local primary schools with outstanding improvements in Year 7 enrollments

and transitions

- * strengthened our communication with non-English speaking parents through regular Community meetings and the employment of African Community Liaison Officers.
- * introduced Student Personal Development as a dedicated new subject delivered for one period each week by Mentor Teachers in a vertical structure to enhance student wellbeing, build resilience, improve subject selection processes and to enhance the monitoring of academic achievement.
- * appointed two new staff positions for 2020 including a Transitions and Junior School Coordinator and a Senior School Academic Adviser.

We are again particularly proud of some outstanding results in the Government School Performance Summary for 2020. These results include achieving:

- * a rating of 66.1% for Sense of Connectedness in comparison to the similar schools median of 58.5%.
- * a rating of 70% for Management of Bullying in comparison to the similar schools median of 58.2%.

We continue to focus on strategies to improve attendance and punctuality to school. The Learning from Home Survey indicated outstanding results with almost all students feeling supported during remote learning with two out of three reporting that they generally felt happy. Highlights included high levels of empowerment in learning, support for teacher practice, school safety, not experiencing bullying and teacher student relationships.

Financial performance and position

The College has reduced the size of the salary deficit significantly to \$3973 from \$383,950 This is in part due to the growing enrolments particular in the VCE and few smaller class sizes. The salary deficit in 2020 was repaid using the Term 3 and part of Term 4 SRP cash funding.

The College continued to raise local funds through International Students, however as a result of border closures the number of students was reduced from 31 to 19. It is anticipated that the numbers will continue to decline in 2021 due to travel restrictions. Local funds from facilities hire was also impacted by COVID. The collection of parent payments was 63%, a decrease from 75% in 2019.

For more detailed information regarding our school please visit our website at
www.mountalexandercollege.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 522 students were enrolled at this school in 2020, 223 female and 299 male.

28 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.

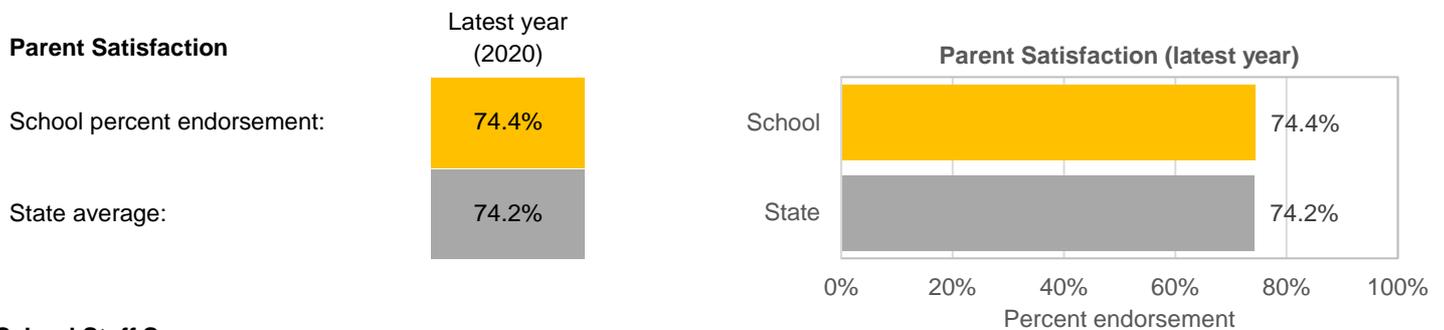
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

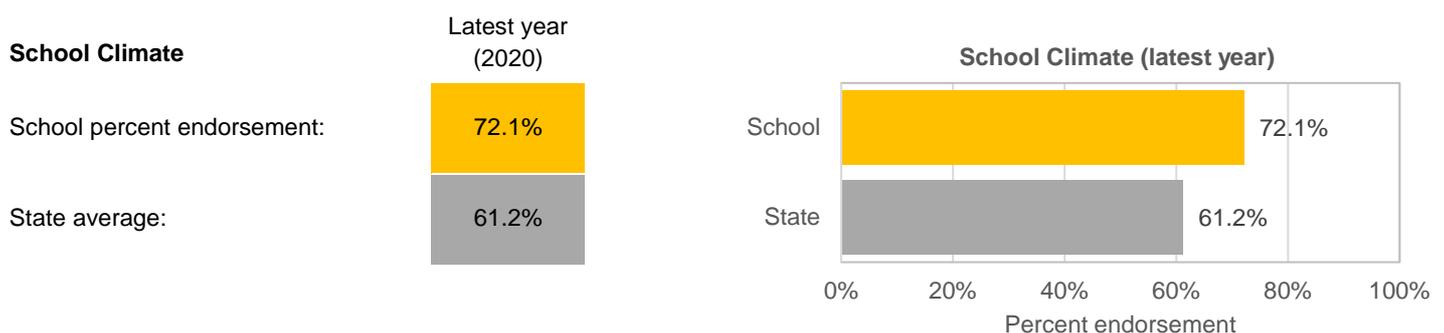


School Staff Survey

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:

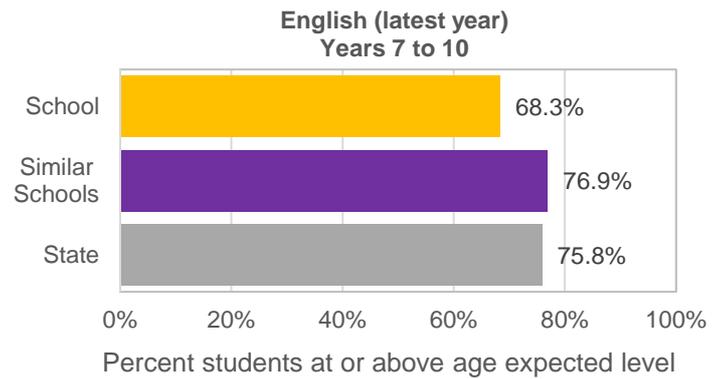
68.3%

Similar Schools average:

76.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

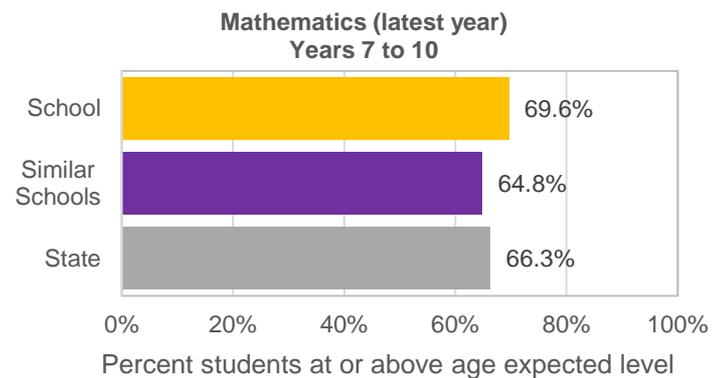
69.6%

Similar Schools average:

64.8%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

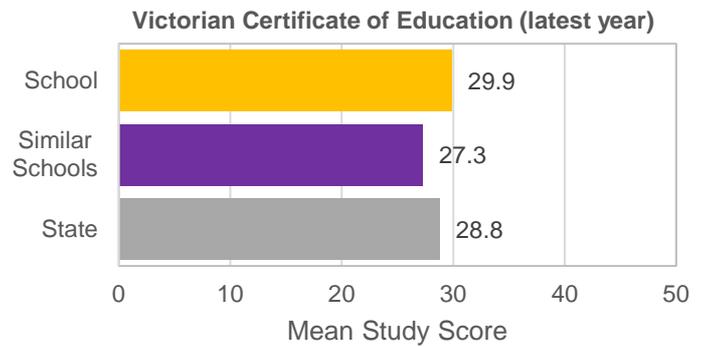
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	29.9	27.1
Similar Schools average:	27.3	27.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

95%

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

41%

VET units of competence satisfactorily completed in 2020:

86%

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

100%

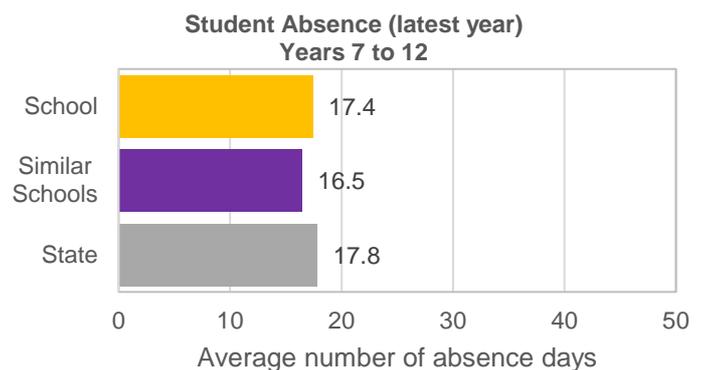
ENGAGEMENT

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:	17.4	21.6
Similar Schools average:	16.5	19.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

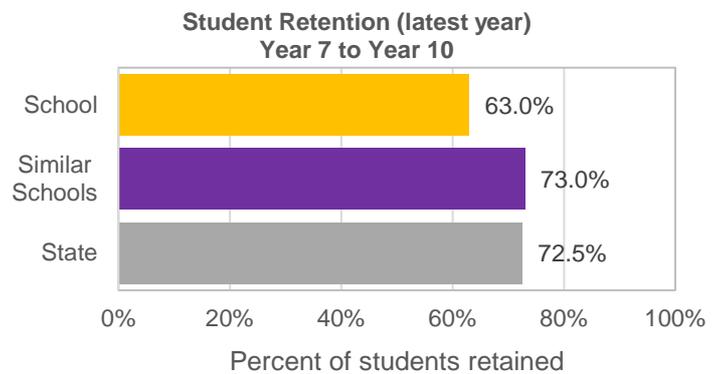
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	90%	90%	92%	91%	91%

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:	63.0%	62.8%
Similar Schools average:	73.0%	73.0%
State average:	72.5%	72.9%



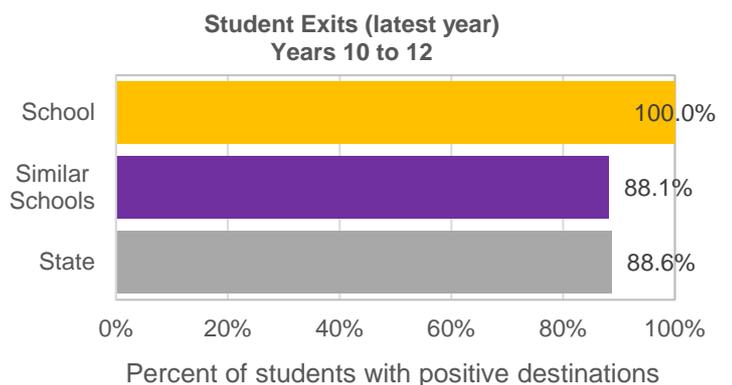
Students exiting to further studies or full-time employment

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%	98.5%
Similar Schools average:	88.1%	89.4%
State average:	88.6%	89.1%



WELLBEING

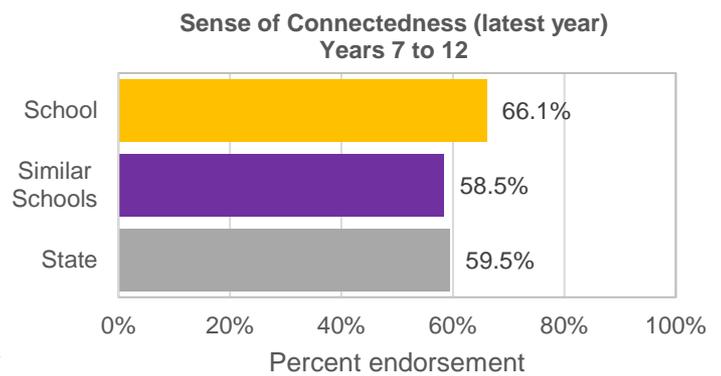
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	66.1%	64.4%
Similar Schools average:	58.5%	52.0%
State average:	59.5%	55.3%



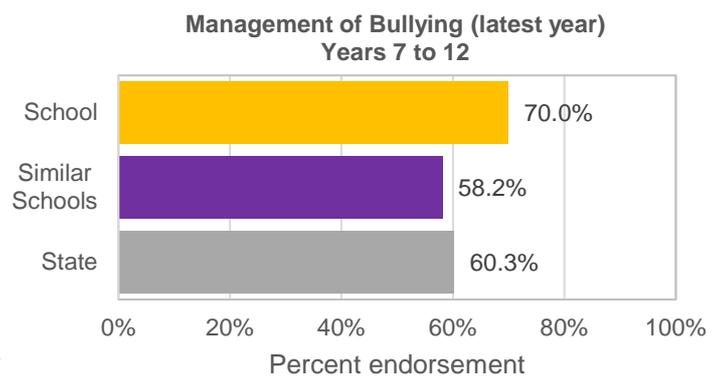
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.0%	66.9%
Similar Schools average:	58.2%	55.6%
State average:	60.3%	57.9%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,624,814
Government Provided DET Grants	\$827,904
Government Grants Commonwealth	\$20,000
Government Grants State	\$14,326
Revenue Other	\$10,031
Locally Raised Funds	\$341,051
Capital Grants	NDA
Total Operating Revenue	\$6,838,126

Equity ¹	Actual
Equity (Social Disadvantage)	\$220,451
Equity (Catch Up)	\$33,059
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$253,510

Expenditure	Actual
Student Resource Package ²	\$5,628,816
Adjustments	\$63,482
Books & Publications	\$7,405
Camps/Excursions/Activities	\$40,908
Communication Costs	\$29,307
Consumables	\$133,278
Miscellaneous Expense ³	\$58,410
Professional Development	\$16,458
Equipment/Maintenance/Hire	\$157,387
Property Services	\$78,450
Salaries & Allowances ⁴	\$82,917
Support Services	\$180,521
Trading & Fundraising	\$10,469
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$128
Utilities	\$61,706
Total Operating Expenditure	\$6,549,642
Net Operating Surplus/-Deficit	\$288,484
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	\$769,846
Official Account	\$38,966
Other Accounts	\$34,307
Total Funds Available	\$843,119

Financial Commitments	Actual
Operating Reserve	\$135,834
Other Recurrent Expenditure	\$24,349
Provision Accounts	NDA
Funds Received in Advance	\$145,366
School Based Programs	\$165,421
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$161,844
Asset/Equipment Replacement < 12 months	\$87,182
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$98,775
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$818,769

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.