

2020 Annual Report to The School Community



School Name: Epping Secondary College (7813)



- 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 16 March 2021 at 09:40 AM by Bradley Moyle (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 09:45 AM by Stuart Lord (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

VISION

At Epping Secondary College (ESC) we are deeply passionate about developing self-directed learners who believe in themselves, and are empathetic global citizens who strive for excellence. The school motto "Learning for Life" has continued to underpin the school's vision and direction. At Epping Secondary we are deeply passionate about developing self-directed learners who believe in themselves, and are empathetic global citizens who strive for excellence. We want to become known for providing tailored opportunities and a challenging learning environment that supports a culture of aspiration and achievement. Our aim is to develop students that are literate, numerate, critical and creative thinkers with agency for managing their behaviours and engaging with their learning. Epping Secondary College will continue to focus on all students being empowered to achieve success. We aim to further strengthen the approaches implemented that cater for the diverse needs, achievements and strengths of every individual. Providing success for all students through a diverse and extensive range of course offerings from Year 10 onwards through our VCE, VCAL and VET offerings, a highly successful vocationally-oriented Year 10 Pathways program as well as structured opportunities for acceleration will continue. Furthermore the ACE High Achievers Program, Math Pathways differentiated Math approach and whole school focus on differentiation, has supported all students in achieving success and building on their strengths.

VALUES

The College values which underpin our behaviours and practice are:

Commitment – being responsible for our learning and behaviour and always striving to improve

Honesty – being sincere, genuine, open and truthful to ourselves and others

Fairness – developing an understanding that we are all different yet all equal and treating others sensitively and justly

Respect – developing an understanding that all individuals are unique and can make valuable contributions to the community

Perseverance – building a sense of determination and optimism when faced with challenges in learning and life.

WORKFORCE

The 2020 staffing profile comprised approximately 124 staff (effective Full time), including 4 Principal class, 6.8 Leading Teachers, 6 Learning Specialists, 76.2 teaching staff and 30.4 Education Support staff. The school workforce currently contains no identified indigenous employees.

LOCATION

Epping Secondary College is a co-educational 7-12 college established in 1976. Epping is a northern suburb of Melbourne, Victoria, Australia, located 20 km north of Melbourne's Central Business District. It's local government area is the City of Whittlesea. The suburb of Epping has seen substantial growth at a rate of 9.1% which has had a significant impact on the growth of student numbers.

SIZE & STRUCTURE

The student population at Epping Secondary College has remained steady at 1239. Epping Secondary College is physically organised in year level units to better support students through their different stages of growth as well as provide a sense of belonging and wellbeing. The Year 7 Unit supports transition through concentrated staffing and orientation programs. Discrete Year 8 and 9 precincts provide targeted support for academic and social growth and cohesion. At Year 9 all students are involved in the Community Elective which builds citizenship through community volunteering. At Year 10, students are introduced to an extended elective program aimed to engage with students interest as well as provide rigorous learning that leads directly towards later years. In addition to this, the college offers an Alternative Pathways program for Year 10 students to cater for the needs of students exploring a range of Pathways. The Senior Unit and the VCAL precincts are resourced to assist students with designing flexible and individualized courses and programs, accessing VET studies (Vocational Education and Training) as well as university based extension programs. The Future Directions Program at the senior years caters for students requiring additional support with Literacy, Numeracy and Personal Development as they undertake a differentiated Applied Learning

Pathway. The ACE program (Acceleration Cluster Education) is a cluster grouped acceleration strategy that ensures that high achieving students are able to access challenging curriculum within the supportive environment of a class of similar aged peers. In order to engage and support students who are at risk of not attending school, the college has been offering the Learning Support program. This program has been developed to address the needs of students with literacy, numeracy, engagement and attendance concerns. A critical component of educating the 'whole' child at Epping Secondary College involves the implementation across the School of Positive Education, an approach introduced primarily through the "Learning for Life" Curriculum at years 7-9 and the POD Program in the senior years as well as across the school curriculum and culture. The Student Achievement Coordinators are an additional support for students as well as building staff capacity to analyse data in teams and collaborate in designing interventions for students. Maximising teacher collaboration to co-create, evaluate and document curriculum programs in line with the Victorian Curriculum is a key focus of the college moving forward along with continuing to broaden curriculum design so as to address the needs of all learners. Epping SC has a team of six (6) learning specialists. The role of Epping SC Learning Specialists is to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving the skill, knowledge and effectiveness of the teaching workforce.

OVERSEAS STUDENT PROGRAM

Epping SC is a safe, friendly and welcoming study destination, offering international students an enviable lifestyle that nurtures success and the confidence to take steps forward in life. In 2020 the school offered places for all year levels (7 to 12) and enrolled a total of 10 international students. Countries represented were India, Sri Lanka, Vietnam, China and Nepal. The school has capacity for 20 international students. Our international students are here in Australia with their families studying the Victorian Curriculum or Victorian Certificate of Education.

SOCIAL & ENROLMENT CHARACTERISTICS

Epping Secondary College has a diverse and multicultural community with students representing over 35 nationalities. As part of our 2020 enrolment, we had 22 Aboriginal and Torres Strait Islander (ATSI) students, forty percent of the student population have English as an additional language, providing us with 77 EAL students (funded English as an Additional Language) and 10 international students. The Student Family Occupation and Education (SFOE) Index for the college in 2020 is 0.5076. The college provides support for 26 funded students under the Program for Students with a Disability (PSD).

Framework for Improving Student Outcomes (FISO)

Epping Secondary College commenced the 2020 school year with a clear Annual Implementation Plan that aligned to the College's Strategic Plan and was built on the key dimensions of DET's Framework for Improving Student Outcomes. The planned 2020 Key Improvement Strategies are summarised below:

ACHIEVEMENT

Devise targeted literacy and numeracy strategies and approaches to engage and challenge all students to increase student growth.
 Further develop staff understanding and implementation of the school agreed ESC Pedagogical Practice model and knowledge of the HITs to achieve increased student engagement and growth.
 Develop and implement the PLC model as an embedded approach to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth.
 Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum and investigate/audit against the capabilities of Ethical, Intercultural and Personal and Social.

WELLBEING

Further refine and develop the School Wide Positive Behaviour Support system to improve classroom behaviour and promote and sustain a productive learning environment.
 To review, evaluate and refine Positive Education Principles across the school.
 Develop avenues for students to have a voice and agency in the Teaching and Learning program as well as school culture.

ENGAGEMENT

Further refine and evaluate the schools attendance processes and proactive/reactive approaches.

Achievement

In 2020 Epping Secondary College responded to the global COVID-19 pandemic. As a result of the response required to the pandemic many elements of the 2020 Annual Implementation Plan were put on hold in order to support a whole school shift to flexible and remote learning. Specifically at Epping Secondary College this led to the development of remote learning structures to support all students to continue their learning from home. The structures to support remote learning built upon the school's pedagogical model and made strong connections to good practice already evident across the College.

TEACHER JUDGEMENT & NAPLAN

Whilst the school adapted and modified assessment practices to meet the needs of remote learning, the same range of assessments were simply not possible across Years 7-10. As a result of this and the impact on student learning caused by the pandemic, Teacher Judgement of student performance in English and Maths for Year 7-10 students slipped below both the similar school and state average. In English this was slightly below similar school and state averages. In Mathematics, this was significantly below similar school and state averages and reflects the trend of the last few years. As a result of this continuing trend in Maths data, this area will be a focus of future school improvement efforts to support student learning in this space.

In 2020 in response to the pandemic, NAPLAN was not undertaken in any State or Territory.

SENIOR YEARS - VCE, VCAL & VET

In 2020 we are extremely proud of the performance of our senior school students across our VCE, VCAL and VET programs. Students results for VCE in 2020 ensured that Epping Secondary College was the highest performing Secondary School in the City of Whittlesea, with a mean study score average of 28.1. This mean study score is above the similar school mean of 27.6 and slightly below the state mean of 28.8. The Epping Secondary College Dux for 2020 received an Australian Tertiary Admission Rank (ATAR) of 95.55, an outstanding result and a reflection of the hard work and dedication applied throughout their final years of schooling. Our VCE satisfactory completion rate in 2020 was 96%.

Our VCAL program continued to support students at various stages in their learning, to access pathways into further learning and the world of work. A VCAL successful completion rate of 85% was achieved in 2020 and continues the strong performance of the school in supporting students through this certificate and into an appropriate pathway beyond school.

Students in both our VCE and VCAL programs had the opportunity to undertake Vocational Education and Training (VET) programs, with one third of our Year 12 students taking up this opportunity in 2020. The satisfactory completion rate for students undertaking VET was 72%.

As a result of the efforts of our students in 2020 received 88 tertiary offers, across 84 students who studied both VCE and VCAL during the year. Some of the courses that students were accepted into included nursing, bio-medicine, education, information technology, speech pathology, computer systems, logistics, beauty therapy and music.

PROGRAM FOR STUDENTS WITH A DISABILITY

In 2020, Epping Secondary College had 26 students on the Program for Students with a Disability (PSD). Each of these students worked towards the goals and targets identified within their individual education plans with clear links to the relevant curriculum being undertaken. All students are supported in their studies and their successful pathway through school through regular program support group meetings, integration aide support and differentiated learning programs that ensure students can access learning at their point of need and that supports their intended pathway journey.

As a school we are extremely proud of the transition that was made by students and staff to flexible and remote learning. The resilience and perseverance of our students is also reflected by the professional and dedicated work of

all our staff who rapidly transitioned into a different teaching and learning mode so that our students would still be able to maximise their learning potential. Parents and families have also played a crucial role in supporting and encouraging students through the challenges brought about by the 2020 pandemic.

Engagement

The 2020 school year provided many challenges to students, staff and the school community as we worked to ensure continuity of quality learning for all students. A significant component of this work was around maintaining students engagement with their school and their learning during the period of remote and flexible learning in 2020. New challenges meant the school had to become adaptable and agile in order to respond in this space and as a school community we are justifiably proud of the manner in which this work was undertaken to support our students.

STUDENT ATTENDANCE

Student attendance at school and the follow up of non-attendance continued to be a key focus for our school improvement work in 2020. This continues to be seen as a high priority as attendance and engagement with learning is essential if our students are to succeed, be their best and to secure pathways both through and beyond school. The school has in place a number of strategies to support student attendance and these include dedicated Year Level Coordinators and Attendance Officers, engaging curriculum offerings, formal structures to communicate non-attendance with parents/carers and an extensive array of support programs to ensure student engagement with their learning.

In 2020 students across all year levels maintained an attendance rate of 96% or higher, resulting in the average number of absence days per student being 8.2. This figure is considerably below the average for similar schools at 18.3 days and the State at 17.8 days.

STUDENT RETENTION

Another key measure of student engagement levels is the capacity for a school to retain students as they move through their learning journey. A key measure in this space is the percentage of year 7 students who remain at the school through to Year 10. At Epping Secondary College in 2020, 75.2% of students who started in Year 7 remained at the school at the conclusion of Year 10. This is similar to our 4 year trend figure of 77.2%, very close to the similar schools figure of 75.7% and above the state average of 72.5%.

These retention figures can be attributed to the inclusive culture and curriculum that exists at Epping Secondary College, where students feel a sense of connection, safety and community. A Case Management Model and the support of Student Achievement Coordinators ensure that students in need of support are identified and further supported with their learning, engagement and wellbeing across all year levels.

STUDENT EXITS

At Epping Secondary College we strive to ensure that all students have access to a learning program that supports them with a pathway through school and the opportunity to pursue further learning or work beyond school, be this an apprenticeship, TAFE course, University or work. Like any secondary school this means that some students will stay with us until they successfully complete Year 12 and other students will depart at some stage after Year 10 in order to pursue their chosen pathway. As a school we recognise that whilst it would be ideal for all students to complete Year 12 with us, some students need to exit before they complete Year 12 to pursue this pathway.

In 2019, the percentage of students from Year 10 to Year 12 going on to further studies or full time employment was 90.1%, with a four year average of 91.3%. These figures are higher than the average for both similar schools and the state.

Wellbeing

During 2020 health and wellbeing supports to students, staff and their families were modified and a key ingredient in ensuring learning continuity for all students across the College. This approach included building on the strengths and

connections of our highly capable and supportive wellbeing team that includes an Assistant Principal, Learning Specialist (Student Wellbeing), Counsellors and multicultural aide. This team is ably supported by Year Level Coordinators who maintain strong links with our student cohort. The work undertaken by this team during flexible and remote learning not only supported our own students at Epping Secondary College but was also utilised as a best practice case study and support by the North Eastern Metropolitan Area of DET across a number of schools. The capacity of our team to modify systems and supports from a very traditional hands on and face-to-face approach to a new way of operating was outstanding and supported all students to maintain their health and wellbeing throughout 2020.

Students across all year levels normally undertake the annual Student Attitudes to School Survey, however, given the situation in 2020 this survey was not undertaken. This survey would normally be used to track our performance and improvement in the area of student wellbeing with a specific focus on students sense of connectedness and the school's approach to the management of bullying.

The effective support of student and staff wellbeing will be essential in 2021 as the school transitions back to more usual operations in the wake of the pandemic.

Financial performance and position

Annual Budget

The 2020 Annual Budget was developed through consultation with the Principal Team and School Council to support programs aligned with the School Strategic Plan; to improve student wellbeing, achievement and engagement. All funds received from the Department, or raised by the College, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the College, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. Epping Secondary College continues to operate in a strong financial position, and ensures its expenditure is always student focused.

Maintenance and Refurbishment

The ongoing maintenance and refurbishment works continued again in 2020. Maintenance expenditure has increased significantly, as the school entered its 4th decade, with funds allocated towards student toilet refurbishments and repairs to concrete trip hazards. Major items of expenditure include the purchase of heating and cooling to each unit and synthetic turf was extended around the grounds. A large portion of school funds continue to be dedicated to the improvement of the college facilities and grounds with approximately \$160,000 spent on general maintenance and minor works in 2020.

Grants

Epping SC received additional government grants which included:

- \$9,346 - received from the Office of Youth, Department of Premier and Cabinet for the Advance Funding which provides support for Applied Learning certificate training courses and the establishment of a community garden project.
- \$1,630 - received from the Local Government for the VCAL Coffee Hub Project.

Locally Raised Funds

- \$1,000 - raised through fundraising events organised by the Student Representative Council in support of the wider community.
- \$17,365 - proceeds from the hire of school facilities for private purposes i.e. canteen hire and gymnasium hire help support the maintenance program at the school.
- \$36,126 - commission received from book and uniform suppliers and school photo sales to help fund curriculum materials and uniforms for families requiring additional support.

Equity Funding

In order to engage students who are at risk of not attending school, the college continues to allocate a significant portion of the equity funding to the Hands on Learning (HOL), Learning Support (LSP) and Future Directions Programs. These programs require extensive resourcing that includes staffing, coordination time, professional learning and training as well as the ongoing development of the physical space.

The Student Achievement Program was further extended, which required a greater time allocation for coordinators to support under achieving students as well as develop strategies to build staff capacity in addressing under achievement. The Student Achievement Leaders identify underachieving students and design programs that support them in developing their skills as well as learning approaches, literacy and numeracy.

The College also allocates equity funds to assist the Wellbeing Team by employing a Multicultural Aid, three Counsellors and a Mental Health Practitioner. This has been a critical area for our school, as wellbeing issues for students and families had increased and have a major impact on student learning, engagement and achievement.

For more detailed information regarding our school please visit our website at
<https://www.eppingsc.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 1239 students were enrolled at this school in 2020, 606 female and 633 male.

40 percent of students had English as an additional language and 3 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.

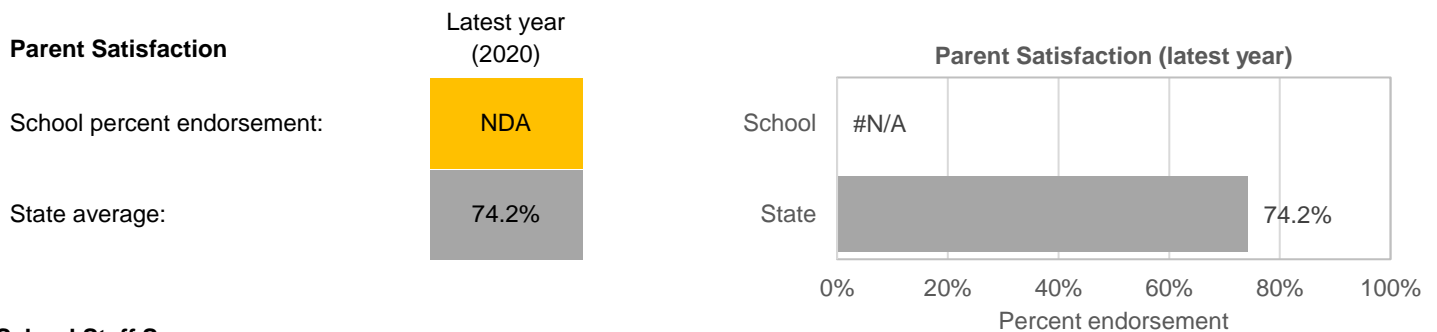
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

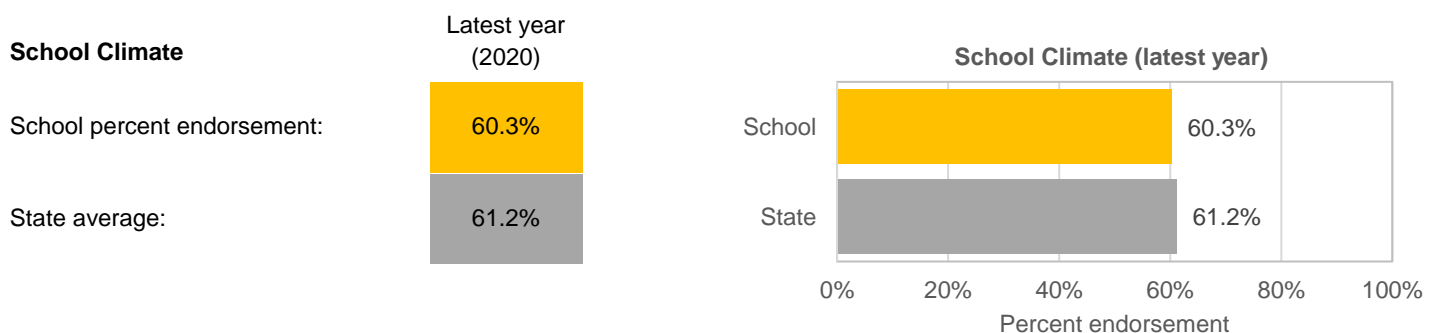


School Staff Survey

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:

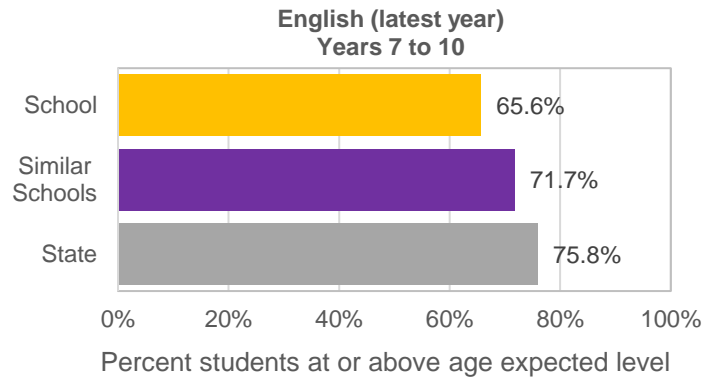
65.6%

Similar Schools average:

71.7%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

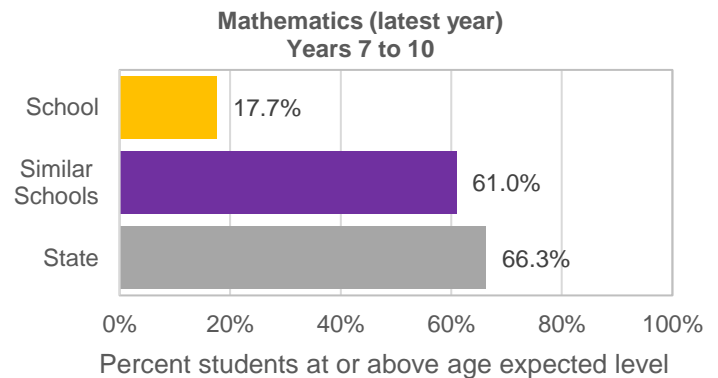
17.7%

Similar Schools average:

61.0%

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.

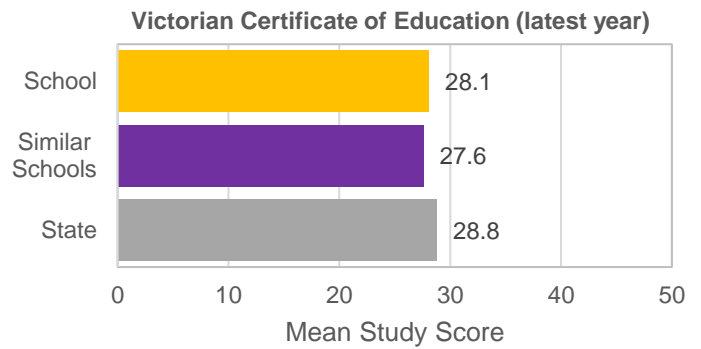
ACHIEVEMENT (continued)

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	28.1	28.3
Similar Schools average:	27.6	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

33%

VET units of competence satisfactorily completed in 2020:

72%

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

85%

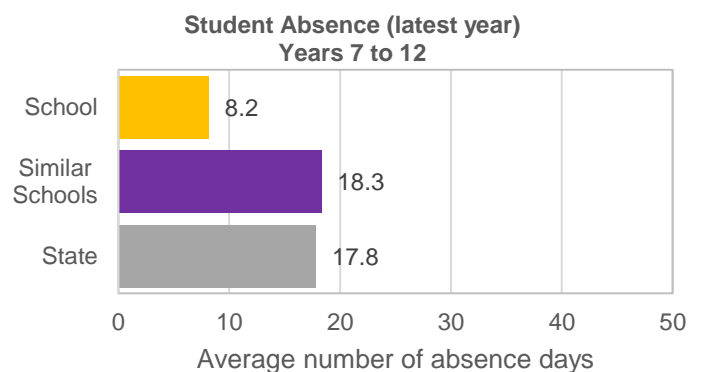
ENGAGEMENT

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:	8.2	20.2
Similar Schools average:	18.3	19.6
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

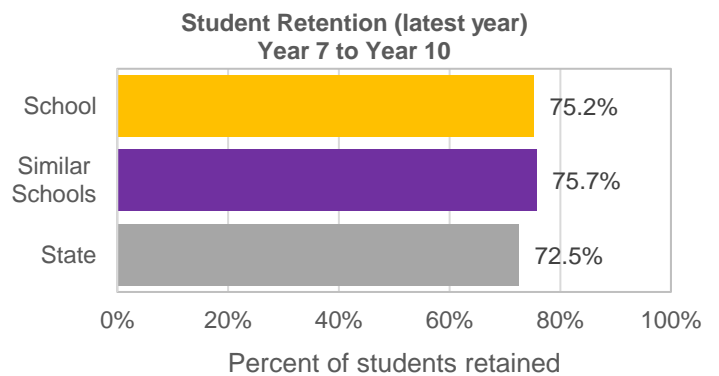
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	96%	94%	96%	96%	97%

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:	75.2%	77.2%
Similar Schools average:	75.7%	74.6%
State average:	72.5%	72.9%



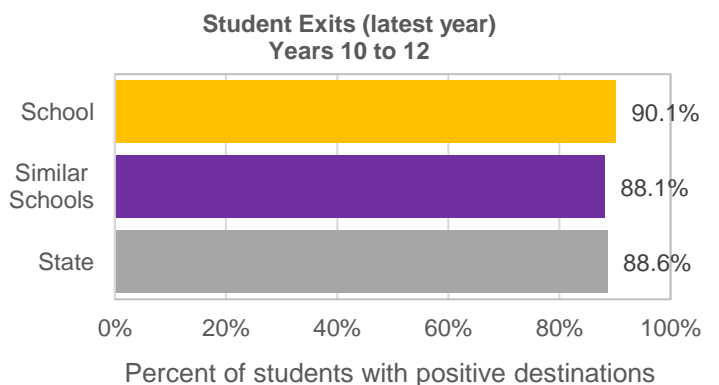
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	90.1%	91.3%
Similar Schools average:	88.1%	88.9%
State average:	88.6%	89.1%



WELLBEING

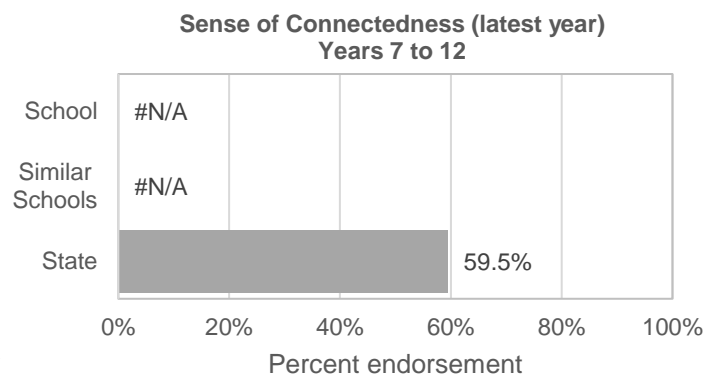
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	50.3%
Similar Schools average:	NDP	53.2%
State average:	59.5%	55.3%



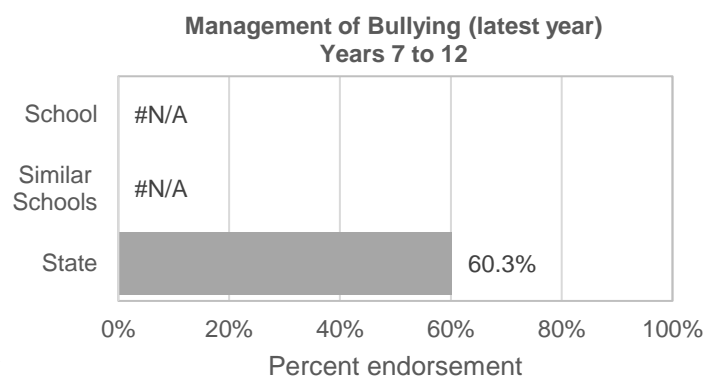
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.8%
Similar Schools average:	NDP	56.2%
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	\$12,811,033
Government Provided DET Grants	\$2,495,844
Government Grants Commonwealth	\$320
Government Grants State	\$19,241
Revenue Other	\$83,152
Locally Raised Funds	\$282,482
Capital Grants	NDA
Total Operating Revenue	\$15,692,072

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,205,108
Equity (Catch Up)	\$117,172
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,322,280

Expenditure	Actual
Student Resource Package ²	\$12,729,250
Adjustments	NDA
Books & Publications	\$10,860
Camps/Excursions/Activities	\$40,344
Communication Costs	\$31,152
Consumables	\$208,774
Miscellaneous Expense ³	\$44,253
Professional Development	\$29,119
Equipment/Maintenance/Hire	\$322,988
Property Services	\$276,427
Salaries & Allowances ⁴	\$210,052
Support Services	\$255,509
Trading & Fundraising	\$15,101
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$72,650
Total Operating Expenditure	\$14,246,478
Net Operating Surplus/-Deficit	\$1,445,593
Asset Acquisitions	\$560,855

- (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	\$3,697,179
Official Account	\$77,718
Other Accounts	NDA
Total Funds Available	\$3,774,897

Financial Commitments	Actual
Operating Reserve	\$211,666
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
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	\$118,057
Capital - Buildings/Grounds < 12 months	\$356,000
Maintenance - Buildings/Grounds < 12 months	\$758,500
Asset/Equipment Replacement > 12 months	\$160,000
Capital - Buildings/Grounds > 12 months	\$2,000,000
Maintenance - Buildings/Grounds > 12 months	\$170,000
Total Financial Commitments	\$3,774,223

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.