**2020 Annual Report to**

**The School Community  
  
School Name: Charles La Trobe P-12 College (8890)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 10 May 2021 at 08:29 AM by Andrew Robertson (Principal) |

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| 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. |
| To be attested by School Council President |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**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 P-12 schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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**

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| School context |
| Charles La Trobe P-12 College is proud to be a diverse and inclusive learning community.  The vision of the College stretches across its many settings and reads:  "Young people feel connected to our school and take pride in being a student here. They develop into inquisitive, literate and numerate life-long learners with a strong sense of community.  "We deliver a rich curriculum that motivates students to be engaged in their academic learning. Student data is used to inform and support both academic and wellbeing needs.  "We provide a nurturing learning environment that inspires high academic expectations and prioritises health and wellbeing to ensure each student feels safe, valued and respected as an equal member of our school community."  Values at the La Trobe Campus include: Respect, Excellence, Acceptance and Leadership. A Pavilion School Learner is one that is: Knowledgable, Collaborative, Resilent, Self-Aware, and Open-minded. The Olympic Village values are: Respect, Inclusiveness, Student Achievement and Continuous Improvement.  The La Trobe Campus has 430 enrolments, across P-12, and an SFOE of 0.4798. The staff structure comprises a College Principal, three Assistant Principals – two of whom lead P-6 and 7-12 respectfully – seven leading teachers with responsibility for wellbeing, engagement, attendance, behaviour, teaching, learning and curriculum, a learning specialist with responsibility in the wellbeing and engagement area, 44 teachers, two social workers, a library technician, a social cohesion officer, a speech pathologist, mental health practitioner, an African Community Liaison and a number of teacher and integration aides, as well as administration staff. The campus also includes a Secondary Deaf Facility which had an enrolment of 20 students in 2020, and 0.2 FTE in Assistant Principal leadership, 2.39 FTE teacher class (Teacher of the Deaf), and 2.6 FTE education support staff classification working as interpreters.  The inclusion of The Pavilion School campuses (East Preston (SFOE - 0.6735) and Epping (SFOE - 0.6006) helps us to remember that everyone has a right to education, and that often that means we must differentiate and personalise learning to meet the needs of young people and families.  The Pavilion School is a Victorian state secondary school for students who have disengaged from or been excluded by schools or education providers. It is under the auspice of Charles La Trobe College and has two campuses, one in Preston and one in Epping. Pavilion students present at school with a range of behavioural difficulties and every class is supported by wellbeing staff. At The Pavilion School, 215 students work in small groups and participate in the Victorian Certificate of Applied Learning through to year 12.  Teaching staff at the Pavilion work in professional learning teams and teach across Literacy, Numeracy, Work Related Skills and Personal Development subjects. Pavilion staff have a proven ability to work with high-risk youth and experience dealing with students with a complex range of personal issues. It is essential that Pavilion staff members are willing to follow a shared theoretical approach, along with its practical application, so that the successful implementation of the Pavilion model can be maintained and enhanced. The staff structure comprises the College Principal, a School (Assistant) Principal, three Leading teachers, a learning specialist, a wellbeing leader, nine classroom teachers, 32 Education Support Staff completing a range of complex roles, including a speech pathologist, careers and pathways leader, mental health practitioner, in-class Student Wellbeing workers, intake and complex case leaders, a Koori Education Support officer, student support workers in class, and various administration roles.  Olympic Village Primary School is a campus of Charles La Trobe College, and is located in Heidelberg West. The campus had an enrolment of 78 students in 2020, and a SFOE of 0.6204. A grant of over $6 million dollars was received in 2018 to re-build the site entirely. This building work was completed in September 2019. The campus is also heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. The staff structure comprises the College Principal, a Liaison Principal, a Leading teacher, three grade teachers supported by a specialist teacher, four education support staff delivering administration and student support services, a counsellor and speech pathologist.   The entire college is heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. Staff across the college work in Professional Learning Communities, additionally at the La Trobe Campus small teams of teachers work in Professional Engagement Teams (PETs) where they drive an Action Research Cycle to focus on improving student outcomes in frequent and regular rotations.  While a relatively small mainstream secondary setting, we have a full VCE program – offering 22 studies. We also offer the VCAL at Year 11 and Year 12.  Engagement with the community and promotion of diversity are highly valued aspects of College life. We offer a REAL Education curriculum (based on our school values) to enable students to develop strong interpersonal and social capabilities. We pride ourselves on being a community that welcomes all students and families. Our Deaf Facility provides positive education experiences for secondary aged students who are deaf or are hard of hearing. Our International Student Program supports our students to become members of the global community.  Our College is a complex, diverse and vibrant organisation, where we ensure each part of the organisation thrives as a unique setting, while building powerful connections to each other.  Regardless of the setting, we are committed to providing enrichment education experiences for all our students. This goal is supported by our partnerships with La Trobe University and Quantum Victoria. Quantum Victoria is an important part of our College, and is one of six State specialist Mathematics and Science Centres. This partnership provides a breadth of Science and Mathematics extension and enrichment program for our students. Our partnership with La Trobe University includes: • Science of Language and Reading (SOLAR) – the highly regarded Literacy Professional Learning pilot with Professors Pam Snow and Tanya Serry • Achieve at La Trobe – access to university subjects for VCE students • Prepare for La Trobe – free preparatory courses that include a non-ATAR entry alternative for both VCE and VCAL students • Extended Pre-service Placement – an extended, application only pre-service program which stretches across the academic year • School Partnership Program – an immersion program designed to promotes university as a post-school pathway for secondary aged students • Nexus – an internship program for pre-service teachers • Industry Ph.D. – we are recruiting a Ph.D. candidate to complete research inside our school |
| Framework for Improving Student Outcomes (FISO) |
| During 2020, the various school settings of Charles La Trobe College progressed Key IMprovement Strategies from the AIP. For Goal 1: Improve Student Engagement, the La Trobe Campus (LT) progressed their communications with students and families in regard to attendance and correct uniform. The Olympic Village campus (OV) ensured that regular meetings with DET wellbeing managers in order to access support, advice and secondary consults were held. At the Pavilion School (PAV) biannual RAP meetings were established for those working on the school's reconciliation action plan, and these were held. The school also progressed significant curriculum development in the context of cultural perspective.  The DET Year 9 Careers Insight Program was implemented at LT, as was engagement with early intervention providers and the assessments for PSD students at key transition points at OV. PAV ensured that all VASS eligibility reports were run, which resulted in an exemplary level of Senior VCAL certificates obtained, up 28% on 2019 despite the clear challenges of remote learning on this outcomes based course.  One of our Key Improvement Strategies focused around activating student voice and agency and leadership struggled with progress in 2020. While the Pavilion setting was able to ensure that its key action of ensuring students were invited to PAV sub-committee and had a place on the School Council, other settings managed to only progress their activities to a level of 25-40% completion. Student Voice and Agency looked different in 2020 for obvious reasons.  Our second School Strategic Plan goal was to Improve Student Wellbeing. And again the state of many key actions and activities was various, however with the appointment of our African Community Liaison Officer, our Koori Support Workers and our Mental Health practitioner we added serious potential to the wellbeing space for 2021.   Our third goal was to Improve Student Learning Outcomes. In this space, and in amongst remote learning, a number of key actions and activities were completed. We were able to build an understanding of a shared understanding of the Teaching and Learning Charter and its expectations across the LT curriculum leaders, and this laid the foundation of one of two key professional learning priorities in 2021.  Teachers at OV progressed well (to 80% completion) their professional learning on the use and functionality of the SPA tool, and investigated and implemented an assessment management platform to measure and monitor progress in the "Little Learners Love Literacy" assessment schema, whole school moderation and other school-based assessment matrix tools. Staff at the Pavilion School were able to review the 2020 scope and sequence in in consultation with work from previous years, including incorporation of RR units, ICT units, pathways and curriculum objectives. The observation school leaders was that teaching and wellbeing staff were following the revised scope during 2020. PLC groups met every fortnight and teacher planning days are used by all teachers to plan together.  At Quantum Victoria (QV) the director led the development of a whole-of-centre Data Literacy Strategy to a 70% level of completion, including the planning required for continued progress into 2021. |
| Achievement |
| In 2020, we used the ACER Progressive Achievement Test of reading at the La Trobe and Olympic Village Campuses to monitor student progress in reading. Between Semester 2 2019 and Semester 2, 2020 we had the following levels of progress - Year 1 to 2 students - Progress 1.2 PAT Scores ABOVE expected growth - significant growth - Year 2 to 3 students - Progress 3.7 PAT Scores BELOW expected growth at the mean - significant lack of growth - Year 3 to 4 students - Progress 0.19 PAT Scores BELOW expected growth at the mean - Year 4 to 5 students - Progress 0.04 PAT Scores BELOW expected growth at the mean - Year 5 to 6 students - Progress 1.91 PAT Scores BELOW expected growth at the mean - significant lack of growth - Year 6 to 7 students - Progress 1.8 PAT Scores BELOW expected growth at the mean - significant lack of growth - Year 7 to 8 students - Progress 0.2 PAT Scores ABOVE expected growth at the mean - Year 8 to 9 students - Progress 1.2 PAT Scores ABOVE expected growth at the mean - significant growth - Year 9 to 10 students - Progress 2.47 PAT Scores ABOVE expected growth at the mean - significant growth  Some students made below expected growth in the PAT tests in 2020. Performance may have been impacted by the engagement by some of the students during remote learning due to the Covid 19 school closures, this was a recurrent challenge for both teachers and families, and in 2021 is being addressed through interventions which include the Tutor Learning Initiative (TLI), and the Middle Years Literacy and Numeracy Support (MYLNS) programs. The PAT-R tests were administered in Term 4 after an entire term of remote learning, therefore the students hadn’t had small group explicit instruction in class and this may have impacted performance also.  Our teacher judgements across Prep to Year 6 indicate 31% of learners working above expected levels in Reading & Viewing, compared with 27 in similar schools. However 36% of our Prep to Year 6 students are below expected levels in writing, compared with only 19% across the state and 31% in similar schools. This remains a challenge in front of us. In Years 7 to 10, judgments indicate that 15% of students were above expected levels compared with 9% in similar schools for Reading. Again, a significant percentage - 42% - were below expected levels in Writing, compared with only 26% across the state. A key strategy formed at the end of 2020, and now being implemented across 2021 has been the Science of Language and Reading professional learning program with La Trobe University.  Students across the college were able to access learning tasks and goals during remote learning as a result of teacher planning and preparation, both primary and secondary teachers make constructive use of online tools to support student learning, and make assessments about student progress.  At The Pavilion School all teaching staff completed training in systematic synthetic phonics to provide effective reading and spelling instruction using a response to intervention model. Two speech pathologists joined the team to provide specialised language, literacy and social skills therapy to students in 1:1 and small groups, as well as team-teaching in classes and providing professional development to staff. The speech pathologists have increased their time fraction at school in 2021 to provide additional language and literacy support to more students, as well as support additional language and literacy screening and diagnostic assessment to meet need. During remote learning, staff learned how to use a Microsoft Teams as a platform for teaching, learning and assessment. This took considerable collaboration and problem-solving together. Students responded positively to newly developed online resources for numeracy, with embedded videos and digital manipulatives into one-note resources to teach outcomes on financial numeracy and planning and organising. Students showed a high level of engagement and motivation to work through the self-paced tasks, and this served also to increase completion of these outcomes. Staff will continue to update and review the remaining numeracy outcomes, as well as develop aligned assessments.  The College enrolled 60 students in a VCE 3-4 Unit Study in 2020, with 40 students enrolled in a VET Subject at the LT Campus, and 41 students at PAV. The Pavilion School also had 10 students on School-based Apprenticeships or Traineeships. 100% of students at LT applied for a tertiary place in 2020 and 100% of students satisfactory completed their VCE - an outstanding result. We we were disappointed with our median study score of only 24, but this is also a consistent result for the last three years, so in part reflects the high levels of normalisation and moderation applied by VCAA. Our college dux scored an ATAR of 96.3, placing them in the top 4%vof scholars across the state, and our top scholars (>80.00) all were offered first preference courses at Melbourne University. 24% of VCE students were offered courses at La Trobe University, and the range of courses was highly varied. At PAV, zero students were awarded a Foundation VCAL certificate, five an Intermediate Certificate and 27 a Senior VCAL certificate. In the case of the 27 Senior Students, this represented the entire cohort. |
| Engagement |
| At the La Trobe Campus and Olympic Village Primary School, student absence continued to be challenging with 43% of students with 20+ days of absence during 2020, compared to 40% in 2019. This challenge was further highlighted in comparison to similar school cohorts for 2020 where the 20+ days rate was 33%. Across the secondary school settings (La Trobe Campus and The Pavilion School) there was a small decrease in the percentage of students with 20+ days absence from 2019 (61%) to 59% in 2020 (this compared with 36% in similar schools). The school was closed by the Department for three weeks during Term 3 as a result of three confirmed COVID cases in the student cohort, which may have exacerbated the figures, however unapproved absences dropped from an average of 30.1 days in 2019 to 27.7 in 2020. The school is reviewing it's Student Wellbeing and Engagement Policy and its Attendance Policy. During 2020, the senior leadership team also began meeting with our Australian Somali families twice a term in order to progress engagement strategies with this significant demographic. The different college campuses have increased attendance monitoring points across the term, with Weeks 5 and 10 designated data collection points. The College Principal discusses student attendance data and strategy with site leaders at their weekly principal catch up meetings.  To support student engagement at The Pavilion School in online learning the wellbeing team coordinated the application for, and delivery of, over 85 laptops, internet dongles, tables/chairs and stationary packs, from State School Relief. This not only assisted students who would have otherwise not had the technology to engage with online learning, but was also used as an engagement tool by wellbeing staff to improve connection with students and their families throughout lockdown.  In 2021, TPS is committed to doing more to engage families and welcoming them onsite to ensure they also feel connected to, and familiar with, the school. Through improved family engagement TPS believes that we will be able to draw on our relationships with families to further encourage and support students to attend school more regularly. One example of this is the delivery of ‘Turning into Teens’ workshops for parents.   Wellbeing workers made contact with families, careers and workers weekly for those students who were not engaging in 2020. Referrals to region were made for students who we were unable to get in touch with for long periods of time, letters were sent out when phone or teams communication wasn’t successful and SSG meetings were also utilised to ensure that workers, families, students and the school were all on the same page. |
| Wellbeing |
| Positive Endorsement rates from students in the annual Attitudes to School Survey in 2020 remained constant for many wellbeing factors and domains, including: Resilience with 60% compared with 64% in 2019, Sense of Confidence at 60% down from 63% in 2019, and on par with similar schools (59%) for the same period, and Advocate at School up 3% to 71% from 2019 and close to similar schools (72%) during 2020.  The La Trobe Campus prioritised - as a result of school review in 2019 - a renewed focus on the Positive Climate for Learning dimension of its Teaching and Learning Charter. This meant that in 2020 college staff began a six month long professional learning program that included revisiting the work behind Berry Street Education Model and the Developmental Management Approach to Classroom Behaviour. While not an unequivocal correlation, Wellbeing Services referrals dropped from 27 in 2019 to 9 in 2020. Given that students were remote learning during much of 2020, this may explain the reduction. This is further supported by an increase in general wellbeing observation reports across the college which rose from 9310 in 2019 to 10179 in 2020.  The Pavilion School modified the delivery of health and wellbeing supports to students and their families by increasing the level of proactive contact with parents and carers, delivering food parcels to families who requested them or families who were struggling to engage with the school, and holding SSG meetings via teams or telephone. Moving back onsite, staff will continue to offer the option to families and workers to hold SSG’s online where families don’t feel comfortable, or are not able to, attend the meeting onsite. |
| Financial performance and position |
| The annual result was a surplus in 2020, largely due to two major factors. Firstly an unknown surplus ($300,000+) against the school's credit budget did not appear in the schools SRP until very late in the year. Had the Department verified and published this carried forward balance from 2019 much earlier the school would have been able plan to spend it. As it was the principal made use of the surplus against staffing spending in 2021, despite the fact that carried forwarded surpluses from 2020 reconciliation are still not showing in the 2021 SRP. On the cash side of things, a health bank balance has partly been a result of COVID, meaning spending across most sub-programs and ledgers was down on 2019. A substantial amount of the cash surplus is also a commitment against capital investment for our Science and Mathematics Specialist Centre - Quantum Victoria.   The school received funding from many sources including: $1.4m in equity funding, and a relatively small total of $63,000 from State Grants. The equity money was largely spent on key staffing appointments and positions, including a social cohesion officer, additonal literacy and numeracy programs, the Pavilion Staffing model of the triad.  The school received Commonwealth Government funding for the purpose of the Federal Sporting Schools Grant, and some teachers payments for hosting pre-service teachers.  The school - in 2020 - under the direction of the Department, began the process for entering into a contract / licence agreement with an Arabic Language School from the Epping area. To this date this contract has not progressed beyond the school's offer and drafting of a licence agreement to the Association responsible. |
| **For more detailed information regarding our school please visit our website at <https://www.charleslatrobecollege.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 765 students were enrolled at this school in 2020, 370 female and 395 male.

32 percent of students had English as an additional language and 11 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: High

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 76.5% |
| State average: | 75.8% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 55.2% |
| State average: | 64.1% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 75.5% |
| Similar Schools average: | 75.3% |
| State average: | 86.3% |

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| **English**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 62.7% |
| Similar Schools average: | 59.8% |
| State average: | 75.8% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 67.8% |
| Similar Schools average: | 71.4% |
| State average: | 85.2% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2020) |
| School percent of students at or above age expected standards: | 46.5% |
| Similar Schools average: | 48.3% |
| State average: | 66.3% |

ACHIEVEMENT (continued)

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.

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.

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| **Victorian Certificate of Education** | Latest year (2020) | 4-year average |
| School mean study score | 24.7 | 25.0 |
| Similar Schools average: | 25.9 | 25.9 |
| State average: | 28.8 | 28.8 |

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| 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: | 48% |
| VET units of competence satisfactorily completed in 2020: | 70% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: | 44% |

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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 33.8 | 26.6 |
| Similar Schools average: | 20.2 | 18.7 |
| State average: | 13.8 | 15.3 |

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| **Student Absence**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School average number of absence days: | 36.7 | 38.4 |
| Similar Schools average: | 21.3 | 23.1 |
| State average: | 17.8 | 19.2 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 77% | 80% | 86% | 85% | 82% | 84% | 82% |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2020): | 79% | 76% | 80% | 81% | 83% | 87% |

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2020) | 4-year average |
| School percent of students retained: | 53.7% | 67.7% |
| Similar Schools average: | 70.5% | 70.9% |
| 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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2019) | 4-year average |
| School percent of students to further studies or full-time employment: | 92.8% | 73.7% |
| Similar Schools average: | 82.8% | 84.7% |
| 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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 78.9% | 76.1% |
| Similar Schools average: | 79.6% | 81.7% |
| State average: | 79.2% | 81.0% |

*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.*

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | 60.2% | 56.8% |
| Similar Schools average: | 53.4% | 48.1% |
| 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.*

WELLBEING (continued)

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 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 72.3% | 73.2% |
| Similar Schools average: | 77.5% | 80.9% |
| State average: | 78.0% | 80.4% |

*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.*

|  |  |  |
| --- | --- | --- |
| **Management of Bullying**  **Years 7 to 12** | Latest year (2020) | 4-year average |
| School percent endorsement: | 57.8% | 57.4% |
| Similar Schools average: | 54.7% | 51.5% |
| 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 | $12,057,742 |
| Government Provided DET Grants | $2,999,858 |
| Government Grants Commonwealth | $17,312 |
| Government Grants State | $63,626 |
| Revenue Other | $87,594 |
| Locally Raised Funds | $134,235 |
| Capital Grants | NDA |
| Total Operating Revenue | **$15,360,366** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $1,411,610 |
| Equity (Catch Up) | $44,866 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$1,456,477** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $11,634,985 |
| Adjustments | NDA |
| Books & Publications | $12,434 |
| Camps/Excursions/Activities | $50,611 |
| Communication Costs | $82,982 |
| Consumables | $370,152 |
| Miscellaneous Expense 3 | $127,129 |
| Professional Development | $86,345 |
| Equipment/Maintenance/Hire | $405,333 |
| Property Services | $657,422 |
| Salaries & Allowances 4 | $326,778 |
| Support Services | $567,676 |
| Trading & Fundraising | $30,856 |
| Motor Vehicle Expenses | $5,008 |
| Travel & Subsistence | $10,142 |
| Utilities | $132,793 |
| Total Operating Expenditure | **$14,500,649** |
| Net Operating Surplus/-Deficit | **$859,717** |
| Asset Acquisitions | **$105,014** |

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 | $1,204,682 |
| Official Account | $27,125 |
| Other Accounts | $5,400 |
| Total Funds Available | **$1,237,206** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $402,085 |
| Other Recurrent Expenditure | $15,719 |
| Provision Accounts | NDA |
| Funds Received in Advance | $84,521 |
| School Based Programs | $90,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $70,000 |
| Capital - Buildings/Grounds < 12 months | $180,000 |
| Maintenance - Buildings/Grounds < 12 months | $125,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | $250,000 |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$1,217,325** |

*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.*