

2020 Annual Report to The School Community



School Name: Nossal High School (8865)



- 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 02:02 PM by Roger Page (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 April 2021 at 04:53 PM by John Inns (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

Nossal High School was established in 2010 as the first co-educational fully academically selective Government school in Victoria. Along with the other three academically selective schools in Victoria (Melbourne High School, The Mac. Robertson Girls High School and Suzanne Cory High School) it forms the Victorian Select Entry Network of schools. Located in the urban growth corridor on the grounds of Federation University Berwick campus, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas and offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through VCAA and an independent testing company "EduTest." Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year, and can preference up to three of the schools. Enrolments are capped at 208 per year level for a school total of 832. Retention rates are very high with very few students leaving the school prior to year 12 completion and nearly all students exit to University. The 208 students offered places for Year 9 annually come from between 60 and 98 different schools; generally around 50% from the non-government sector and a roughly 50:50 gender mix.

There is no provision for gender based selection. Recent enrolment figures show slightly increased male enrolments and decreased enrolments from the non-government sector, although whether this is a trend is yet to be determined. In the 10 years that the school has been operating there has been a shift in enrolment demographics with greater numbers of local students enrolling and a steady increase in the total number of applicants, Nossal first preferences, and an associated increase in entry scores. Some students travel long distances to attend (ie. from Craigieburn, Deer Park, Mernda, Traralgon etc.) and some families will move to the area once their child has secured a place at Nossal. A 5% cap on enrolments from any one "feeder" school is applied across the 4 selective schools to limit the impact on individual schools; a 10% equity quota is applied and testing fees are waived to encourage students from low SES families and ATSI to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam, and they are invited to submit an additional written application and attend an interview prior to selection. This is outside the 5% enrolment cap. There can be significant discomfort and dissatisfaction from other schools about the selective entry process as they can lose their highest performing students and are concerned about the impact this has on their results in the short and longer terms and the impact on their programs - particularly "SEAL" and similar high achievers programs. Some non-government schools respond quite aggressively to selective school place offers with counter offers of scholarships, demands to repay existing scholarships and in some cases threats of exclusion for siblings.

Nossal has a capped enrolment of 832 students and in 2020 a staffing profile of 51.9 FTE teaching staff and 19.1 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.

The retirements of the long term Business Manager and the Assistant Principal at the end of 2020 triggered a leadership restructure and some changes to responsibilities within the school leadership team.

On most comparative performance measures Nossal achieves excellent results, and "traditional" improvement measures are more nuanced and incremental, requiring contextual understanding and challenging and longer term approaches to achieve cultural rather than transformative change.

The school leadership team has always sought to challenge the school community and has set broad big picture goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school supports a number of innovative approaches and is at the forefront in the development and delivery of online curriculum, and has been exploring options to share this expertise more broadly, particularly in the light of the COVID 19 experience and potentially as an enhancement to the DET Victorian High Ability Program. (VHAP)

Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results. All aspire to university entry. Many take on huge workloads, set very demanding expectations for themselves, and their academic focus results in a VCE curriculum that is narrower than mainstream schools.

Nossal students (and alumni) are very strongly connected to the school, very positive about their education and their relationship with their teachers and have significant and authentic voice and many leadership opportunities. The school culture is positive, supportive and generally very happy, with a comprehensive co-curricula program, and many whole school, House and team building events and activities.

The school achieves excellent academic results, particularly at VCE level, but is very conscious of the need to prepare

students for successful transition into tertiary studies and the focus of our curriculum and pedagogy is much broader than just academic achievement and high scores. Feedback from the alumni and their performance in the tertiary sector indicates that this is an area where the school has been highly successful.

School Vision Statement....

Nossal High School is committed to being an innovative, inclusive and dynamic educational environment. We challenge ourselves to be creative and critical thinkers with good communication skills and the resilience necessary to succeed in an ever-changing world. We build skills, self-confidence, leadership abilities and community spirit through a rigorous, rich and varied curricular and co-curricular program. We want our graduates to be ambitious, ethical and responsible citizens who conduct themselves with humility and compassion.

School Values....

Nossal is a school that.....

- Leads and develops leadership
- Creates and cultivates creativity
- Is respectful and fosters respectful citizenship
- Inspires and seeks inspiration
- Is ethical and develops ethical behaviours
- Pursues excellence and celebrates individual progress
- Develops resilience and independence and nurtures wellbeing
- Encourages a strong work ethic with an emphasis on personal growth

Framework for Improving Student Outcomes (FISO)

Nossal was well prepared for the COVID 19 lockdown and switch to online and remote learning and all students and staff were equipped and confident to be able to connect and participate fully online. Greater logistical challenges arose for ES staff who traditionally have not had to work remotely previously so IT and office equipment was distributed and their roles were progressively redefined to meet the differing needs. This too was comparatively smooth and effective, and an administrative (Principal) and IT technician presence onsite enabled timely intervention and assistance. During the extended periods of lockdown, no students required on-site supervision so all teaching and learning was delivered remotely during this time. All staff briefings and meetings continued as usual and were delivered through Microsoft Teams as the school preferred platform. It quickly became evident that a fully remote program for an extended period of time created significantly different demands to our "one off" Digital Delivery program, and the Health and Wellbeing of staff and students became the key school priority following feedback and advice from staff, students and the health authorities. There were challenges and some staff and students found benefit and advantage in the remote learning environment while others were greatly challenged by it. Comparatively Nossal fared well with limited negative impact on curriculum delivery, strong wellbeing and support structures, and regular monitoring and close communication with all members of the school community. The student leaders (School Captains in particular) were very active online, offering support and morale boosting messages and activities, and the school managed to provide and host a range of virtual co-curricular programs and events to ensure that the community was still connecting more broadly. Like all schools, we were very pleased to resume onsite, with a greater appreciation for face to face social, educational, and professional interactions.

Of great concern was the late enrolment process for Yr 9 2021; the limited time onsite for the 2020 Yr 9 cohort; and the cancellation of most Yr 12 milestone events and activities. The impact (if any) is yet to be determined and the Year 9 and 10 cohorts in particular will be closely monitored initially. 2021 planning incorporated an early camp for the 2021 Year 10 cohort who missed their Year 9 induction camp, and a deferred Valedictory Dinner for the graduating class of 2020. For the new Year 9 cohort, an extended induction program was offered early in 2021 and additional parent information sessions and school tours have been made available and were very well attended. For this cohort and their parents 2021 was their first opportunity to physically visit to Nossal and final placement offers were not made until late December 2020, which resulted in a large backlog of administrative work for the office staff and delays to the laptop rollout.

Collectively, there appears to have been minimal negative impact on student outcomes and comparative results are exceptionally strong (as measured by VCE results for 2020). Anecdotally the 2020 Year 9 cohort has bonded extremely

well and appear to be a happy and cohesive group in spite of their limited time onsite last year. For each member of the community the experience was unique and for some there were significant challenges and hardships, and the long term impact is difficult to judge at this time.

Achievement

AIP Targets for 2020 were impacted by the changed circumstances and changes to the data collection process rendering some targets redundant as particular survey measures are no longer applied.

Some data showed pleasing improvement and exceeded targets in spite of the COVID challenges.

2020 Targets:

"To Improve VCE Median Score to 35.5" (2020 Median score was 36).

"Aim to increase 40+ study scores back to 26% in 2020" (2020 percentage was 26.4%).

Reduce the number of students below 28 study score in English, English Language, Maths Methods, and Chemistry

7 Year Avg Data:

Chem 21%

Methods 16%

English 4%

Eng Lang 11%

2019 Data:

Chem 23%

Methods 24%

English 4%

Eng Lang 16%

2020 Targets:

Reduce:

Chem to 20% (19% achieved)

Methods to 15% (23% achieved)

English to 3.5% (5% achieved)

Eng Lang to 10% (8% achieved)

School Staff Survey - Increase:

"Teaching and Learning – Practice Improvement module"

Seek feedback to improve practice – 55% (50% achieved)

Professional learning through peer observation – 30% (38% achieved)

"School leadership module"

Instructional leadership – maintain/exceed 60% (64.5% achieved)

Visibility – 40% (data no longer recorded)

VCE results were very strong recording some of the highest results ever achieved and the school being ranked more highly than previously in the published media tables. (performance measures - median ATAR, Scores of 40+)

ATARs of 90+ 56%

Median ATAR 92.3

ATARs over 99 16

Study Scores Mean 35.4

Study Scores 40+ 26%

No. of 50's 17 (9 in Yr 11) (a 50 is the maximum possible study score)

2020 Dux 99.95 This is the highest possible rank - only 38 students achieved this (of over 50,000) - our Dux was one of just 6 females to do so in 2020.

Anecdotal feedback from teachers was that most students across all levels were able to keep up to date with the (modified) work requirements and relatively few additional students were needing extra formal consideration. The lockdown clearly highlighted the different learning styles of our students with those who were most comfortable working independently with less teacher direction and intervention performing strongly, whereas others found this much more challenging than when in a face to face classroom with their peers. We were expecting to see a greater impact on the VCE "tail" with increased numbers at the lower end, however the target areas, while not all reaching the pre-COVID 2020 targets, mostly showed slight improvement over 2019. Whether 2020 data can be legitimately compared to previous data sets is questionable.

While the impact of Covid made it impossible to pursue our stated goal of implementing formal PLC structures, this situation did lead to a significant review and modification of our teaching practice. As a result of our previous experience with digital delivery, our staff were confident about online delivery, but the reality of a fully online program demanded that they significantly review and refine their curriculum and assessment practices, as well as develop new skills in fostering collaborative online behaviours in their students, and within their teaching teams. Feedback from staff and students based on internal surveys and focus groups indicate that academic programs have not been significantly impeded, despite the substantial increase in cognitive load associated with learning new ways of operating online. Both staff and students found learning exclusively online for extended periods tiring and mourned the loss of face to face contact both in terms of social and emotional learning, and in relation to academic progress. Although Nossal staff were dedicated in their attempt to make themselves available for students, many students felt that they were less able to effectively interact with their teachers.

Significant professional learning time was dedicated to online work at the domain and teaching team level, which has taken the place of the formal PLC/QTR trials which had been proposed, but were a very necessary adjunct to the review of existing material and the development of new resources appropriate to online learning. Whole staff PL sessions focussed on the specific changes in practice (e.g. implementation of regular wellbeing check-ins that could efficiently be carried out in an online environment) which are a necessary underpinning to effective online learning. As an adjunct to this, significant PL time was also dedicated to activities and structures aimed at supporting staff wellbeing. It quickly became apparent that this was a significant need, especially for staff whose work-from-home circumstances did not support the professional demands they were facing (e.g. teachers with small children of their own to support).

Structurally, the school implemented dedicated online support systems to answer the technical needs and pedagogical needs of staff & students during remote and flexible learning. In addition, the existing professional learning community devoted to the use of ICT in teaching & learning (the 'Geeksquad') enjoyed an enhanced role in providing local support to members of their teaching teams.

The school still intends to explore QTR (quality teaching rounds) as a fruitful model for peer observation and reflection. A position of responsibility has been created to support this in 2021. The principal has had discussions about structures to encourage the sharing of practice and peer observation with local schools, with a view to broadening the experience and skill set of Nossal's teaching staff. This will contribute to Nossal's "Learning Catch-up and Extension" priorities for 2021.

Engagement

AIP Targets for 2020 were generally exceeded - or showed improvement (bar one) - contrary to what might have been expected due to the challenges of remote learning.

Increase 'plan differentiated learning activities' from 66.7% to 70% (68% achieved)

Increase 'promote student ownership of learning goals' from 75% to 77% (80% achieved)

Increase 'teacher collaboration' from 61.6% to 66% (64.2% achieved)

Increase 'student voice & agency' from 61% to 64% (82.5% achieved)

Increase 'differentiated learning challenge' from 66% to 69% (61.8% achieved)

Maintain 'self-regulation and goal setting' above 70% (84.6% achieved)

Despite the limitations of multiple lockdowns and the inevitable fragmentation which results from a fully online learning program, progress has been made towards the codification of the place of student voice and agency in the school. This has built on, and benefited from, a strong existing foundation in the development and acknowledgement of agency within the school. Our school leaders have been very active in maintaining both formal leadership structures and in running & supporting activities and events in support of their peers throughout the year. Existing clubs have run online discussion groups and initiatives, and the SRC has taken the initiative in launching various online activities in support of student wellbeing. The School Captains, in particular, have done impressive work in supporting the whole school community, including both teaching and educational support staff. In addition, staff tasked with the development of Student Voice & Leadership within the school have run formal training sessions with younger SRC members to provide them with an understanding of what 'agency' means and how this might express itself in a classroom environment. This team has begun the work of auditing various classrooms to establish a benchmark for student agency outside of the formal representational structures which already exist.

Teachers have focussed strongly on the inclusion of small group, collaborative work in their online classrooms, and have facilitated this through the creation and deployment of a significant number of online resources, most of which are available school-wide. The goal of developing digital resources in support of differentiation has thus been met, although the focus on the creation of these in a much more rapid time frame than had been intended means that it is difficult to assess how much these have supported active differentiation within each classroom. A strong element of student feedback has been an appreciation for the opportunity to undertake self-paced learning, suggesting that many have experienced what amounts to individual learning plans during the remote learning period.

Two school-wide surveys were deployed this year, in an effort to understand in some detail the impact which moving online had on student learning outcomes, motivation and engagement. The results of these surveys were in line with similar instruments deployed nationally, indicating that some students found the added agency required for online learning to be highly beneficial, while some missed the scaffolding provided by a face to face learning environment. This survey data also permitted students the opportunity to express their preferences for specific online pedagogies, and their vision for online learning in the future. In general, both parent and student communities were very positive about the online learning experiences provided by the school, and appreciative of the work done by staff this year.

A significant concern is the impact of remote learning on what had been a strong, positive sense of school community. This has traditionally encompassed excellent vertical integration as well as a well-developed sense of belonging within horizontal cohorts. The long term absence of our Year 9 cohort, in particular, has seen a sense of isolation of this group from the rest of the school, which we will address in the latter part of 2020, and plan to redress further in 2021.

- Reintegration of the Class of 2023 into the whole school community through planned year level and whole school community activities (NB this work has already commenced in the form of Wellbeing Days for current Year 9 & 10 cohorts)
- Continuation of the formal process of developing and extending student agency, particularly in the classroom context
- Restructuring of Year 10 program to incorporate events which students were not able to take part in during 2020
- Enhanced induction program for incoming Year 9 cohort (Class of 2024), whose placement with the school will have occurred too late for them to participate in the standard transition programs
- It is expected that due to the variation in student experience during remote learning, and the impact of unexpected pressures on student wellbeing during 2020, that both Year 9 & 10 cohorts will demonstrate greater variability in their academic achievement levels than is usual at Nossal. Additional diagnostic work with both cohorts to establish the extent of this and to enable effective differentiation in response to it will be required.

These goals will contribute to the "Happy, active & healthy kids" and the "Learning Catch-up and Extension" priorities for the school's 2021 AIP.

Wellbeing

Wellbeing became the main area of focus for the school during the period of remote learning and it became the primary consideration for our school planning and programming throughout the remainder of the year. The stated targets in the 2020 AIP were largely superseded or rendered redundant due to changes to the Attitudes to School Survey.

- Increase 'staff trust in colleagues' from 74.3% to 75% (79.5% achieved)
- Increase 'school staff safety and wellbeing module: overall' from 61.1% to 65% (no data collected)
- Maintain 'learner characteristics and disposition - resilience' above 80% (no data collected)
- Maintain 'teacher communication' above 80% (no data collected)

Nossal has been able to build on its strong previous focus on staff wellbeing this year, which has proven to be a vital foundation for other successes. The understanding that unless staff are well, they cannot adequately support student learning, underpinned our planning and allowed the leadership team to quickly respond when it became evident that teaching fully remotely was having a significant negative impact on many staff early in the first lockdown. The school approached the lockdown positively and confidently, but without an understanding of the different and much broader challenges faced by staff in delivering a full remote program as distinct from irregular, single day digital events. In fact, staff were discussing the likely impact of remote delivery on student wellbeing even before the first lockdown was announced, but the understanding of how deeply these same forces would affect the staff themselves took some time to become evident.

In response significant professional learning time was dedicated to the articulation of staff wellbeing concerns, and to responses to these. Formal check-in structures and support groups were established and maintained, and became a priority as the lockdowns continued. The school community was provided with regular updates and information, and access to a large repertoire of wellbeing resources (provided by DET and the school Wellbeing Team). An initial perception that staff needs were not being heard or understood was addressed through the provision of regular meetings between staff groups and members of the Executive Team. Students were carefully monitored within the school's pastoral structures, and classroom teachers were encouraged to take a stronger role in this process. The Heads of House were quick to intervene as concerns were identified, and students continued to be supported by in-school counsellors and, where appropriate, outside support agencies. These measures were supported by formal policy documents which enabled staff to refer back to the school's stated expectations, and DET provided a huge amount of online wellbeing links and support resources which were widely shared and publicised within the school community.

The intended engagement with the Respectful Relationships curriculum was mostly suspended in 2020, based on advice from the school's RR liaisons. However, a benchmark survey of staff and student attitudes was carried out, and some initial staff training sessions were held during the second lockdown. The school has now been provided with a critical friend and is in the process of appointing a staff member to support the integration of the RR curriculum into the Whole School Nossal Time program in 2021.

Suspended work on the Respectful Relationships program will be resumed in 2021, in conjunction with a review of the Whole School Nossal Time curriculum, which is a significant contributor to the wellbeing program for students.

Staff wellbeing will continue to be a priority, as outlined in our Strategic Plan.

The school has appointed a very experienced Mental Health Practitioner as an adjunct to the existing wellbeing team. The Wellbeing Team has been operating at a high level throughout 2020, and the school will seek to support this as we move into 2021.

Financial performance and position

The Principal and Business Manager met with DET experts to determine the best way to manage the inevitable SRP deficit without significantly reducing staffing levels or compromising educational programs and Strategic Plan priorities, but there are no simple solutions. The staffing limitations caused by the inadequacy of the SRP are a continuing challenge as staff move up the incremental scale. To mitigate this a number of teaching staff volunteered for time-fraction reductions, and an AP position was eliminated, with some associated small financial gain, and a subsequent limiting of timetable flexibility and increase in workload for others. Future solutions involving further staff reduction are undesirable and potentially unsustainable, and the removal of "small" class options at VCE level would further limit student choice and curriculum breadth in the short and long term. The school continues to limit external advertising of some leadership positions due to concerns about potential staffing imbalance caused by the need to appoint staff able

to competently teach specific subject areas at VCE level. We have accumulated substantial locally raised funds to undertake some longer term larger scale building and grounds development works, most of which were put on hold for 2020 and will be delivered in 2021. The relatively small Equity funding the school attracts is fully expended on the partial employment of an additional student well-being counselor and in providing additional time release for House Leaders. The school also holds significant funds paid in advance for the Nossal Alumni membership. The parent community are generally very supportive and many have been willing to make voluntary contributions to the Building and Library Funds in the past, however the impact of COVID associated job loss or uncertainty on 2021 collection rates is unknown, and parent funds have been rolled forward or refunded due to non expenditure caused by the cancellation of programs and events in 2020.

For more detailed information regarding our school please visit our website at
<https://www.nossalhs.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 831 students were enrolled at this school in 2020, 393 female and 438 male.

59 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

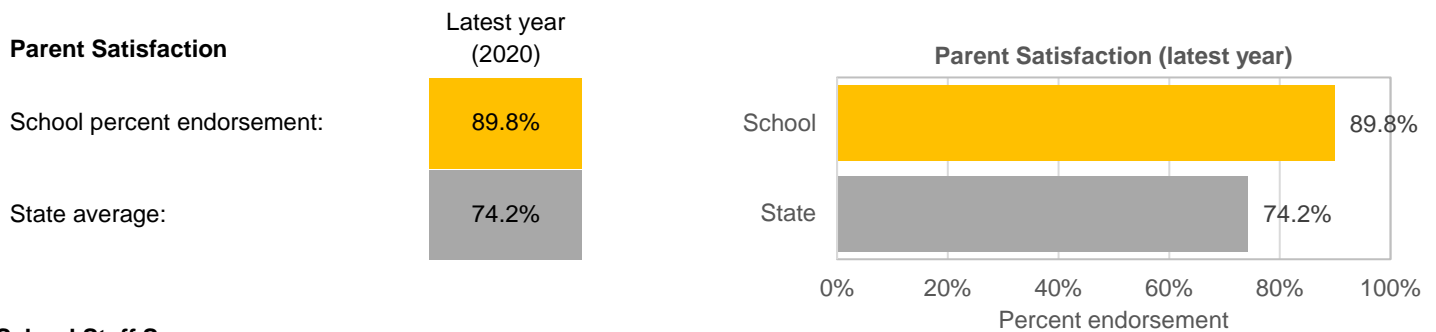
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

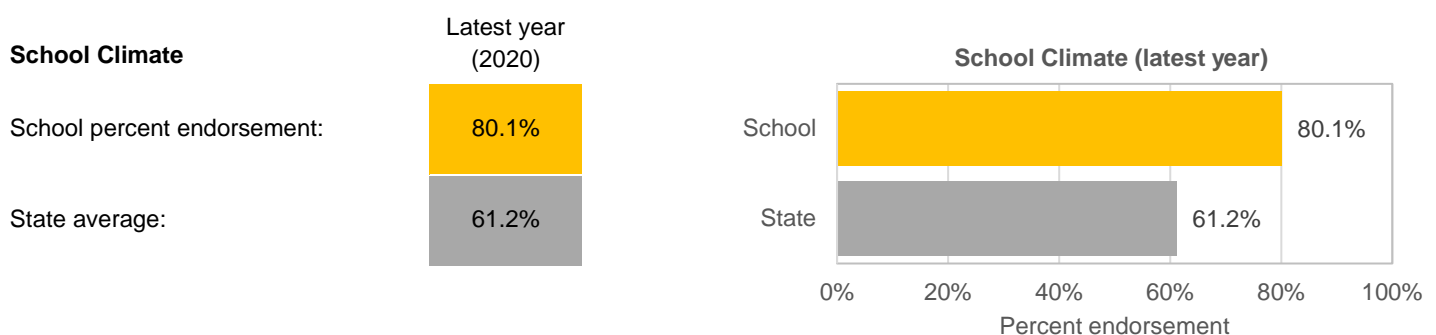


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

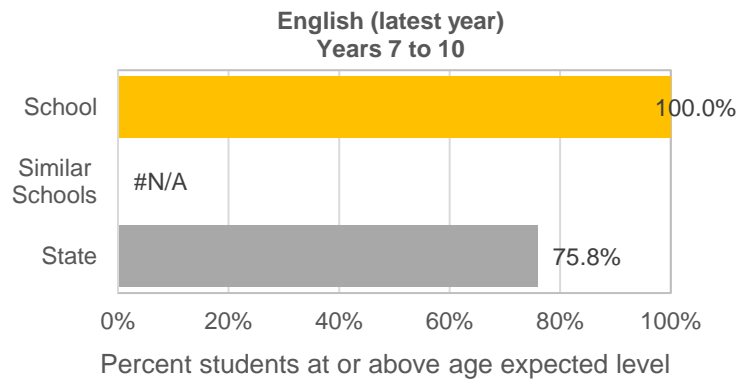
100.0%

Similar Schools average:

NDA

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

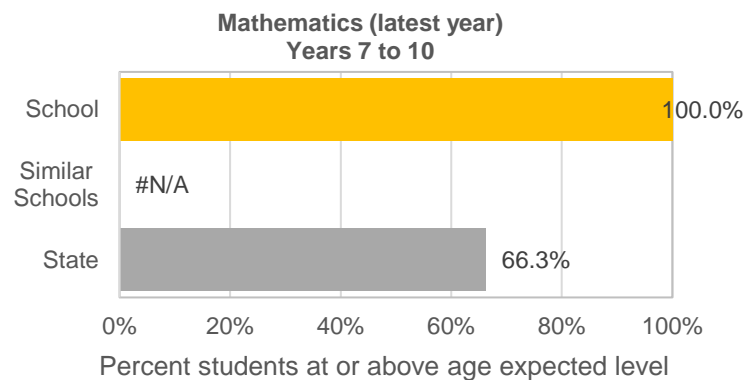
100.0%

Similar Schools average:

NDA

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.

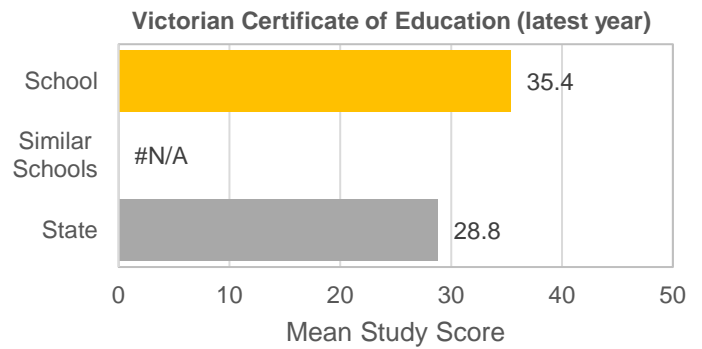
ACHIEVEMENT (continued)

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	35.4	35.1
Similar Schools average:	NDA	NDA
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

NDA

VET units of competence satisfactorily completed in 2020:

NDA

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

NDA

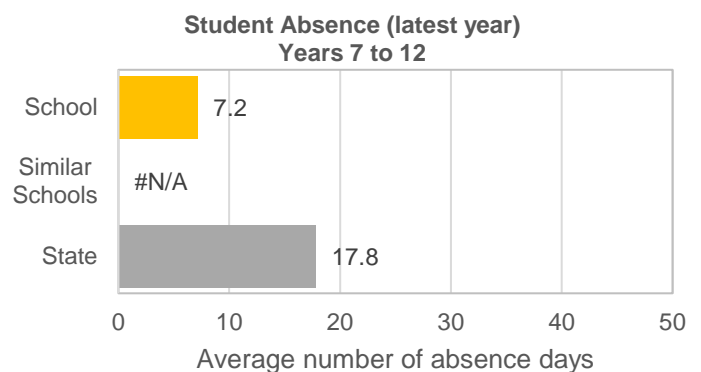
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	7.2	9.8
Similar Schools average:	NDA	NDA
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

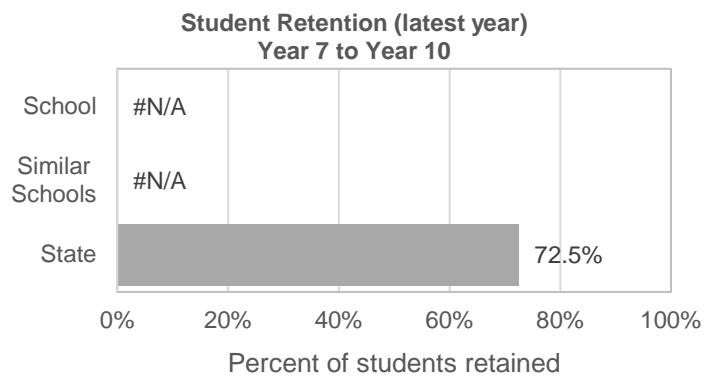
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	NDA	NDA	98%	96%	96%	95%

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:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	72.5%	72.9%



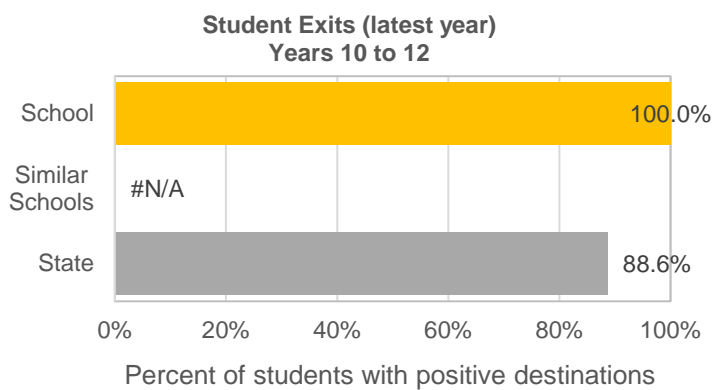
Students exiting to further studies or full-time employment

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%	100.0%
Similar Schools average:	NDA	NDA
State average:	88.6%	89.1%



WELLBEING

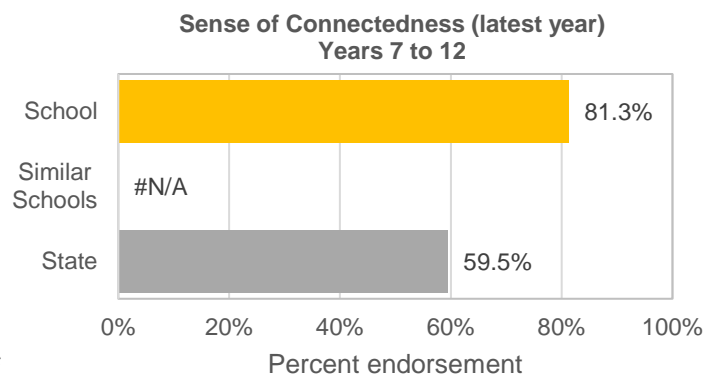
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.3%	79.0%
Similar Schools average:	NDA	NDA
State average:	59.5%	55.3%



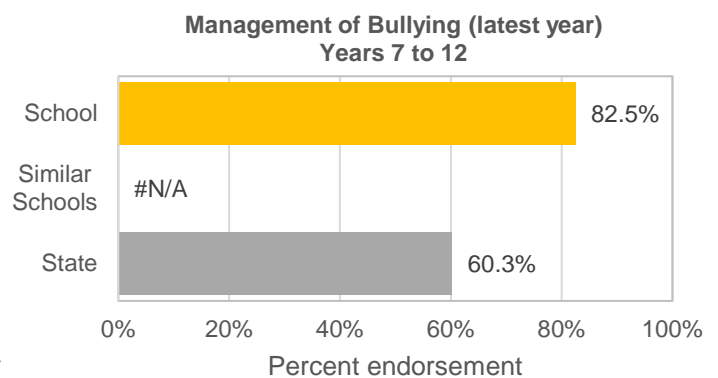
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	82.5%	79.6%
Similar Schools average:	NDA	NDA
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	\$7,898,245
Government Provided DET Grants	\$957,420
Government Grants Commonwealth	\$7,000
Government Grants State	\$28,075
Revenue Other	\$83,412
Locally Raised Funds	\$1,750,324
Capital Grants	NDA
Total Operating Revenue	\$10,724,476

Equity ¹	Actual
Equity (Social Disadvantage)	\$31,077
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$31,077

Expenditure	Actual
Student Resource Package ²	\$7,975,795
Adjustments	NDA
Books & Publications	\$6,547
Camps/Excursions/Activities	\$79,277
Communication Costs	\$101,522
Consumables	\$359,044
Miscellaneous Expense ³	\$66,108
Professional Development	\$37,839
Equipment/Maintenance/Hire	\$199,844
Property Services	\$297,610
Salaries & Allowances ⁴	\$334,048
Support Services	\$53,350
Trading & Fundraising	\$403,504
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,400
Utilities	\$131,850
Total Operating Expenditure	\$10,047,737
Net Operating Surplus/-Deficit	\$676,739
Asset Acquisitions	\$155,710

- (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	\$1,207,384
Official Account	\$162,052
Other Accounts	\$648,874
Total Funds Available	\$2,018,310

Financial Commitments	Actual
Operating Reserve	\$299,939
Other Recurrent Expenditure	\$64,977
Provision Accounts	NDA
Funds Received in Advance	\$895,885
School Based Programs	\$428,142
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$224,399
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,368,343

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.