

2020 Annual Report to The School Community



School Name: **Corryong College (8843)**



- 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 27 May 2021 at 12:43 PM by Fran Heath (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 02 June 2021 at 01:27 PM by Nicole Martin (School Council President)

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

School context

Corryong College itself is located in an isolated, albeit extremely beautiful, rural area in North-East Victoria at the start of the Murray River and in the foothills of the Snowy Mountains. Corryong College is renowned for its high VCE results demonstrating the a strong culture of excellence. Previously across 2 campuses, all students and staff were brought onto the one campus with the completion of the purpose built and state of the art F-4 building which was able to be occupied early 2020.

2020, however saw a difficult year for Corryong College and its broader community with the trauma and devastation of the bushfires that saw houses lost, farm lands and pine forests destroyed and throughout the year the tragic loss of young men in our community. Whilst physical repair within the community was attempting to commence but time for emotional processing was not possible as COVID19 saw Corryong College in remote learning for a total duration of 22 weeks. These lockdowns impacted the college and the community greatly. Corryong college saw a decline in student numbers with families being impacted by the closure of employment organisations and a handful of students to NSW education settings where schools were permitted to remain as per normal allowing no interruption to the family setting. Border closures were a challenge and the Department of Education along with Local Members fought to have our borders opened for our College students. The early 2020 census saw student enrolment totaling 287 students (150 males and 137 females) with five students identifying as Aboriginal and one student with english as a second language. This was a drop from the figures provided during the 2019 numbers of 316 and dropped further through 2020. By the end of 2020 the student numbers returned to approximately 280 with families returning to the area.

Economically, a continual cycle of drought, fires and economic downturn has altered the socio-economic status and demographic. The broad area has seen a decrease in population which is evident in the decline in student numbers. The College had to initiate increased reliance on welfare and mental health support to cater for increased reported number of family violence cases and students of trauma of which has now been increased as an affect of bushfire trauma. Whilst COVID impacted our access to services, an increased number of positions were created and supported by the Department of Education as well as Albury Wodonga Health, these were difficult to fill through 2020 and did not come to fruition until mid term 3. Albury Wodonga Health Psychologist was seconded to the college 2 days per week. Two Bushfire Recovery Practitioners, renamed by student recommendation, to Resilient Coaches also appointed to the college 2 days a week and form the wellbeing consultative team along with the Assistant Principal Wellbeing, the College School Counsellor and Wellbeing Officer 3 days a week. Unfortunately the Department of Education SSSO (Student Support Services Officer) took a position closer to family and the college SSSO remained vacant until the very end 2020. 2021 will see a complete team to review the college program, student needs as well as the development and implementation of action plans moving forward. This will also include a new position facilitating a conduit between PSD (Program for Students with Disabilities) external services, teaching strategies and students within PSD.

During the unpredictable time, teaching and learning shifted to online studies and wellbeing became a heavy focus. The unpredictable nature of 2020 created challenging times to ensure wellbeing was priority whilst teaching and learning maintained its high standards. The College is comprised of 34 EFT teaching staff. Secondary teachers total 25 EFT; 14 full time and 11 part time. Primary teachers total 7 EFT; 6 full time and 1 part time. The College has Education Support staff totaling 18 EFT; 3 full time and 15 part time. The College is lead by 3 full time Principal class staff members. Throughout 2020 the college had teacher positions, as well as leading teacher position out for recruitment, however was unsuccessful in appointing. This has been evidence across the State and has lead to the TFI (Targeted Financial Incentive) program. During 2020, 4 TFI teachers were appointed in hard to recruit areas. TFI Leading Teacher positions remained unsuccessful. This will remain a focus for 2021. Regardless of these positions remaining open, there is a strong culture of excellence and the principal, together with a team of dedicated experienced teachers, is working toward building capacity in less experienced staff through distributed leadership. Opportunities exist for interested staff members to undertake leadership roles within the College.

In addition to the curriculum unit offerings, the college offers a broad range of co-curricular programs including; Student Leadership Team, Advance Youth Crew, Newspaper, Instrumental Music and extensive Sport program as well as VET

subjects of Engineering, Sports & Recreation, and Hospitality. School Camps and opportunities including day excursions and incursions for programs that include development in leadership skills, self-confidence and problem solving are always sought and well attended.

The college has a one to one provision of leased school nominated devices and utilises the XUNO platform as the web-based school management platform. An alternating reporting system presents cycles of Growth Point Average (GPA) reporting and teacher comments outlining student achievement and areas of focus is supported by semester Student Led Conferences (SLC) for our primary years and parent teacher interviews for secondary. This ensures learning progress is monitored, shared and celebrated.

Through the difficult times of 2020, Corryong College continued to achieve some of the highest VCE results across Victoria. During 2020 also, Corryong College managed the review of their Vision and Values which will guide the commencement and implementation of the SWPBS (School Wide Positive Behaviour Support) framework through 2021. The Vision and Values outlines the pride we have in our school and community, as well as the initiative to create opportunity and aspiration for our students in a rural setting.

Vision: Together we empower all to learn and achieve with a sense of belonging and pride in self, school and community.

Values: Be Respectful, Be Responsible, Be a Learner

Motto: Enhancing lives, creating opportunities.

Ending the 2020 year, focus on parent and community access to the college will remain a focus for 2021 during times when restrictions are decreased. Opportunities to redevelop community connectedness will be a focus for 2021 with the purpose of creating a united community front for the continual support and growth of our children.

Framework for Improving Student Outcomes (FISO)

The identified areas of focus within the framework for 2020 were:

Priority: Excellence in Teaching and Learning

Dimension: Building Practice Excellence

Key Improvement Strategy: Develop and implement a whole-school peer observation program, encompassing the HITS (High Impact Teaching Strategies).

During the 2020 this started in intervals, however it was unable to gain momentum and the embedding of deep understanding in practice during remote learning. This will continue and be focus in 2021. EILs (Education Improvement Leaders) have been scheduled on a regular basis to allow for external feedback. This, combined with internal feedback from staff and students, college staff seek this critical feedback to improve personal practice and student outcomes. This enacts current research of Lyn Sharatt (expert in building teacher capacity through ongoing student feedback) whilst encompassing the reflection of teaching practice from the student perspective. Staff reported positively on the impact of instant feedback as useful for the improvement of teaching practice. With 2020 shifting the priorities to teacher IT training and remote teaching and learning practice, 2021 will see a further implementation of this practice.

Priority: Excellence in Teaching and Learning

Dimension: Curriculum Planning and Assessment:

Key Improvement Strategy: Develop teacher capacity for goal setting and moderation across the College.

During 2020 the aim of this KIS was position students at the centre of program planning and delivery through the implementation of guaranteed and viable curriculum that challenges students. This included the analysis of student data to ascertain the area required for improvement. For example, the further increase in academic language being brought down to earlier years teaching. In the primary, continued development in the MSL (Multisensory Structure Learning) program further increasing students ability to decode text, deconstruct and reconstruct through writing and reading. This continues to remain a focus.

The second aim of this KIS was to develop teacher capacity to create assessment criteria explicit to students to assist them in monitoring and evaluating their own progress and achievement. Embedding this across the whole school and evaluating its impact remains a focus.

PLCs (Professional Learning Communities) across combinations of subject areas; Maths/Science/Tech, English/Humanities/Art, P-6 and the AP - Teaching and Learning lead the above work. Focusing on data informed practice (curriculum and wellbeing) and the development of action plans and embedding of evidence-based High Impact Teachings Strategies, these PLCs use a triangulation of data to analyse student achievement, engagement and well-being.

Achievement

2020 saw most students respond well to self-directed and project-based learning tasks during the remote learning period. Staff were able to utilise online resources for contact-delivery and assessment and consequently develop new ways of differentiating for students.

In our rural setting, consistency with internet connection was challenging. This was overcome with the support of our school buses facilitating hard copies delivered to 'drop-off' points along bus routes.

Teacher judgements:

2020 Year Prep - 6 teacher judgement in both English and Mathematics was a fraction lower when compared to the state however we sat approximately on par with like school in Victoria.

Years 7 – 10 teacher judgements in both English and Mathematics is significantly higher, sitting at 10% higher in English and 6% higher in Mathematics, when compared to like schools in Victoria. In comparison to the State mean, Corryong College teacher judgement for English sits 13% higher in English, whilst it sits 4.4% lower in Mathematics.

NAPLAN:

With the COVID restrictions and lockdowns, NAPLAN was not conducted in 2020.

VCE results:

In 2020, whilst lock down and bushfire trauma was present, our VCE median all study score remained significantly high with a study score of 30.9 sitting higher than similar schools in Victoria and the Victorian State average study score. All students completing year 12 left school with positive pathways to university studies, apprenticeships, traineeships or employment.

Our PLC work continues to improve all teaching and learning practices. With the increase in MYLANS (Middle Years Literacy and Numeracy Support) intervention programs will increase in 2021 to ensure any student that has possibly dropped in their learning over the disrupted nature of 2020, will be engaging in the MYLANS, Tutoring program, MSL Literacy Intervention, or the Numeracy Intervention programs implemented, reviewed and actioned by the Learning Support Team that encompasses a range of expert teachers from the literacy and numeracy learning areas.

Engagement

Attendance:

Years Prep to Year 6: Whilst our P-6 student engagement (attendance) data has declined slightly and remains slightly below similar to like schools in Victoria, it remains an area of focus. Across the Victorian State average, the college data sits lower 4%. The average number of absence days were indicated as 17 from the previous year at 19.

Year 7 to Year 12: The average number of absence data has increased from 24.5 days in the previous year to 29.5. This is higher than like schools in Victoria by 9 days and higher than the Victoria State average by 11.5 days. This is a high concern and requires priority in action plans moving forward.

The three highly absence rates include Year levels 8, 7 then 10. With attendance falling into the lower 80% percent attendance. Despite the hardships of 2020 in the Corryong Community, this highlights an area of concern with the minimal attendance in later years being 80%. The 'Every Day Counts' Department of Education policy has been reviewed and will continue to be reiterated. Department Engagement Officers were sourced early 2021 and will continue to work to address this high absent rate.

Student retention sits at 78.8% which is 6.6% higher than similar schools in Victoria and also 6.3% higher than the

Victorian State average. This is a positive figure as it evidences that our students remain at school to complete their education in greater capacity than similar schools and that of the state average. For those that exit their education, all move to full-time employment or further studies.

Wellbeing

Remote Learning and COVID restrictions saw Wellbeing shift to alternative practices. The following was put in place to maintain wellbeing of students and staff:

- Integration Aides were assigned particular year level vulnerable students and phoned families to check in and follow up concerns which were reported to the Wellbeing team.
- Teachers in each year group worked simultaneously tracking students in their year groups and reporting where necessary to the Wellbeing team, should a student disengage. Each year group utilised a shared google drive to monitor each student, as well as monitor the communication that had occurred and the follow up that was actioned.
- On-site learning was set up for students of family of essential workers and also promoted vulnerable students to attend.
- Telehealth was set up on premises for students to access
- Staff sent out wellbeing packs to families of need and to students as a good will gesture.
- Student Leaders created videos and challenges for younger years
- Staff that were unable to run their practical classes online ran interactive and online challenges, including the push-up challenge and dance offs.
- Bushfire Recovery Officers, renamed by students as Resilient Coaches, were appointed and supported the Wellbeing Team to facilitate external services to vulnerable students.
- Albury Wodonga Health were approached for support to gain a Mental Health Practitioner and developed a MOU (Memorandum of Understanding)
- When possible, students were encouraged and participated in fun days to reconnect students and work on team building that was missed through the school camp opportunities.
- Online form groups were utilised as check in forums.
- Various social emotional programs were implemented (where possible due to restrictions) such as Tomorrow Man and Tomorrow Woman for Year 11/12 students.
- Dr Rob Gordon ran session in person along with Albury Wodonga Health and Headspace early in 2020 and then for two more sessions through the year, online.
- Suicide Postvention Working Group

The student attitude to school survey data returned 2020 with higher results in some areas than previous years.

Sense of Connectedness:

Years 4 to Year 6 at 89.5% increased positive endorsement by 16.2% higher than the previous year. 8% higher than similar schools in Victoria and 10.3% higher than the Victorian State Average.

Year 7 to Year 12 at 66.8% increased positive endorsement by 6.1% higher than the previous year. 8.8% higher than similar schools in Victoria and 7.3% higher than the Victorian State Average.

This is a credit to the Corryong College staff for their dedication in ensuring connectedness remained a focus whilst online.

Management of Bullying:

Years 4 to Year 6: 85.1% of students believe we manage bullying. This is an increase to last years 72.1%. Our results sit higher by 4.1% compared to similar schools in Victoria and 7.1% higher than the Victorian State Average.

Years 7 to Year 12: 79% of students believe we manage bullying. This is an increase to last years 66%. Our results sit higher by 14.4% compared to similar schools in Victoria and 18.7% higher than the Victorian State Average.

This is a brilliant result deserves celebration. It also requires great focus to maintain these high endorsements as we return to the onsite schooling.

Financial performance and position

The 2020 financial year operations resulted in a Surplus. This was caused by a surplus in the Student Resource Package, which pays staff salaries. When the planning for the staff required for 2020, allocations were made for new staff at the top level, but several of these vacancies were not filled and remain open. This surplus is available for use for staffing in 2021.

2020 saw the commencement of TFI (Targeted Financial Incentives) positions offered by the college through the Department of Education. The college was able to fill 4 positions that had been put on recruitment a number of times with no appointments. This has alleviated existing teachers to be able to take on roles with an allocation of time. Further TFI approval was requested at the end of 2020 and will continue to be requested in 2021 to ensure a full workforce and organisational structure is facilitated.

Previous committed funds allowed the college to replace the school car of which is usually in high demand due to our rural location. 2020 saw many face to face professional development opportunities move to online platforms. 2021 will see face-to-face professional development and excursions opportunities for our staff and children and therefore the vehicle will once again be heavily utilised.

Due to remote learning, the under utilised budgets from maintenance and utilities were able to be carried over to the program budgets for 2021 with recommendation from department to not put out fee invoices to parents during the 2020 year. 2021 will see the return of the fee levies.

2020 also saw many donations for students to attend camps from organisation post bushfires. These amounts have been committed to 2021 and will see these camps carry out when COVID restrictions are alleviated.

Not sitting in the college budget, however allocated to the college, the department has awarded the college 1.2Mil for the refurbishment of the sports hall (also the community evacuation centre), the B Block toilets and possibly the repurposing of the old boiler room/s to facilitate an indoor eating area off the existing canteen. Recommendations have seen the college put this on hold until the 2021 government budget be released. This was due to the building project priced far beyond the budget.

For more detailed information regarding our school please visit our website at <https://www.corryong.vic.edu.au/> (this website requires updating)

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 287 students were enrolled at this school in 2020, 137 female and 150 male.

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

Overall Socio-Economic Profile

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

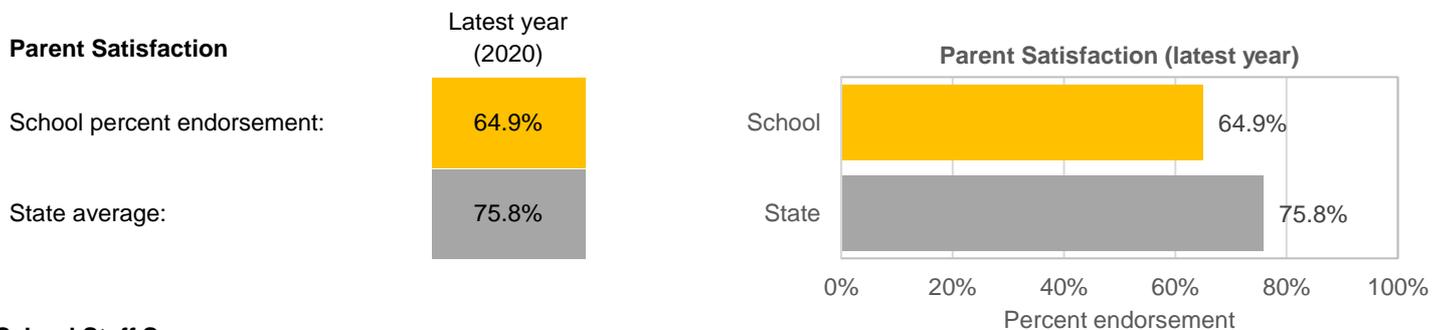
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

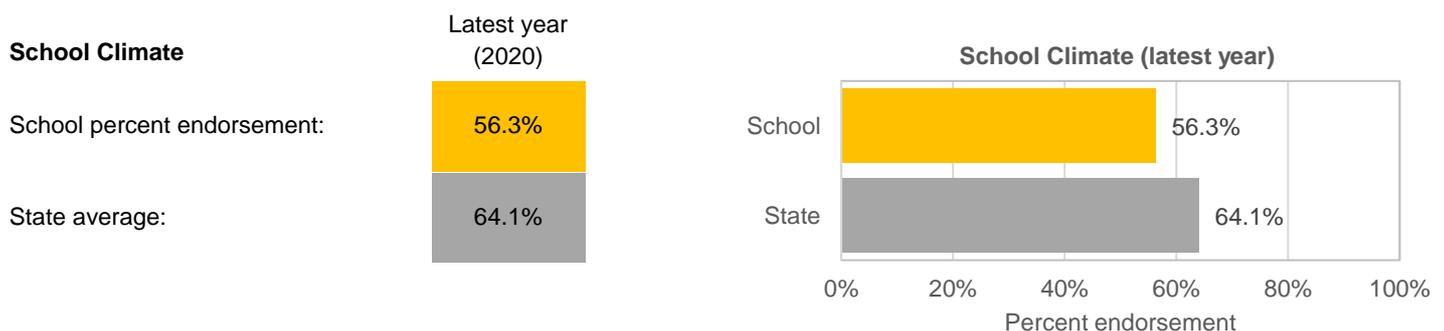


School Staff Survey

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

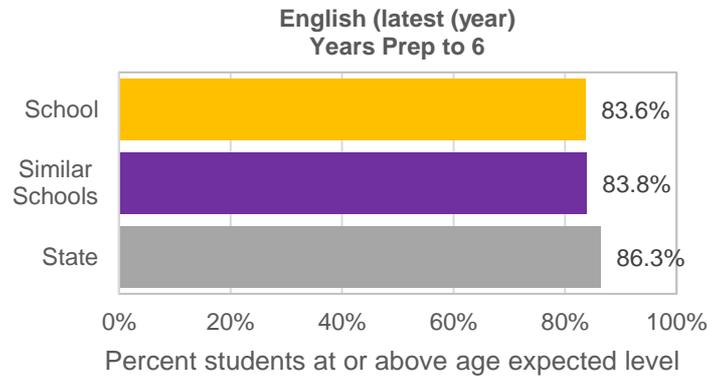
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

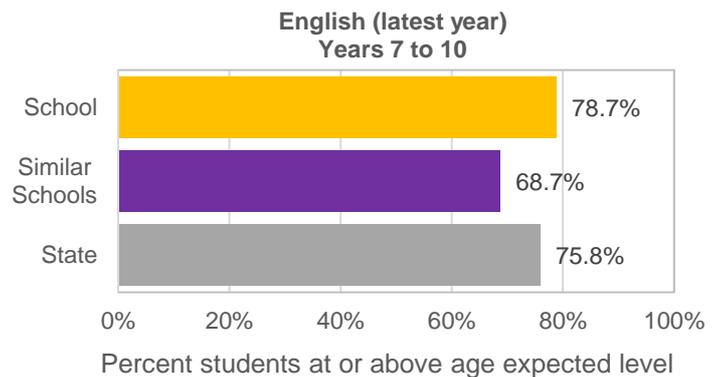
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	83.6%
Similar Schools average:	83.8%
State average:	86.3%



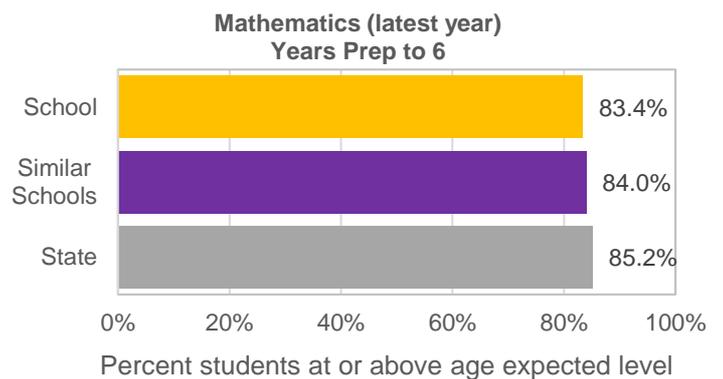
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	78.7%
Similar Schools average:	68.7%
State average:	75.8%



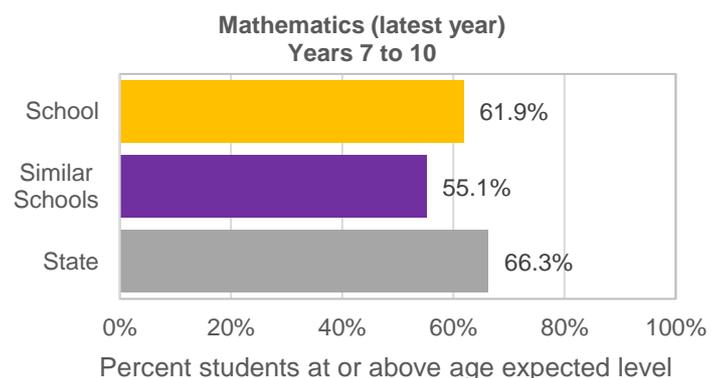
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	83.4%
Similar Schools average:	84.0%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	61.9%
Similar Schools average:	55.1%
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.

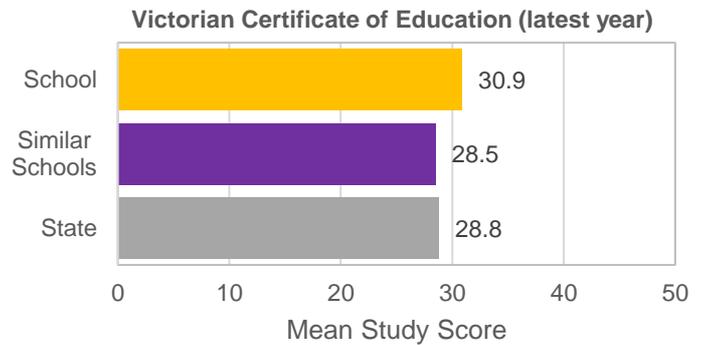
Victorian Certificate of Education (VCE)

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.

Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	30.9	29.8
Similar Schools average:	28.5	28.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

88%

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

54%

VET units of competence satisfactorily completed in 2020:

62%

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

84%

ENGAGEMENT

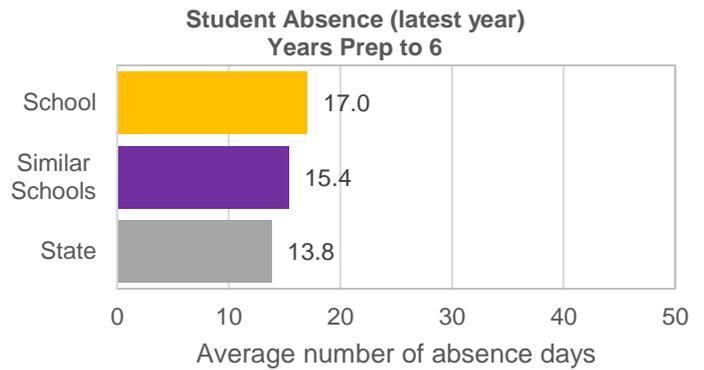
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

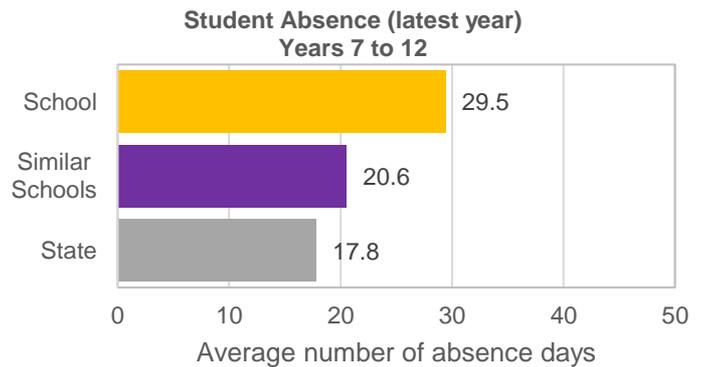
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.0	19.1
Similar Schools average:	15.4	16.0
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	29.5	24.5
Similar Schools average:	20.6	21.0
State average:	17.8	19.2



Attendance Rate (latest year)

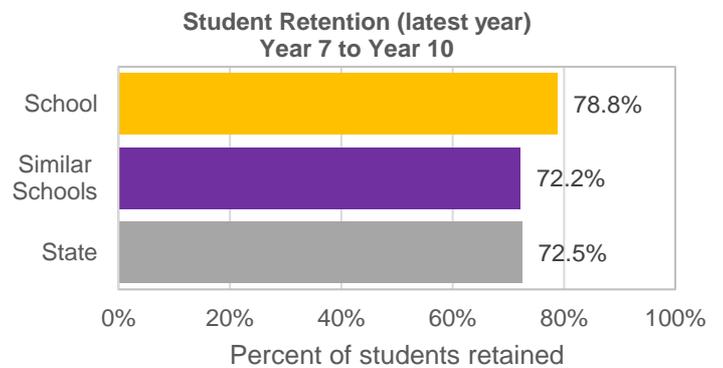
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	91%	90%	92%	93%	92%	92%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	83%	81%	86%	84%	87%	91%	

ENGAGEMENT (continued)

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:	78.8%	77.0%
Similar Schools average:	72.2%	73.6%
State average:	72.5%	72.9%

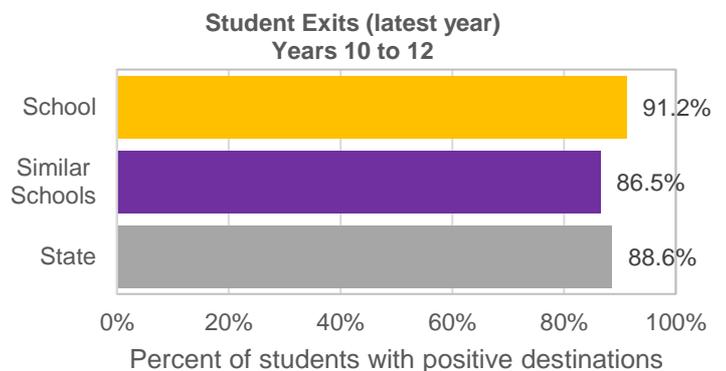


Students exiting to further studies or full-time employment

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:	91.2%	93.6%
Similar Schools average:	86.5%	86.3%
State average:	88.6%	89.1%



WELLBEING

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

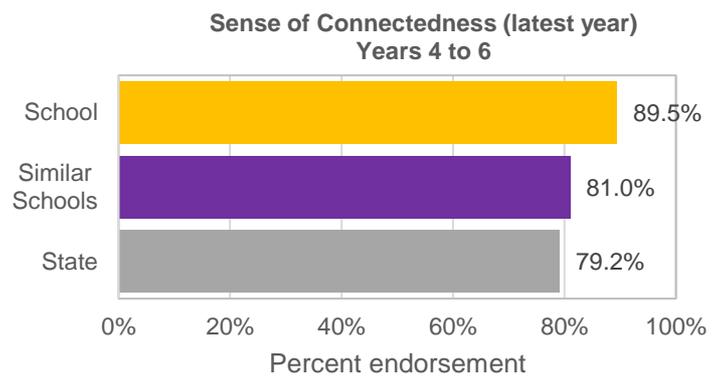
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

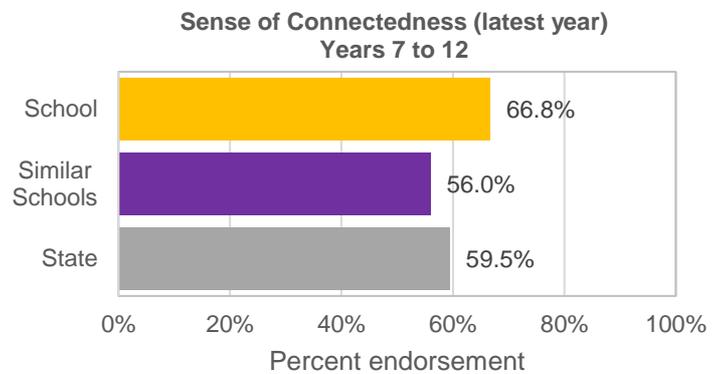
	Latest year (2020)	4-year average
School percent endorsement:	89.5%	73.3%
Similar Schools average:	81.0%	81.0%
State average:	79.2%	81.0%



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:	66.8%	62.7%
Similar Schools average:	56.0%	57.0%
State average:	59.5%	55.3%



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

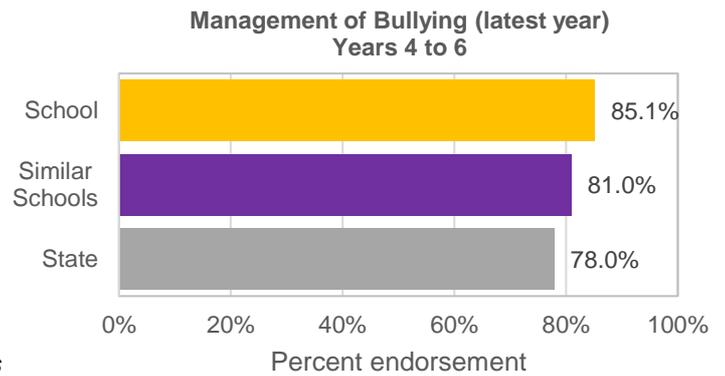
WELLBEING (continued)

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).

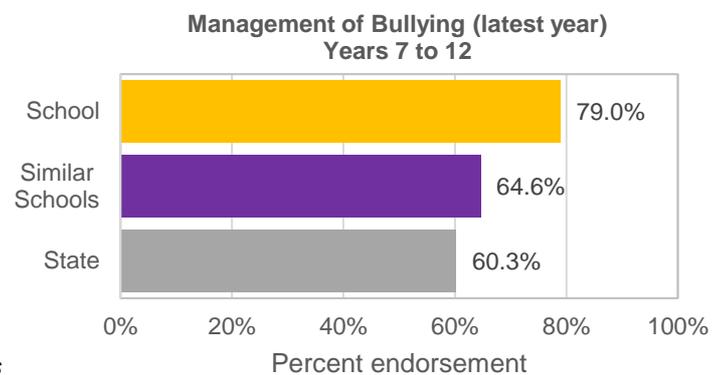
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.1%	72.1%
Similar Schools average:	81.0%	81.2%
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:	79.0%	66.0%
Similar Schools average:	64.6%	64.5%
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	\$4,566,145
Government Provided DET Grants	\$1,121,678
Government Grants Commonwealth	\$50,650
Government Grants State	\$5,380
Revenue Other	\$121,591
Locally Raised Funds	\$332,558
Capital Grants	NDA
Total Operating Revenue	\$6,198,002

Equity ¹	Actual
Equity (Social Disadvantage)	\$156,954
Equity (Catch Up)	\$12,819
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$169,773

Expenditure	Actual
Student Resource Package ²	\$4,050,541
Adjustments	NDA
Books & Publications	\$4,961
Camps/Excursions/Activities	\$109,812
Communication Costs	\$7,723
Consumables	\$126,485
Miscellaneous Expense ³	\$41,154
Professional Development	\$10,347
Equipment/Maintenance/Hire	\$158,063
Property Services	\$177,049
Salaries & Allowances ⁴	\$99,371
Support Services	\$11,719
Trading & Fundraising	\$55,704
Motor Vehicle Expenses	\$2,802
Travel & Subsistence	NDA
Utilities	\$72,851
Total Operating Expenditure	\$4,928,580
Net Operating Surplus/-Deficit	\$1,269,422
Asset Acquisitions	\$231,134

- (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	\$1,432,750
Official Account	\$31,239
Other Accounts	\$1,277
Total Funds Available	\$1,465,266

Financial Commitments	Actual
Operating Reserve	\$130,975
Other Recurrent Expenditure	\$9,320
Provision Accounts	NDA
Funds Received in Advance	\$237,068
School Based Programs	\$583,520
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$507,803
Maintenance - Buildings/Grounds < 12 months	\$33,367
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$14,188
Total Financial Commitments	\$1,596,241

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.