

2020 Annual Report to The School Community



School Name: Camperdown College (6259)



- 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 22 April 2021 at 09:33 AM by Cherie Kilpatrick (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 22 April 2021 at 05:15 PM by Jane Bennett (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

Camperdown College is a proud member of the Great South West Coast Network of Government Schools; a co-educational P-12 school with a strong and proud tradition of supporting students to achieve successful outcomes. The school is located on Djargurd Wurrung country in the geographically unique Lakes and Craters district of south-west Victoria. The 2020 staff team of FTE 44.6 comprised three principal class, 33 teachers and 19 education support staff in a diverse range of roles, while student enrolments grew to 360.

Evidence-informed teaching practice supported by extensive resourcing continues to lay strong foundations in the early years, with strong emphasis on mastery in literacy and numeracy. The learning progress of students across thirteen years of schooling is closely monitored and teachers work in professional learning teams to plan and teach for continuous improvement. Students have the opportunity to undertake tailored pathways which provide a strong foundation for further education, employment or other training programs. VCE, VCAL, VET, Structured Workplace Learning and School Based Apprenticeships enrich the offerings for senior students. Camperdown College students participate in a wide range of locally delivered vocational certificates through our own Corangamite Trade Training Cluster and SWTAFE, and a Hairdressing and Beauty training facility successfully commenced operation on the Senior Campus site in 2020 catering for students from our own and neighbouring schools. The College invests heavily in information and communication technology and all students from Years 3-12 have a dedicated laptop computer provided by the school, supplemented by a range of other devices. Students participate enthusiastically in an extensive camps and excursion program and wide range of extension activities such as the Hands on Learning, Instrumental Music, Indonesian sister-school partnership, Year 9 School for Student Leadership, academic competitions, Duke of Edinburgh Awards, ADVANCE, Drumbeat, leadership forums and public speaking. Involvement in sport is a valued aspect of the College curriculum, impacted in 2020 by a global pandemic but generally providing opportunities for students to participate in a wide range of individual and team sports at local, district, zone, state and national levels.

The College's ambitious mission and vision is supported by values that underpin strong relationships between students, staff and families:

Our Mission:

Camperdown College will provide exemplary teaching and learning programs within excellent facilities which foster school pride, aspiration and persistence to achieve high levels of learning for all students.

Our Vision:

Camperdown College will be a high performing school that produces graduates well equipped to succeed beyond school and contribute actively to the community.

Our Values: excellence, respect, responsibility, caring and honesty.

In 2020 the College again enjoyed a high level of community confidence and experienced strong Prep and Year 7 enrolments. The school continued to increase its market share of enrolments from local kindergartens. Supportive class sizes, a generous staffing ratio, a diversity of learning and wellbeing programs and strong academic outcomes were maintained, with School Council continuing to invest in the enhancement of the school's indoor and outdoor spaces to provide a first class environment for our growing community of learners. High levels of parent and staff satisfaction were again reported through the annual Parent and School Staff Surveys.

While a global pandemic placed all schools and communities under significant pressure in 2020, Camperdown College students, staff and families united around the common goal of maintaining learning programs while nurturing relationships and wellbeing. The 2020 school year culminated in the achievement of outstanding Year 12 results with the median study score and dux ATAR amongst the highest in south-west Victoria.

Framework for Improving Student Outcomes (FISO)

Consistent with the goals of the current strategic plan, the school aimed to maximise students' engagement in their learning across all areas of the curriculum and further improve literacy outcomes for all students. Informing this work and providing a roadmap to continuous improvement were the core FISO improvement initiatives of Evidence based high-impact teaching strategies and Building practice excellence.

Consistency of practice within teaching teams and across the school remained a professional learning priority while resourcing decisions supported sustained work under the three key improvement strategies of:

1. Developing the capacity of students and teachers as partners in learning;
2. Strengthening the capacity of all teachers as teachers of literacy, through evidence-based professional learning and adopting agreed practice;
3. Implementing an action plan to accelerate improvement (NAPLAN).

Student, staff and leadership priorities were redirected during the year due to COVID-19 and the transition to and from remote learning. However, the intent of the 2020 key improvement strategies was well preserved through the application of technical and pedagogical solutions to support teacher-student partnerships for learning. The challenges were immense but positive changes in mindset and practice were noted, including increased confidence in online tools to support communication and collaboration, increased student independence and self-monitoring, a sharper focus on what students needed to know and do and more explicit teaching to enable this, enhanced communication with and involvement from parents, and tailored and timely feedback to students about their learning.

A cycle of goal setting and reflection was embedded in Year 3-10 progressive reporting in term one, with time allocated for teachers to explicitly teach and support students in these endeavours. Students engaged well in this process and while the planned assessment, reporting and reflection process was interrupted during remote learning, emphasis was instead placed on teachers maintaining close contact with students and providing tailored feedback and support in response to individual needs.

Consistent with the 2020 key improvement strategies, explicit instruction in literacy and numeracy and the opportunity for students to continue to work at their point of need remained a strong priority during remote learning. The Middle Years Literacy and Numeracy Support program (MYLNS) enabled targeted Year 10 students to receive direct support to build literacy and/or numeracy skills and confidence, with an accompanying focus on building teacher capacity. The school moved to online PAT testing in 2020, providing teachers with a standardised diagnostic tool to supplement classroom assessments. Every effort was made to maintain the Junior Campus systematic and synthetic phonics program throughout the year, with teachers devising innovative and supportive ways to achieve continuity of students' phonics learning. Acknowledging the challenges experienced by many students and families during the remote learning period, emphasis shifted to review and consolidation and the timeline for the introduction of new code was revised. For the first time, a small number of secondary aged students participated in Sounds Write extended code intervention, delivered by a trained secondary English teacher.

From the onset of remote learning, teachers provided enabling and extension prompts and differentiation was a feature noted and appreciated by students and parents. High ability students and students with additional learning needs were supported with targeted learning experiences, within the limits of remote learning. Throughout this challenging period, teachers continued to work collegiately in professional learning teams to review student progress against intended learning outcomes and more individualized engagement and achievement goals. In term four 2019 the school had commenced a partnership with the regional school improvement team to increase teacher knowledge of, and student investment in, national testing and while the 2020 plans were impacted by the cancellation of NAPLAN Australia-wide, the learning will inform the school's approach in 2021.

Achievement

Across primary year levels, student achievement in English and Mathematics (as measured by the percentage of students at or above expected Victorian Curriculum standards) exceeded similar schools and, in the case of Mathematics, the state-wide average. In secondary year levels student achievement through this same measure well exceeded similar schools but fell slightly below the state average. The remote learning circumstances of 2020 may be responsible for this atypical outcome, with assessment practices across schools varying to reflect local context. At

Camperdown College, teachers did not assess students against the Victorian Curriculum standards mid-year and the end of year judgements testified to the varying levels of engagement, particularly amongst secondary aged students, while learning from home. NAPLAN testing did not occur in 2020 due to the pandemic. Consistent with patterns in other schools, the impact of remote learning on individual students varied significantly and students and cohorts showing less than expected growth will be the target of additional resourcing and learning support in 2021.

The school's VCE results were again very strong, with the Year 12 Class of 2020 earning accolades from a very proud local community. In a year significantly impacted by COVID-19, the commitment and resourcefulness of students and teachers was exceptional and all graduating students successfully obtained their VCE or VCAL certificate. A Camperdown College all-study mean of 29.6 again exceeded the state average and contributed to a very healthy four-year average mean of 29.4. A notable nine study scores above 40 were achieved and the mean results were above state average in almost all subjects. The Year 12 dux for 2020 obtained an outstanding ATAR score of 98.7 and half of the school's 21 VCE students received ATARs over 70.

A long term numeracy improvement plan came to fruition with the full suite of VCE Further Maths, Maths Methods, Specialist Maths and Physics undertaken by students, and study scores over 40 obtained in both Further Maths and Physics. The high levels of participation and strong outcomes in mathematics can be linked to significantly changed teaching practice that commenced for this cohort in Year 7, with mathematical thinking and problem solving prioritised over textbook learning.

The strong participation and success of students in Vocational Education and Training courses, including those offered through our own Corangamite Trade Training Cluster, was another very positive outcome of 2020 with students adapting to a predominantly online delivery model.

Engagement

The unforeseen events of 2020 saw teachers going to extraordinary lengths to engage students in their learning. Home visits to deliver cooking ingredients or project materials, learning activities adapted to suit backyard projects and home classrooms, virtual music lessons, pre-recorded demonstrations and instructions, class Webex sessions, phone calls and emails all featured as staff rapidly expanded their repertoire of teaching techniques. Students, staff and families experienced unprecedented pressure and a rating of 90% in the 'general school satisfaction' component of the 2020 Parent Opinion Survey gave welcome affirmation in such a challenging year.

Remote learning impacted significantly on the school's collection of attendance data and in 2020, while the attendance rate was between 86% (Year 8) and 96% (Year 12), the 'average days absent' for primary and secondary students atypically exceeded the state average. This may reflect varying approaches across schools to roll marking while students were learning from home but also highlights the different experiences of families in supporting their children to remain engaged in remote learning. Over the year, Camperdown College secondary students' attendance was slightly higher than similar schools and the Early Years and Year 11 and 12 attendance rates were particularly pleasing. Investment in the school-home partnership remained a strong priority during remote learning and teachers and wellbeing staff made regular contact with students and parents to support ongoing engagement. The school's four-year average absence data remains more positive than the state average and ambitious annual targets will continue to be set to maximise students' participation and outcomes. Family commitment to the school's goals remains strong and parent feedback after the first round of remote learning was obtained in order to streamline delivery and further support families during round two. Parent satisfaction was again very high in 2020, as reported through the Parent Opinion Survey in term four. Student feedback was obtained during remote learning and again, responses were helpful to inform future planning.

As a four-year average, the percentage of students retained in the school from Years 7 to 10 continues to be higher than similar schools and also the state average. In 2020 the retention rate dipped slightly, reflecting similar school and state-wide patterns. A strong emphasis on caring relationships, pastoral care, high expectations for learning and high levels of associated support, and diverse pathways are factors contributing to the school's positive retention data overall. The most recent exit destination data (2019) highlights the positive outcomes obtained by Camperdown

College students in their senior years and transition to post-school training, further study or employment. 92.9% of students who left the school in Years 10-12 progressed to further studies or full-time employment, compared to 83.9% in similar schools.

Wellbeing

The Attitudes to School Survey was not undertaken by Camperdown College students in 2020 however a notable feature in the four-year average data is the high Senior Campus endorsement for the managing of bullying. Students had input into a review of the Bullying and Harassment Policy in 2019 to maximise ownership of both the policy and procedures and it is affirming to see the school's data surpassing the state average by almost 10%. Similarly, Senior Campus students (over a four-year average) reported a higher sense of connectedness than their peers around the state, while the Year 4-6 data remains lower than the state and similar schools and is being addressed through classroom practices and whole school approaches to engagement and wellbeing.

For practical and wellbeing reasons, on-site supervision arrangements fostered new relationships across multi-aged groups of students and this was seen as an unanticipated positive outcome of remote learning. Weekly Junior Campus assemblies, held virtually, brought the school community together to celebrate achievements and nurture connections, with regular use made of student voice, rituals and digital imagery. A strong sense of school pride remained evident. Similarly, every effort was made to preserve much anticipated events including the school concert and open nights, with the school community finding innovative and flexible ways of showcasing students' achievements and school programs. The Junior Campus virtual concert considerably expanded and diversified the audience and it was a highlight to have the DET Deputy Secretary and Regional Director view the concert and provide messages of appreciation and support. Connections with the community as a whole were prominent in 2020: Spoonville, community art projects and fence displays brought joy to the community and cemented connections during such difficult times. 'Wellbeing Wednesday', held in the middle of a very challenging term two, gave teachers the opportunity to re-engage face to face with students, while prominent College alumni provided messages of motivation and support. Student leaders took responsibility for developing messages and resources to encourage all members of the school community to look after their own and others' wellbeing during the pandemic.

Kinder-Prep transition was conducted through creative means including sending home projects for the kindergarten students to complete with their families. These projects initiated positive relationships with new families. The Drumbeat and Hands on Learning programs continued and were delivered remotely in 2020, with the aim of building personal resilience and maintaining commitment to team goals. The planned school production, Hairspray, unfortunately had to be cancelled due to the COVID-19 restrictions but the full performing arts program will resume in 2021.

Meanwhile, the Prep-Year 6 and Prep-Year 12 buddy programs remained highly valued rites of passage for Camperdown College students, with amendments made to respond to the unusual circumstances. The celebration of Preps' 100 days of (on-site) school was delayed to term four but became a much appreciated opportunity for families to reconnect and celebrate their children's remarkable achievements. All graduating Year 6 and Year 12 students were involved in a commemorative tree planting to mark their extraordinary efforts and personal growth. After a year in which most excursions and camps had to be cancelled, the school's Naroghid nature reserve site, recently developed by VCAL, HOL and School for Student Leadership students, provided the venue for a long awaited and well deserved Year 3-6 celebration in term four.

Financial performance and position

Camperdown College remained in a strong financial position throughout 2020, ending the year in surplus. Operating expenditure increased in 2020 however this reflected a significant increase in the funds allocated to the school through the Student Resource Package. A generous workforce plan again recognised the importance of a well balanced staff team and the school was well placed to resource and deliver its academic, engagement and wellbeing initiatives. Total equity funding of \$255,000 enabled qualified teachers, trained education support staff and wellbeing personnel to provide additional support during on-site and remote learning to students most at risk of falling behind. The school's active Parents and Friends Association raised valuable funds through a Twilight Fair in term one, garnering excellent support from the wider school community. Locally accrued funds set aside by School Council for future facilities

projects including the development of a new entrance and administration area at the Junior Campus will be used for this purpose in 2021. A safe operating reserve was comfortably maintained by School Council and Camperdown College is well placed to implement the next phase of its strategic plan.

For more detailed information regarding our school please visit our website at
<https://www.camperdowncoll.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 360 students were enrolled at this school in 2020, 153 female and 207 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

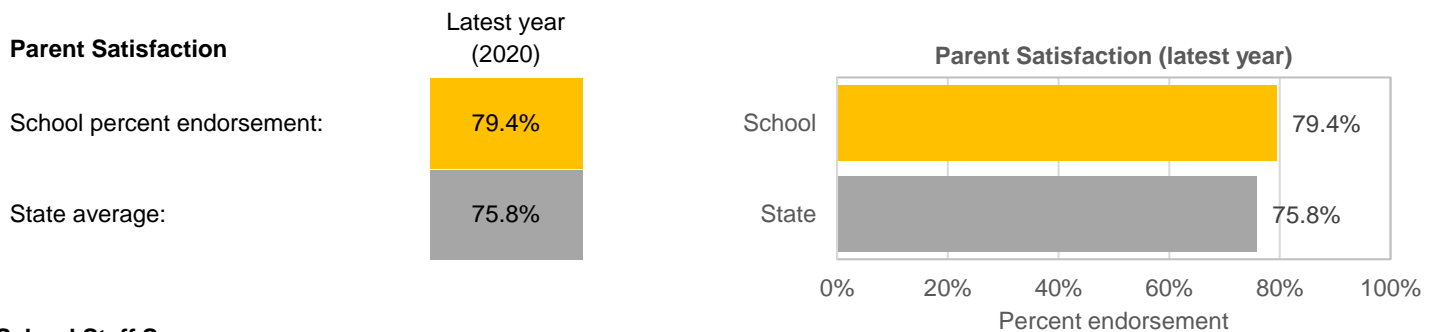
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

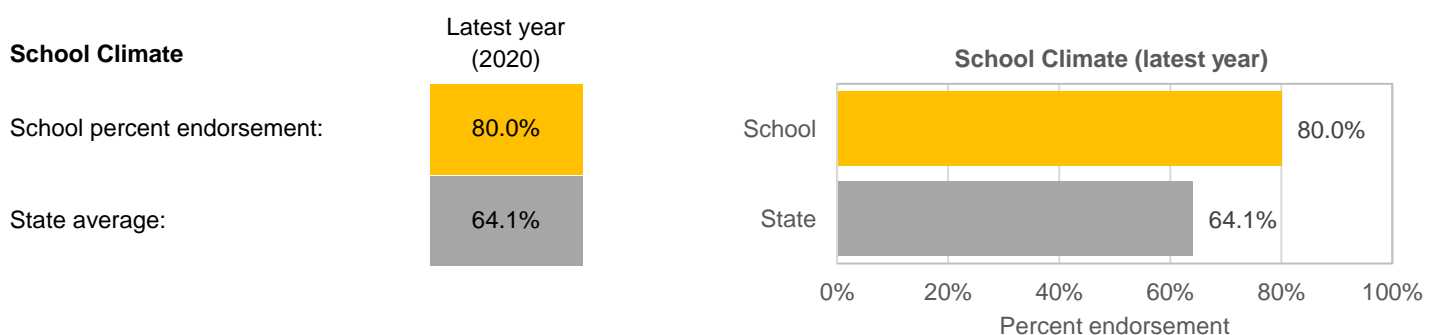


School Staff Survey

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

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

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



ACHIEVEMENT

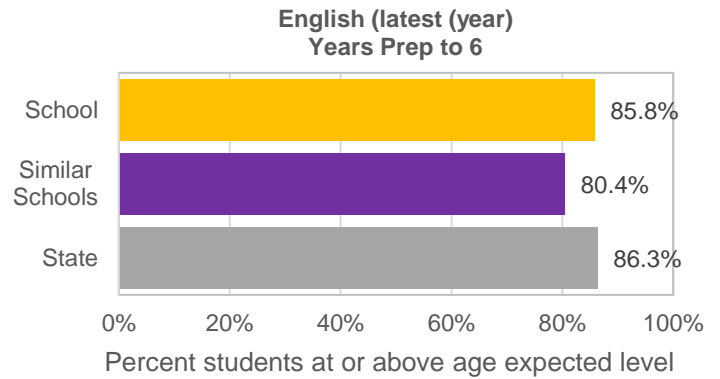
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

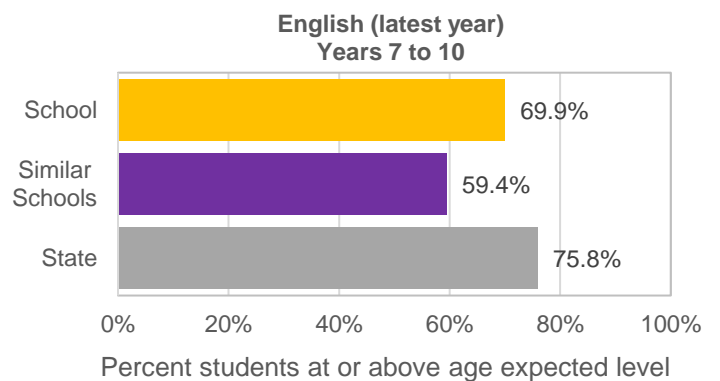
English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	85.8%
Similar Schools average:	80.4%
State average:	86.3%



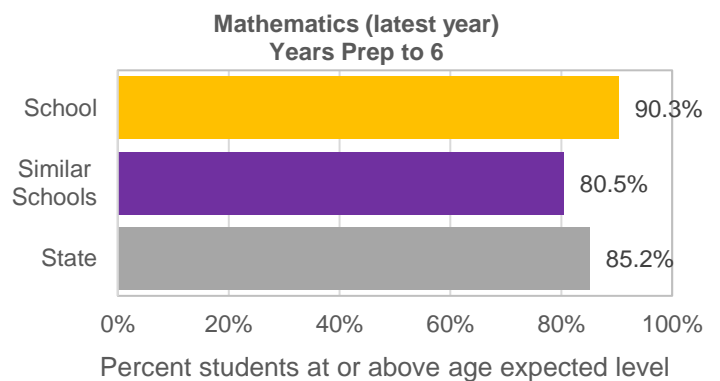
English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	69.9%
Similar Schools average:	59.4%
State average:	75.8%



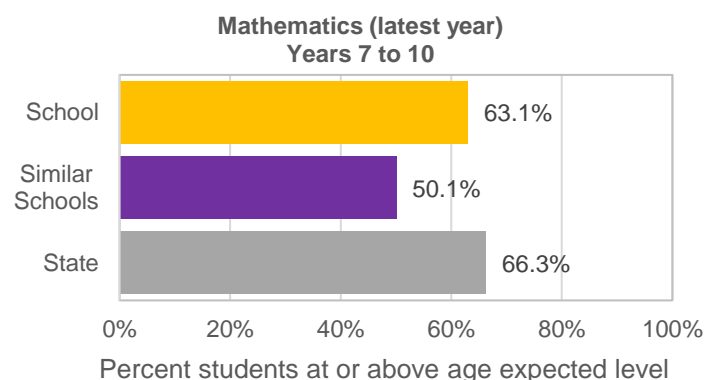
Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	90.3%
Similar Schools average:	80.5%
State average:	85.2%



Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	63.1%
Similar Schools average:	50.1%
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.

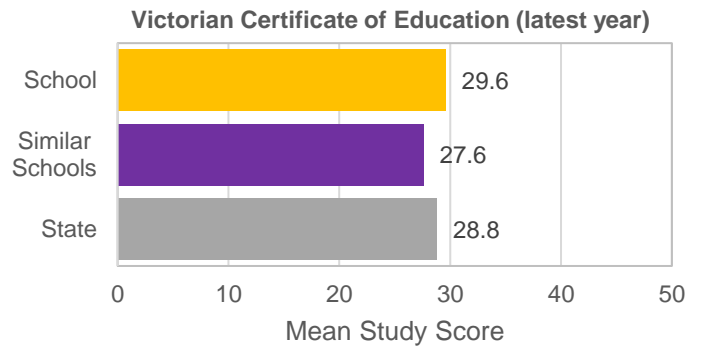
Victorian Certificate of Education (VCE)

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	29.6	29.4
Similar Schools average:	27.6	27.2
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:

24%

VET units of competence satisfactorily completed in 2020:

100%

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

86%

ENGAGEMENT

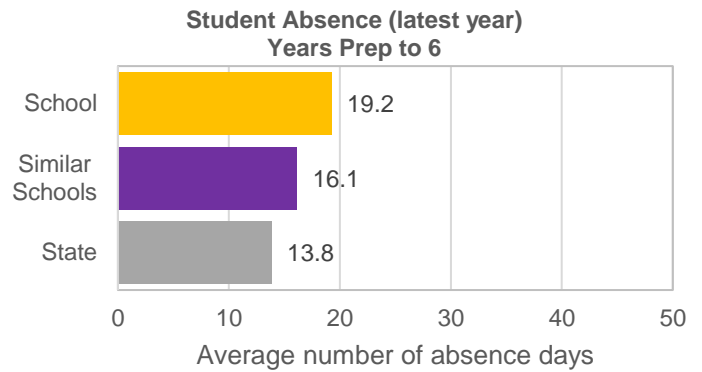
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

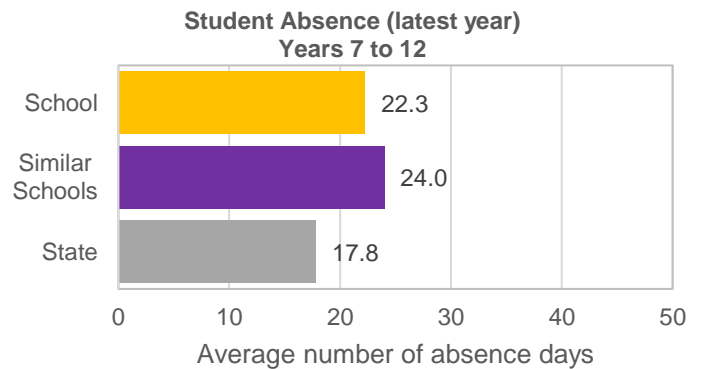
Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	19.2	14.2
Similar Schools average:	16.1	15.7
State average:	13.8	15.3



Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	22.3	19.0
Similar Schools average:	24.0	23.9
State average:	17.8	19.2



Attendance Rate (latest year)

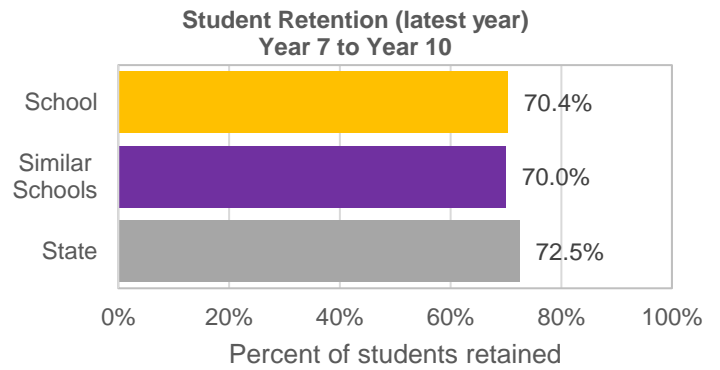
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	91%	91%	90%	89%	89%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	88%	86%	87%	85%	92%	96%	

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:	70.4%	75.3%
Similar Schools average:	70.0%	71.2%
State average:	72.5%	72.9%

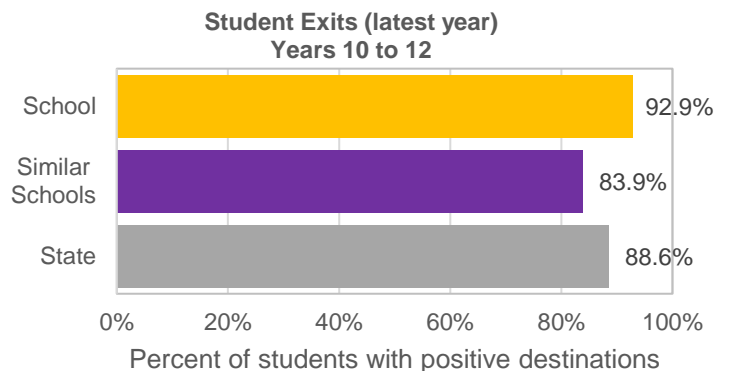


Students exiting to further studies or full-time employment

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:	92.9%	88.5%
Similar Schools average:	83.9%	83.7%
State average:	88.6%	89.1%



WELLBEING

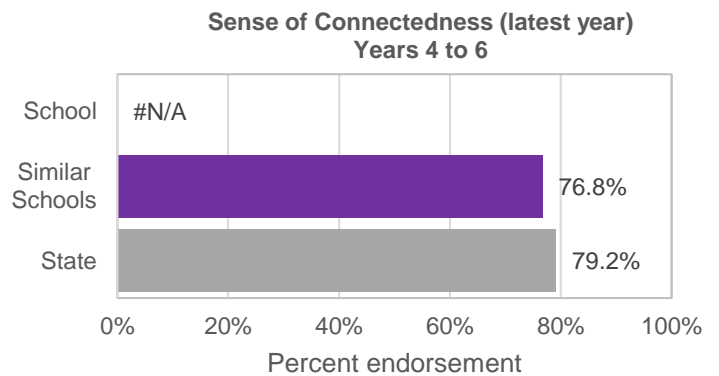
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

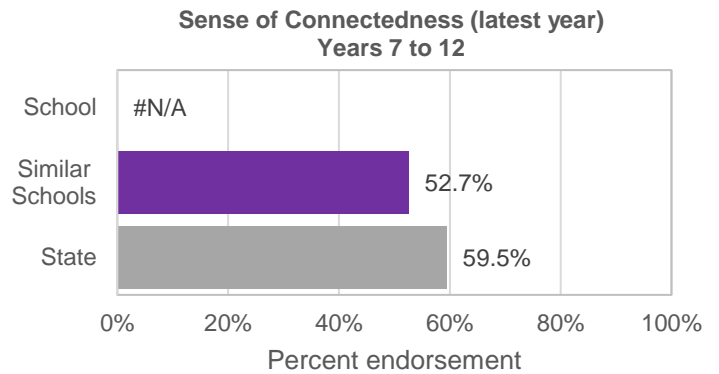
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.9%
Similar Schools average:	76.8%	79.4%
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:	NDA	58.1%
Similar Schools average:	52.7%	54.7%
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.

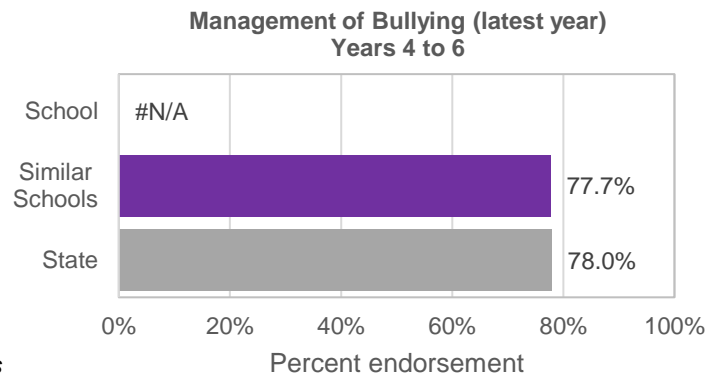
WELLBEING (continued)

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).

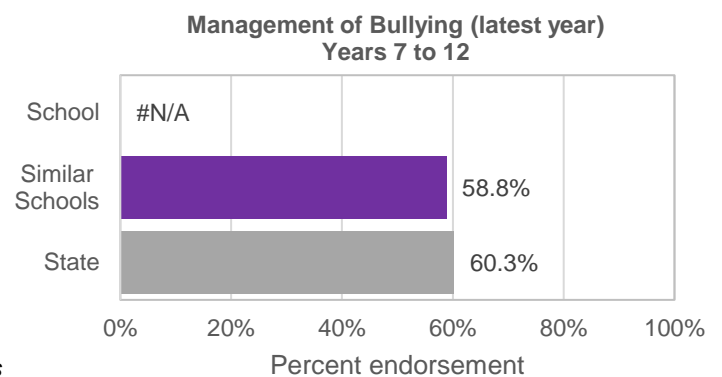
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.7%
Similar Schools average:	77.7%	80.5%
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:	NDA	66.2%
Similar Schools average:	58.8%	61.1%
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	\$4,790,096
Government Provided DET Grants	\$1,103,705
Government Grants Commonwealth	\$33,310
Government Grants State	\$8,000
Revenue Other	\$30,524
Locally Raised Funds	\$256,188
Capital Grants	NDA
Total Operating Revenue	\$6,221,823

Equity ¹	Actual
Equity (Social Disadvantage)	\$277,323
Equity (Catch Up)	\$14,843
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$292,165

Expenditure	Actual
Student Resource Package ²	\$4,374,556
Adjustments	NDA
Books & Publications	\$6,688
Camps/Excursions/Activities	\$48,414
Communication Costs	\$23,443
Consumables	\$193,172
Miscellaneous Expense ³	\$81,969
Professional Development	\$11,233
Equipment/Maintenance/Hire	\$199,984
Property Services	\$222,139
Salaries & Allowances ⁴	\$111,630
Support Services	\$61,407
Trading & Fundraising	\$69,310
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$70,268
Total Operating Expenditure	\$5,474,214
Net Operating Surplus/-Deficit	\$747,609
Asset Acquisitions	\$63,713

- (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	\$1,258,092
Official Account	\$26,887
Other Accounts	\$22,307
Total Funds Available	\$1,307,286

Financial Commitments	Actual
Operating Reserve	\$165,878
Other Recurrent Expenditure	\$5,658
Provision Accounts	NDA
Funds Received in Advance	\$48,557
School Based Programs	\$757,836
Beneficiary/Memorial Accounts	\$24,592
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$70
Repayable to the Department	\$9,170
Asset/Equipment Replacement < 12 months	\$12,949
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$219,094
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,243,804

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.