

# 2020 Annual Report to The School Community



School Name: Wellington Secondary College (8462)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 March 2021 at 09:20 AM by Hugh Blaikie (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 25 April 2021 at 11:44 AM by Cindy Pilepich (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Wellington Secondary College is a large single campus, co-educational State Secondary College located in the City of Monash approximately 24 kilometres to the South East of the Melbourne CBD. 2020 was the second year of our 2019-2022 Strategic Plan, however as with all schools in Victoria, the year was defined by the impact of the Covid 19 Pandemic.

Wellington is a successful, high performing school that provides programs and pathways for 1902 students from Years 7-12 - 1061 boys and 841 girls. It is predicted that enrolments, in the short to medium term, will remain high. During 2020, Council endorsed an enrolment strategy that would align our long-term enrolment with our built capacity of 1825 local students.

Our College is located in Mulgrave and draws its students from a very wide area. We are located on the most southern point of the North Eastern Victoria Region, with many of the closest Primary and Secondary Schools located in the South Eastern Victoria Region. We have only one truly "local" feeder Primary School – Albany Rise. Our relationship with Albany Rise is very good – and continues to develop. As most other students come from outside our immediate area and given our commitment to satisfying our "built capacity", we will continue to utilise the DET enrolment priorities to establish enrolment order.

For many years, the College has provided a subsidised Charter Bus service to assist families from outside our immediate area to easily and safely travel to and from the College. Currently, close to 400 students access this service on a daily basis. Monash University is our "local" university and we have a strong relationship with Monash in terms of student destinations and student pathways support.

Wellington has a very diverse and strong multicultural environment. The College also has a well-established International Program for over 100 students, mostly from Vietnam, Cambodia and China. We have a dedicated International Centre and accredited Intensive English Language Centre to support this program. In 2020, we had two students remain offshore due to Covid and each was managed according to their individual circumstances.

Our SFOE index remains high, however over the last 2 years we have seen this transition from the "low" to the "low-medium" bracket. The SFOE measure, introduced in 2016, was 0.5421 in 2018 and 0.5261 in 2019. The State Median for 2019 was 0.4306. In 2020, we moved into the "medium" bracket with an SFOE of 0.5087 (with the State Median at 0.4241).

We continued to be the recipient of significant Equity funding throughout 2020.

In 2019 we began planning for the final phase of our Master Plan but because of Covid, the actual building work was delayed in 2020. Planning however did continue remotely. We expect the new Wellbeing and VCE Centre to open in 2021 with the STEM Centre and Middle School precincts due for completion by the middle of 2022.

In 2020, the College had a workforce of 136.1 FTE teaching staff, complemented by 37.3 FTE education support staff. None identify as Aboriginal or Torres Strait Islander. The current Principal, Mr Hugh Blaikie, was appointed in 2013.

Wellington focusses on the whole child where we recognise and promote a learning environment that will provide all students with the academic and personal skills they will need to operate as effective and successful members of the 21st century global community, both now and in the future.

The College offers a rich and broad curriculum that is attractive to a diverse range of young people. Students can choose from a very wide range of VCE subjects. Our VCE mean study score over the last four years has averaged above the state and similar school mean scores, with teachers significantly "adding value" to student study scores in most studies. 98% of VCE students satisfactorily completed their VCE studies.

Wellington also has a well-established VCAL program with one Intermediate and one Senior class operating each year with 91% completing the program.

In Years 7 to 10, students have a range of compulsory and elective choices in their preparation for the Senior School. The College supports a particularly robust differentiated Mathematics program, as students with English as an Additional Language (EAL) background often enjoy a high level of success in this area. In 2020, we continued the "Maths Pathways Program" – an on-line student directed program – in Year 7 and 8. In Years 7, 8 and 9 there are "High Flyers" classes for students whose core learning is based around collaboration, communication, creative problem solving and critical thinking. Our acceleration program has Mathematics as a significant focus. Obviously, due to the Covid pandemic, teachers and students alike were challenged by the requirement of "on-line" learning throughout the year.

Due to the multi-cultural nature of our community, many other students pursue the community language option through Victorian School of Languages (VSL) or other providers.

Wellington also has a well-established VCAL program with one Intermediate and one Senior class operating each year.

Due to the pandemic, NAPLAN testing did not occur in 2020, however the school did undertake some standardized testing through On Demand and PATR. As a result of work undertaken in the Strategic Plan over many years, the school continues to have a strong commitment to building Literacy and Numeracy growth for all students and even though we were limited by On-Line Learning in 2020, this commitment was continued in the support we were able to provide our identified MYLNS students.

Our approach to addressing student attendance is rigorous. The College uses the Compass School Management system to monitor attendance. We have a full time Attendance Officer and 3 Sub School Support Officers to assist in this process. Parents continue to access “live” data through the COMPASS portal. During we 2020, we introduced a daily on-line attendance “check in” process, where students were able to logon, and self-assess their daily wellbeing. The Student Wellbeing Team were able to triage this data on a daily basis and provide appropriate support as needed. We continue to be a Lead school in DET’s RRRR Strategy.

Wellington Secondary College enjoys a very positive reputation with parents and within the local community. We are a school that fully supports and represents the Education State and the DET Values that go with it. We have our own well-established traditions with students and parents supporting the culture of "The Wellington Way".

### Framework for Improving Student Outcomes (FISO)

Our 2020 AIP identified two key FISO priorities promoting Excellence in Teaching and Learning (Building Evidence Based Practice Excellence and Curriculum Planning and Assessment) and the Empowering Students and Building School Pride (Building student awareness of themselves as Independent 21st Century Learners).

As the effects of the pandemic became more prevalent, the need for clear and strategic leadership was also profound. The SIT team continued to meet remotely, however on a day-to-day basis a new “Covid Executive” was established whereby the Principal Class, the Business Manager and the ICT Technicians to support the needs of a school of 1900 students and 200 staff who were working off site.

Initially, in the first week of lockdown, staff were provided significant professional learning in the delivery of an on-line learning model, with further support throughout the year as needed. The College Captains continued to liaise with the Principal Team, to ensure that the voice of the students was heard, especially for the Year 12 cohort in their last year at school.

### Achievement

Wellington Secondary College students consistently perform above the Victorian benchmarks in the area of student learning. Our level of performance is well above the expected level given the intake characteristics of our students and it represents real added value to student learning outcomes by the school.

In 2020, Year 7-10 Teacher Judgement of students working at or above expected standards in English was 92.7% and Mathematics was 84.0% - this put us significantly above the State Average (75.8% and 66.3%) for each.

Our VCE mean study score in 2020 was 29.0, above the State Median Benchmark of 28.8, and over the last four years (2017 – 2020) has averaged significantly above the state mean (29.2 to 28.8). "Value adding" occurs in the majority of VCE subjects offered. We are very proud of our Senior Students and their teachers in their outstanding VCE results in the very challenging circumstances of 2020.

NAPLAN testing did not occur in 2020 due to the pandemic, however our priority in 2021 will be to continue to build high-end growth in both Numeracy and Literacy and look to maintain and indeed build on our high rate of Top 3 Band students.

In 2020, 21 of our 23 PSD Funded students showed progress at “satisfactory” or “above” levels in achieving their individual learning plan goals. This in part was due to the daily online (via Microsoft Teams) and as needed on-site one-on-one support provided during both lockdowns. Despite various interventions, dedicated in-classroom support and daily attendance checks, two students were

disengaged for significant parts of the year. Going forward, we will continue to support and attempt to re-engage these two students at Wellington.

## Engagement

The engagement and wellbeing needs of our College Community are always a high priority – and this was especially so in the Covid year of 2020. Below is an extract from the Mid-Year AIP Report which captures the story of the transition to 'Remote and Flexible Learning':

“One of our key challenges was to develop a process by which we could account for student daily attendance, but also student wellbeing and engagement with learning. Our Assistant Principal and Director of Daily Operations developed a custom-built on-line sign-in tool which not only allowed us to monitor attendance but to also raise flags for students who may or may not be coping on any given day. By 10.00am each day we had an accurate figure of attendance and a systematic triage system for students who expressed the need for specific support. The support identified by students may have been related to their computer or internet, or in their learning or in their wellbeing. Depending on the nature of concern, teams of teachers were tasked to follow these issues up, literally on the same day. Beyond this, our Wellbeing Team had targeted known students with additional needs and these students were also monitored and supported as needed. The DET Wellbeing monitoring tool was very helpful here. For staff we had a communication tree set up via our PGTs for a weekly check-in to monitor staff wellbeing and any other issues that may be concerning staff. Our IT Help Desk was on duty every day at school to assist students or staff with their IT needs.

After the initial transition to Remote and Flexible learning, very few families requested that their children be supported by learning from school. We had one regular student attend each day and initially several students with specific needs attended for a couple of hours at a time to learn how to “set up” for remote learning. From the beginning of Term 2, over 70 students with additional needs were allocated an Education Support staff member, who not only supported the student remotely with their learning but contacted their respective parents on a regular basis. This support and ongoing communication allowed us to monitor the needs of these students and so after the initial transition to Remote and Flexible learning, very few families requested that their children be supported by learning at school. We have also collected data so we can analyse the effectiveness of the support on student learning. In the second week of Term 2, we had four students with additional needs receive one-on-one support for half a day each. The number of students we supported on-site increased each week as more and more students struggled to learn from home in isolation. By the sixth week of Term 2, the Education Support staff, who volunteered to work on-site, were supporting a total of 18 students across the week. Both the remote support and on-site program were very effective in not only building the learning confidence of the students, but it also developed positive rapport between the school and those families who benefited from the support. Parents expressed their gratitude for the opportunity to discuss how things were going at home, be alerted to tasks that were not completed, as well as the additional support provided.

At a class level, the individual teachers were responsible for identifying students who may have been disengaging from their learning and referring those students to the Wellbeing Team or to individual Sub-Schools. In most cases parents responded positively to the feedback and many of our parents gained a newfound appreciation for the work that teachers do.

Significant resources were allocated to students and families who did not have appropriate devices or internet connection at home. Computers and dongles were provided to these families, who were understandably appreciative.

Remote and Flexible learning was hugely beneficial to some students with social anxiety, some disengaged students and some students with learning disabilities who do not qualify for PSD funding. Students who appreciated the autonomous, collaborative and flexible aspects of Remote Learning found the experience a positive and rewarding one and flourished in an online environment. Saying that, however, our data also shows that students overwhelmingly missed human connectedness and physically being at Wellington.”

Significant effort was made in 2020 to keep parents engaged and informed throughout the pandemic. Weekly communication through Compass (in English and a number of our Community languages) and a variety of “pulse check” surveys meant that as the Covid landscape changed parents were kept up to date. In 2020, this satisfaction was reflected in the Annual Parent Survey with 76.6% of parents expressing positive support for the school compared the state average of 74.2%.

In 2020, Staff endorsement of School Climate was 59.8.1%, slightly lower than the State Median of 61.2%. In a staff as big and as diverse as ours, this will be ongoing challenge and obviously the added dislocation caused by the pandemic was always going to be an issue in terms of Staff morale and collective efficacy.

Our students traditional have a very good attendance record with results in 2020 recorded well above the average for Victorian Government schools. The rider of course is that our 2020 data was influenced by our own locally developed data collection processes, however, even putting the 2020 results to one side our “average days absent” data continues to put us in the best 20% of schools across the state, both in 2020 and as a four-year average.

- 2020 - 9.7 days per student compared to the State average of 19.2 days
- 2017 - 2020 Four Year average – 12.7 days per student compared to 18.7 State average

The school did not participate in the Student Annual Attitudes to School Survey. We did however conduct a number of pulse check surveys with all cohorts to add substance to some of the issues raised by the daily login and wellbeing self -assessment completed by all students.

In 2020, our school retained its students at a rate, which is above the state average for Government Schools.

- 2020 - 77.7% Retention rate for Year 7 through to Year 10 compared to the 75.6% State average.
- 2017 - 2020 Four Year Average 77.5% compared to 72.9% State average.

## Wellbeing

Wellington is well known for its strong commitment to the inclusive engagement and wellbeing of all of its students. We fully endorse Ministerial Order 870 – Child Safe Standards, Managing Risk of Child Abuse in School, and support the belief that school should be a safe place for all children at all times.

A whole school approach is taken to wellbeing issues in order to develop relationships which enhance student learning. This includes a commitment to enhancing Staff Wellbeing as well. This stood us in very good stead during the 2020 pandemic.

There was a genuine sense of loss felt by students during the isolation of lockdown. In particular, our Year 12 cohort were aware of the various “rite of passage” experiences denied them through the pandemic. We made every effort to compensate for this sense of loss at Year 12, culminating in our highly successful virtual Valedictory and Awards Night celebrations at the end of the year. The cohort was incredibly appreciative of the effort put into this event and are looking forward to the Year 12 Formal – which will be organized early in the post Covid world of 2021.

To further support our students in their post compulsory journey the school employs a full-time Careers Counsellor and Careers advisor as part of the Transforming Careers Education suite of reforms. All students who leave the College are offered ongoing pathways support for a minimum of 6 months.

In 2020 the College has continued to receive significant funding support through the Career Education Program - part of the Transforming Careers Education suite of reforms (formerly Managed Individual Pathways program.) We again completed the Morrisby Online Careers Assessment with the Year 9s in 2020 and were extended the Year 9 My Career Portfolio (MCP) to include all Years 7-10. The Careers/Pathways section is the second major component of our Wellbeing Centre and through the former MIPS funding and current Equity Funding we are able to support our students through a Leading Teacher, two full-time Careers Counsellors and the School Attendance Officer.

Our Student Exit Data puts us well ahead of the State Average.

- 2019 – Year 10 – 12 Students exiting to Employment or Full Time Study 94.9% compared to the 88.6% State average.
- 2016 -2019 Four Year Average 96.1% compared to 89.1% State average.

We note that 2020 Exit data is not yet available.

In 2020, we continued our formal partnerships with Access Monash, enabling a number of our students to gain at place at our prestigious “local” university. We have also been key participants and leaders in the development of the Monash Tech School project – another Education State initiative of the current government.

The 2020 Parent Opinion data shows that our parent satisfaction levels are above state averages and illustrate the productive, positive and supportive ‘climate’ of the College.

Significant Equity funding has been used to support individual families and students in a variety of contexts across the College. In 2020, we were able to support families with the purchase of learning devices and access to Wi-Fi to ensure that no-one in the Wellington community was disadvantaged through the demand of extended lockdown throughout the year.

### **Financial performance and position**

Wellington Secondary College continues to operate efficiently and responsibly within established and audited budgetary processes. By the end of 2020, we again ended with a significant staffing deficit of \$594,808 (which was down on the 2019 figure), however during the year we did pay off the deficit from 2019 as part of our DET supported financial strategy. The ongoing deficit is due to the large number of 2-6 Staff moving up the incremental scale and secondly by the underwriting of the Learning Specialist positions as part of our Staffing Profile. It is noted that any staffing deficit is underwritten by the funds generated by our successful International Student Program. As our International Student Program Income far outweighs our deficit, in real terms, the school is in an extremely healthy financial position.

In 2020, we contributed over \$2 million of our reserve funds to pay our local contribution to the current building program.

The College again qualified for significant Equity Funding in 2020. These funds have been utilised to employ staff and deliver equity-based programs and services that support our Strategic Plan goals as well as the government’s Education State priorities. Due to Covid, and despite our best efforts, we were not able to spend all our equity budget – consequently we have carried over these funds \$350,272 into our 2021 spending plans.

**For more detailed information regarding our school please visit our website at**  
<https://www.wellingtonsc.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 1902 students were enrolled at this school in 2020, 841 female and 1061 male.

61 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

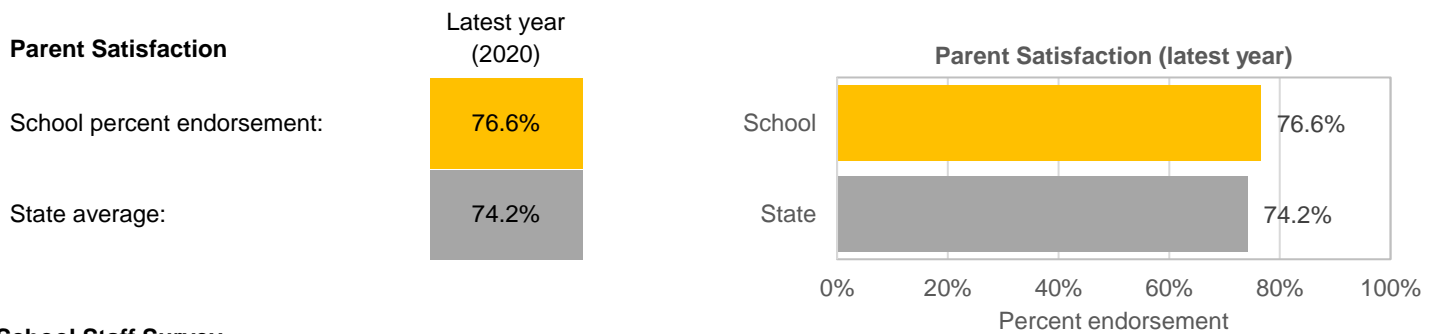
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

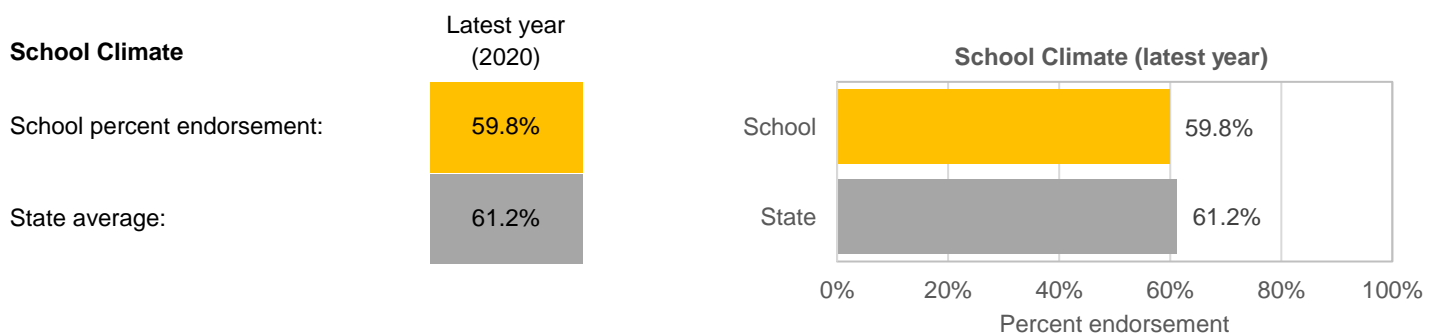


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

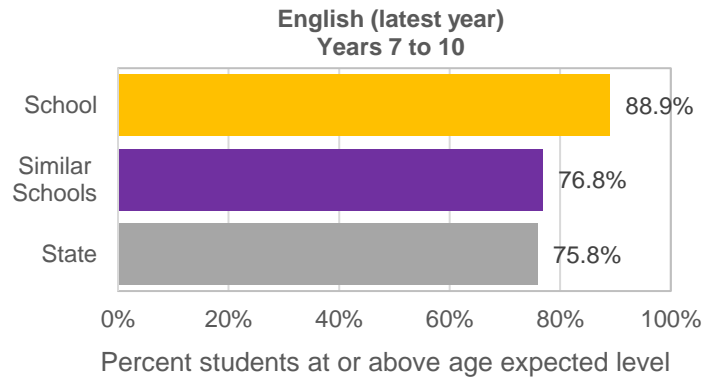
88.9%

Similar Schools average:

76.8%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

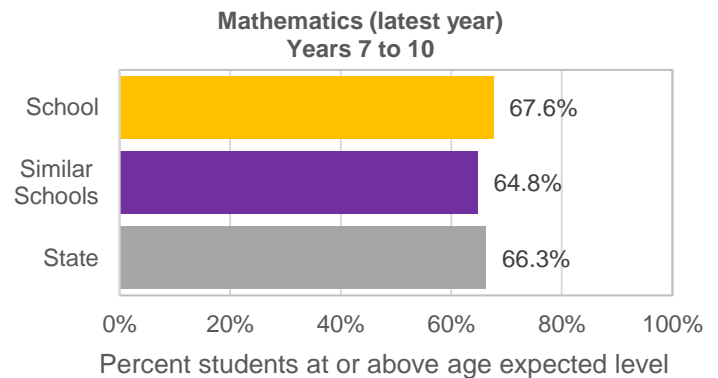
67.6%

Similar Schools average:

64.8%

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.

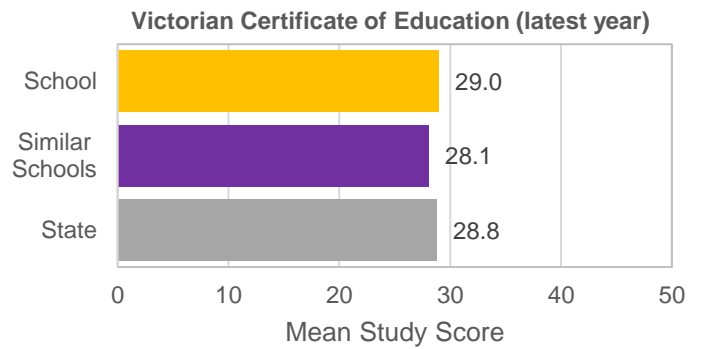
## ACHIEVEMENT (continued)

### 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	29.0	29.2
Similar Schools average:	28.1	28.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

8%

VET units of competence satisfactorily completed in 2020:

70%

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

91%

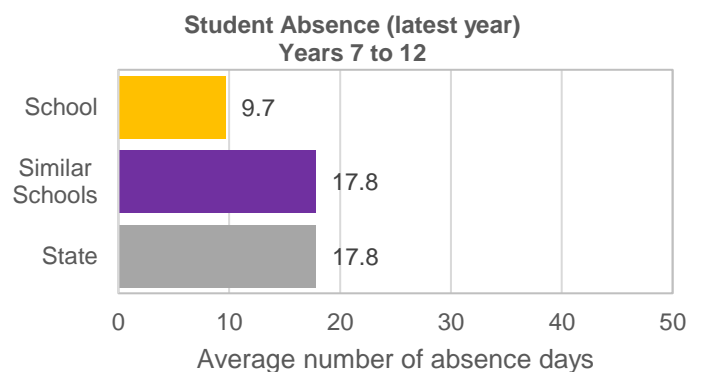
## ENGAGEMENT

**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:	9.7	12.7
Similar Schools average:	17.8	18.7
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

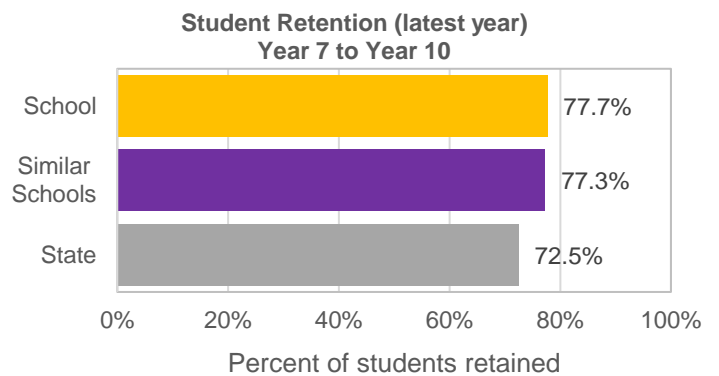
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	96%	94%	95%	94%	95%

**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:	77.7%	77.5%
Similar Schools average:	77.3%	76.2%
State average:	72.5%	72.9%



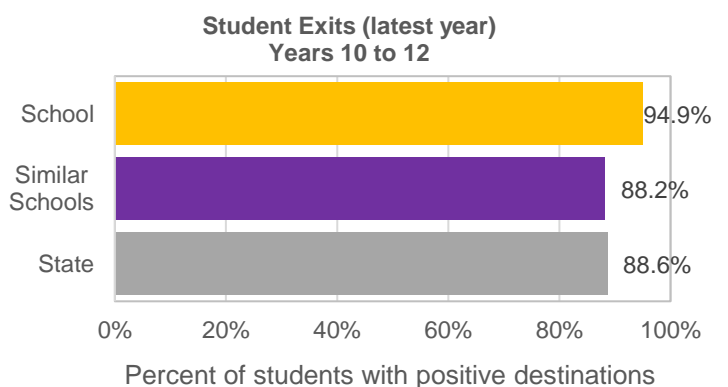
**Students exiting to further studies or full-time employment**

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:	94.9%	96.1%
Similar Schools average:	88.2%	89.0%
State average:	88.6%	89.1%



## WELLBEING

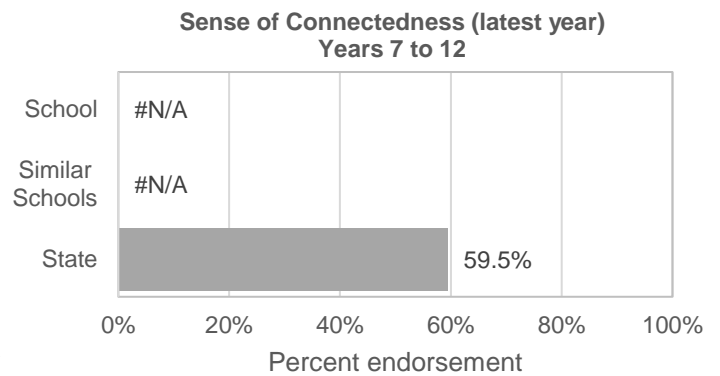
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	55.0%
Similar Schools average:	NDP	54.2%
State average:	59.5%	55.3%



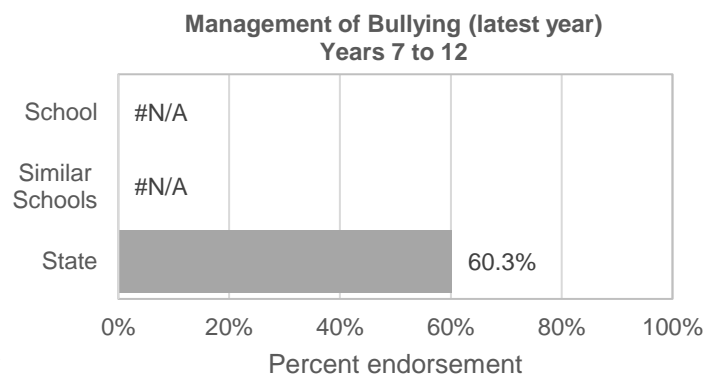
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	60.3%
Similar Schools average:	NDP	56.9%
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	\$17,673,539
Government Provided DET Grants	\$3,295,790
Government Grants Commonwealth	\$20,691
Government Grants State	\$71,432
Revenue Other	\$71,517
Locally Raised Funds	\$1,402,069
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$22,535,038</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,867,993
Equity (Catch Up)	\$58,023
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$1,926,016</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,273,274
Adjustments	\$403,031
Books & Publications	\$14,445
Camps/Excursions/Activities	\$481,536
Communication Costs	\$42,900
Consumables	\$456,291
Miscellaneous Expense <sup>3</sup>	\$2,678,815
Professional Development	\$119,395
Equipment/Maintenance/Hire	\$381,358
Property Services	\$354,828
Salaries & Allowances <sup>4</sup>	\$716,378
Support Services	\$355,532
Trading & Fundraising	\$206,801
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$939
Utilities	\$170,156
<b>Total Operating Expenditure</b>	<b>\$24,655,735</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,489,359
Official Account	\$306,559
Other Accounts	\$39,455
<b>Total Funds Available</b>	<b>\$4,835,373</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$954,075
Other Recurrent Expenditure	\$98,335
Provision Accounts	NDA
Funds Received in Advance	\$422,632
School Based Programs	\$477,706
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,061
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$225,000
Capital - Buildings/Grounds < 12 months	\$39,095
Maintenance - Buildings/Grounds < 12 months	\$1,000,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$4,228,904</b>

*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.*