2020 Annual Report to
The School Community

School Name: Merbein P-10 College (8886)

- 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 09 May 2021 at 07:35 PM by Chris Grimmer (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 13 May 2021 at 10:41 AM by Scott Barnes (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

Merbein P-10 College is located in north-west Victoria 550 kilometres from the Melbourne Central Business District and approximately 11 kilometres from the regional city of Mildura. The college provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The college commenced as a P-10 college in 2010 following the merger of three primary schools, Merbein Primary School, Merbein South Primary School and Merbein West Primary School with Merbein Secondary College. The college commenced at its present site in January 2011 and moved into new buildings in November 2012. The college grounds include grassed and hard surface play areas. There is a large shade structure over netball and basketball courts and shaded adventure playgrounds. The primary blocks enable flexible open learning spaces. Secondary classes are housed in new facilities and within the former secondary college building. There is a library, gymnasium, two art rooms, a music room, science laboratories, specialist facilities for classes in food, metal, wood, textiles, STEM (Science, Technology, Engineering and Mathematics) and a recently completed Arts and Technology centre. The college has a flexible learning options (FLO) program housed in renovated flexible classroom spaces. Enrolments at census 2020 were 798.2 students comprising 236.2 primary students and 562 secondary students. Over the past four years, enrolments increased by approximately 200 students. The Student Family Occupation (SFO) index was 0.5295 and the Student Family Occupation Education (SFOE) index was 0.4836 in 2020. The staffing profile of Merbein P-10 College includes a Principal, two Assistant Principals and approximately 60 full time equivalent (FTE) teachers including a Learning Specialist and six Leading Teachers. There are approximately 25 FTE Education Support (ES) staff and office administration staff. The college provides an approved curriculum framework aligned to the Victorian Curriculum for Years Foundation to 10. Secondary students study core and elective subjects. Vocational Education and Training in Schools (VETiS) programs and workplace learning opportunities may be taken by Year 10 students. There is a flexible learning options (FLO) program that provides a personalised curriculum that enables students to learn in small groups with an aim to engage students in their learning and provide additional support. The college has a wellbeing team that supports students and families through early intervention and case management. There is a Doctor in Schools program, a breakfast club operates daily and an out of school hours program, run by qualified staff, is available after school. The college provides a range of extra-curricular activities including sport, camps, performances and music.

Merbein P-10 College aims to:

a.   Provide a friendly, caring, inclusive and respectful learning environment that enables students to achieve their personal best.

b.   Develop in students life-long learning skills which enable them to achieve their individual goals and make a positive contribution to the community.

In our college we show due regard for the feelings, wishes and rights of others.

Respect:
At Merbein P-10 College we show respect by:

•   Valuing the personal space and privacy of others
•   Showing courtesy and always using appropriate language
•   Treating all property with care
•   Cooperating with reasonable requests and directions.
•   Speaking to and treating others kindly
•   Being friendly and welcoming to others
•   Treating all members of our community and visitors with respect

Responsibility
At Merbein P-10 College we demonstrate responsibility by:

•   Arriving to all classes on time and with correct equipment
•   Allowing everyone to learn and allowing teachers to teach

- Listening when others are speaking
- Wearing correct school uniform every day
- Playing and moving around the school safely
- Maintaining a neat and tidy environment
- Helping others who look in need of assistance
- Maintaining a positive safe learning environment

Quality
At Merbein P-10 College we demonstrate quality by:

- Completing all tasks to the best of your ability
- Working hard, and displaying a positive attitude all times.
- Wearing uniform with pride
- Modelling positive behaviour
- Maintaining a positive and safe learning environment

As a college we will continue to maximise the learning growth of every student. Our aim in coming years is to increase our ability to empower all students to be active learners. In evaluating the FISO dimensions it was clear that the school had made progress to embed student voice, agency and leadership and was overall at the evolving stage. Staff, students and classroom observations showed that the extent that voice and agency was activated in learning was inconsistent. It was determined that there was scope to empower students as active learners through voice and agency in teaching and learning and the provision of opportunities for leadership, which is why this will be important work during the 2021-2023 period.

To build a positive and consistent climate for learning will continue to be a focus of our work during the next strategic period. The college has had a focus on School Wide Positive Behaviour Support and processes to fully embed the steps for tier 1 and so further professional learning and embedding consistent processes will be future work. In addition to this, attendance data showed an increase in absences over the recent review period which is why a focus on building a positive and consistent climate for learning is essential work.

Framework for Improving Student Outcomes (FISO)

In 2020 the school focused on the FISO Initiative, Building Practice Excellence & Evidence-based high impact teaching strategies.

The Key Improvement Strategy were:
* Develop teacher capability to embed agreed literacy strategies across each key learning area
* Build teacher capability to embed the agreed instructional model
* Build data literacy to inform collaborative planning in teams for differentiated teaching and learning
* Action Plan to accelerate improvement

Key actions undertaken:
* Build staff capacity to identify explicit literacy strategies relevant to their KLA.
* Increase staff knowledge of the leading literacy strategies to ensure they are being explicitly taught from P-10.
* Further enhance the peer observation and feedback process across the college to support consistent implementation of the College instructional model.
* Develop an induction process to ensure new and returning staff and long term Casual Relief Teachers are trained in the Merbein P-10 instructional model.
* Utilise PLCs and KLA/Unit planning time to build staff knowledge and understanding of data literacy and the way data is used to drive instruction.
* Build the capacity of teachers to develop and implement an engaging and sequential curriculum, within a highly collaborative and reflective professional learning community culture.

In 2020 the second FISO Initiative we focused on was Empowering Students and Building School Pride

The Key Improvement Strategy was:

* Build student voice and agency in their learning

Key action undertaken: (restricted due to our students learning from home for quite a length of time.)
* Develop teacher and student capability to give and receive feedback to improve teaching and learning.

Achievement

Throughout 2020 we undertook a number of actions to progress our achievement goals. We provided professional learning to all staff based on leading literacy strategies, Principal class, in conjunction with literacy leaders identified areas of need in literacy instruction and provided small group sessions for staff to attend, revised and strengthened tier 1-3 vocabulary across all KLA/unit teams, reviewed and modified our current Peer Observation document, Learning Centre Leaders implemented Peer Observation model with PDP teams as a modelled process, provided differentiated professional learning based on the agreed instructional model and used data from Learning Walks & Walkthroughs to determine need.

COVID-19 created a massive interruption to normal schedule of professional learning. Remote learning meant that we narrowed the focus of our professional learning and consequently a number of our KIS actions were not implemented in 2020. In addition to this, due to the COVID-19, we did not complete NAPLAN testing, Parent Opinion Surveys, Student Attitudes to School Surveys and a very limited number of Staff Opinion Surveys. This resulted in the majority of the data sets recording a NDA response – No Data Available.

The following key improvement strategies were implemented during the restricted time we were at school in 2020.
* Build staff capacity to identify explicit literacy strategies relevant to their KLA.
* Increase staff knowledge of the leading literacy strategies to ensure they are being explicitly taught from P-10.

Successes:
The ability of all our staff to adapt to remote learning and provide our students with learning opportunities that could be accessed from home was certainly our greatest success throughout 2020.
Teachers now have a greater awareness of academic vocab and literacy strategies in all curriculum areas. Learning Walks have provided evidence of this and planning documents demonstrate greater use of academic vocabulary.

* Further enhance the peer observation and feedback process across the college to support consistent implementation of the College instructional model.

Successes:
Whilst only very early in our improvement journey, there has been an increasing willingness to engage in peer observation and feedback cycles. Due to the disruption of remote learning this year we only had a couple of formal opportunities to complete peer observations and classroom walkthroughs. However, a number of staff approached colleagues to complete extra observations to provide them with data and to reflect on their own strengths and areas for development. There is a shift towards the use of observation as an improvement tool rather than seeing it as criticism.

Successes:
All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals

Engagement

* Utilised PLCs and KLA/Unit planning time to build staff knowledge and understanding of data literacy and the way data is used to drive instruction.

Successes:
Increasing awareness and ability of teachers to teach at the point of need - consistency across the entire secondary area is yet to be achieved but continues to advance. Teaching teams met weekly with our AP (teaching & learning) to examine data and practice.

PLCs have been restricted by COVID-19 but have still been implemented and were shared across the college. PLC collaborative cycles need to continue to be implemented in KLA/Units, as well as within interest groups. Secondary teams need to continue to explore the use of data to differentiate their teaching and teach students at their point of need. Providing teachers with more opportunities to take part in learning walks and observe practice across primary and secondary classes will be important to demonstrate what point of need teaching can look like.

* Build the capacity of teachers to develop and implement an engaging and sequential curriculum, within a highly collaborative and reflective professional learning community culture.

Successes:
Conferencing now occurs in all reading sessions
Conferencing template developed and implemented
Anchor charts were developed based on comprehension strategies
Data was used to identify and name students
PL was provided to all English staff

* Develop teacher and student capability to give and receive feedback to improve teaching and learning.

Successes:
Informal and year level feedback regarding remote learning was the only actions that were undertaken for this KIS this year due to COVID-19. We narrowed our focus to ensure we provided the best remote program we could offer during the year.

Attendance continues to be an issue across the College. Our most recent Pivot Survey and Student Opinion Survey also highlight the need for the school to continue its emphasis on enhancing student engagement within a supportive and productive learning environment. In accordance with DET Attendance Policy the school informs parents of each daily student absence, including sending an SMS via the Compass message system. A Parent portal has also been set up on the Compass system which enables parents to be able to approve unexplained absences online. In 2020 we instigated a pilot project targeted towards our Year 9 cohort whereby families were contacted via telephone where student unapproved absences reach three days in succession, or there was a pattern of unapproved absence.

As in previous years, the school will continue its efforts to provide a safe, inclusive learning environment in which students are encouraged to take greater ownership of their learning. Our FLO program also plays an important role in maximising attendance of students who are at greater risk of disengagement. The following goals were established to focus on student attendance:

* Implement attendance processes with rigour and fidelity
* Review current absence response procedures and practice and implement changes to address unapproved absenteeism earlier than it is currently being actioned.

Successes:
In 2020 we instigated the implementation of an unapproved absence response pilot program for Year 9s. However, it cannot be evaluated effectively due to the change in attendance focus during remote learning. Attendance records were totally inconsistent in relation to previous years data. We also reviewed the absence response flowchart in the primary area to ensure all staff are aware of their role in the process. These actions have been included in our 2021 AIP once again.

Wellbeing

In 2020 our wellbeing goal was to continue to build a positive learning environment for students by enhancing staff teaching and learning skills, team collaboration and enabling greater student voice and agency. Our focus was on maintaining a calm learning environment where students were engaged and most could articulate the purpose of their learning and how they were progressing. COVID-19 impacted this massively as students were learning from home for much of the time.

The Pivot survey was introduced in late 2018 and embedded during 2019 in order to gain further understanding of this issue and guide teacher practice. Unfortunately our Pivot survey for 2020 had to be cancelled due to COVID-19.

Transitions at the key levels (Prep, Year 6 to 7 and Year 10 to 11) are given high priority, with extra measures provided to support the transition of students with special needs. Transition was incredibly difficult in 2020 due to COVID restrictions but we managed to run some modified orientation sessions for our Preps and one orientation day for our Year 7s. Our Year 10 students were able to attend the Senior College once the current Year 11 & 12s had finished for the year, which also provided them with an insight into how the school operated. Whilst not as extensive as usual, this was still important experience for our students.

Two Social Workers are also in place to advise teachers in regard to student management, mental health and general wellbeing. Students with specific needs are case managed. Where appropriate, students are referred to SSSO and to local agencies with relevant expertise. During the lockdown our wellbeing staff posted weekly proactive wellbeing information and activities for students to access from home and monitored students at risk on a regular basis, providing pathways to external supports were necessary.

Financial performance and position

The net outcome for the year is a surplus, however the majority of this surplus is committed per the financial commitment summary.

$96,000 of the surplus is funds received in advance – this is mostly unallocated CSEF as due to COVID-19 restrictions in 2020, most camps did not go ahead for these funds to be expended. These funds will be used for camps in 2021 or transferred to students' new schools as required.

$81,000 is committed to replacement of netbooks and iPads and $150,000 is committed to capital works (carpark construction/contribution to major building project).

The operating reserve for 2020 has decreased significantly due to a decrease in expenditure caused by remote learning but recurrent expenditure should increase to a normal level in 2021.

Extraordinary revenue includes:

Mobile Phone Secure Storage Funding	$24,300
Mildura Law Courts Donation (Camps)	$5,000
Latrobe University – Nexus Program	$12,562

Extraordinary expenditure includes:

Locker Purchases	$32,253
Pivot – Student Surveys	$6,050
Repairs to Extraction System-Technology	$3,779
Asset Stocktake	$5,912
CCTV – Additional Cameras	$5,888
Drawing Tablets – Art	$4,456
Camera Equipment	$7,316
New Sick Bay– Recliners, Flooring, Air Conditioning	$7,777

Additional State/Commonwealth Funding the school received beyond the SRP:

• Advance Grant #	$9,725
• Short Term Leave Reimbursements	$17,239
• Sporting Schools Grants	$3,050
• Mobile Phone Secure Storage Funding	$24,300
• Safe Use Machinery & Equipment Grant	$2,730
• OSHC Sustainability Support	$10,000

Advance Program

Advance is a school-based program for young people to volunteer in their community by planning projects, meeting

new people, building skills and making a difference in their community.
The Advance grant supported our students in volunteering in a range of community agencies such as Royal Life Saving Victoria, Chaffey Aged Care, RSPCA, PAWS Victoria, Sunraysia Football/Netball Association, DPI, Mildura Rural City Council and Victoria Police. The grant also helped to cover the cost of materials, transport, excursions and camps incorporated in the Advance Program.

For more detailed information regarding our school please visit our website at
http://www.merbeinp10.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 798 students were enrolled at this school in 2020, 362 female and 436 male.

3 percent of students had English as an additional language and 13 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.
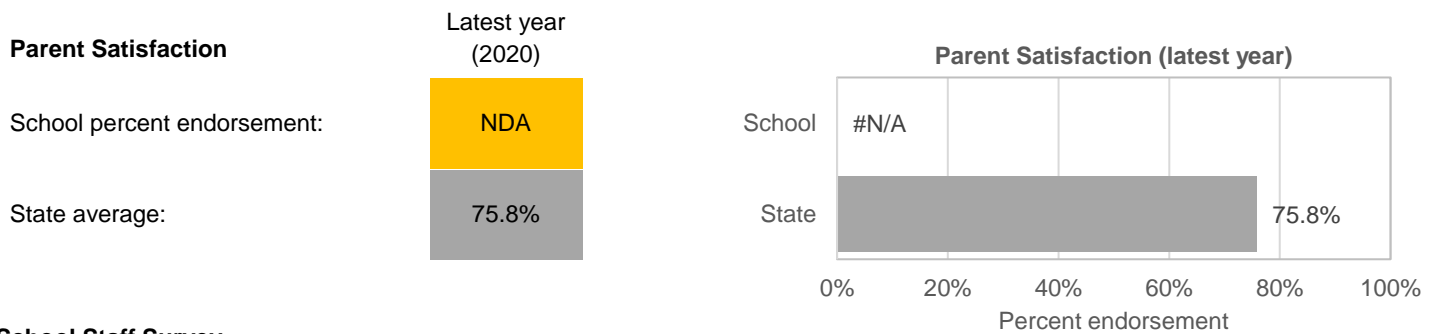
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
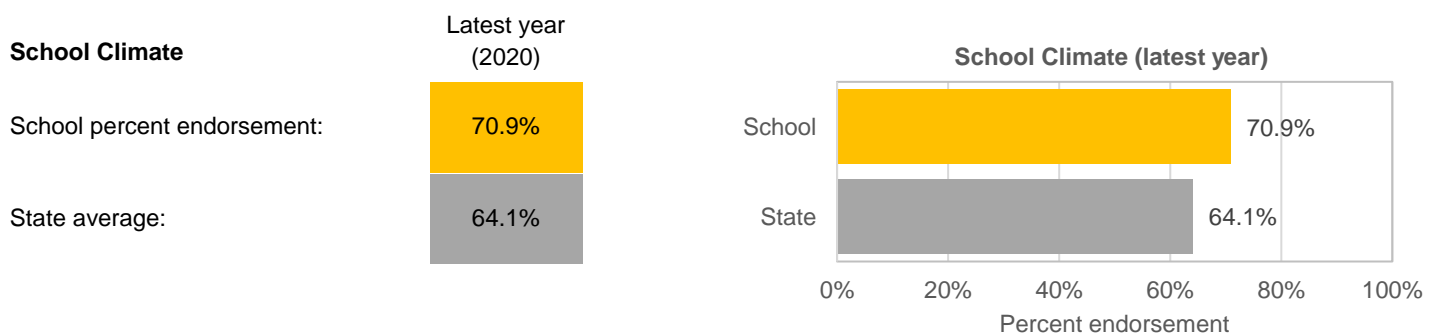
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	75.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	#N/A
State	75.8%

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	70.9%
State average:	64.1%

School Climate (latest year)

	Percent endorsement
School	70.9%
State	64.1%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	73.9%
Similar Schools average:	82.8%
State average:	86.3%

English (latest (year)
Years Prep to 6

Percent students at or above age expected level
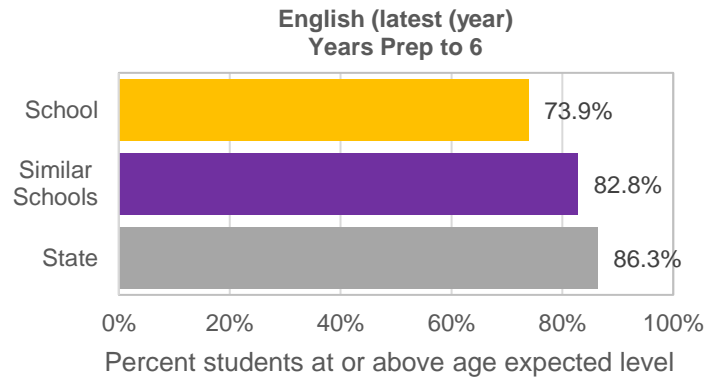
English
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	58.6%
Similar Schools average:	67.0%
State average:	75.8%

English (latest year)
Years 7 to 10

Percent students at or above age expected level
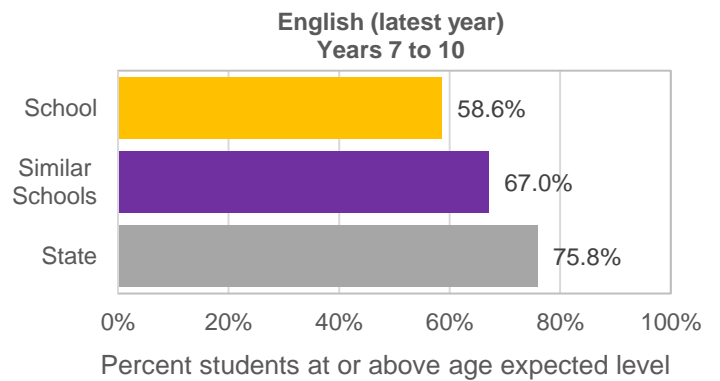
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	68.4%
Similar Schools average:	83.0%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

Percent students at or above age expected level
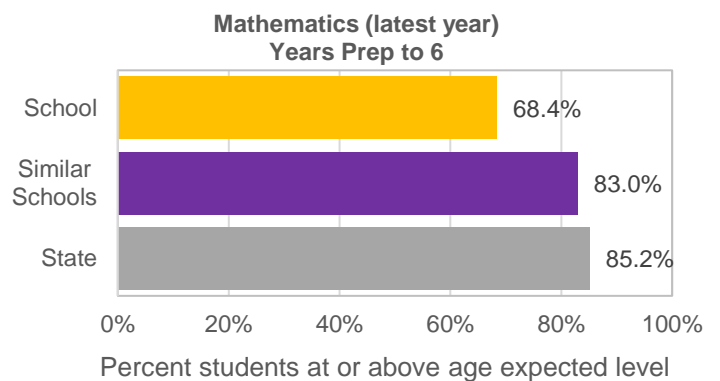
Mathematics
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	63.0%
Similar Schools average:	51.4%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

Percent students at or above age expected level
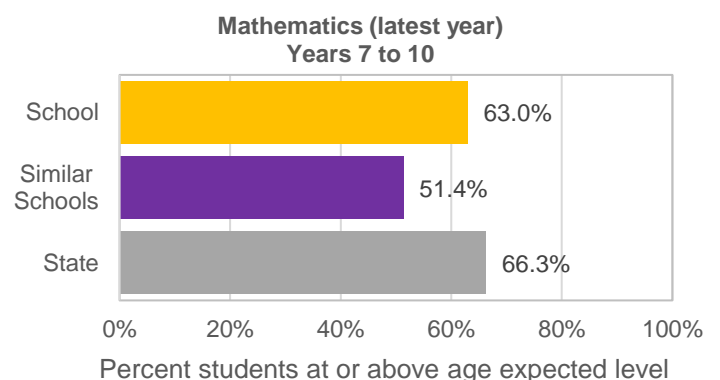
ACHIEVEMENT (continued)

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	NDA	NDA
Similar Schools average:	26.0	26.3
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	#N/A
Similar Schools	26.0
State	28.8
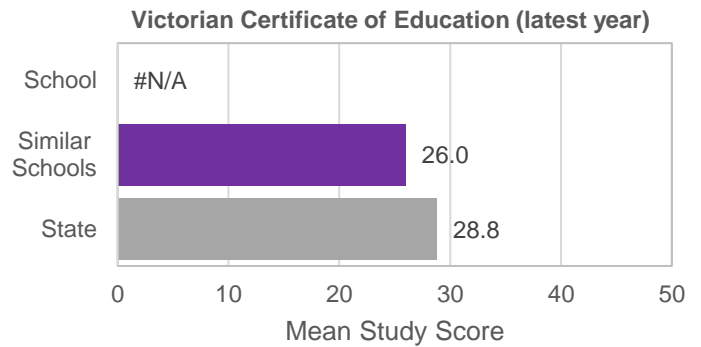
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Students in 2020 who satisfactorily completed their VCE:	NDA
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2020:	NDA
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	NDA

ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	18.5	19.2
Similar Schools average:	16.3	16.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	18.5
Similar Schools	16.3
State	13.8

Average number of absence days
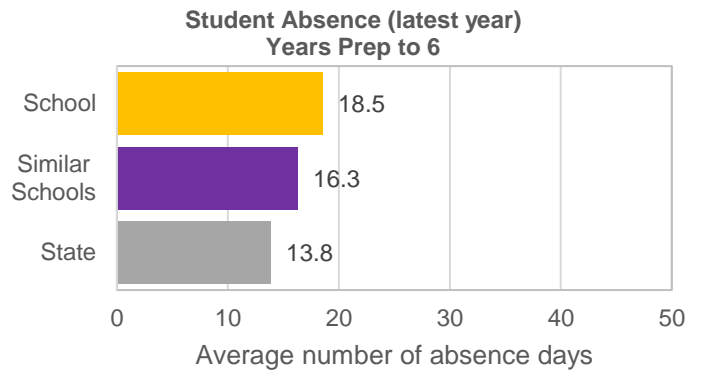
Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	26.4	24.2
Similar Schools average:	23.6	24.2
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	26.4
Similar Schools	23.6
State	17.8

Average number of absence days
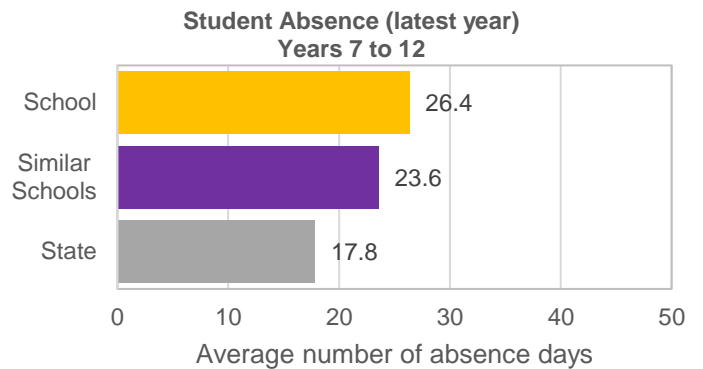
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	91%	92%	92%	90%	88%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	87%	87%	84%	88%	NDA	NDA

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:	88.1%	81.8%
Similar Schools average:	76.6%	76.5%
State average:	72.5%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School	88.1%
Similar Schools	76.6%
State	72.5%

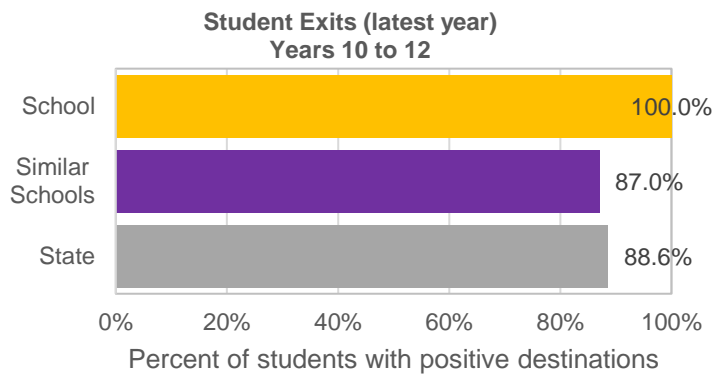0% 20% 40% 60% 80% 100%

Percent of students retained
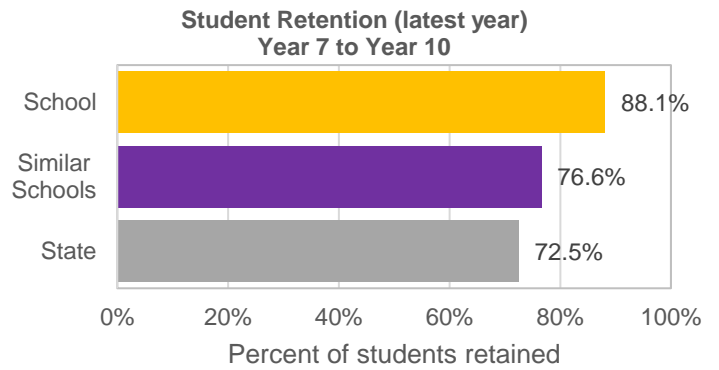
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
          Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	99.8%
Similar Schools average:	87.0%	87.1%
State average:	88.6%	89.1%

Student Exits (latest year)
Years 10 to 12

School	100.0%
Similar Schools	87.0%
State	88.6%

0% 20% 40% 60% 80% 100%

Percent of students with positive destinations

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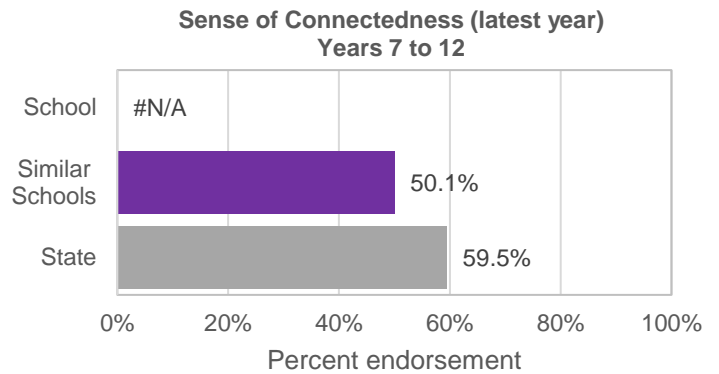
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.1%
Similar Schools average:	80.6%	80.6%
State average:	79.2%	81.0%
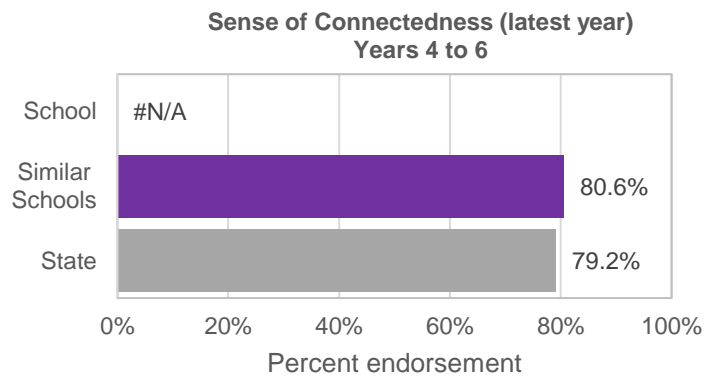
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	80.6%
State	79.2%

0%　20%　40%　60%　80%　100%
Percent endorsement

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	66.5%
Similar Schools average:	50.1%	52.1%
State average:	59.5%	55.3%

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

Sense of Connectedness (latest year) Years 7 to 12

School	#N/A
Similar Schools	50.1%
State	59.5%

0%　20%　40%　60%　80%　100%
Percent endorsement

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	69.9%
Similar Schools average:	80.6%	80.7%
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.
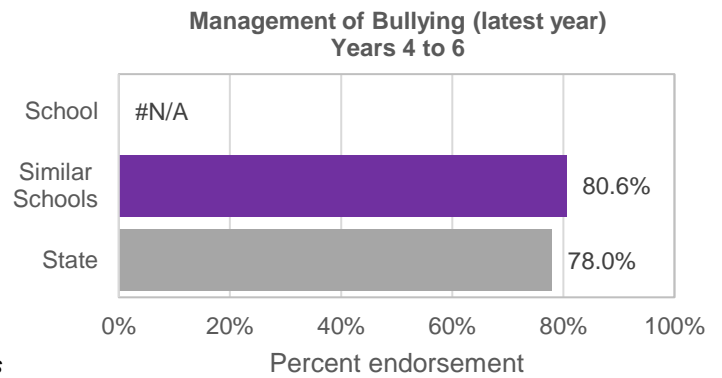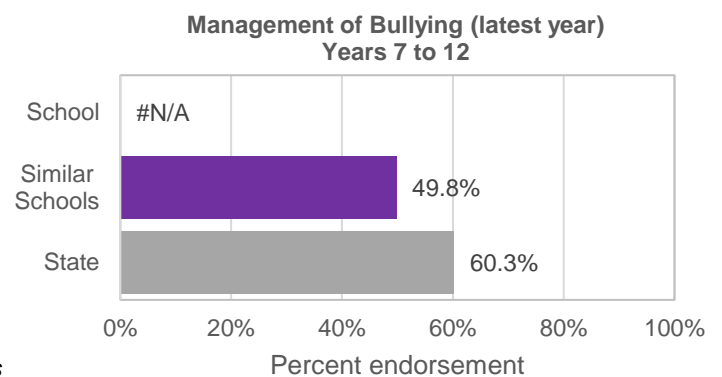
Management of Bullying (latest year) Years 4 to 6

School #N/A
Similar Schools 80.6%
State 78.0%

0% 20% 40% 60% 80% 100%
Percent endorsement

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	65.0%
Similar Schools average:	49.8%	53.8%
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.

Management of Bullying (latest year) Years 7 to 12

School #N/A
Similar Schools 49.8%
State 60.3%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$7,719,495
Government Provided DET Grants	$1,590,014
Government Grants Commonwealth	$34,450
Government Grants State	$9,725
Revenue Other	$49,211
Locally Raised Funds	$550,155
Capital Grants	NDA
Total Operating Revenue	**$9,953,051**

Equity [1]	Actual
Equity (Social Disadvantage)	$627,236
Equity (Catch Up)	$36,433
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$663,669**

Expenditure	Actual
Student Resource Package [2]	$7,707,985
Adjustments	NDA
Books & Publications	$11,498
Camps/Excursions/Activities	$124,228
Communication Costs	$20,288
Consumables	$192,502
Miscellaneous Expense [3]	$31,625
Professional Development	$12,954
Equipment/Maintenance/Hire	$226,720
Property Services	$250,539
Salaries & Allowances [4]	$361,003
Support Services	$87,171
Trading & Fundraising	$107,595
Motor Vehicle Expenses	$182
Travel & Subsistence	$34,066
Utilities	$136,067
Total Operating Expenditure	**$9,304,423**
Net Operating Surplus/-Deficit	**$648,628**
Asset Acquisitions	**$5,353**

(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	$995,893
Official Account	$32,316
Other Accounts	NDA
Total Funds Available	**$1,028,209**

Financial Commitments	Actual
Operating Reserve	$259,361
Other Recurrent Expenditure	$20,953
Provision Accounts	$5,000
Funds Received in Advance	$96,019
School Based Programs	$250
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$81,000
Capital - Buildings/Grounds < 12 months	$150,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$612,583**

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.