

2020 Annual Report to The School Community



School Name: Lyndhurst Secondary College (7108)



- 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 31 March 2021 at 10:34 PM by Kondilo Prades (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 09:37 AM by William Noble (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Our College in 2020 had an enrolment of 620 students, increasing at the beginning of 2021 to approximately 705 students, with enrolment inquiries occurring weekly. The College is situated just north of Cranbourne in the south-western corner of the City of Casey, an area of generally low socio-economic indicators.

Our Purpose: Lyndhurst Secondary College aims to provide a strong education for secondary students within the Lyndhurst, Lynbrook, Cranbourne North and wider Cranbourne community. We expect our students to transition into further education and training as they prepare themselves to be active participants as adults in our community. We are "empowering students for learning and life". Students come to our College with a range of backgrounds and we aim to ensure that we meet the needs of all our students and support them in becoming work and life ready. We make adjustments to programs to meet varying students' needs as well as providing challenging programs to extend and develop students to support them in reaching their full potential.

Our Values: Commitment, Excellence and Integrity are centered around High Expectations based upon Respect for Self, Others and the Environment.

The College enrolments have been increasing steadily over the last three years growing from 450 in 2017 to an enrolment of 705 this year (2021). Our students were generally from backgrounds in which completion of Year 12 or equivalent was and is seen as a major achievement. Though this is still the case in some instances, we have students who have greater aspirations and achieve excellent year 12 results and pathways. The Student Family Occupation (SFO) index has progressively increased over each of the past six years moving from 0.5658 to 0.6460.

Over recent years the cultural mix of the College has changed dramatically with an increasing number of students of a Non English Speaking Background. Over the past five years the proportion of students with a Language Background Other Than English (LBOTE) has increased from 16% to 31%. There are approximately 11% of our students who come to our College who 'qualify' for English as an Additional Language and the proportion of Aboriginal/Torres Strait Islanders is between 1-2% of the overall student population.

Our students come from a large number of feeder primary schools, however we work closely with six key primary schools to facilitate quality transition - Courtenay Gardens, Cranbourne Park, Cranbourne West, Lynbrook, Lyndhurst and Rangebank Primary Schools.

Physically, the College is situated adjacent to a major highway and has a very large Gymnasium, a well-resourced Drama Theatre, a large Library, and many significant specialist facilities: Music, Food Technology, Visual Arts, with a state of the art Automotive workshop, and Engineering room, Wood and Metal technology rooms, as well as extensive Science based classrooms. We have a reading room to support and encourage our students to read. The College also has a dedicated English centre where students are experiencing the latest in evidence based pedagogy to enhance students' literacy skills. There is also a Senior School area set aside for our VCE and VCAL program. The College has significant computer resources housed in a number of dedicated classrooms, supported by a student BYOD program.

Our staff are a very broad mix in terms of age and experience in teaching. Our workforce has 72.5 equivalent full time staff - 3 principal class, 46.3 teachers and 23.2 educational support staff. Staff are willing participants in educational change aimed at improving student outcomes.

To deliver on our purpose this College:

Fosters close links with parents and the broader school community through its commitment to open and regular communications.

Commits to the active sharing of its vision and goals to ensure school community engagement in the College's strategic plan.

Guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.

Provides a safe and stimulating learning environment to ensure all students can achieve their full potential.

Aims to provide students with instruction that is adapted to their individual needs.

Will engage parents regularly when their child does not behave in a socially acceptable manner, or has attendance issues.

Expects teachers to provide timely and targeted feedback to students on their work.

Lyndhurst is a great school to be a part of and one that serves its local community well. Through our common purpose, vision and values we aim to provide a rich and diverse, quality educational experience for our students

Framework for Improving Student Outcomes (FISO)

The goals for the 2020 school year as reflected in the 2020 AIP were as follows:

- 1.To improve literacy and numeracy outcomes of our students with a specific focus on years 7 – 9 and VCAL.
- 2.Build Student Agency, Voice and Leadership for every student within the College

Though we started the year with a focus on our AIP, significant adjustments were made over the course of the year due to COVID 19 and remote learning. We shifted our focus to supporting our student, staff and whole community with their mental health and wellbeing.

Goal 1:

Lyndhurst Secondary College delivered on the goal of improving literacy and numerous outcomes for our students however there were significant modifications made to the AIP actions in order to support our community during our period of remote learning. Below is a summary of what worked well in 2020 to support our students continue their learning growth during an extremely disruptive year with a significant part of the year in remote learning. We ensured we had clear communication of identified priorities in response to the move to remote and flexible learning by leadership to parents, students and staff. In order to support our staff to work effectively with our students with a focus on improving literacy and numeracy, the Teaching and Learning team met weekly to not only respond to DET advice but also to provide guidance and clarity to staff about expectations. The team also reviewed and responded to parent, student and staff feedback, feeding this back to staff to support their work while working remotely. Our Numeracy and Literacy leaders were available to provide support to staff and students as the need arose. The Professional Learning Teams (PLTs) continued to meet weekly, with the English and Maths teams being priority meetings. The PLT meeting time focused on moderating student work, identifying key skills to focus on when working with the students as well as distinguishing common language used in tasks and assessments to support students accessing the curriculum, particularly during the remote learning period. We provided PL on the use of Compass which became a vehicle to support increased feedback on learning directly to students (and visible to parents) with a whole school template developed and used on Compass to support consistency of practice. This not only supported the work teachers were doing, it supported both parents and students as they understood the expectations and it was consistent across all subjects.

The Teaching and Learning leaders worked directly with KLACs to help Identify the essential learnings while on remote learning. Further as we identified students had challenges due to home environment to mimic their daily timetable at home, to support and encourage them to access the work, all staff placed a weekly learning plan each week on compass for students to access and complete throughout the week. They also knew in advance when online lesson on Webex were being held. Feedback from parents and students indicated that this supported their specific learning environment and minimised their stress. It also encouraged independent learning. The implementation of the High Ability Program provided opportunity for incursions for students and programs to extend and challenge the more capable student. This was highly engaging and motivating for our high achievers – the College received very positive feedback from students and parents.

Online Webex lessons supported our VCAL students to stay connected with each other and their teachers; it allowed scaffolding of tasks with regular feedback provided via compass and Webex. There was regular communication between teachers, parents and students.

The college attendance data as measured online check in had declined over the course of the year with a greater number of 30+ days. By Term 3, the second lockdown, the College had to organise with the local police a significant number of welfare checks on students. We also identified students were engaging with the learning but not submitting the online form. The attendance data for 2020 cannot be deemed reliable.

Goal 2:

As a result of the challenging year that 2020 brought with it for our students, our staff and their families, this goal had a significant focus on supporting our whole communities mental health, physical health by providing food and activities program and keeping the whole community connected. The success of this was clear in both the independent survey feedback from parents (Term 2) and staff (Term 3) and the internal surveys the College conducted seeking feedback. For example, 81% of our parents expressed they received clear communication from the College on how to prepare for the transition to learning from home. 75% of our families said that our College was well prepared and well-resourced to deliver classes remotely including conducting regular teacher interactions with students online, providing a structured

learning schedule, etc. Our staff survey indicated that 95% of our staff recognised the school focused on supporting student wellbeing, while 92% of staff also acknowledged the school's leadership team focused on staff mental health and wellbeing. Below is a summary of what worked well this year in supporting our whole school community stay connected and looked after, while providing opportunities for our student leaders to lead and students' voice to be heard and responded to:

Appointment of a Student Voice, Agency and Leadership leading teacher, to identify student and staff and community needs and respond appropriately. This included the introduction of the weekly 'Connected' newsletter with students and staff sharing what was happening each week both in learning and other activities,

There were surveys of parents/students and staff to provide ongoing feedback and responding to their needs, e.g. student workload, structure of day etc. These surveys occurred each term, reviewed in detail and changes implemented as identified. We provided opportunities for our Student Leaders across the College to demonstrate leadership and keep the school connected. These included the remote assemblies including ANZAC; the Rio Trio videos from School Captains and other student leaders; staff vs student challenges, whole school days such as 'wear it purple day'.

The team also identified the need for and implemented whole school days such as e.g. Fun Friday, Wellbeing Wednesday, Fitness Tuesday etc. These were a big hit and feedback from all our community was extremely positive and reflected the timeliness and effectiveness of our team's response to what the community was feeling.

There was an increase in all levels of communication across the community. There was a weekly parent and student letter from the Principal that ensured clear and constant communication. Student feedback on remote learning gave agency to students and impacted on changes to delivery of curriculum; as part of our SWPBS initiative there were commendation awards presented to students every day encouraging and supporting students to engage in the learning from home. Increased knowledge of online platform (Compass and Webex) allowed more community access and communication with the College. Some students more engaged during remote than onsite, e.g. some school refusers re-engaged during remote learning

Staff and student wellbeing was a significant focus, with as well as looking after the mental health of our families, hampers of food were provided to our more needy families (which increased in number as the lockdown progressed). This provided much needed nourishment for our students and their families.

Due to the nature of remote learning and the limitations placed on the College when onsite learning returned, many programs could not run, including Engage and Academy, camps and excursions, the Advance program for VCAL.

Achievement

Lyndhurst Secondary College is focused on continuous improvement in all areas of Student Learning. During the complex year of 2020, our students responded well to the multiple teaching and learning environments they experienced including; remote/self-directed learning, showing that in most areas, our students performed statistically similar to similar government schools. In 2020 our students achieved an excellent pass rate in the VCE, with 93% eligible students gaining their VCE. The mean VCE all study score has remained consistent. Students VCE results showed significant value added on student results, with significant number of our students achieving results greater than the GAT predicted. A focus on high expectations, ongoing meetings with students and parents supported this significant improvement in our student learning. Mean study score for all VCE subjects undertaken by students at the College was 27.2. This is above similar schools' comparison. This was a positive growth on our four-year average.

Our College has a focus on continual improvement in Teaching and Learning. The College has a clear focus on developing teacher capacity to support improvement in student outcomes related to Literacy & Numeracy levels across Years 7 – 9. The program is well supported with funding by DET for the Middle Years Literacy Numeracy program and internal funding to support the College Strategic Plan goals of improvements in Literacy & Numeracy.

To continue to build practice excellence; Professional Learning Teams, and whole school Professional Learning together with our school-wide Positive Behaviour Matrix have all contributed to building staff capacity and impact teaching in the classroom. In addition, we continued our focus on the use of data to inform teaching and learning (differentiation in lesson planning) and moderation across all year levels.

Most students in the Program for Students with a Disability showed progress at the expected level or have shown growth. An increased number of students enrolled in VCAL are a part of the PSD program. This allowed these students to move into successful pathways for their future.

Engagement

Lyndhurst Secondary College continues to work towards strengthening student engagement, attendance and improving behaviour. We are now in our fourth year as a School Wide Behaviour and Support (SWPBS) school, working towards Bronze accreditation. SWPBS continues to give us a framework for recognition of positive behavior in the school, striving for all students to be safe, respectful learners. SWPBS is promoted during weekly assemblies and recognised during the school day using our Learning Management System. We have begun a review into how our curriculum engages our students with student agency central to our philosophy of delivering a viable and engaging curriculum, equipping students with the skills needed to navigate an ever more complex world. We continue to work closely with our community to improve attendance with targeted monitoring and the use of early prevention and intervention strategies. We have continued to emphasize the importance of student attendance to all stakeholders and now give feedback on a regular basis via our Progress Reports. A systematic approach to attendance and lateness has been continued to improve students being in class, on time and ready for learning. Remote and flexible learning undoubtedly affected our data, as we were reliant on students logging their own attendance. This process did not function with great efficiency and we believe that the true level of absenteeism to be lower than published figures. Many students experienced challenges to do with connecting to virtual classroom environments. We continue to recognise full attendance with awards every term. An increasing number of students achieve these awards.

The College has increased the number of student led teams, increasing student voice and agency at school. This includes the SRC, Peer Support, Facilities and Academy as well as continuing to play an important role in our Interview Process. Our award-winning ‘Multipride’ program, now incorporated into our Academy Program has focused on the promotion of a safe school environment through the improvement of cultural links within the wider school community. Other schools were invited to Lyndhurst to take part in this program. Our Academy Program, now in its third year, allows students to select an area of passion and develop skills in this area for two periods a week. In 2020 students were engaged in multiple sports, baking, STEM learning, performance and creative arts options. In 2021 these Academies will focus on community events, further connecting us with the wider community and linking our students together at school.

Wellbeing

The Lyndhurst Secondary College community is committed to providing a safe, challenging and stimulating learning environment. We champion commitment, excellence and integrity in order to develop open-minded citizens capable of contributing confidently and responsibly to an ever-changing world.

Real retention has continued to demonstrate a positive trend over past years, with summary data showing Lyndhurst Secondary College results to be similar to those from other schools.

The College provides broad opportunities in VCAL, VET and VCE, with significant VET provision via a partnership as part of the Cranbourne VET Cluster. The College is the Lead School in a Trade Training Centre, known as CRTSC, which is based within four schools in the local Cranbourne area.

We strive to overtly encourage students to stay in further education and training in order to maximise transition to fulfilling careers. This includes developing students via practice interviews with business and community leaders, targeted course counselling and a work experience program. Students develop their pathways plan by engaging with these and other opportunities provided by the broader community. In 2019 the College introduced a new Year 10 subject, “World of Work” which will help prepare our students for the workplace.

The College provides an extensive range of support options for students experiencing challenging circumstances and also provides many opportunities for students to forge connections with one another. Year 7 students engage in an orientation/transition program at the beginning of the year, which is then followed up by a Peer Support Program. Across years 7-9, students are afforded the opportunity to participate in cross-year level activities through the Academy program where students are able to select an area of interest each term to study. We have a very strong Wellbeing support program run by 4 highly experienced and dedicated staff who work tirelessly keeping our students safe and supporting their various wellbeing needs. We also have a proactive intervention team who focus on education for students, parents and staff through professional learning, website blogs and running small group education with students. This team also visits classes for Classroom Observations of students and staff to assist with supports in the classroom.

Our SATSS data indicates that our students are feeling more connected to the College and safer, and we performed

above similar schools in the 2019 survey. In 2020 due to remote learning we ran a number of internal surveys with students, staff and parents to gain feedback about how the community was travelling and made adjustments accordingly. The college prioritised Wellbeing for the community and included regular wellbeing days and activities in remote learning. During remote learning the college created food hampers for families in need, delivered care packages to the homes of year 12 students and ran WebEx connection games groups for junior year levels. Our performing arts program, provides opportunities for many of our students to engage with their peers and showcase their talents.

Our students have been involved in Whole School Community Days, the 4Cs, Art Competitions, just to name a few of the opportunities provided to our students. We also have a lunch club and in 2021 we are running a breakfast club program two mornings a week. We also have food available for students in need outside of these times.

The College works together using a 'Team around the Learner' approach, to help support the whole child and to try and identify interventions needed to ensure every child can be successful at Lyndhurst Secondary College. Our College has established positive connections with a wide variety of different support services in the community.

Our students matter and we are constantly striving to provide as many opportunities as we can for them as well as providing support and looking after their health and wellbeing.

Financial performance and position

Equity funding is targeted towards programs to directly improve outcomes for our students, including additional support as well as proactive wellbeing programs, pathways support and a focus on improving community engagement. The College continues to commit to the effective resourcing of all initiatives aligned with our strategic plan. We have a continued focus on improving literacy and numeracy outcomes for all students along with a focus on student engagement and wellbeing.

2020 finances were impacted by the prolonged COVID shutdowns with remote learning. Resources were diverted to support remote learning with a particular focus on providing the technology required by students to successfully undertake remote learning and supports around student and staff wellbeing. The net operating surplus for 2020 is unusual due to reduced expenditure whilst under remote operation for a major portion of the year

For more detailed information regarding our school please visit our website at
www.lyndhurst.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 621 students were enrolled at this school in 2020, 300 female and 321 male.

28 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.

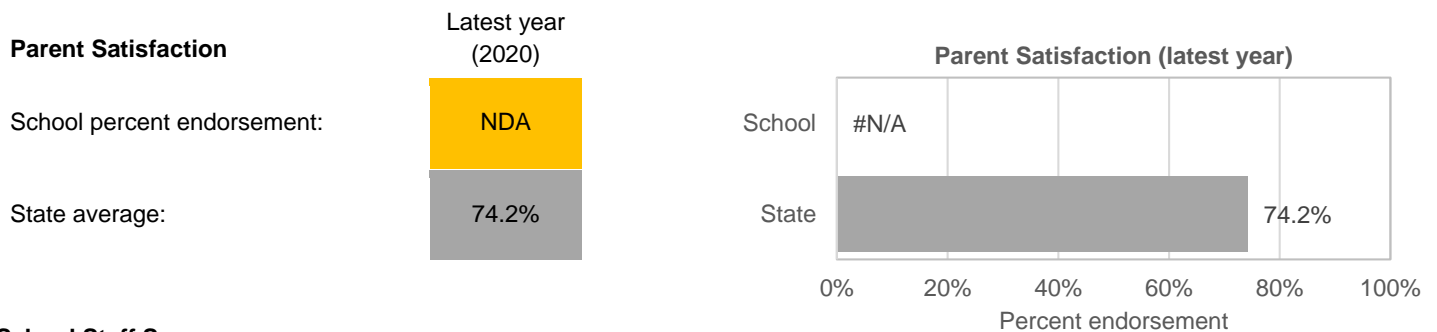
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

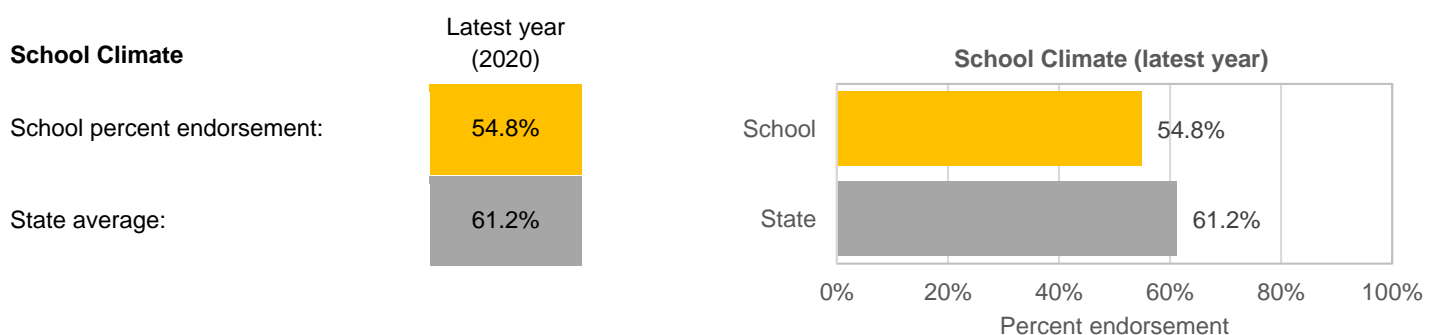


School Staff Survey

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:

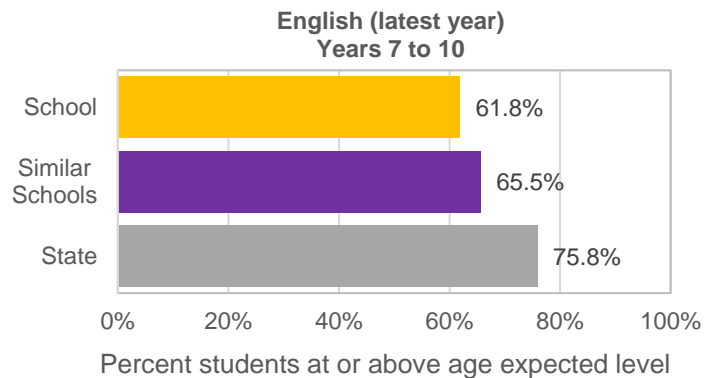
61.8%

Similar Schools average:

65.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

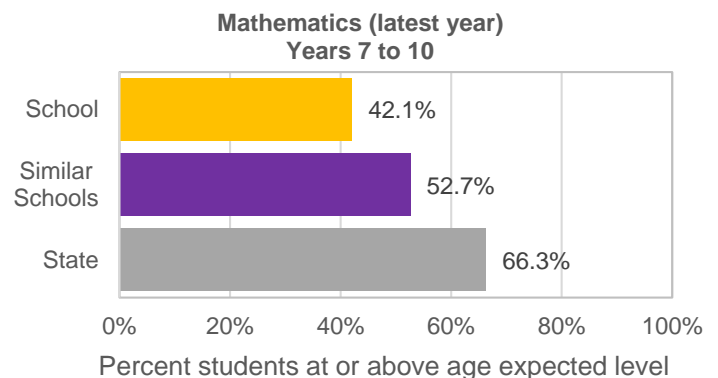
42.1%

Similar Schools average:

52.7%

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.

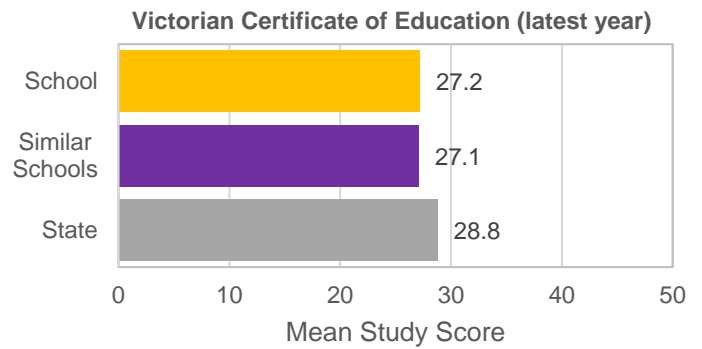
ACHIEVEMENT (continued)

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	27.2	26.4
Similar Schools average:	27.1	27.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

93%

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

54%

VET units of competence satisfactorily completed in 2020:

69%

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

62%

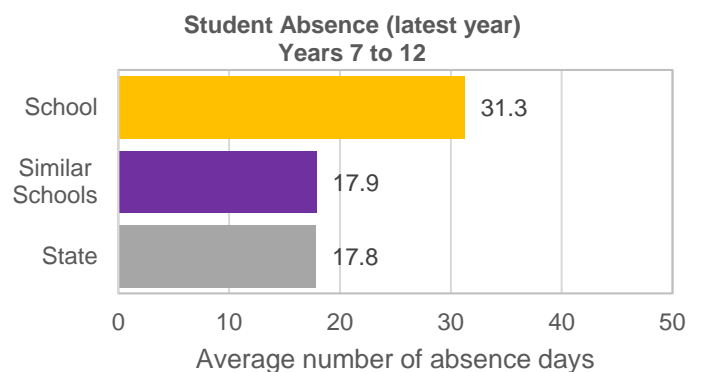
ENGAGEMENT

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:	31.3	26.7
Similar Schools average:	17.9	20.0
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

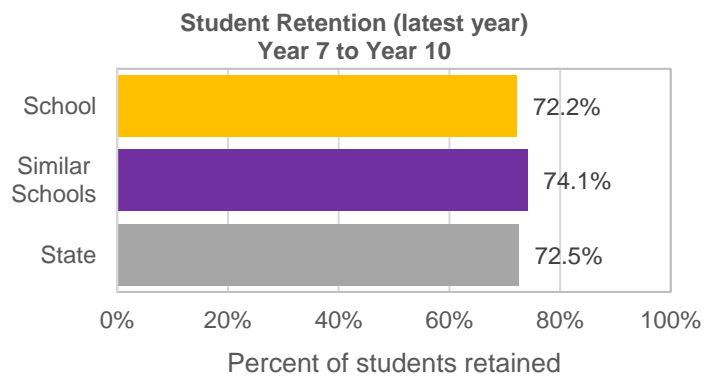
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	85%	83%	82%	78%	88%	89%

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:	72.2%	69.2%
Similar Schools average:	74.1%	72.3%
State average:	72.5%	72.9%



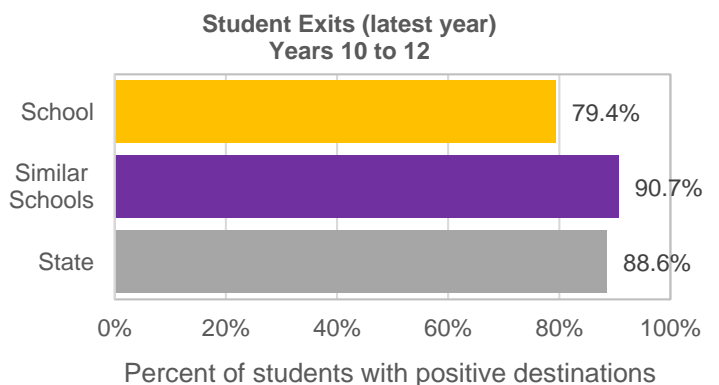
Students exiting to further studies or full-time employment

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:	79.4%	85.1%
Similar Schools average:	90.7%	90.3%
State average:	88.6%	89.1%



WELLBEING

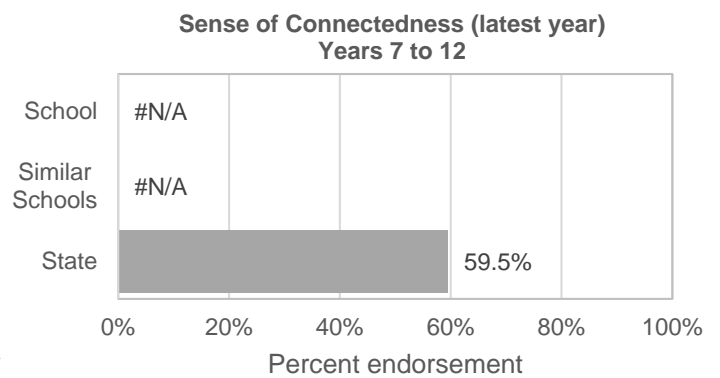
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.3%
Similar Schools average:	NDP	54.7%
State average:	59.5%	55.3%



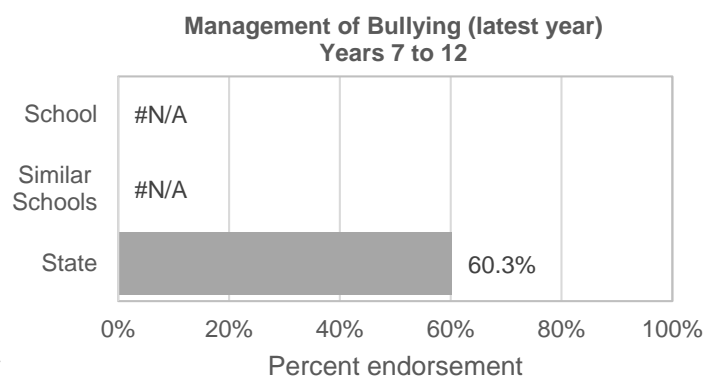
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	57.6%
Similar Schools average:	NDP	56.7%
State average:	60.3%	57.9%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,055,795
Government Provided DET Grants	\$1,467,172
Government Grants Commonwealth	\$26,675
Government Grants State	\$15,031
Revenue Other	\$75,286
Locally Raised Funds	\$111,366
Capital Grants	NDA
Total Operating Revenue	\$8,751,326

Equity ¹	Actual
Equity (Social Disadvantage)	\$803,976
Equity (Catch Up)	\$64,320
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$868,296

Expenditure	Actual
Student Resource Package ²	\$7,136,286
Adjustments	NDA
Books & Publications	\$8,320
Camps/Excursions/Activities	\$73,061
Communication Costs	\$13,616
Consumables	\$103,847
Miscellaneous Expense ³	\$27,932
Professional Development	\$20,994
Equipment/Maintenance/Hire	\$145,830
Property Services	\$196,663
Salaries & Allowances ⁴	\$118,139
Support Services	\$474,315
Trading & Fundraising	\$8,730
Motor Vehicle Expenses	\$6,276
Travel & Subsistence	\$786
Utilities	\$94,357
Total Operating Expenditure	\$8,429,152
Net Operating Surplus/-Deficit	\$322,173
Asset Acquisitions	\$41,008

- (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	\$1,263,475
Official Account	\$90,312
Other Accounts	NDA
Total Funds Available	\$1,353,787

Financial Commitments	Actual
Operating Reserve	\$188,084
Other Recurrent Expenditure	\$34,867
Provision Accounts	NDA
Funds Received in Advance	\$164,846
School Based Programs	\$194,327
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$43,316
Repayable to the Department	\$81,615
Asset/Equipment Replacement < 12 months	\$267,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$292,280
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,316,334

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.