

2020 Annual Report to The School Community



School Name: Footscray High School (7842)



- 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 21 April 2021 at 05:38 PM by Frank Vetere (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 23 April 2021 at 06:36 AM by Karen Laing (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

Footscray High School opened in 2020 as a result of a merger between Footscray City College and Gilmore College for Girls and as part of the Footscray Learning Precinct. Year 7 located at Barkly Campus and Year 8-12 at the Kinnear Campus. The first intake of Year 7 in 2020 was just over 300 students. There were 1172 students enrolled at the Kinnear campus in 2020. 1.8% of our student population in 2020 had a Koorie background, 2.6% were recognised with a disability, 3.2% were non english speaking and 0.9% were classified as refugees. 26% students had English as an additional language. The Schools international student program continued and was well supported by dedicated staff albeit for most part of the year it was online.

During 2020 major projects for Footscray High School included, a new 7-9 Pilgrim Campus, a new three storey Learning Community Building at Barkly Campus and a new Science Centre at the Kinnear Campus. In 2020 the school opened with full VRQA registration which was a rigorous, unique and complex process due to merger of two established schools.

In 2020 the school was asked to undertake a VRQA minimum standards audit and in addition a new VRQA registration for the Pilgrim campus.

The new school identity including name, logo, values/pillars, uniform, curriculum was all co-designed with high level community engagement. The School pillars are UNITY, RESPECT, CREATIVITY and ENDEAVOUR. The school motto is 'Tomorrow Together'. The new school uniform was compulsory for all Year 7 students. The school has an active social media presence with a new web site www.footscray.vic.edu.au. It also has a facebook and instagram page.

The school has outstanding curriculum and policy and program documentation and all accessible on the Google platform.

The school developed a new leadership structure and all appointed were from within the current organisations. The school had an effective full time staff of 152. In 2020 Footscray High School had one Koorie teacher. In 2020 substantive Campus principals were appointed for each campus joining the executive principal in the senior executive team. The focus of this team is to ensure 3 campuses, one school and UNITY. Footscray High School began as a new entity with an endorsed Annual implementation Plan. The School did not have a Strategic Plan nor was it required to complete an Annual report for 2019. The school is undertaking a review in 2021 to develop a strategic plan for the next four years.

With all plans in place for a controlled first year we were impacted by Covid 19. Prior to state-wide lockdown Footscray High school experienced two school lockdowns due to cases at our school. Furthermore, we were impacted by the lockdown of the Flemington Housing Estates.

The school was well prepared for remote teaching and learning with a well-considered, high level continuation of learning plan. Over the year we co-designed three iterations of the plan based on ongoing reflection and feedback. The focus of the plan was learning and wellbeing. The student and staff attendance/participation rate was measured three times a day and was constantly in the mid 90%. During remote learning we engaged with our community exceptionally well and maintained programs and events as society became well versed with using online conferencing platforms.

The school participated in weekly DET surveys, staff, parent and student opinion surveys. The school does not have any NAPLAN data however has robust school level assessment data. We do have VCE data as a base line first year.

At the end of 2020 our focus was on transitioning back to onsite learning whilst preparing for the opening of a new campus. We remained aligned to DET priorities of return to school. We have met all our accountabilities regarding 'Digital Divide' and the 'Tutor Learning Initiative'.

Framework for Improving Student Outcomes (FISO)

In Footscray High School's first year of operation, Professional Learning Teams (PLT) were established with a focus on creating common assessment tasks and moderation. The focus of this moderation was two-fold; to identify students' Zone of Actual Development (ZAD - Where they are at) and Zone of Proximal Development (ZPD - Where they need to go next in their learning), and to refine the assessment tasks and related assessment rubrics/matrices. A secondary focus was to share best practices in classroom pedagogy. All Learning Areas established PLTs in 2020 and met regularly. PLTs moved to an online format during COVID-related lockdowns.

Using the PLT Maturity Matrix, the school conducted a self-evaluation to identify where our PLTs currently sit in terms of function and focus, and where we need to get to next. The data collected is summarised below.

Emerging (16/79)
Evolving (54/79)
Embedding (6/79)
Excelling (3/79)

An analysis of this data reveals that while there are pockets of excellence in our PLT work (3 indicate excelling), there is still considerable variation in practice and collective-efficacy. 54 teachers indicating that our current PLTs sit at the 'evolving' stage. This is consistent with observations from senior executive members and our staff opinion survey. This provides FHS with a solid foundation from which to build upon over the course of our next strategic plan.

An evaluation of our PLT work in 2020 has guided several changes for 2021 and beyond. These include providing teachers with greater choice of which PLT they belong to and flexibility in terms of size. We are shifting to smaller, more focused, and agile PLTs in 2021. The focus remains on teaching students at their point of need.

To support the work of the PLTs, whole-school assessment schedules were developed and published.

Despite challenges with COVID, and our first year of operation, 2020 saw significant progress toward our goal around STEAM education. There is evidence (teacher observations and teacher Vic curriculum judgments) of student engagement in our STEAM programs. Both students and parents have reported positive engagement in our STEAM programs, including Community STEAM and STEAM tech at the junior levels, and our integrated STEAM subjects at our senior school.

Our STEAM also planned and is now delivering a groundbreaking STEAM program for junior students. For a full day, students across both of our junior campuses are facilitated through the design think process to identify and come up with solutions for school-based, and local problems. The program foregrounds the general capabilities, in particular Critical and Creative Thinking, Ethical Capability, and the Personal and Interpersonal Capability. Students self-select from three key themes: Social Justice, Sustainability, and Wellbeing. These themes take students and teachers to all of our three campuses and into the community to connect and interact with local issues in authentic settings. This project involved significant consultation with our community and external experts, and represented a significant step forward in our STEAM agenda.

However, our ATOSS still indicated that more work is to be done in developing student voice and agency. Our students provided FHS with 35% endorsement on student voice which is significantly lower than the state mean of 49%.

The school was well prepared for remote teaching and learning with a well-considered, high level continuation of learning plan. Over the year we co-designed three iterations of the plan based on ongoing reflection and feedback. The focus of the plan was learning and wellbeing. The student and staff attendance/participation rate was measured three times a day and was constantly in the mid 90%. During remote learning we engaged with our community exceptionally well and maintained programs and events as society became well versed with using online conferencing platforms.

FISO (Framework for Improved Student Outcomes)
Excellence in teaching and learning

Building practice excellence

1. Curriculum-Based Professional Learning, focussed on developing a guaranteed and viable curriculum, common assessment practices, moderation, and the sharing of high-impact pedagogical practices with the view of reducing between-class variation.
2. Bespoke Professional Learning (BPL) - Staff offered bespoke professional learning in areas that they have expertise or interest. All teachers were expected to attend three one-hour sessions per term on an opt-in basis. BPL has been a valuable strategy in building cohesion among staff, especially during remote and flexible learning in 2020.
3. Whole School Forums - Whole School Forums were scheduled for one hour, three times a term, and involved the whole staff coming together around a common theme or presentation. In 2020, whole school forums were presentational in nature and involved introducing key members of the organisation and school programs.

Curriculum planning and assessment

- A curriculum plan, outlining program links to all strands and sub-strands of the Victorian curriculum was developed in 2020.
- Whole school assessment schedules were developed in 2020 and published. These formed a schedule of common summative assessment tasks that were moderated and used to derive data to inform reporting.
- Units of work for all year levels, based on the domains of the Victorian curriculum and VCE study designs, were documented using Google sites. Teachers collaborated on this platform to create common learning experiences for students across different classes. FHS curriculum site are accessible by all students and parents

Evidence-based high-impact teaching strategies

Use of High Impact Teaching Strategies is reflected in the schools AIP through our focus on teaching at the point of need

- Evidenced by informal and formal professional discussions, teachers understand the rationale behind using consistent high-impact teaching strategies. Such strategies have been identified in PLTs as appropriate interventions to respond to cohort and individual student needs. However, there is less evidence that this rhetoric is reflected in consistent and widespread practice.
- Leaders modelled the use of High Impact Teaching Strategies by including learning intentions and success criteria in staff presentations and professional learning activities. Leaders also encourage metacognitive reflection and feedback to gauge impact. Leaders also frame HITS positively at all times when communicating with staff.

Evaluating impact on learning

- Whole School Assessment Schedule is in place to support PLTs to identify areas of need - This includes external, standardised assessments (NAPLAN and PAT, Maths Pathway, VCE Exams) and internal, school-based assessments (Formative and Summative Assessments that inform Victorian Curriculum Judgements. There is a focus on building capacity in data literacy, including the ability to triangulate data to make balanced judgments, and tracking student growth by plotting Achievement vs. Growth.
- There is widespread use of developmental rubrics and assessment matrices - differentiated feedback is provided to students using these rubrics and matrices and ZAD and ZPD are identified.
- Student learning Data is analysed at the leadership level, Professional Learning Level, and in whole school settings

Achievement

Due to COVID, NAPLAN was canceled in 2020, negating this as a source of data to gauge our impact against our achievement goals.

While we were unable to confirm the achievement of our student outcome goals due to the cancellation of NAPLAN, other assessments that we conducted indicate that we were able to achieve a positive impact on student learning. The school conducted PAT testing from years 7 to 9 to track progress in reading and maths. Cohort analysis of this data indicates that FHS students at years 7 and 8 are operating above the Australia-wide, 'Norm-Referenced Group' in Maths. FHS students are operating slightly below the norm reference group in Maths. FHS students are operating above the norm-referenced group in reading. PAT data attached below.

While NAPLAN was cancelled, meaning the targets for reading goals were unable to be identified, we were able to leverage other forms of data (PAT Reading) to demonstrate a positive impact on reading. While COVID slowed progress, we were able to create a reading improvement plan for Year 7 and 9 in 2020 that draws on the HITS to explicitly teach reading across all learning areas. This involved working closely with SWVR to plan and implement the reading plan which focussed on building teachers' data literacy and using standardised testing to target students at the point of need. FHS used PAT as an external assessment to gauge student progress. Progressive Achievement Tests, commonly known as PATs, are one of the main sets of tests schools use. PATs are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension and Vocabulary, and Listening Comprehension. Pre and Post PAT data for our year 7s and 9s indicated that the approach has a positive impact on reading at those levels.

This is an achievement given that much of the work was completed remotely.

PAT R - Reading data - 2020 (Assessment Administered in November, 2020)

Year 7 - 280 students tested

FHS Year 7 Median - 133.7

Australia Wide Norm Sample Median - 132

Band 150 and above (Top Band) - 16 Students (1.3%)

Band 140 - 149 - 64 students (5.4%)

Band 130 - 139 - 76 Students (6.4%)

Band 120 - 129 - 70 Students (6%)

Band 110 - 119 - 36 Students (3.1%)

Band 100 - 109 - 16 Students (1.7%)

Band 80-89 - 1 student (0.1%)

Band 60-69 - 1 student (0.1%)

Year 8 (208 Students tested)

FHS Year 8 Median - 140.7

Australia Wide Norm Sample Median - 134.7

Band 150 and above (Top Band) - 23 Students (2.3%)

Band 140 - 149 - 84 students (8.3%)

Band 130 - 139 - 59 Students (5.8%)

Band 120 - 129 - 59 Students (5.8%)

Band 110 - 119 - 6 Students (0.6%)

Band 100 - 109 - 1 Students (0.1%)

Band 90 - 99 - 1 students (0.1%)

Band 80-89 - 2 student (0.2%)

Year 9 (239 Students tested)

FHS Year 9 Median - 144.6

Australia Wide Norm Sample Median - 137.7

Band 150 and above (Top Band) - 73 Students (6.3%)

Band 140 - 149 - 77 students (6.5%)

Band 130 - 139 - 66 Students (5.6%)

Band 120 - 129 - 15 Students (1.3%)

Band 110 - 119 - 3 Students (0.2%)

Band 100 - 109 - 1 Students (0.1%)

Band 80-89 - 3 student (0.3%)

PAT MATH - Numeracy data - 2020 (Assessment Administered in November, 2020)

Year 7 - 286 students tested

FHS Year 7 Median - 133.6

Australia Wide Norm Sample Median - 130.5

Band 155 and above (Top Band) - 11 Students (0.9%)
Band 145 - 154 - 26 students (2.6%)
Band 135 - 144 - 74 Students (6.3%)
Band 125 - 134 - 111 Students 9.6%)
Band 115 - 124 - 51 Students (4.3%)
Band 105 - 114 - 9 Students (0.7%)
Band 85-94 - 2 student (0.1%)
Band 75 - 84 - 2 student (0.1%)

Year 8 - 217 students tested
FHS Year 8 Median - 134.2
Australia Wide Norm Sample Median - 133.6

Band 155 and above (Top Band) - 16 Students (1.3%)
Band 145 - 154 - 38 students (3.2%)
Band 135 - 144 - 51 Students (4.3%)
Band 125 - 134 - 57 Students (4.8%)
Band 115 - 124 - 45 Students (3.8%)
Band 105 - 114 - 8 Students (0.6%)
Band 95 - 104 - 1 Student (0.1%)
Band 85-94 - 1 student (0.1%)

Year 9 - 191 students tested
FHS Year 9 Median - 133.7
Australia Wide Norm Sample Median - 136.5

Band 155 and above (Top Band) - 6 Students (0.5%)
Band 145 - 154 - 32 students (2.7%)
Band 135 - 144 - 52 Students (4.5%)
Band 125 - 134 - 59 Students (5.0%)
Band 115 - 124 - 29 Students (2.5%)
Band 105 - 114 - 6 Students (0.5%)
Band 95 - 104 - 4 Students (3.4%)
Band 85-94 - 3 student (0.2%)

We also tracked individual student growth in Maths through our online platform, Maths Pathway. This data indicated that students progressed in numeracy in 2020. The spread of levels in each cohort identified in our PAT MATHS data is supported by the Maths Pathway data which also indicates a wide spread at each cohort. Growth rates are summarised below.

Year 7 Cohort - Average growth of 138% (over 100% growth indicates that students are progressing through 12 months of curriculum faster than 12 months. ie a growth rate of 150% would indicate that a student would progress through 1.5 years of schooling in 12 months)

Year 8 Cohort - Average growth rate of 119% (over 100% growth indicates that students are progressing through 12 months of curriculum faster than 12 months. ie a growth rate of 150% would indicate that a student would progress through 1.5 years of schooling in 12 months)

Year 9 Cohort - Average growth rate of 97% (over 100% growth indicates that students are progressing through 12 months of curriculum faster than 12 months. ie a growth rate of 150% would indicate that a student would progress through 1.5 years of schooling in 12 months)

This data indicates that while our year 7s and 8s flourished in numeracy throughout 2020, including remote and flexible learning, our year 9s (current year 10s) found it more difficult to maintain progress in maths.

The school also ran regular surveys of students during remote learning to gauge engagement and to guide our approach. The data derived from these surveys indicated that the majority of students were engaged in remote learning programs and resources and felt that they were supported in their learning. This was supported by attendance data that remained in the high 90s percentage throughout remote and flexible learning. One of the surveys and the derived data is attached below.

Teacher Judgement of student achievement

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

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 is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.6	28.6
Similar Schools average:	27.9	28.0
State average:	28.8	28.8

Students in 2020 who satisfactorily completed their VCE: 99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 17%

VET units of competence satisfactorily completed in 2020: 81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: 98%

Program for Students with a Disability. (PSD)

All students in this category had an Individual learning plan and were supported with intensive supported throughout the year even whilst online.

Regular student support group meetings were conducted and overseen by the PSD leader at each campus.

Engagement

During 2020 and in particular during remote teaching and learning student engagement remained our priority at Footscray High School.

The school attendance data is greater than similar schools and the state average in 2020.

During remote teaching and learning we ensured daily check-ins for all students.

Student Absence

Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.3	12.3
Similar Schools average:	15.5	18.3
State average:	17.8	19.2

During 2020 to support Student Engagement the School prioritised the following in summary:

In the area of Empowering students and building school pride:

- School-wide Student Representative Council was in place
- Student representation on School Council and all Council Sub-Committees
- In 2020 we ran regular student surveys to gauge engagement and to gather feedback on our Continuation of Learning Plan while on lockdown.

In the area of Setting expectations and promoting inclusion:

- Focus on and implementation of Rights, Resilience and Respectful Relationship, in conjunction with Dr. Helen Cahill at junior campuses

- Focus on and implementation of Growth Mindset and Brainology at junior campuses in 2020
- Focus on and implementation of Mindfulness - for staff and students
- Allocation of staffing resources to Inclusion and Engagement - School Nurses, Chaplain, Wellbeing Leaders

In the area of Intellectual Engagement and Self Awareness:

- All teachers are members of both a curriculum and well-being Professional Learning Team that meet to analyse student data with the view of setting goals for individual students and cohorts.
- A Learning Specialist position has been created focussed on intellectual awareness and self-awareness
- Mindfulness program implemented at the leadership level and in the Senior School

Footscray High School placed great importance on students transitioning back to school from remote teaching and learning. There was a bespoke transition program for our VCE students with a focus on their well being and finishing VCE.

Wellbeing

During 2020 and in particular during remote teaching and learning student wellbeing remained our priority at Footscray High School.

In the reported system data, based on the 2020 Attitudes to School Survey, Footscray High School demonstrated that it performed lower than similar schools and the state in the areas of Sense of Connectedness and Management of Bullying. As indicated due to lower participation rates and differences in collection methodology in 2020, data is often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results. Having stated this, at Footscray High School we supported student wellbeing in the following ways:

- Appointment of wellbeing leaders and teams across all campuses
- Inclusive education leaders at every Campus
- Appointment of a School Chaplain
- Appointment of School Nurse
- A Doctor's in School Program
- Strong focus on daily attendance in learning
- A structured wellbeing referral system
- Structured online activities to support physical wellbeing
- Whole school commitment to the Rights Resilience and Respectful Relationship Program
- The language that we use and challenge/non-binary awareness
- Implementation of the Inclusion policy
- Focus on the Marung Initiative
- A detail focus on child safety standards across the school

During remote teaching and learning, Footscray High School ensured all students had access to learning material at home including computer devices and internet. Communication with the school community during remote teaching was constant and consistent. We provided ongoing strategies for parents, staff and students to support their wellbeing.

Students who were identified at risk had ongoing intervention with a range of resources allocated.

Financial performance and position

Due to a school merger and staffing conditions applied to a school merger, Footscray High School commenced with a significant staffing deficit. This was further impacted by the large number of international students enrolled that are not counted in the student resource package. Therefore our staffing deficit was managed through International Education funding that comes in separately.

In 2020 there were significant costs associated to setting up the new Barkly Campus which was partly under construction.

In 2020 there was a significant decline in the amount of families that paid for essential items due to Covid.

There were significant cost associated to maintaining the Kinnear campus.

The school bears a significant cost running the Footscray High School Film School.

In 2020 Footscray High School did not overspend in its cash component and worked within the approved budget.

For more detailed information regarding our school please visit our website at
<https://footscray.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 1472 students were enrolled at this school in 2020, 679 female and 793 male.

26 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.

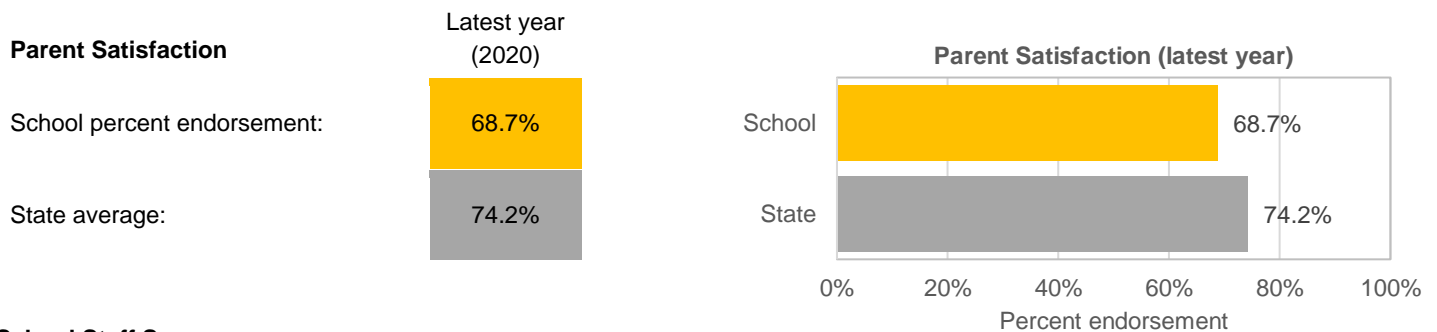
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

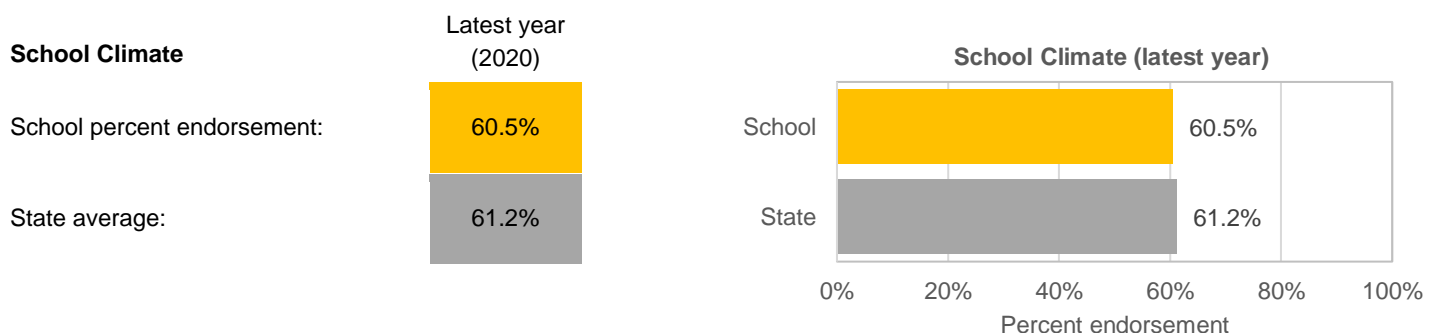


School Staff Survey

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:

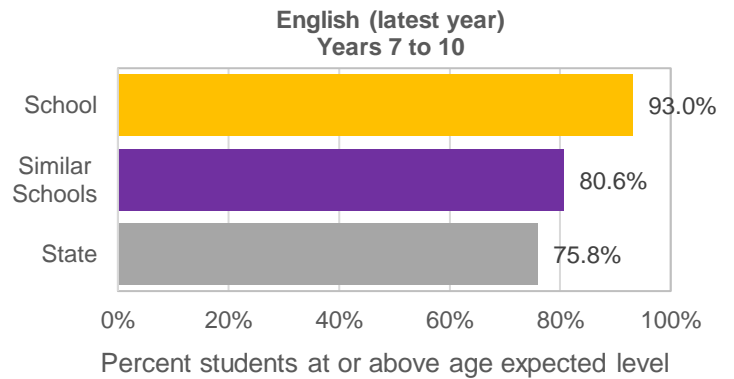
93.0%

Similar Schools average:

80.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

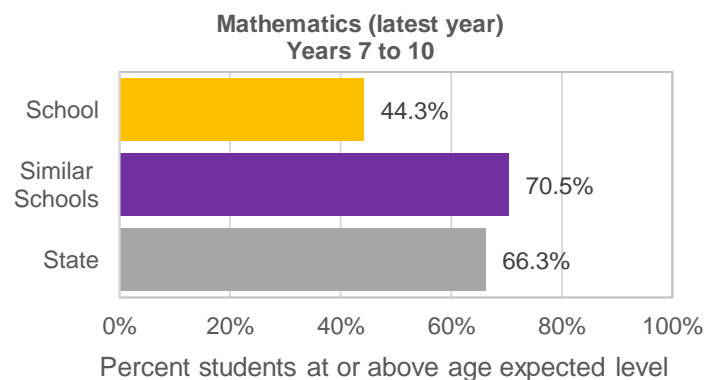
44.3%

Similar Schools average:

70.5%

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.

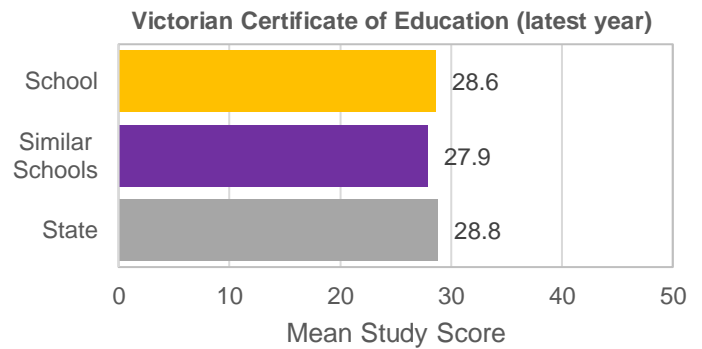
ACHIEVEMENT (continued)

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	28.6	28.6
Similar Schools average:	27.9	28.0
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Students in 2020 who satisfactorily completed their VCE:

99%

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

17%

VET units of competence satisfactorily completed in 2020:

81%

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

98%

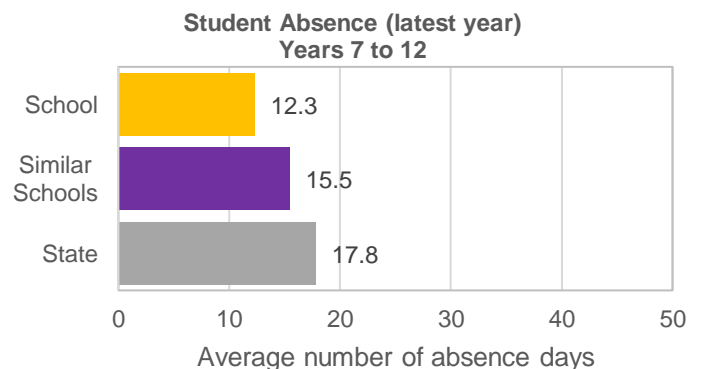
ENGAGEMENT

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:	12.3	12.3
Similar Schools average:	15.5	18.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

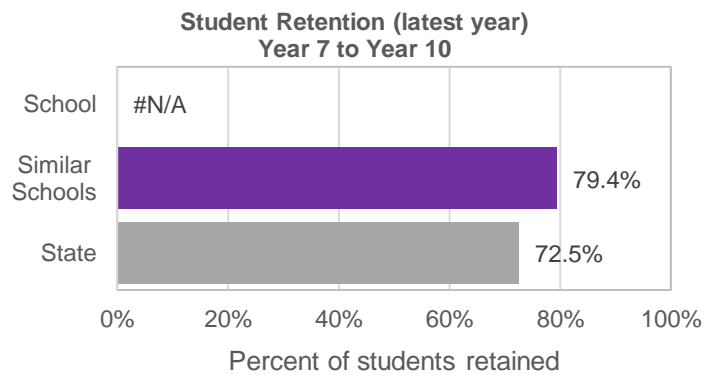
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	92%	91%	93%	95%	95%

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:	NDA	NDA
Similar Schools average:	79.4%	79.1%
State average:	72.5%	72.9%



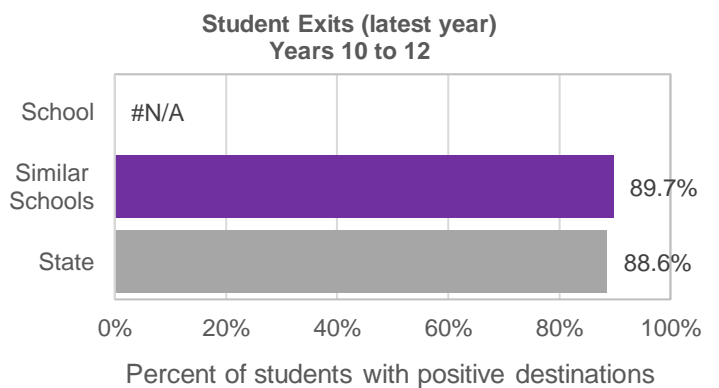
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	89.7%	88.9%
State average:	88.6%	89.1%



WELLBEING

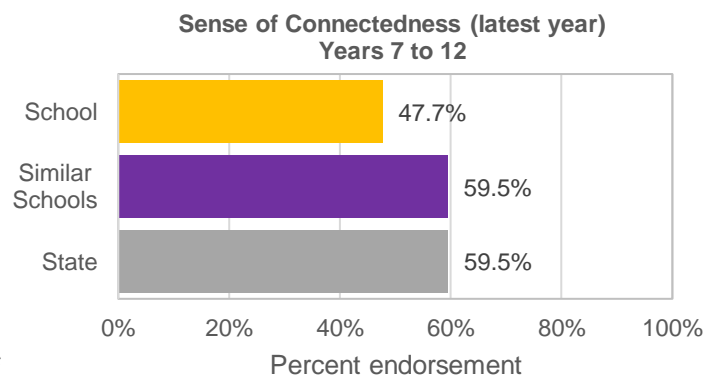
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	47.7%	47.7%
Similar Schools average:	59.5%	54.5%
State average:	59.5%	55.3%



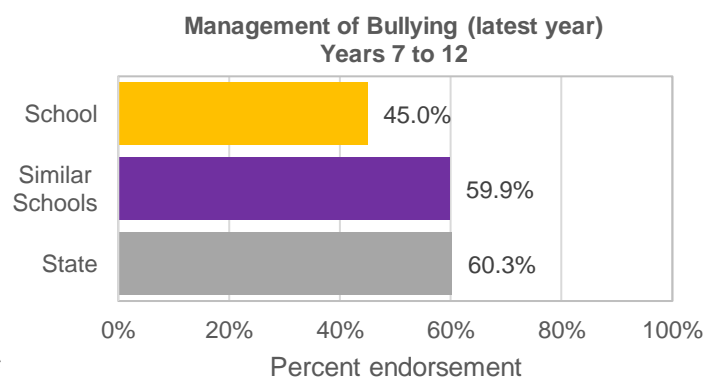
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	45.0%	45.0%
Similar Schools average:	59.9%	57.9%
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	\$14,526,240
Government Provided DET Grants	\$2,864,055
Government Grants Commonwealth	\$14,921
Government Grants State	NDA
Revenue Other	\$181,542
Locally Raised Funds	\$744,399
Capital Grants	\$2,330,849
Total Operating Revenue	\$20,662,005

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,608,769
Equity (Catch Up)	\$46,777
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,655,546

Expenditure	Actual
Student Resource Package ²	\$15,933,000
Adjustments	NDA
Books & Publications	\$31,743
Camps/Excursions/Activities	\$102,260
Communication Costs	\$159,273
Consumables	\$499,653
Miscellaneous Expense ³	\$172,092
Professional Development	\$38,964
Equipment/Maintenance/Hire	\$899,638
Property Services	\$253,371
Salaries & Allowances ⁴	\$200,986
Support Services	\$652,543
Trading & Fundraising	\$17,507
Motor Vehicle Expenses	\$994
Travel & Subsistence	\$1,685
Utilities	\$250,121
Total Operating Expenditure	\$19,213,830
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$2,614,266

- (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	\$5,209,537
Official Account	\$411,752
Other Accounts	NDA
Total Funds Available	\$5,621,288

Financial Commitments	Actual
Operating Reserve	\$524,313
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$90,671
School Based Programs	\$2,500,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$800,000
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$5,913,808

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.