

2020 Annual Report to The School Community



School Name: Matthew Flinders Girls Secondary College (8022)



- 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 17 March 2021 at 02:32 PM by Michelle Crofts (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 03 May 2021 at 06:47 PM by Georgia Richards (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

SUMMARY FOR ANNUAL REPORT 2020

Our history

Matthew Flinders Girls Secondary College (MFG) has a long and proud history. The original foundation stone was laid in 1856 when there were few other schools in Geelong. MFG is one of six girls-only state educational providers (since 1940) and the only girls-only provider outside of the metropolitan area. These two factors and the strong performance of the school over so many years means that in the local area MFG is recognized as something of an icon.

Our aim

MFG creates lifelong learners who live the MFG traits as positive members of their communities.

MFG learners are able to articulate a core set of values and ethical principles which they apply to their lives.

They are:

- Kind, compassionate and trustworthy
- Caring and respectful of others and themselves
- Knowledgeable about learning and self-aware
- Deep thinkers who are curious and creative
- Problem solvers
- Resilient, adaptable and able to learn from mistakes
- Hard-working, ambitious and confident
- Able to respect and celebrate difference and diversity
- Optimistic about the future
- Responsible and active local and global citizens
- Flexible collaborators, leaders and team members

Our location

MFG is located in Geelong within 500 meters from the city centre. The school site is on the edge of the city centre located close to the train station and central bus depot. Our school is used by the Victorian School of Languages, Greek School and a range of fitness and community groups. The school's proximity to the city centre; Geelong Library; Geelong Performing Arts Centre, Geelong Gallery; the Geelong Tech School, Deakin University, Kardinia Park and other cultural facilities for students and teachers to access which provide a wide range of student learning experiences.

MFG has 2 sites: the Main Campus, which consists of 2 buildings (the Merrya built in 1856 and the Embling Building which was built in the 1970s) and the Helen Fraser Campus across the road from the Main Campus. All students are primarily housed on the main site. The Helen Fraser was used for VCE students whilst the building refurbishments were being completed in 2019.

Our student and community demographics

Our 2020 enrolment was 609. We are a small city school with a community/family feel.

A proportion of girls are from the immediate locality, but a significant number come from outside the City of Greater Geelong, from areas such as Colac, Barwon Heads, Indented Heads, Lara, Inverleigh, Bannockburn, Werribee and Anakie. There are more than 50 feeder Primary schools from where the students have been drawn over the past 3 years.

Our student population incorporated a diverse range of cultures, socio-economic backgrounds and family blends.

The Student Family Occupation (SFO) was 0.4884 and SFOE were 0.4296. In 2020 were:

- 11 funded PSD students – one Level 1, six Level 2 and three Level 3 and one Level 5
- 16 EAL students
- 16 students with Aboriginal and Torres Strait Islander backgrounds

Our staffing and leadership profile

- Principal class:3
- Leading Teachers: 4.92
- Learning Specialist 2.05
- Classroom Teachers Level 2: 30.64
- Classroom Teachers Level 1: 6.66
- Instrumental Music Teachers: 1.53
- Integration Teacher: 0.6
- Education Support Staff: 10.29
- Integration Aides: 2.29

We have a highly experienced teacher profile with experienced teachers (Classroom 2) and more than 50% of the teaching staff are part time.

Our curriculum and specialisations

Our school values a breadth of curriculum experience for students and the curriculum offerings reflect this at Years 7 & 8, with students gradually able to focus on particular areas of interest from Years 9-12. Our senior pathways include VCE and VCAL; with many of our senior students undertaking a School Based Apprenticeship and Traineeship (SBAT) or VET Course as part of their learning programs.

As a Science, Technology, Engineering, Arts, Maths (STEAM) school we foster the development of creativity, problem solving and critical thinking through a range of subjects that focus on STEAM. Our school works closely with the Geelong Tech School, Biolab and Deakin University to align our learning with their programs, technologies and philosophies and to draw on their facilities and expertise to enhance our own programs and learning experiences.

MFG is an accredited Select Entry Advanced Learner Program (SEALP) provider, the only one in Geelong which is in an all-girls' setting (now TAASS – The Academy of Accredited Select Entry Schools). This program gives students the opportunity to be selected at Year 7 according to academic, talent and leadership potential to undertake an alternative curriculum for Years 7 to 9. This program includes an Outdoor Education, Community Outreach experiences and a focus on developing intellectual character.

Our school has a strong Music program and an Instrumental Music program where students learn an instrument and participate in ensembles and related performances. MFG is the home of the bands the Sweethearts and the Young Hearts. Our Sweethearts perform internationally in music festivals such as the Montreux Jazz Festival in Switzerland and Summerfest in America.

Our School Garden is a key focus for learning at MFG. It is iconic of the permaculture principles of Earth Care, People Care and Fair Share. Our garden is used for learning in all subjects across the school as well as specialized sessions for Home Group and Environmental Technology classes. In addition, it is an inclusive space that we share with young people with disabilities (Dial A Lunch). It is also a great place to find a peaceful nook in which to relax.

Outdoor Education is a key component of our MFG learning programs. Our students are involved in outdoor pursuits within the local community and Victoria. Activities include: mountain bike riding, hiking, climbing, stand up paddle boarding, surfing, kayaking and skiing.

At MFG we offer a range of co-curricular sports programs, year level and subject area camps, National and International Trips (MFG Challenge). We offer Sister School experiences in Indonesia, Reunion Island and France where student exchanges and visitations occur annually.

All students in Years 7 – 12 participate in an Information Technology 1 to 1 program, making use of their own electronic devices for their learning. Students are encouraged to purchase the technology which best suits their needs for learning. The school outlines minimum specifications and recommended devices to support parents when making decisions.

Framework for Improving Student Outcomes (FISO)

Due to the pandemic and the need to move to remote learning the implementation of the intended Annual Implementation Plan (AIP) for 2020 was modified to accommodate Home Based Learning (HBL).

Our HBL goals were for staff to manage the health and wellbeing of ourselves and our families so we could:

- Provide targeted learning opportunities that allowed students to focus on the key learning for their subject
- Support MFG families with the health and wellbeing of their children whilst in remote learning

Teachers provided the following learning opportunities they:

- Were on-line and available during timetabled class time - Students used their regular school timetable and accessed their learning via Compass
- Adapted learning and assessments to an online platform so students could access them, resources and teacher feedback
- Focused on the important and essential content/knowledge and skills
- Used the Lesson Plan feature in Compass to outline the lesson focus/intention/success criteria, access to resources etc, so parents and students were aware of what was required of them and could plan for the day
- Had at least 1 Face to Face lesson with their class per week via web-conferencing platform
- Clearly and regularly communicated expectations and protocols for the use of Web-Conferencing platforms

Other initiatives and work related to Home-Based Learning

There were a wide range of initiatives that needed to be developed in order to effectively and successfully support the learning and wellbeing needs of our staff and students during HBL including:

- Providing on-site learning and care for a small group of students, many with high needs and the development of the necessary rosters, expectations and protocols. Staff volunteered to support this learning on-site.
- Moving a wide range of school programs online including subject selection, staff meetings, student assemblies, SEALP interviews, School Council meetings, student groups etc.
- Checking in with staff and students and their families regularly to monitor their wellbeing and learning
- Developing and monitoring the implementation of a COVID-Safety Plan to manage OH & S issues
- Regular calm and thoughtful communication with staff, students and families via updates using a variety of media

However, we did commence some work towards our intended AIP goals which are outlined below:

Goal 1 – Achievement - To improve student learning outcomes

1(A) Dimension - Building Practice Excellence

KIS 1A- Develop and implement a whole school approach to teaching and learning by implementing the MFG Teaching and Learning Model.

The following outlines the progress made towards this KIS in 2020:

- Teaching and Learning Model was developed and launched
- PDP goals were aligned with the Teaching and Learning Model
- Submission of work policy was developed and communicated with the school community but its implementation was deferred until 2021
- 100% of teachers used the teaching and Learning Model to set their PDP learning goals – this was then deferred until 2021 as the PDP process was changed

1(B) Dimension - Evaluating Impact on Learning

KIS 1B - Build teacher capacity to use high quality teaching practices through the whole school professional learning communities by further embedding classroom observations, implementing the MYLANs program, further embedding Teacher Learning Communities (TLCs) and further embedding the MFG Traits.

The following outlines the progress made towards this KIS in 2020:

CLASSROOM OBSERVATIONS - In Term 1 a new group of teachers started working with the teachers who developed the classroom observation model in 2019. Class visitations and reflections took place by all staff involved but stopped due to COVID-19. Classroom observations will recommence in 2021 with an increase in the number of teachers participating including members of the Leadership Team.

MYLAN - The teachers and leaders for the Middle Years Literacy and Numeracy (MYLAN) Program were put in place. Leaders and teachers attended professional learning for this initiative. Leaders coached teachers and modelled best practice for them. Literacy Assessment and Numeracy Assessments were completed in Term 1 and planning for 2021 took place underway for timetabling, staffing and identifying student needs. An assessment schedule was developed for 2021.

TLC/PLC - Teacher Learning communities were set up for 2020 and formed part of the PDP process. Staff meetings were set aside for TLC work, reflections and sharing. This work stopped with the advent of HBL and when PDPs changed. The focus on formative assessment and thinking routines, through the TLCs, recommenced in 2021.

MFG TRAITS - A new Leader of MFG Way was employed to lead the embedding of MFG traits. MFG traits formed part of the PDP process and teachers were required to embed them into a unit of work each Semester. MFG trait meetings occurred twice termly, as planned in Term 1, to share, plan and reflect on the implementation of the traits. MFG Traits were linked with the wellbeing promotions, Home-Based Learning and leadership applications.

Goal 2 – Engagement - To improve student engagement to maximise student learning outcomes

2(A) Dimension – Empowering Students and Building School Pride

KIS 2A - Further develop student agency in learning by enhanced feedback, reflection and goal setting processes with a focus on improving transition from Year 10 into to VCE/VCAL

2(B) Dimension – Evaluating Impact on Learning

KIS2B Strengthen staff capacity in data literacy to effectively deliver personalised learning with key actions including: investigating the impact of support programs for Equity (ATSI, PSD, OHC) students, all teaches analysing class data and developing action plans for their classes and continuing to focus on improving school attendance.

MFG delivered on our KIS to improve teacher use of data to inform their teaching. All VCE staff analysed their data and developed action plans and classroom teachers completed ‘teacher detective’ work (analysis of class needs and a focus on differentiating the teaching and learning) and developed action plans for them too. However, the monitoring of these plans and collaborative discussion around them was thwarted by remote learning. Our focus on attendance was redirected to support vulnerable students to access learning opportunities and to check in on their wellbeing.

Goal 3 – Wellbeing - To improve the wellbeing of all students

3(A) Dimension - Health and wellbeing

KIS 3A - Develop and implement a whole-school approach to wellbeing by developing a whole school approach to wellbeing.

MFG worked on developing this model throughout the year with the aim to implement the model in 2021. There was a redirection of wellbeing focus to support student connection to school during HBL including: online counselling; the establishment of on-line student, parent and staff wellbeing programs; regular communication of supports available and sharing of advice and learnings; direct follow up of individuals, provision of school-based learning for those in need etc.

3(B) Dimension – Setting Expectations and Promoting Inclusion

KIS 3B - Strengthen and embed policy, curriculum and practices that support and celebrate diversity across the whole school community by completing the MFG Reconciliation Action Plan and further promoting House unity and belonging. The MFG Truganini group (ATSI students) continued to meet through HBL and this proved to provide a deep connection for the students and staff involved. House activities took place when at school and on-line in a variety of creative ways. In addition, planning was done for further embedding House programs for 2021.

Parent endorsement of 2020 programs at MFG was 76.7 % above the State Average. Staff responses to a positive school climate in were 74.1 %, again well above the State Average.

Achievement

Goal 1 – Achievement - To improve student learning outcomes

Our 2023 Targets for Goal 1 are:

- 1.1 By 2023 increase the percentage of students in Year 9 achieving high growth in NAPLAN Reading from 22% (2018) to 25%
- 1.2 By 2023 increase the percentage of students in Year 9 achieving high growth in NAPLAN Writing from 20% (2018) to 25%
- 1.3 By 2023 increase the percentage of students in Year 9 achieving high growth in NAPLAN Numeracy from 13% (2018) to 25%
- 1.4 By 2023 improve the VCE all study mean score from 28.41 (2018) to be 29 or above

In 2020 there was no NAPLAN data available as students did not sit the NAPLAN test. Teacher judgement growth data indicated that:

- Year 9 students achieved 18% High Growth for Reading in 2020. In addition 60% achieved the expected growth. Therefore, even with the disruptions of Home Based Learning 78% of Year 9 students performed well with their reading.
 - Year 9 students achieved 28% High Growth for Writing in 2020 and 80% of Year 9 students performed well despite the disruptions of Home Based Learning.
- The introduction of a Literacy Specialist on 2020 has meant that we have much more accurate data on the reading, writing and spelling levels of our Year 7 students as they come into our school. This data, which indicates that a significant proportion are not at the expected level, has required us to reflect on our English programs to incorporate more explicit teaching of these skills. The development of programs, upskilling of teachers and resourcing of this will be on-going work for the next five years. Despite according to the teachers, there has been high growth, the overall literacy levels of students are low. In 2021, we have introduced two literacy classes at Year 8 and two at Year 9 to provide additional support to the low level literacy students.
- Year 9 students achieved 43% High Growth for Number in Maths in 2020 and a total of 82% of Year 9 students performed well for Number and Algebra even with the disruptions of Home Based Learning.

While as a school we have made considerable growth in our students with numeracy in 2020 we had 55% of our Year 7 cohort come to MFG below the expected standard in number. This is a common pattern and it is difficult to work closely with a few Primary Schools to address this issue because we attract students from over 50 feeder schools. For this reason in 2019 we introduced The MFG Scaffolding Middle Years Numeracy Program which is aimed at improving the number skills of our students. It appears that the Scaffolding Maths in the Middle Years Program is having a positive result on our students' number skills. We will continue to refine and further embed this program into our Year 7-10 Mathematics classes.

In 2020, the MFG VCE median was 29, which is at the target and the mean score was 28.2 which is above the mean for similar schools. We will continue to require VCE teachers to analyse their data and to develop improvement action plans each year. However, we will continue to also feedback these data reflections to the Learning Areas and Leadership Teams to implement adjustments in Years 7-11 curriculum and programs to support the improvement of VCE results and the development of essential skills over 5-6 period. For example, as a result of these reflections we introduced examinations to Year 10 in 2016 and have identified the need to explicitly teach student skills. The development of a study skills program will take place over 2021.

All students in our PSD program set learning, social and personal goals in their Individual Learning Programs. These at times had to be modified due to HBL. With the support of the parents/carers, teachers and support staff the students achieved their goals. When at school students were able to access our new 'Hub' and the adjoining garden which was developed by our VCAL students in consultation with the PSD students. This space is well utilised by a range of funded and non-funded students. In addition, non-funded ASD students were supported by the Occupational Therapist who we employed mid-2020. This made a significant difference to the transition of ASD students from Year 6 into Year 7 in 2021.

Engagement

Our 2023 Goal 2 Targets are as follows:

2.1 By 2023, increase the percentage of positive endorsement for the following factors on the Student Attitudes to School Survey:

- Self-regulation and goal setting from 57% (2018) to 70% (2023)
- School stage transitions from 64% (2018) to 70% (2023)

Only 48 students completed the 2020 Attitudes to School Survey. The survey was released when the students had just returned to school in Term 4 and many chose not to complete the survey. In 2021, we will ensure that the completion rate is significantly higher. In the 2020 survey the self-regulation and goal setting was 65% with a positive response. Work commenced on school transitions but this was significantly hindered by COVID-19 safe practices. In 2021 we will employ a Leading Teacher School Transitions to drive the required changes in easing student transitions into and out of MFG.

2.2 The Percentage of VCE and VCAL certificate completion rates to increase from 87.7% (2017) to 95 % (2023)
 In 2020, 98% of students completed their VCE Certificate and 89% of VCAL students completed their VCAL certificate. Three VCAL students left because they acquired a job in their field of interest and chose to commence their work while the opportunity was available to them. Three VCAL students did not complete their certificate due to their challenges of HBL, despite extra support being put in place for them and regular follow up by the VCAL teachers.

2.3 Decrease average days absent from 17.37 (2018) to 16 (2023)
 The MFG absence rate in 2020 was 16.1, however, with HBL this data may not accurately represent the absences for 2020. The average attendance rate for all year levels was 91.83 percent. As a school we continue to focus on following up absences and creating a culture of students wanting to come to school. 84% of students who completed the 2020 Attitudes to School survey registered a positive attitude to attending school.

Wellbeing

Our MFG Well-being targets for 2023 are:

3.1 By 2023, increase the percentage of positive endorsement for the following factors on the Student Attitudes to School Survey:

- Respect for diversity from 53% (2018) to 60% (2023)
- Resilience from 60% (2018) to 70% (2023)
- Sense of confidence from 60% (2018) to 70% (2023)

3.2 By 2023, increase the percentage of positive endorsement on the following factors on the Parent Opinion Survey:

- Respect for Diversity from 86% (2018) to 90% (2023)
- Confidence and Resiliency skills from 81% (2018) to 85% (2023)

The reflection on any data needs to be mindful of the low number of respondents in the 2020 Attitudes to School Survey. Student positive responses to connectedness to school was 57.8% in 2020 which reflects the pandemic year and their anecdotal evidence of them saying they missed being at school and feeling connected to “real people”. One did not need survey data to see that COVID-19 had a significant effect on our students’ sense of confidence and resilience; it was evident in their demeanour. We ran a variety of well-being programs when students were in HBL such as on-line activities such as ATSI Group meetings, yoga, Zumba, counselling, SSGs, House meetings, Home group etc. Once we could return to school, where COVID-19 restrictions permitted, we held lunch time clubs, wellbeing assemblies, home group and respectful relationship programs.

While 57.1% of students feel that MFG manage bullying well, there was a clear indication in the student survey that the students who completed the survey felt that as a school we could be doing more to arm them with strategies to deal with bullying. This was also endorsed by the parent survey. At MFG we are aligned with Houses (with students from Years 7-12) and our pastoral programs run through them and the home groups within them. As part of our wellbeing model there will be strategies for supporting students to manage bullying, particularly via social media. In addition, in 2021 we will investigate what the students perceive will be helpful in supporting them to do this.

Financial performance and position

The 2020 Operating surplus is a result of obtaining additional resources that were not budgeted for due to COVID-19. A total of \$131,621 was received for additional COVID Cleaning. Professional Development expenses were low in 2020 due to COVID. Utilities were lower than expected due to the school being closed. Extraordinary Miscellaneous revenue and expenses were the result of MFG being the coordinator school for the local

secondary VET bus program, regional bus coordination and VASSP coordinator school.

Equity cash funding, MYLNS, National School Chaplaincy Program & Career Education Funding (CEF) received was utilised to employ centrally paid staff in accordance with the DET guidelines.

We received grants for planned maintenance project, covered walkways and shade sales which will be carried over and works completed in 2021

We received \$50,000 cash funding to assist with secure storage as part of the Mobile Phone policy.

The MFG Conveyance claim was a substantial revenue and expense because the majority of students who travel are eligible.

Surplus Funds

Some programs were carried over for 2021 due to not being able to be expended due to COVID lock downs. These include Respectful Relationships, Student Excellence, VCE revision lecture funds and equity projects.

We have surplus funds carried into 2021 for building and grounds projects including new lockers (this is an on going project to eventually replace all lockers), furniture for language rooms and Merrya building and blinds in the new buildings. Unfortunately items left of the capital works program.

For more detailed information regarding our school please visit our website at

<https://www.mfgsc.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 609 students were enrolled at this school in 2020, NDP female and NDP male.

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

Overall Socio-Economic Profile

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

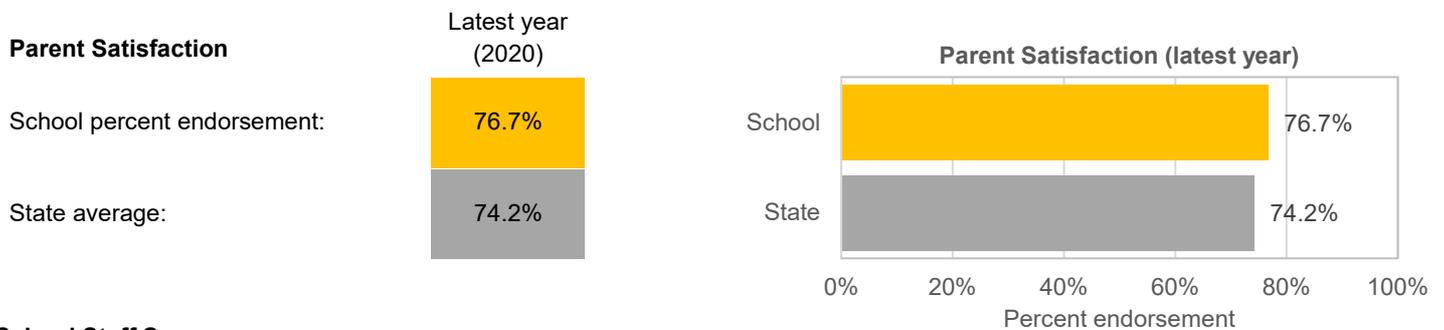
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

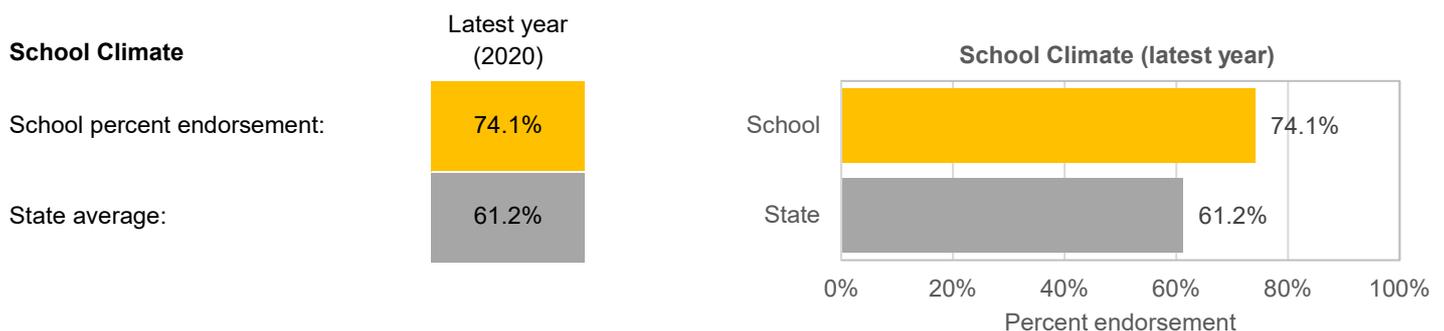


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

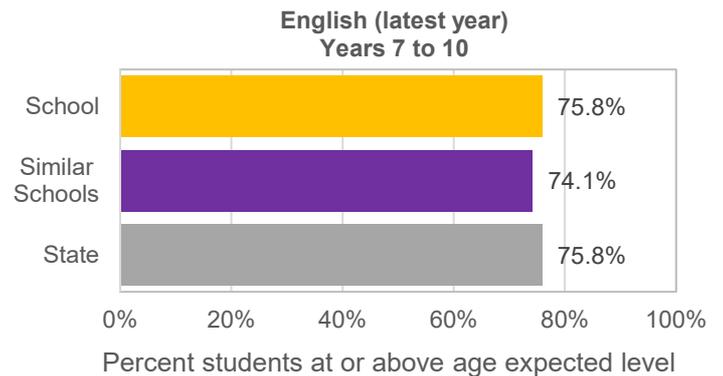
75.8%

Similar Schools average:

74.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

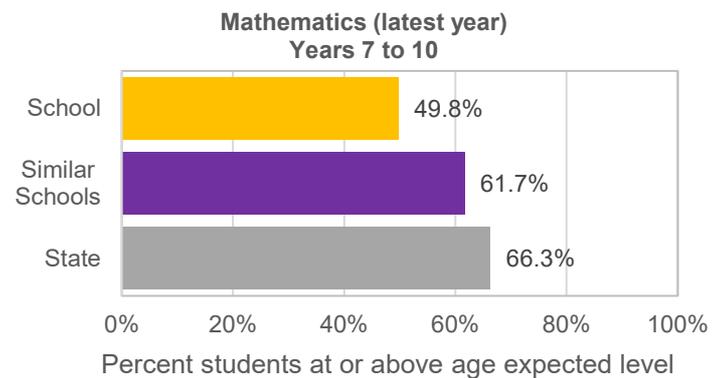
49.8%

Similar Schools average:

61.7%

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.

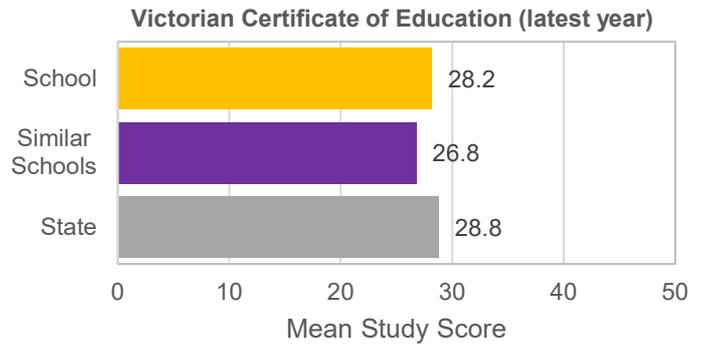
ACHIEVEMENT (continued)

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	28.2	27.4
Similar Schools average:	26.8	26.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:



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



VET units of competence satisfactorily completed in 2020:



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



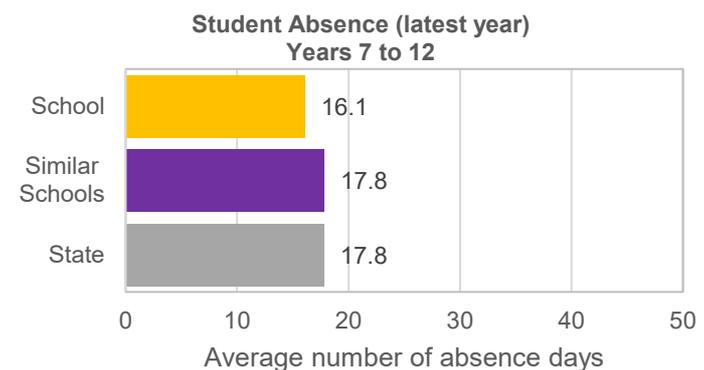
ENGAGEMENT

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:	16.1	18.6
Similar Schools average:	17.8	20.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

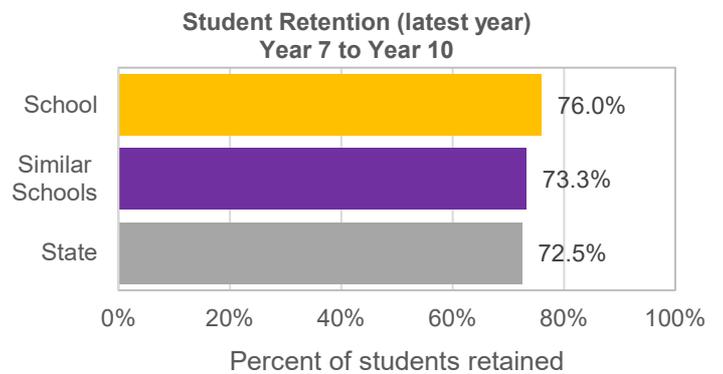
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	92%	91%	91%	93%	93%

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:	76.0%	68.8%
Similar Schools average:	73.3%	74.2%
State average:	72.5%	72.9%



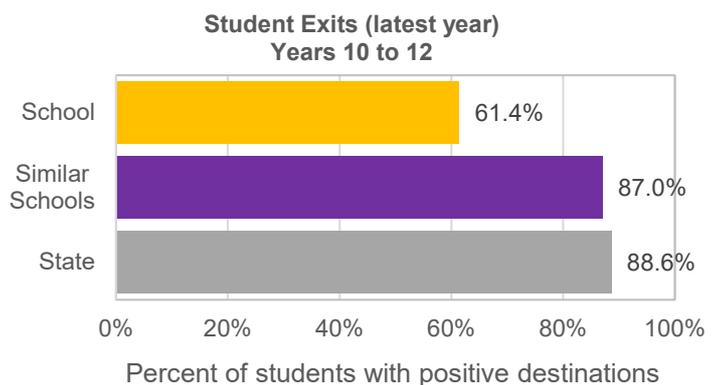
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	61.4%	75.9%
Similar Schools average:	87.0%	89.0%
State average:	88.6%	89.1%



WELLBEING

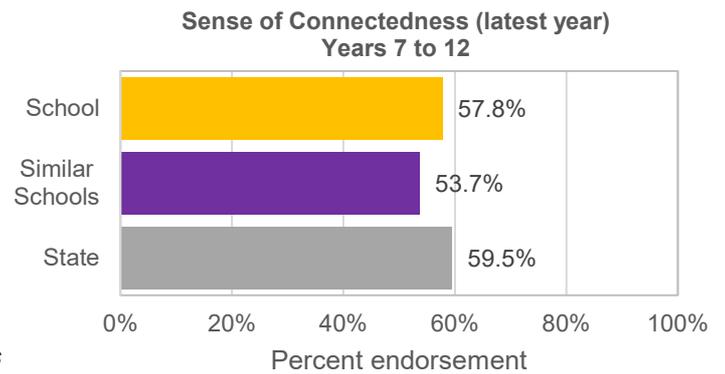
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	57.8%	53.9%
Similar Schools average:	53.7%	50.5%
State average:	59.5%	55.3%



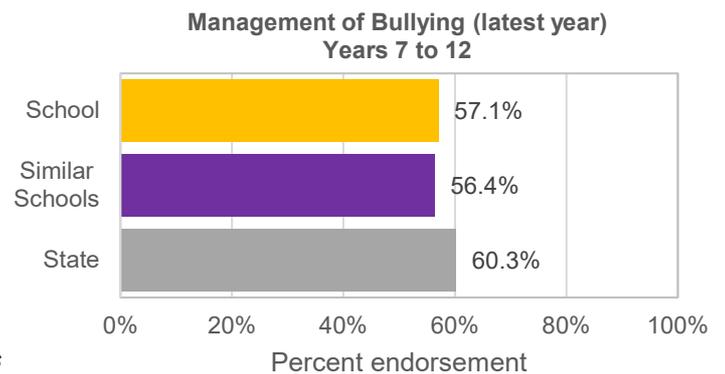
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	57.1%	57.5%
Similar Schools average:	56.4%	55.5%
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	\$6,657,577
Government Provided DET Grants	\$1,282,707
Government Grants Commonwealth	NDA
Government Grants State	\$104,725
Revenue Other	\$77,579
Locally Raised Funds	\$444,862
Capital Grants	NDA
Total Operating Revenue	\$8,567,450

Equity ¹	Actual
Equity (Social Disadvantage)	\$212,229
Equity (Catch Up)	\$45,653
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$257,883

Expenditure	Actual
Student Resource Package ²	\$6,785,102
Adjustments	NDA
Books & Publications	\$4,809
Camps/Excursions/Activities	\$25,262
Communication Costs	\$13,040
Consumables	\$156,866
Miscellaneous Expense ³	\$161,585
Professional Development	\$11,002
Equipment/Maintenance/Hire	\$177,973
Property Services	\$228,696
Salaries & Allowances ⁴	\$194,382
Support Services	\$169,978
Trading & Fundraising	\$3,953
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$112,689
Utilities	\$68,096
Total Operating Expenditure	\$8,113,434
Net Operating Surplus/-Deficit	\$454,016
Asset Acquisitions	\$82,871

- (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	\$1,748,094
Official Account	\$17,070
Other Accounts	\$146,423
Total Funds Available	\$1,911,587

Financial Commitments	Actual
Operating Reserve	\$216,331
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$62,863
School Based Programs	\$510,121
Beneficiary/Memorial Accounts	\$166,405
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,577
Repayable to the Department	\$479,211
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$409,186
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,909,694

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.