2020 Annual Report to The School Community

School Name: Robinvale College (8276)

Robinvale College
"Great Learning for a Thriving Community"
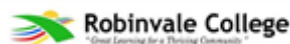
- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education 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 19 May 2021 at 09:08 AM by Sarah Broster (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 19 May 2021 at 06:52 PM by Mara Richards (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

What does *'NDP'* or '*NDA*' mean?

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. Our vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide "great learning for a thriving community", expresses our commitment to making a valuable contribution to the community's social and economic growth.

Robinvale is situated on the Murray River in North Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (80 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location.

The College roll reflects this diversity and it celebrates its vibrant multiculturalism. The College enrolment in 2020 was 350 students with 25% of students had English as an additional language and 31% were Aboriginal or Torres Strait Islander.

Many of the school's Pacific Islander population arrived in Australia through New Zealand in previous years. For this reason they were not recognised as EAL students and therefore were not eligible for English learning opportunities afforded to other new arrivals who reach Australia through the migration process. They were not eligible to attend the Mildura English Language Centre (MELC) prior to enrolling into a mainstream school. This meant they often had limited English when they commenced school and did not speak English in the family home. This has impacted on the development of student's literacy skills and learning in all curriculum areas, and therefore continues to be a priority area for us to improve on.

The College works hard to overcome the challenges facing families in Robinvale; its Socio-economic Indexes for Areas (SEIFA) score ranks it within the 10 most disadvantaged communities and the College is one of the lowest Index for Community Socio-educational Advantage (ICSEA) schools in Victoria. The College acknowledges the important role it has in lifting aspirations for its students and for the whole community. The wide range of student academic, engagement and wellbeing programs, and the focus on improving engagement with families, are responses that the College implemented in 2016 and have continued through.

In 2020, the 10 year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor and a Community Facilitator at Robinvale College, including approximately $300,000 per annum, for 10 years, to support successful implementation of the Our Place model.

Our Place will help integrate early childhood, school and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people and their families.

In order to meet the specific needs of different stages of learning, the College has three Learning Communities: F-4, 5-8, and 9-12. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered on-site including Tradies Pack and Small Business Operations.

In 2020, the College had 49.7 full time equivalent of staff: 2 Principal Class Officers, 4 EFT Leading Teachers, 28 EFT teachers, and 16.3 EFT Education Support Staff. This includes 5 staff who identified as ATSI. In addition to this, an extra 12 people were based at the College site in part time or full time capacity undertaking roles including Colman Foundation staff, KESOs, Clontarf Academy staff, Drs in Schools Program staff, Secondary School Nurse, Instrumental Teacher and Early Learning Centre staff.

2020 saw the practical completion of the Robinvale school and community library, as a result of a partnership between Robinvale College, Swan Hill Rural City Council and Regional Development Victoria, with its opening occurring January 2021.

Framework for Improving Student Outcomes (FISO)

In 2020 the College's FISO priority was in Building Practice Excellence, Setting Expectations and Promoting Inclusion and Curriculum Planning and Assessment. However, with the impact of Covid-19 and the need to move to remote and flexible learning, we were not able to achieve all we set out to do.

To build practice excellence that would result in improved student outcomes across all curriculum areas, the College continued to focus on embedding an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met, where all students feel more engaged and challenged. We set out to improve Literacy teaching across F-4, through the use of a Literacy Learning Specialist and with support from the Speech Pathology in Schools initiative.

We intended to achieve another PLC cycle with all teaching staff, further developing the work from 2019, with a deeper focus on differentiation, unfortunately due to the move towards remote learning and staff not being able to work collaboratively face to face, we made the decision to hold off on continuing this journey, for another year.

In the priority area of Curriculum Planning and Assessment, our key improvement strategy was to build teacher capability to utilise data and a range of rigorous assessment practices and feedback to effectively inform teaching and learning. We aimed to do this by implementing a whole school assessment schedule and aligning it to our whole school meeting schedule, have our Leadership team participate in the Harvard Datawise professional learning and deliver targeted data literacy professional learning to all staff, aligned with our reading priority and PLCs. Due to Covid, we were unable to undertake a PLC inquiry cycle with teachers but are proud of our commitment to this goal as we shifted our focus on building data literacy amongst staff and beginning the implementation of the whole school assessment schedule.

Our priority of Setting Expectations and Promoting Inclusion involved fostering learning communities that are supportive and productive learning environments that promote inclusion and collaboration, developing the whole child. We aimed to implement a whole school attendance process, strengthen the use of the Big 5 data and Tier 1 SWPBS practices, and ensure that all students identified 'at risk' had an Individual Student Engagement Plan (ISEP). The impact of Covid-19 and the transition to remote learning resulted in us not being able to implement a whole school attendance process. We did however, make significant gains with the implementation of ISEPs with every student in the school engaged in the development of their own ISEP.

In response to COVID-19 and the transition to remote and flexible learning, all Government schools were required to shift priority focus so as to meet the growing demands in 4 areas:
Wellbeing, mental health and equity, Assessment and data collection, Learning and excellence and Student transitions. As a result, we had the opportunity to refocus our priorities and align them with the immediate needs of the school community.

The school continued its focus on improved engagement with community partners to assist in the delivery of learning and to begin further developing the vision around the College as a community hub of Robinvale. Enhanced links and partnerships with the community included partnerships with Swan Hill Rural City Council, Regional Development Victoria, YMCA, Robinvale District Health Service (RDHS), Swan Hill TAFE, Select Harvest, Murray Valley Aboriginal Co-operative (MVAC), Mildura District Aboriginal Services (MDAS), Robinvale Preschool, Robinvale Golf Club,

Robinvale Police, small businesses, Bannerton Solar Farm and the horticulture and agriculture industries. The development and strengthening of community partnerships provided a broader range of learning pathways for all students and possible employment opportunities for students at the completion of their schooling. The partnerships also met the needs of the growing range of local primary and secondary industries which required an expanded and changing workforce, further embedding the school's key role in the community.

Achievement

Despite the Covid-19 pandemic having a significant impact on the day to day operations of the school, as well as the ability for us to achieve our whole school goals, we were able to still make significant progress with our overall aim to build practice excellence, promote inclusion and embed consistency in practice, as outlined below.

Goal 1, KIS 1:
Embed an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met, where all students feel more engaged and challenged. (BPE)

1. The F-2 team were supported by a Literacy Learning Specialist, a DSSI Leader and a Speech Pathologist to implement explicit teaching in key components of reading with teachers and were trained in the implementation of the InitiaLit resource. By the end of Term 4, F-2 teachers had begun implementing InitiaLit including the screener and were able to identify groupings for 2021.
2. All English teachers were trained in using PAT-R and implemented this in 2020.
3. Leading teachers and DSSI staff delivered a suite of professional learning to all staff in the areas of
- Understanding and interpreting the curriculum and how to create unit plans.
- How to create an effective lesson during remote learning.
- Authentic and valid assessment during remote learning.
- Differentiation for remote and onsite learning.
- Google classrooms / G-Suite apps
- Staff wellbeing and mental health.
- Deep dive into learning intentions and success criteria.

Goal 1, KIS 2:
Build teacher capability to utilise data and a range of rigorous assessment practices and feedback to effectively inform teaching and learning. (CPA)

1. By Term 4, with the return to onsite learning, we were able to align our whole school meeting schedule with a whole school assessment schedule, with all teachers following this.
2. The Leadership team participated in the Harvard Datawise professional learning.
3. In Term 3, the Curriculum team and DSSI Leaders delivered data literacy professional learning to all staff, aligned with our reading priority. As a result, teachers across all learning areas were able to practice the use of applying data to inform planning.
4. All teachers of English were able to show how they tracked the growth of all students in literacy throughout the year.

Goal 2, KIS 1:
Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program.

1. The Student Services team tracked the attendance of students as they returned to on-site learning, with a focus on reducing disengagement and non-attendance. This resulted in a higher number of students successfully transitioning back to onsite learning, than what was originally anticipated.
2. The Student Services team began strengthening their data collection processes by implementing consistent coding and processes in the use of Compass, so they are able to collect, graph and report on the Big 5 monthly data in 2021.
3. Individual Student Engagement Plans (ISEPs) were created for all students, not just those 'at risk.'
4. Mentees (staff within their first 2 years of teaching or new to the school) received additional support in the implementation of ISEPs, Berry St, and SWPBs through mentoring, observation and feedback, and dedicated meetings

with Leadership.

In response to COVID-19 and the transition to remote and flexible learning, we were also able to achieve the following:

Priority 2: Assessment and data collection and Priority 3: Learning and excellence
1. Time was provided to staff to undertake collaborative professional learning in data literacy. This coincided with cohort and whole school assessment data was made available to all staff through the implementation of a whole school database with staff being trained in how to us it during Term 4. As a result, all teachers were able to demonstrate a current snapshot of student achievement for Term 4, 2021.
2. With the implementation of the whole school assessment schedule, PAT-R, PAT Maths and InitiaLit assessments were used by all relevant staff, with the Leadership team supporting the need to identify and fill any gaps missing in assessment data.
3. All students were provided with a laptop and/or hotspot device as well as the option for hard copy learning materials so that they were able to access their learning during the remote learning period.
4. In Term 4, senior school homework classes were implemented 3 days per week, in partnership with Swan Hill Rural City Council youth engagement staff, to support students in 9-12 to catch up with their learning and prepare for end of year assessments and exams.

Priority 4: Student transitions
Due to Covid-19 restrictions, the school needed to rethink the ways in which we could provide student transition events and celebrations, recognising the importance of still being able to provide these opportunities for our students and families. As a result, we were able to achieve the following:
1. Year 6 graduation was held in a different format, with students onsite and families being provided with a digital copy of the graduation ceremony.
2. The Achievement Night was celebrated through a virtual presentation.
3. The Valedictory Dinner was made available to students offsite, with guest numbers being capped.
4. Virtual experiences of 'a day in the life of a Foundation student' were created and provided to all new prospective Foundation students and their families.
Achievement Night or similar event
5. A whole school Transition Day was provided at all year levels in Term 4, with new students from neighbouring schools being provided with the opportunity to attend.
6. School visits to neighbouring schools occurred by key staff, to support improved communication between schools and an improved transition process for students coming into Robinvale College at year 7 and 9.
7. 3 Transition Days were provided to students intending to enrol in to Foundation in 2021, so that Covid-19 restrictions could be followed.

In addition to this, the College also achieved the following:
1. Completion of the capital works project for a new community and school library.
2. Continuing the VCE Collaboration with Manangatang P-12 which resulted in students across several VCE subjects having access to flexible and blended delivery of learning.
3. Successfully applying for and receiving $150K in Partnership with St Marys Robinvale to implement a Community Liaison Officer and engagement program for Pacific Islander and EAL families to begin 2021.

Engagement

With the impact of Covid-19, our approach to student engagement and attendance was reassessed with resourcing being aligned to a tiered approach, with a focus on identifying and supporting students at risk. This included:
1. Increased communication processes in place to ensure that all students and families received at least 1 phone call or contact home per day. This resulted in school staff being able to identify students and families at risk, within a timely manner while also reducing the likelihood of challenges associated with remoteness. Feedback from students, staff and parents show improved relationships between staff and students as a result.
2. Students who were at-risk were provided with the opportunity to continue to learn on-site, with improved student:staff

ratios and calmer school environment resulting in a significant decrease in challenging behaviours during periods of remote learning.

3. Our Clontarf Academy and Koorie Girls Academy engaging with students and their families in alternative formats including over the phone, via Webex and through home visits.

4. The implementation of the Berry Street Education Model and School Wide Positive Behaviour Support was resourced through the meeting schedule with communities and mentee meetings, leadership roles and responsibilities, and professional development. Implementing consistency in the core tier 1 SWPBS practices and strategies from BSEM were supported through leaders and experienced staff being assigned to staff to mentor and coach those most at need. This became particularly prevalent in Term 4, when students returned to onsite learning.

Parent/carer feedback (40 responses) evaluating the effectiveness of the remote and flexible learning program showed:

1. 90% of families agreed or strongly agreed that the staff at Robinvale College implemented a successful remote and flexible teaching and learning program for their child/ren.

2. 85% of families agreed or strongly agreed that their child/ren's teachers regularly communicated with them about their child/ren's learning.

3. 82.5% of families agreed or strongly agreed that their child/ren engaged with their learning while working remotely.

4. 87.5% of families agreed or strongly agreed that they felt supported by the staff at Robinvale College during the remote learning period.

5. 85% of families agreed or strongly agreed that they were kept informed of important updates and information sent out by the College.

6. 85% of families felt their child/ren most or all of the time were provided with a range of learning materials that were engaging and differentiated for their level of ability.

7. 100% of families felt that their child was provided with adequate literacy learning during the remote learning period.

8. 87.5% of families felt that staff most or all of the time adequately supported their child/ren to overcome any difficulties or challenges with their learning during this time.

9. Overall, 97.5% of families were satisfied with the remote and flexible learning program that was implemented at Robinvale College.

Wellbeing

Priority 1: Wellbeing, mental health and equity.

1. During remote learning and with the transition to onsite learning, improved processes were put in place for students requiring additional support to be identified and referred to the appropriate person, service or support. This included a tiered approach with resourcing be re-allocated during remote learning, to ensure that identified students received additional contact and support with their wellbeing and their learning.

2. Staff were provided with additional opportunities for professional learning, with a successful shift to point of need topics including staff wellbeing and mental health. This included all staff being provided with regular opportunities for a check in with a member of the Leadership team, with a focus on support and positive wellbeing.

3. In Term 4, all teachers provided opportunities for students to learn collaboratively, repair peer relationships and reconnect with other students and staff. This was achieved by prioritising student wellbeing and re-establishing norms and expectations.

4. Our wellbeing team and support staff delivered over 50 care packages to families across our Robinvale community.

Financial performance and position

The financial section of this report indicates Robinvale College continues to maintain a sound financial position with a net operating surplus of $581,374 less credit deficit of $62 146 with the remaining surplus of $519 228. This result is reflective of adjustments made within the staffing or "credit" side of our budget to eliminate the deficit, whilst still maintaining the broad range of VCE subjects we offer to retain senior students at Robinvale College, and reduced class sizes in the early years.

Robinvale College allocated equity funding to prioritise resourcing to support staffing and improved literacy outcomes

for students by providing staff with professional development, training and release time to learn and begin implementing literacy interventions.

Funding supported significant expenditure in the renewal of ICT upgrades and repairs and maintenance across the College, as well as Leadership team professional development in the Harvard Datawise training.

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.

Surplus was due to budgets not being fully expended, including maintenance blitz funding during the year due to Covid restrictions and trades unable to be on site, additional facilities upgrade works continuing over the holiday period into the New Year.

Extraordinary revenue items include:

1. $15 000 from SuniTafe for a STEM / Robotics partnership in 2021.
2. $19 840 for Library equipment and furnishings.
3. $10 000 for Chaplaincy from the Chaplaincy Committee.
4. $12 000 for the sale of the bus shed.

For more detailed information regarding our school please visit our website at
https://www.robinvale.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 350 students were enrolled at this school in 2020, 164 female and 186 male.

25 percent of students had English as an additional language and 31 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.
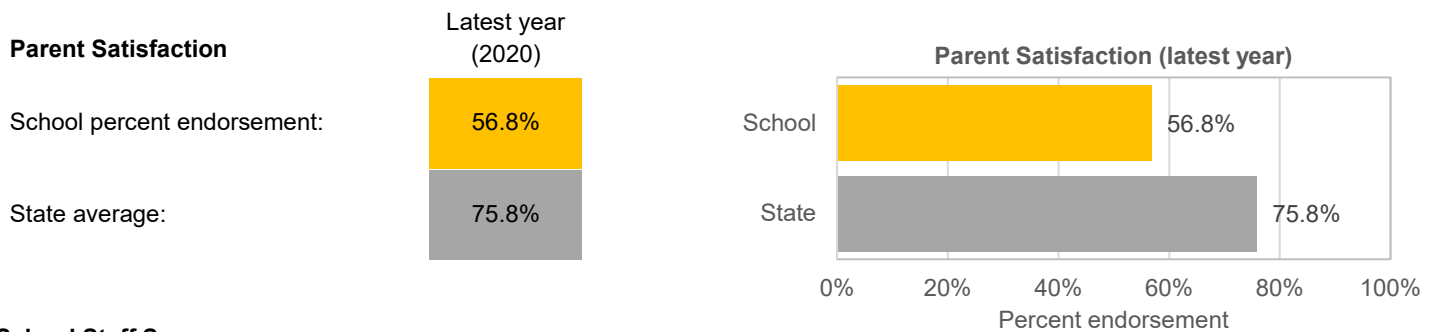
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.
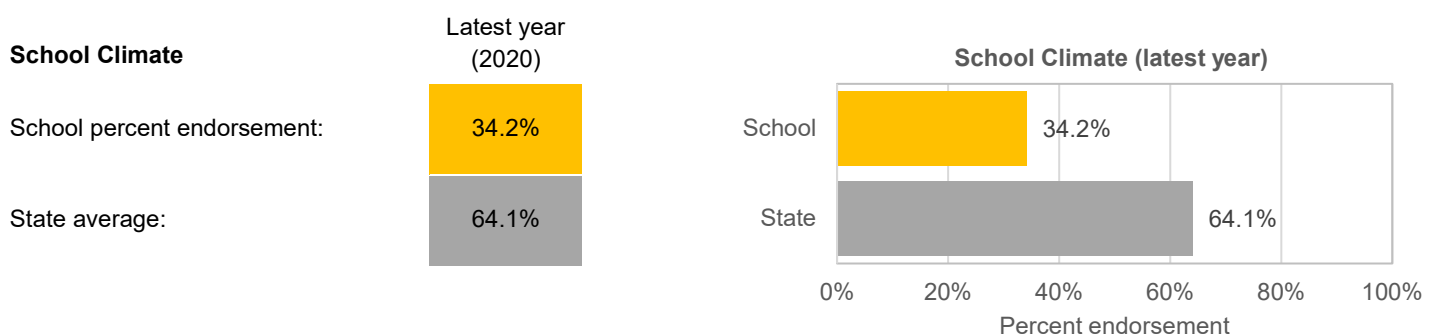
Parent Satisfaction	Latest year (2020)
School percent endorsement:	56.8%
State average:	75.8%

Parent Satisfaction (latest year)

School: 56.8%
State: 75.8%

Percent endorsement

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	34.2%
State average:	64.1%

School Climate (latest year)

School: 34.2%
State: 64.1%

Percent endorsement

ACHIEVEMENT

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

Teacher Judgement of student achievement

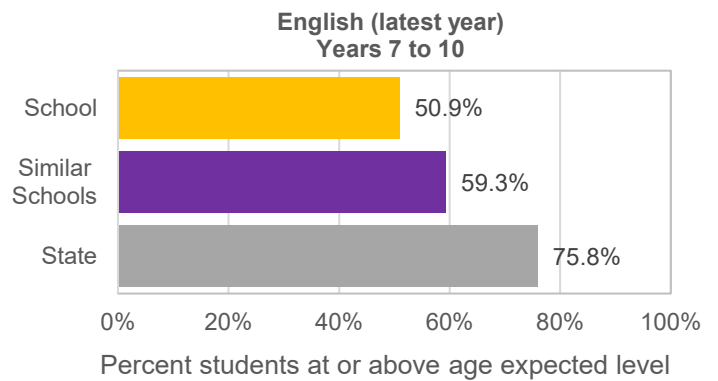Percentage of students working at or above age expected standards in English and Mathematics.

**English
Years Prep to 6**

Latest year (2020)

School percent of students at or above age expected standards:	73.1%
Similar Schools average:	78.6%
State average:	86.3%

**English (latest (year)
Years Prep to 6**
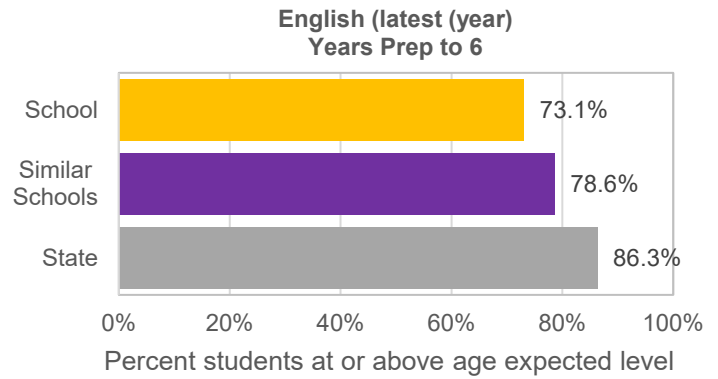
**English
Years 7 to 10**

Latest year (2020)

School percent of students at or above age expected standards:	50.9%
Similar Schools average:	59.3%
State average:	75.8%

**English (latest year)
Years 7 to 10**

**Mathematics
Years Prep to 6**

Latest year (2020)

School percent of students at or above age expected standards:	71.0%
Similar Schools average:	77.4%
State average:	85.2%

**Mathematics (latest year)
Years Prep to 6**
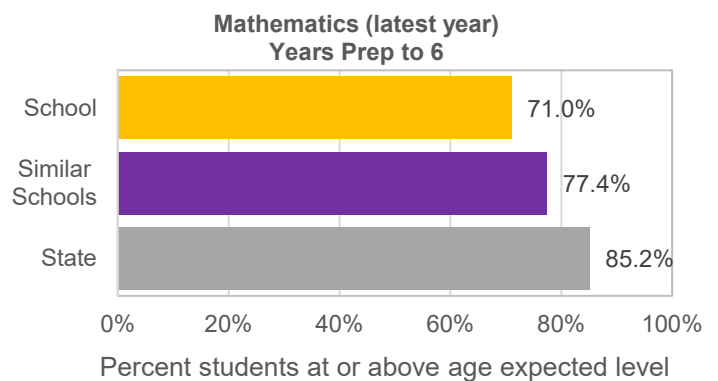
**Mathematics
Years 7 to 10**

Latest year (2020)

School percent of students at or above age expected standards:	30.6%
Similar Schools average:	50.0%
State average:	66.3%

**Mathematics (latest year)
Years 7 to 10**
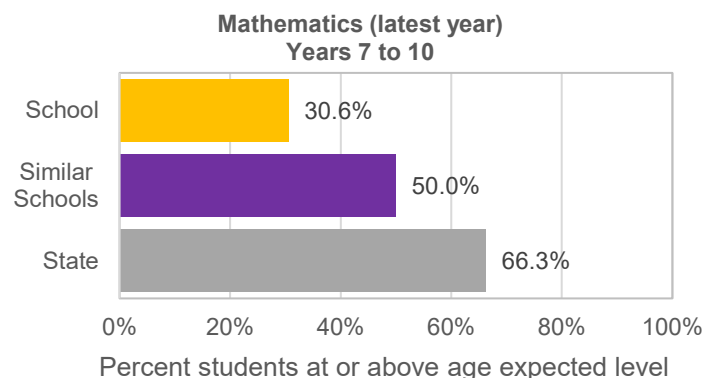
ACHIEVEMENT (continued)

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	27.4	24.2
Similar Schools average:	28.2	27.4
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	27.4
Similar Schools	28.2
State	28.8
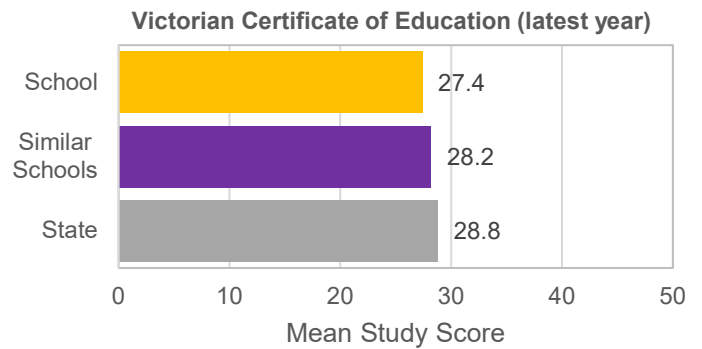
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Students in 2020 who satisfactorily completed their VCE:	90%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	42%
VET units of competence satisfactorily completed in 2020:	59%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	64%

ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	26.8	25.9
Similar Schools average:	17.2	17.4
State average:	13.8	15.3

Student Absence (latest year)
Years Prep to 6

	Average number of absence days
School	26.8
Similar Schools	17.2
State	13.8
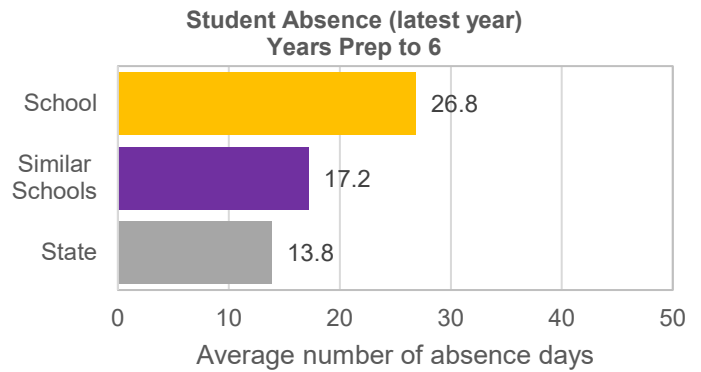
Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	26.5	27.4
Similar Schools average:	23.3	23.5
State average:	17.8	19.2

Student Absence (latest year)
Years 7 to 12

	Average number of absence days
School	26.5
Similar Schools	23.3
State	17.8
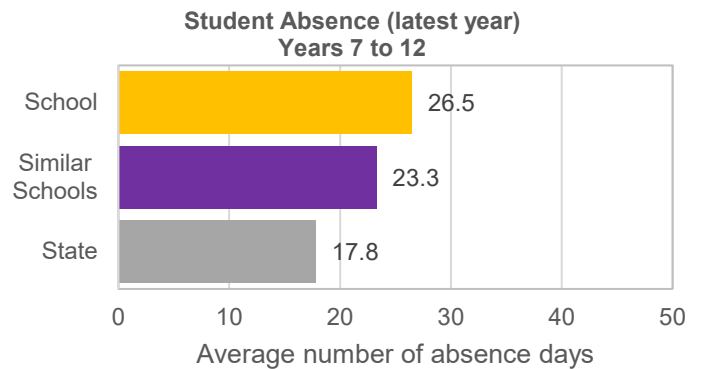
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	85%	86%	85%	85%	86%	89%	86%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	83%	82%	87%	90%	86%	88%

ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2020)	4-year average
School percent of students retained:	57.1%	46.9%
Similar Schools average:	69.3%	72.3%
State average:	72.5%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School	57.1%
Similar Schools	69.3%
State	72.5%

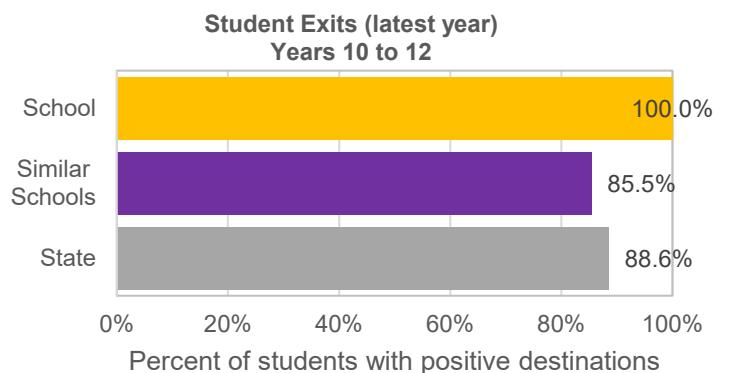0%   20%   40%   60%   80%   100%

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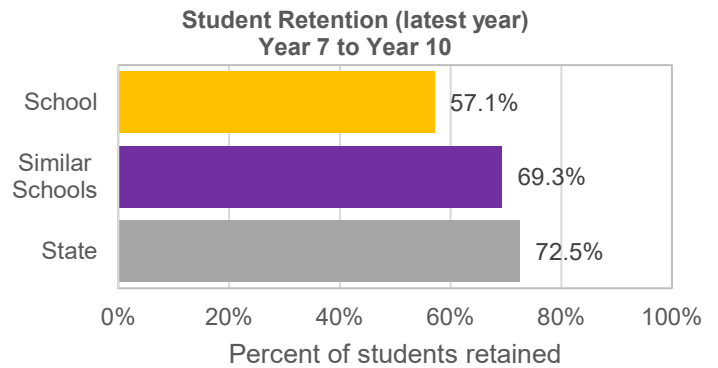
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	100.0%	86.3%
Similar Schools average:	85.5%	84.3%
State average:	88.6%	89.1%

Student Exits (latest year)
Years 10 to 12

School	100.0%
Similar Schools	85.5%
State	88.6%

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

Percent of students with positive destinations

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).
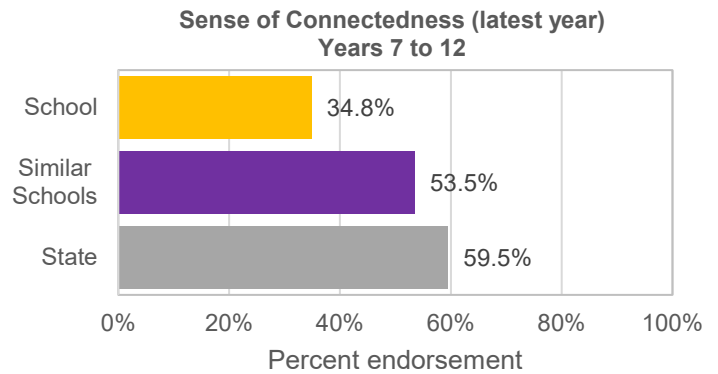
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	72.1%	70.1%
Similar Schools average:	79.1%	81.3%
State average:	79.2%	81.0%
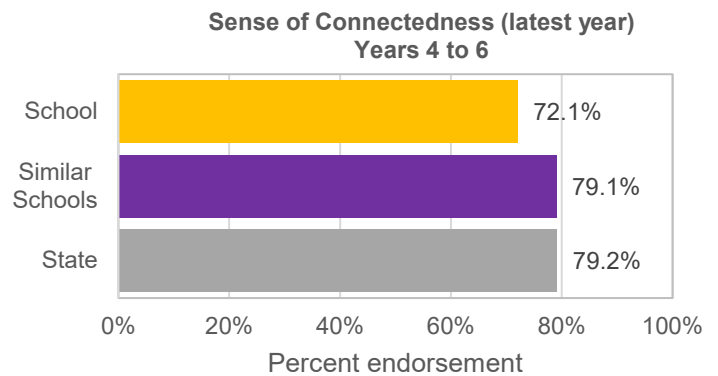
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	72.1%
Similar Schools	79.1%
State	79.2%

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	34.8%	42.3%
Similar Schools average:	53.5%	52.7%
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.

Sense of Connectedness (latest year) Years 7 to 12

	Percent endorsement
School	34.8%
Similar Schools	53.5%
State	59.5%

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	61.4%	64.7%
Similar Schools average:	78.8%	82.1%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.
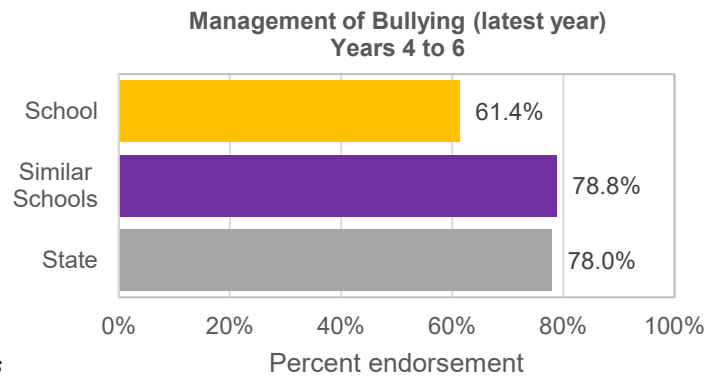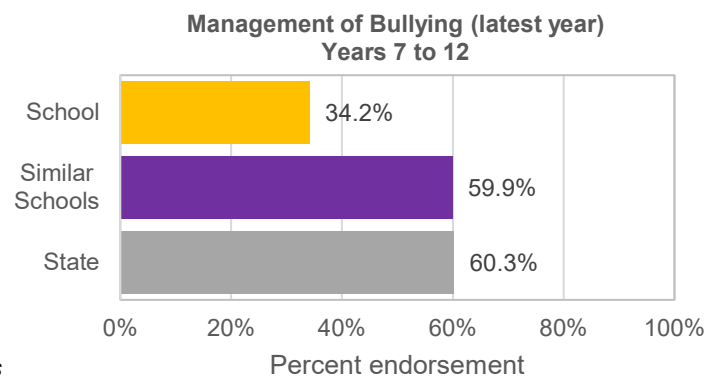
Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	61.4%
Similar Schools	78.8%
State	78.0%

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	34.2%	40.7%
Similar Schools average:	59.9%	59.1%
State average:	60.3%	57.9%

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

Management of Bullying (latest year) Years 7 to 12

	Percent endorsement
School	34.2%
Similar Schools	59.9%
State	60.3%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,944,040
Government Provided DET Grants	$1,631,703
Government Grants Commonwealth	$5,000
Government Grants State	$9,725
Revenue Other	$75,611
Locally Raised Funds	$278,300
Capital Grants	NDA
Total Operating Revenue	**$6,944,379**

Equity [1]	Actual
Equity (Social Disadvantage)	$741,184
Equity (Catch Up)	$26,200
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$767,384**

Expenditure	Actual
Student Resource Package [2]	$5,005,568
Adjustments	NDA
Books & Publications	$6,177
Camps/Excursions/Activities	$33,535
Communication Costs	$13,843
Consumables	$114,274
Miscellaneous Expense [3]	$46,343
Professional Development	$66,203
Equipment/Maintenance/Hire	$181,940
Property Services	$315,725
Salaries & Allowances [4]	$159,131
Support Services	$138,847
Trading & Fundraising	$108,340
Motor Vehicle Expenses	$8,762
Travel & Subsistence	$5,782
Utilities	$158,535
Total Operating Expenditure	**$6,363,006**
Net Operating Surplus/-Deficit	**$581,374**
Asset Acquisitions	**$6,294**

(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	$1,933,217
Official Account	$44,745
Other Accounts	NDA
Total Funds Available	**$1,977,962**

Financial Commitments	Actual
Operating Reserve	$207,284
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$70,111
School Based Programs	$136,256
Beneficiary/Memorial Accounts	$10,093
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$1,537
Capital - Buildings/Grounds < 12 months	$678,383
Maintenance - Buildings/Grounds < 12 months	$156,326
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,257,333**

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.