

2020 Annual Report to The School Community



School Name: Northern College of the Arts and Technology (7300)



- 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 30 April 2021 at 07:45 AM by Raffaella Galati-Brown (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 01 May 2021 at 08:44 PM by David Redfearn (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

The Northern College of the Arts & Technology is located in Preston, approximately 10 kilometres north of the central business district of Melbourne. The college has a broad catchment area with students coming from across Melbourne because of its specialist programs and no zoning restrictions.

The college vision is to continue to be a leading provider of contemporary education that values both the conceptual and the practical with specialised high quality programs in the Arts and Technologies. NCAT aims to provide a dynamic learning environment that engages students, embraces diversity and empowers young people to excel and pursue their passions and pathways

The College Values reflect this vision and mission:

- Respect for each other and the environment
- Originality of thought and action
- Courage to embrace challenges
- Knowledge to seek, question and achieve
- Support through relationships and teamwork

NCAT caters for Year 10, VCE, VCAL and post Year 12 students seeking a specialised education in the Visual Arts, Design, Media, Digital & Interactive Media, Photography, Performing Arts or Trades & Technologies.

At Year 10 students choose either an Arts or a Technology stream, with students also choosing a Year 11 VCE VET program from either stream. Year 11-12 students can go on to VCE, VCAL & VET programs in their areas of interest.

In addition to the traditional VCE subjects and an extensive range of VCE Art and Music subjects NCAT runs unique VCAL programs including integrated VET/VCALs in the Arts, Performing Arts and the Trades. Entry to Music and Dance programs at any level including VCAL is via audition. Similarly, students wanting to do Visual Arts or the VCAL Art Immersion program or any of the tertiary Visual Art, Design or Photography programs must present a folio of work.

NCAT is also a nationally registered training organisation delivering 25 VET programs from Certificate II to Diploma level. NCAT offers the broadest range of VET programs of any school in Victoria including unique qualifications such as the Certificates III and IV in Musical Instrument Making & Repair for which NCAT is the sole provider in Australia, attracting students from around Victoria.

In addition to its own full time students, NCAT is also a regional VET provider running 12 VET programs for over 550 external students from other State, Catholic and Independent schools who come to the college one day per week. Post Year 12 students can choose from a range of programs including a Certificate IV in Visual Arts, Design, Photography & Photo Imaging, Music or Sound Production. They can also do the Certificate IV in Musical Instrument Making & Repair or the Diploma of Photography and Photo imaging and Diploma of Visual Arts.

The college has close ties with industry and tertiary institutions, and responds to regional training needs. Many of its programs have been established with the support of industry and in response to where industry is heading whether for the arts or technology. Swinburne University provides direct entry into a range of Diploma courses in Visual Arts, Design, Visual Merchandising, Interior Design & Decoration and the Certificate IV in Games Design for Certificate IV in Visual Arts and Design graduates from NCAT regardless of VCE or VCAL backgrounds. RMIT will take the top NCAT Certificate IV in Design graduates into the second year of its Bachelor of Design.

NCAT has extensive specialist facilities. This includes state of the art technology facilities including a trade training centre specialising in emerging industries as well as traditional trades; Drama, Drawing, Art, Design & Fashion studios; a dedicated Photo Imaging centre with black & white and colour processing labs and three photographic studios as well as Mac labs and iPad & Multimedia suites.

The College has just completed a \$12 million building project comprising an arts centre with retractable seating for 340 and extensive audio and lighting set up which is used by Sound Production students; new Music facilities including recital room, an industry level recording studio, 10 Music practice rooms and Music technology rooms; new Administration area, two new large dance studios and a number of classrooms.

Students are highly engaged and love coming to NCAT. They enjoy being in an adult environment with peers who have the same interests. They also enjoy the practical components of many of the courses which they missed during the lockdown and the move to online learning.

Because the college was already using Moodle, an online Learning Management System (LMS) though in a limited way in the Technology area, we were able to roll this out across the college when schools were required to move to remote learning because of the pandemic. Moodle ensured a consistent format across the college, it was flexible, allowed students to download and upload work, watch videos and interact with the teacher. Most importantly Moodle meant we could provide direct access to the 550 external students from 71 state, Catholic and independent schools enrolled in a VET program at NCAT without the added complexity of requiring a DET login.

On the students' return to face to face classes, the emphasis was on completion of practical tasks. Music and sound production students ran a number of lunchtime performances, the VCAL Art immersion held their annual fair selling work they had completed during the year, dance and theatre studies students practised for their VCE performance exams and technology students were delighted to be back in workshops. It was an excellent end to the year.

Parent Satisfaction with the school as measured by the annual Parent Opinion Survey results once again are well above that of the majority of other secondary schools with 82.7% of parents responding positively (agree or strongly agree) as opposed to the State average of 74.2%.

Staff morale is high and they work as a team to support students and enhance their learning, This is evidenced by the results of the Staff Opinion Survey on School Climate, which reflects the extent to which staff feel positive, actively involved in school activities and promote a culture conducive to learning. Results continue to be well above the average for all government secondary schools with staff endorsement at 78.3% against the State average of 61.2%.

In 2020 NCAT had 46.6 EFT staff: 2.4 Principal class, 38.8 teachers and 9.8 Education Support Staff and 456 students.

Framework for Improving Student Outcomes (FISO)

The 2020 College's Annual Implementation Plan focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride. Some of the actions and professional development plans were modified to suit remote learning or deferred altogether. The first KIS in relation to Building Practice Excellence focused on aligning evidence-based professional learning to build the capacity of all teachers to target learning at students' point of need. While some of the planned actions were completed, professional learning was modified to suit remote teaching.

All Years 10s and Year 11-12 VCAL students completed On Demand and LLN testing in February which combined with teacher judgements and other assessments provided a benchmark for measuring growth and basis for teachers to target their teaching at students' point of need.

The move to remote learning meant reframing the professional development planned for the year. Teachers engaged in lots of professional development, as a whole staff, in groups and online to re-write and reorganise their curriculum to be engaging and suit remote learning and to learn how to use Moodle, our online Learning Management System, and Zoom to deliver classes and content.

Led by the Technology Learning Specialist, teachers worked together to become proficient in the effective use of Moodle and Zoom and in teaching students how to use the online tools. There was enormous collegiality and support for each other amongst staff and it was wonderful to see the enormous skills development that occurred. It was a lot of

work for teachers particularly those delivering practical subjects to try to make classes as interesting as possible and keep students engaged when students really wanted to be in the workshops.

Moodle allowed teachers to put up their week by week and term's work online, differentiate to meet students' need by including additional support and extension material, see exact times of when students were logged on and be able to receive and correct students' work. Teachers also ran Zoom classes with break out areas and chat to ensure students knew what they needed to do. Students not on Zoom or Moodle were followed up with phone calls by form teachers and Coordinators.

Moodle also allowed for differentiation in all subject areas as a range of materials and tasks were available to students so they could do extension activities or revise and work on a range of tasks.

The feedback from students was they liked using Moodle as they could access all their subjects on the one platform, they knew what they needed to do week by week, could access it any time and upload work and receive feedback from teachers.

We intend to continue using Moodle in 2021 and to focus staff professional learning on enhancing teacher's capacity to use blended learning to enhance differentiation and to develop best practices on the use of Moodle to support student learning.

The second KIS on building practice excellence through the college's engagement with the Professional Learning Communities initiative was deferred to 2021 by DET because of the pandemic.

The third KIS focused on enhancing opportunities for student voice and agency in their own learning. Some of the planned actions were completed while others had to be modified or deferred because of the move to remote teaching and learning.

The move to remote learning impacted on Student Leadership meetings, consultation, and change management. The NCAT Moodle site did have a sections for student leadership & participation but due to time and workload constraints this was limited. The activities planned with the Student Leadership Team in terms of further implementation of the Teach the Teacher program had to be deferred to 2021.

The introduction of more hands on learning was not possible due to remote learning. Instead of modifying the Year 10 Science program to make it more hands-on, it was totally redesigned for online delivery. Similarly the planned redevelopment of the Year 11 and 12 VCAL Preapp PDS units to make them more project based and student-driven was affected by remote learning. VCAL teachers tried hard to create units for PDS that could be done within the Level 3 and 4 lockdown restrictions but it was a great challenge. There was a great effort put in by teachers on the students' return onsite to focus on practical activities to reengage students and support them in competing the required units of work.

The introduction of one period per week of pastoral activities and support for Year 10 Arts students which was called ROCKS after the acronym for the college values, proved to be very effective in supporting students through the pandemic and on their return and will be maintained in 2021.

The NCAT Student Feedback to Teacher Survey normally done in the first part of the year was deferred until end of Term 3 due to COVID. Results were very positive although not comparable with previous surveys in terms of data analysis because of the nature of the questions asked including students' experience with remote learning.

Achievement

The college is proud of its VCE, VCAL and VET results. The data shows 95% of students in 2020 successfully completed their VCE, 97% successfully completed the VCAL and 93% of VET units were satisfactorily completed by students. The VCAL results and VET results are exceptional given the challenge of keeping students engaged during remote learning and working hard on their return to ensure practical components were completed. Our VCE Median study score was 26.6 slightly down on the 2019 score of 27.

Students received scores of 40 and above in VCE Product Design, VCE VET Music Performance, VET Integrated Technologies, VET Sport & Recreation and VET Engineering. Five VCE Dance students scored an A+ for their Yr 12 dance solo performance and asked to audition for the VCE Season of Excellence' Top Acts with one of them was chosen to perform in Top Acts. Two Music students both of whom had scored over 40 were chosen for Music Top Acts. They were also employed by the VCAA to perform at the opening of Top Designs at the Melbourne Museum. One of our Year 12 VET Interactive Digital Media students, was one of the 92 students whose work was selected to be exhibited as part of Top Designs. As well, one of our Year 12 VCE students was awarded a \$5,000 per year scholarship to study Arts at Melbourne University and we were delighted that the majority of students were able to gain entry into their first or second preference for tertiary studies.

The number of students going on to apprenticeships at the end of Year 11 and 12 was similar to the previous year except at Year 10 level where almost 25% of the Year 10 Technology class gained apprenticeships at the end of the year, a much higher proportion than in previous years.

In 2021 the focus will be on improving VCE results and increasing the college's median study score. Teachers will review previous years' student achievement data, share effective strategies and best practice. Tutoring support will be targeted to Year 12 VCE students to support them in improving their written skills and exam technique. Middle Year Literacy and Numeracy Support will be targeted at Year 10 students, with priority given to students not at the required standard.

Year 10 students performed exceptionally well during remote learning. The majority stayed focused and engaged and made good progress, particularly in English. Teacher judgements of student achievement against the Victorian Curriculum for Yr 10 show 90.9% of students are at, or above the age expected standards in English. Performance in Maths was down on 2019 levels but this was severely impacted by remote learning as students were not able to get the full benefit of MYLNS support. As well, one of the Maths teachers resigned part of the way through the year so students experienced a year disrupted not only by COVID but also by a change of teachers.

Engagement

Positive relationships between staff and students and between students and students along with high expectations regarding behaviour and learning are the bedrock of NCAT. The college prides itself on providing a welcoming and inclusive environment in which students are treated and expected to behave as responsible young adults. Students and parents comment on the culture of acceptance and inclusion and the friendliness of the college where students can be themselves, feel safe, follow their passions and not have to worry about cliques.

Teachers worked very hard to keep students engaged and on task during the pandemic. Art packs were mailed to Art students and students could pick up specialist materials they needed for their work from school. Music performances events were held and streamed on line. Except for stage 4 lockdown, Dance students were able to book the dance studios for solo practice during the pandemic as they did not have a safe floor to practice at home. Electronic kits were mailed to Integrated Studies students and when the Year 10 Technology students began to disengage, we organised groups of them to come in once a week for Woodwork classes. This worked during Term 2 but had to be discontinued when Stage 4 lockdown was implemented.

Some of the Preapp VCAL students came up with great practical projects to incorporate into their program including helping their parents build outside entertainments areas, indoor shelving, home repairs for the family and welding projects. Even so, there were a number of students, particularly VCAL Preapp students and some Year 11 VCE students who struggled with online learning. The second lockdown and return to remote schooling only a couple of weeks after students had returned to onsite face to face classes was especially dispiriting for students (and staff) and teachers had to work even harder to keep students engaged and follow up those not participating in classes.

Student attendance levels reflect both the high level of student engagement in their learning and the fact that students have specifically moved to NCAT to specialise in their area of passion, be it the Arts or Technologies or a combination. During face to face learning parents receive an SMS for any absences. They can check their child's attendance in real time on COMPASS, our e-management system, which is accessible from any computer or mobile digital device. During

the period of remote learning, attendance and engagement was measured by students' participation in Zoom classes and time spent on Moodle. Moodle provided the teacher with a log of the dates and times when students were online. Students were expected to follow their timetabled classes, log in to Moodle at the start of the class, click the Zoom link when the class would come together for at least the first half hour, after which they might work on Moodle but be able to chat or have one on one sessions with the teacher on Zoom. Then the class would come together on Zoom at the end to review what had been achieved.

Form teachers, subject teachers and Coordinators invested a lot of time contacting students who had not engaged with them through Moodle or Zoom and worked closely with parents to keep students on track. There was regular contact with students struggling because of mental health or other issues and modified work/ tasks organised for them. The college also offered them the option of coming to school each day and doing their remote learning at school if that was easier for them in terms of establishing work routines. VET and VCAL students were encouraged to complete all written/theory work so when they returned to school, the remaining weeks could be spent totally on completing practical tasks. Parents and students really appreciated the regular communication and touch base from teachers and the college.

Students were very happy and excited to return to face to face teaching and engage in all the practical activities they had missed. There was a lovely atmosphere in the college with lunchtime performances almost daily outside the cafe with students socially distanced on hay bales and chairs, listening to the music, chatting and reestablishing relationships. Teachers provided students with additional time beyond their normal classes to complete projects in the workshop areas and students who were behind with work received additional support so they could complete the year successfully.

Wellbeing

Student engagement and wellbeing is a high priority for the college. Students are supported by form teachers, Year Level/Program Coordinators, Careers Coordinator, a full time Youth Support Worker and part time Mental Health Practitioner. There are regular student wellbeing meetings where key staff discuss student needs and strategies to support them.

Almost two thirds of the school student population is new each year, yet our Student Attitude to School survey results year after year clearly demonstrate that our teachers are able to engage students quickly and effectively in learning and feel connected to the College.

Student and staff health and well-being were prioritised during the remote leaning period. Attendance data from participation on Zoom and/or Moodle was collated centrally to identify students who were at risk of disengaging through non-attendance. They and their parents would be contacted by form teachers or Coordinators and there was regular support and follow up. This might involve modified work tasks, modified timetable with a focus on core subjects, sessions with the Youth Support Worker.

The Youth Support Worker and the Mental Health Practitioner had a core list of students they regularly touched base with and were also available via mobile, text or email to students and/or parents. There were regular Student Well-being meetings and discussions with Coordinators on students' progress and well-being and which students required targeted support.

A Student Well-being section was developed by our Youth Support Worker and Mental Health Practitioner for our students on Moodle filled with lots of different coping strategies, ways to deal with anxiety and stress, mindfulness activities and videos, brain breaks, fun activities, video music parodies and activities such as daily stretching, or five minute Yoga sessions. Students and their parents also received regular letters of encouragement and updates from the Principal.

Parent meetings and parent/ teacher/student conferences to provide reports to parents were conducted online via Zoom and worked very well. This is something we will consider as an option for one of the two parent/ teachers/student conferences sessions we run every year.

The majority of students coped well with the return to classes at school, though there were a number of students who experienced anxiety requiring support from the Student Well-being team to reintegrate into face to face learning.

Students and parents appreciated the communication and support provided by teachers and the college. This was evident in the Parent Opinion Survey results in which there was a 91% positive response to the statement "There is effective two way communication between teachers and parents at this school." and 94% positive result for the School Support factor. As well 89% said their child enjoys the learning at school and 91% that their child had been supported to adjust to their new year level. Parent Opinion Survey results were above those of other secondary schools with 15 of the 19 factors in the top percentile when compared with other secondary schools and most of them in the top 10-15% of schools.

Staff were supported through Zoom staff and PLT meetings, regular emails from the Principal class and regular contact between Coordinators and their teams to ensure staff felt supported. Staff could choose to work from school particularly if their internet connection was not stable, if they required technical ICT support or if they just needed to be with other people and not home alone. Groups of teachers also set up Zoom lunchtime meetings where they could have lunch together online. The results of the Staff Opinion Survey on teachers' experience during COVID demonstrate that staff felt supported. Staff response to the statement "School leadership team's focus on staff mental health & wellbeing" was 73% positive compared with the State average of 65% and response to School Leaders care about staff health and safety at 89% positive compared to the State result of 78%.

Financial performance and position

Equity funding to the college from DET continues to be reduced each year with a loss of almost \$100,000 from the previous year. This is because of the changing nature of the socio-economic profile of the college. However, students, regardless of background, still present with a variety of needs and it is challenging to lose the equivalent of a teacher salary each year for the past three years. The Equity funding we received was used to provide a Literacy Coordinator, Youth Support Worker and other support staff.

In addition to the funding provided by DET through the Student Resource package (SRP), the college employs additional staff necessary to run programs either paying for them directly through the local payroll, or running a budget deficit in the area of staffing in the SRP. This is reflected in Salaries and Allowances under the Expenditure section which refers to school-level payroll. That is, staff paid for directly by the college from locally raised funds and fee for service charges to other schools for external VET students. The college spent \$1,157,028 on specialist VET teaching and support staff, and Music/ Instrumental Music staff. In 2020, NCAT repaid DET \$491,272. In 2021 the college will have to repay DET \$752,975 from its locally raised funds for being in deficit for staffing costs for centrally paid staff as the funding through the SRP is inadequate to run the college's program. The rest of the funds collected were used on consumables and equipment as well as capital works to support and finalise the building works completed at the college.

For more detailed information regarding our school please visit our website at www.ncat.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 456 students were enrolled at this school in 2020, 202 female and 254 male.

2 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.

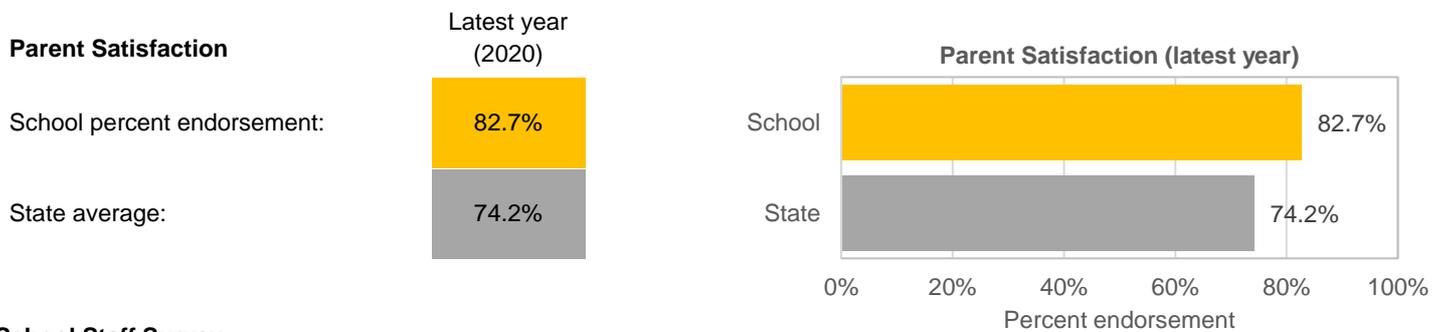
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

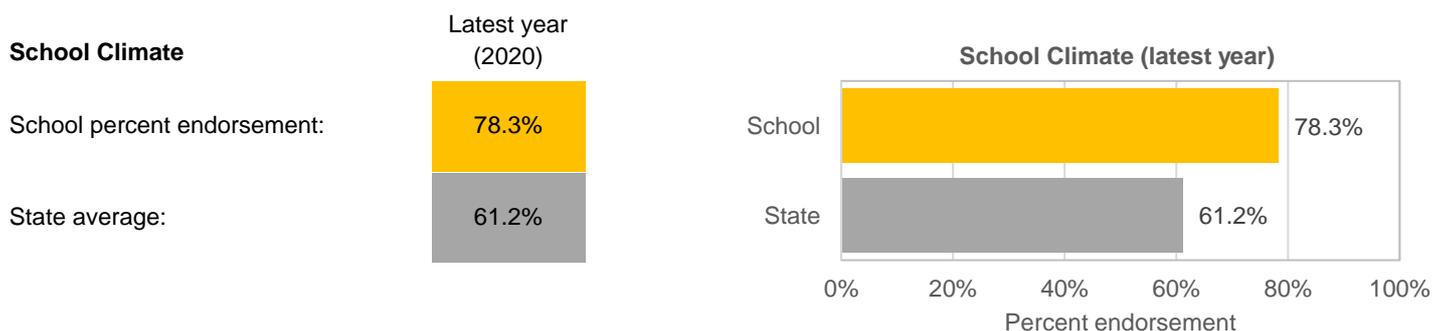


School Staff Survey

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:

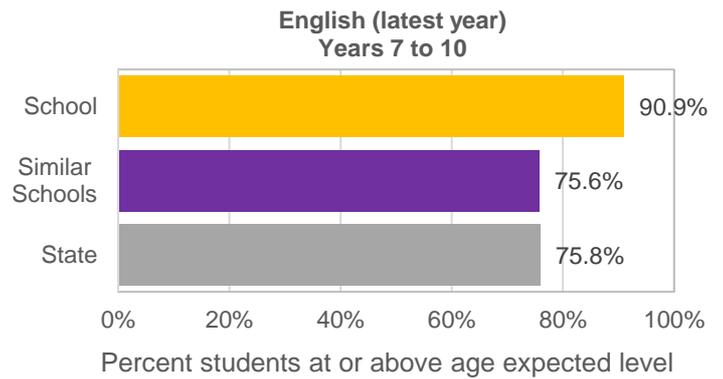
90.9%

Similar Schools average:

75.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

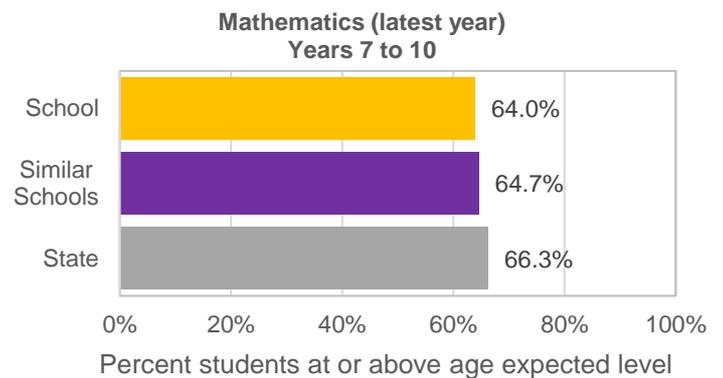
64.0%

Similar Schools average:

64.7%

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.

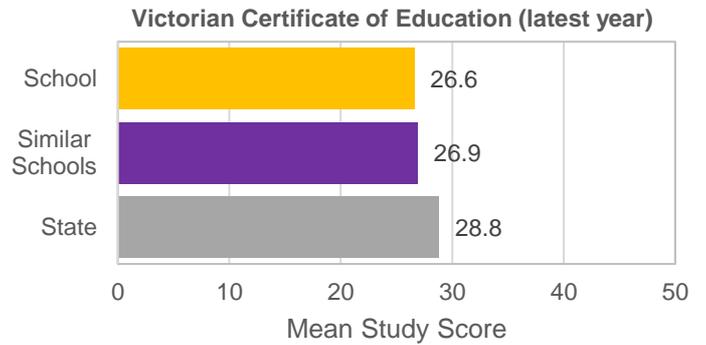
ACHIEVEMENT (continued)

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 | 26.6 | 27.0 |
| Similar Schools average: | 26.9 | 27.2 |
| 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:



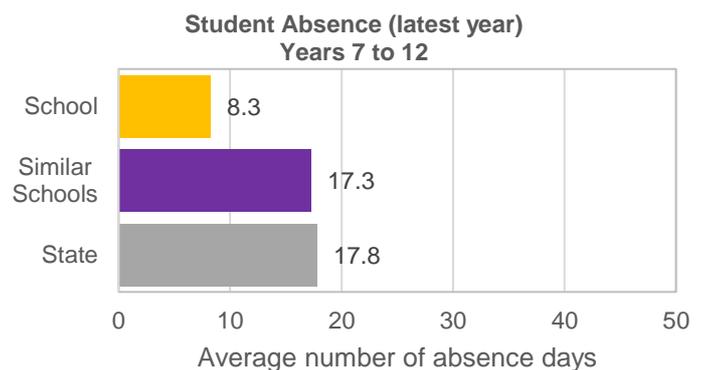
ENGAGEMENT

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: | 8.3 | 12.7 |
| Similar Schools average: | 17.3 | 19.4 |
| State average: | 17.8 | 19.2 |



ENGAGEMENT (continued)

Attendance Rate (latest year)

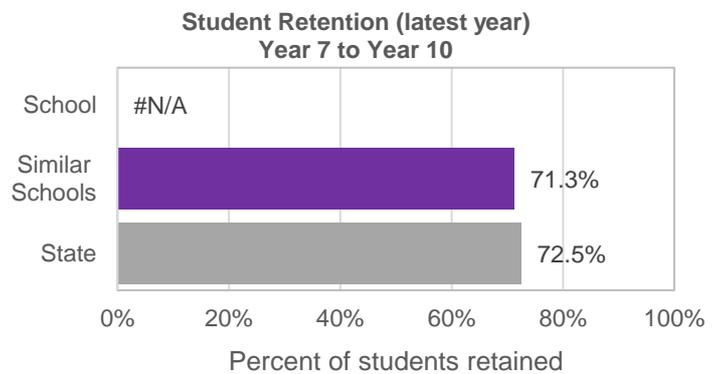
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2020): | NDA | NDA | NDA | 95% | 95% | 96% |

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: | 71.3% | 71.9% |
| State average: | 72.5% | 72.9% |



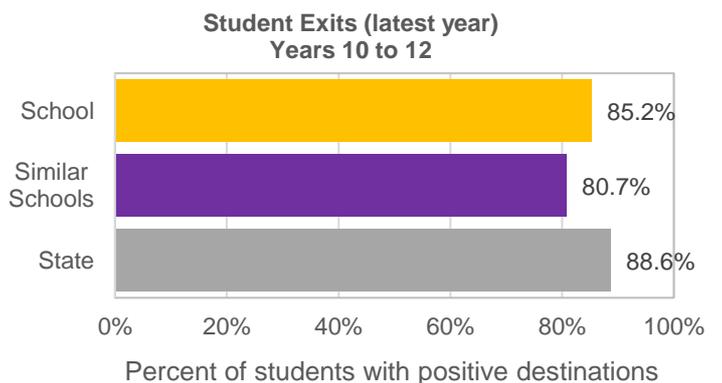
Students exiting to further studies or full-time employment

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: | 85.2% | 84.4% |
| Similar Schools average: | 80.7% | 82.4% |
| State average: | 88.6% | 89.1% |



WELLBEING

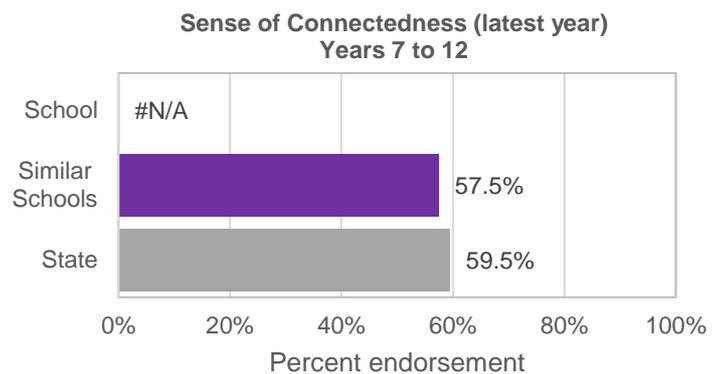
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

| Sense of Connectedness Years 7 to 12 | Latest year (2020) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement: | NDA | 74.7% |
| Similar Schools average: | 57.5% | 53.3% |
| State average: | 59.5% | 55.3% |



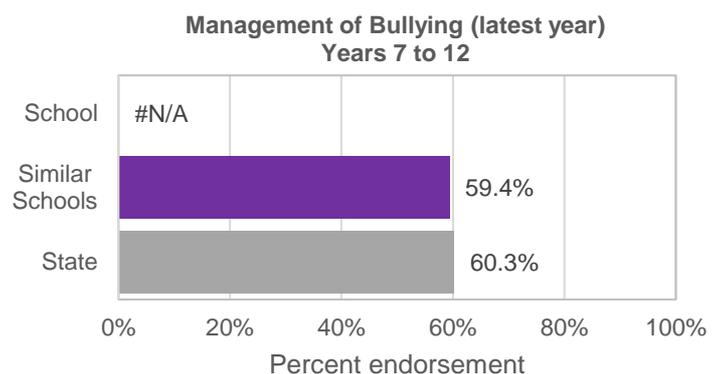
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

| Management of Bullying Years 7 to 12 | Latest year (2020) | 4-year average |
|---|--------------------|----------------|
| School percent endorsement: | NDA | 71.2% |
| Similar Schools average: | 59.4% | 57.6% |
| 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 | \$4,395,671 |
| Government Provided DET Grants | \$1,432,154 |
| Government Grants Commonwealth | \$22,122 |
| Government Grants State | \$10,456 |
| Revenue Other | \$223,724 |
| Locally Raised Funds | \$1,859,493 |
| Capital Grants | NDA |
| Total Operating Revenue | \$7,943,621 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$260,775 |
| Equity (Catch Up) | \$30,137 |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$290,911 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,148,630 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | \$23,441 |
| Communication Costs | \$25,928 |
| Consumables | \$399,760 |
| Miscellaneous Expense ³ | \$162,354 |
| Professional Development | \$7,349 |
| Equipment/Maintenance/Hire | \$376,430 |
| Property Services | \$275,522 |
| Salaries & Allowances ⁴ | \$1,157,028 |
| Support Services | \$103,266 |
| Trading & Fundraising | \$2,130 |
| Motor Vehicle Expenses | \$7,411 |
| Travel & Subsistence | \$1,237 |
| Utilities | \$159,399 |
| Total Operating Expenditure | \$7,849,884 |
| Net Operating Surplus/-Deficit | \$93,737 |
| Asset Acquisitions | \$43,466 |

- (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 | \$2,157,826 |
| Official Account | \$388,757 |
| Other Accounts | \$1,952 |
| Total Funds Available | \$2,548,535 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$418,779 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | \$46,000 |
| Funds Received in Advance | \$195,821 |
| School Based Programs | \$1,500,000 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | \$175,183 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$40,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$172,974 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$2,548,535 |

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.