2020 Annual Report to The School Community

School Name: Truganina P-9 College (5501)

- 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 08:36 AM by Christopher Pugh (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 09:14 AM by Jagruti Dave (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

Truganina College places its learners at the centre of all that we do. The College, located in the growth corridor of Wyndham in the western area of Melbourne, officially opened in 2015, with students in Foundation to Year 6. Since 2015, growth in enrolments has continued. From 2016 to 2018, the implementation of the secondary years of schooling up to Year 9 was completed.

In 2020, 2034 students were enrolled at the College. Sixty one percent were English as an Additional Language students and one percent were Aboriginal and Torres Strait Islander students. Based on the Student Family Occupation and Education index, which takes into account parent occupation and education, the overall socioeconomic profile is in the low to mid-range.

In 2020, the staffing profile was made up of one Principal, nine Assistant Principals (9.6 EFT), nine Learning Specialists, 123 Teachers (129.2 EFT), five Paraprofessionals (4.4 FTE), 38 Education Support (32.59 EFT), and a Business Manager. There were no staff from an Indigenous background.

The College purpose statement is "Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement".

The College motto of "Inspiring Excellence in Learning to Believe, Achieve and Succeed" underpins all College decisions. As a College, we value learning, respect, resilience and responsibility. Students actively work with the staff and each other to identify and practice the responsibilities that come with these values.

In 2020 staff collaborated in Professional Learning Communities (PLCs), which supported a strategic and consistent approach to assessment, curriculum planning and differentiated teaching and learning. The College continued to have an unrelenting focus on literacy and numeracy, with student learning data and high quality evidence carefully monitored throughout Key Improvement Strategy meetings and sub school data meetings. Both collaborative forums were used to measure ongoing student growth, inform best practice and, through distributed leadership, plan the next steps. The Truganina College F-9 curriculum followed the expectations and guidance of the Victorian Curriculum alongside the Department of Education and Training's High Impact Teaching Strategies and the Truganina College Instructional Framework.

In 2020 leadership opportunities for staff was an ongoing focus, with building capacity an important factor continuing into the future. Staff were encouraged to seek leadership opportunities and participate actively in a differentiated adult learning model, which was informed by Strategic Plan goals, student learning data and evidence.

The College catered for the educational needs of each learner and precise student learning data was used to identify students for targeted enrichment opportunities. The enrichment opportunities included, but are not limited to; MACQLIT, Levelled Literacy Intervention and a Mathematics Extension Program.

During 2020 the College transitioned to Remote Learning, where students were provided with differentiated learning experiences planned according to their level of need. Teachers made telephone calls to have learning conversations with students to ensure they were able to continue to engage them in learning. Teachers also received student work samples and provided timely feedback via email so that students could implement the strategies suggested that would improve their learning outcomes. Teachers also provided explicit teaching and face-to-face teaching over WebEx online sessions, which enabled students to further unpack the learning experiences that were being provided through the College's Compass platform.

Student engagement and wellbeing was an important Key Improvement Strategy at the College, with a growing focus on students generating and actioning ideas through a variety of leadership and student voice opportunities. The

College continued to focus on the implementation of a coordinated plan to monitor and improve student attendance.

The College worked diligently to create an inclusive, safe and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships promote positive relationships, security and a sense of belonging within a culture of respect and pride. We also had both an African Community Liaison Officer and a School Psychologist supporting our students with their wellbeing and engagement.

The College is organised around the primary and middle years stages of schooling. The College has a strong focus on effective transitions from Early Learning Centres (Kindergarten - Foundation), Years 6-7 Transition and from Year 9 into Senior Secondary education.

In 2020, a wonderful multicultural parent community and School Council were actively involved in many aspects of the College. Community engagement in student learning was an important Key Improvement Strategy at the College. Families collaboratively engaged with the College to focus on at home strategies that strongly contributed to improving student learning outcomes.

Framework for Improving Student Outcomes (FISO)

Each year, inclusive of 2020, the College has collaboratively analysed achievement and engagement data to identify the next steps and to measure progress. Based on the information, an Annual Implementation Plan including the below Key Improvement Strategies were developed and endorsed by the School Council and senior Department of Education and Training staff.

In 2020, the College focused on the following initiatives, Key Improvement Strategies (KIS) and related high level actions:

Excellence in Teaching and Learning - Evidence based High Impact Teaching Strategies:
KIS 1a. Demonstrate and apply the High-Impact Teaching Strategy of Differentiation.
- Build staff capacity to effectively use and understand the Truganina Instructional Framework.
- Implement a Reading Model (Lead Literacy) and Maths Model (Lead Mathematics) to complement the Instructional Framework.
- Implement and monitor the use of High Impact Teaching Strategies, focusing on Differentiation.

Professional Leadership - Building leadership teams:
KIS 2a. To excel in collaborative professional learning communities to ensure high quality teaching and learning using the Instructional Framework.
- Embed a professional learning community approach (PLCs) to whole college planning and assessment.
- All adult learning drives the embedding and consistent implementation of the Truganina College Instructional Framework.
- Embed an Adult Learning Model which is evidence-based, differentiated and provides choice.

Positive Climate for Learning - Empowering students and building school pride:
KIS 2b. To develop students as active and empowered learners.
- Develop the knowledge, skills and attitudes of how to enhance authentic student voice in learning across the College.

Positive Climate for Learning - Intellectual engagement and self-awareness:
KIS 2c. To build collective commitment, capacity and accountability to a whole school approach to student wellbeing and engagement.
- Develop practices to improve engagement and positive climate across the College.

Community Engagement in Learning - Building Communities:
KIS 3a. To create strong educational partnerships between families, staff and community.
- Implement and evaluate a whole school community plan for all stakeholders to work together to maximise student outcomes in learning.
- Continue to embed a shared understanding of what parental engagement in learning looks like in action

- Develop and implement opportunities where parents/carers are encouraged to participate in and contribute to student learning outcomes.

2020 was the last year of the 2017-2020 Strategic Plan. As a result, in Term 4, 2020 the College completed the school review process which included a thorough examination of school data and evidence, and detailed consultation with the community, students and staff to monitor the progress of the College and to inform the next 2021-2024 Strategic Plan. As part of this review, the panel deemed that Truganina College is compliant with the requirements for school registration including the ensuring all teachers are registered with the Victorian Institute of Teaching. The College exceeds the prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) as well as the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards.

In 2020, the College completed its School Review. The Panel found key school community highlights:
1. Truganina College developed an Instructional Framework, aligned with the Framework for Improving Student Outcomes (FISO) which embedded the High Impact Teaching Strategies (HITS) and provided a Guaranteed and Viable curriculum and supported Excellence in Teaching and Learning Foundation–Year 9, across all curriculum areas.
2. The collection, analysis and evaluation of data to inform student learning growth was a priority over the period of the School Strategic Plan (SSP). Teams utilised the College Assessment Schedule and cohort data spreadsheets to ensure timely data was collected and used to inform future curriculum planning, as outlined in the Instructional Framework.
3. The College embedded adult learning principles that drove all professional learning and underpinned the collaborative work of PLCs. The Lead Adult Learning Team also drove a rigorous process for annual Performance and Development, Victorian Institute of Teaching (VIT), Probation and an intensive Induction Program.
4. The College had a strong belief that the learning process was a joint effort between the school, families and the broader community. Community engagement in learning was an evolving focus over the period of the SSP. Supporting Your Child's Learning at Home information sessions was an initiative that gained overwhelming positive response from families.

The School Review Panel recommends the following key directions for the 2021-2024 School Strategic Plan:
- literacy and numeracy, with a focus on improving writing
- continued development of the Professional Learning Community model
- positive climate for learning including continued development of Student voice and agency
- student attendance
- health and wellbeing.

Achievement

Professional Learning Communities (PLCs) were provided with protected time to collaborate regularly to analyse data, identify student misconceptions, and undertake research based professional learning as part of the PLC Inquiry Cycle to improve teaching practice. A continued focus on the triangulation of data to inform teacher judgments through data analysis and regular moderation of student work samples supported greater consistency of judgments against the Victorian Curriculum standards. Teachers used the student learning data to differentiate classroom instruction.

Staff across the College actively engaged in professional learning focusing on the High Impact Teaching Strategy of Differentiated Teaching - focusing on differentiating the content, process and product in their curriculum planning to meet the learning needs of the students in the cohort and promote student engagement in the classrooms. Teachers provided students with specific and timely feedback about the students' performance relative to their learning goals. Students were clear on what they had achieved within their learning and what their next steps were to encourage growth. The Reading Model and Mathematics Lesson Structure, aligned to the Truganina College Instructional Framework, mapped the teaching and learning that occurred in classrooms and drove consistency so that all students were provided with a guaranteed and viable curriculum.

Truganina College continues to build collective commitment, capacity and responsibility to a consistently applied high quality instructional approach to teach literacy and numeracy. Learning Specialists, Pedagogy Coaches and Student

Success Coordinators worked with staff and professional learning communities to embed the Instructional Framework and the High Impact Teaching Strategies (HITS) to impact student learning.

In 2020, the National Assessment Program - Literacy and Numeracy (NAPLAN) did not proceed due to the COVID-19 situation. The learning gain for our students was determined by comparing students' growth in the Progressive Achievement Tests (PAT) in Reading and Maths. PAT Assessments were completed upon the return to onsite schooling in Term 4.

Students supported through the Program for Students with a Disability (PSD) were provided with Learning Action Plans. SMART Goals and strategies were developed for these students. The goals were reviewed and communicated with families/carers termly. Strategies were communicated with families and resources were uploaded on the College website to support children with their learning at home. All PSD students made progress on their individual goals as set out in their Learning Action Plan.

Clear plans for 2021 were developed, focusing on differentiation and assessment to prioritise students who have fallen behind and put in place measures and structures to ensure they can catch up and those who have progressed significantly can continue to be extended and stretched in their learning. Student voice and student agency will inform how the College provides continuity of learning and support for every student in this environment.

Engagement

In 2020, the College had a sharp and narrow focus on Empowering Students and Building School Pride. Careful planning and implementation resulted in well-functioning Student Leadership Councils (SLC). The student leadership model consists of a small proportion of students in Year 4-9 who hold leadership positions. Student leaders are drawn from a diverse range of student backgrounds, which includes Equity Funded students. They are confident, articulate and recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities including student achievements, celebrations and sporting successes. Staff considered student interests and views to contribute to classroom differentiation. Student opinions are invited by the SLC in relation to curriculum and school activities. The SLC also supported staff in the implementation of the Attitudes to School Survey and contributed to the School Review.

The school views student voice as important in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SLC. College captains have an integral role as voting members of the School Council. To support students in feeling connected to the College, College Captains connected with their peers via the compass platform by communication messages of encouragement and support of how they were learning from home ensuring their environment is safe and welcoming.

The school proactively involves the Student Leadership Council and other students in decision making about planning and improvement with links to the School Council resulting in meaningful input to many aspects of the school. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making. The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive.

Truganina College places significant importance on being at school on time, every day. Using the similar school comparison data for both Year Prep-6 and Year 7-9, Truganina College has a higher rate of attendance than similar schools.

The continuation of a Learning Action Plan for Attendance with agreed individual strategies to assist with regular school attendance has assisted as the College, families and the students work together to reduce Truganina College absence rates. Supporting students and families to remain engaged in Remote and Flexible Learning and stay connected with peers was a key focus in 2020. With many students having extended family overseas, absence due to travel abroad remains a substantial factor for the school's absence data and an area of great concern as pre and post vacation testing of student's reading shows on average a decline in the student's progress. A focus on ensuring family holidays are during the Victorian School Holiday period remains in place. Although this has not been a concern in 2020 due to COVID safe travel restrictions, this will continue to be a focus.

The team then created an evidence based and sufficiently flexible system which caters to all students and can be utilised by families from home. The leaders created an at home behaviour matrix which can be accessed on the school website. The team developed a School Wide Positive Behaviour process to support teachers and students during Remote and Flexible Learning.

Wellbeing

Our whole school approach, encompassing School Wide Positive Behaviour Support and Respectful Relationships strives to develop our students' learning behaviour, respect, responsibility and resilience. In 2020, all classes provided safe and welcoming learning environments in which students respect and value on-task learning. The College Values, College Behaviour Matrix and the Positive Pathways are implemented in all classrooms across the College. The School Wide Positive Behaviour Support (SWPBS) leaders created differentiated learning experiences for each year level that addressed the College values and attendance. The explicit teaching of the values includes:

Learning - We actively learn through persistence and having a growth mindset.
Resilience - We are resilient by noticing our emotions, problem solving and knowing when to ask for help.
Respect - We are respectful by being kind to others, the environment and ourselves.
Responsible - We are responsible by being safe, honest and following instructions.

There is a continued focus on ensuring every Year 9 student is guided and supported to pursue further education or training in a preferred career pathway. Year 9 students participated in Morrisby test which provided personalised advice to help students make informed decisions about study pathways and career opportunities. Individualised career counselling to all Year 9 students to monitor pathways was conducted to ensure each student had the greatest chance of success and positive outcomes.

The School African Community Liaison Officer was a new Department initiative in 2020. Truganina College employed an African Community Liaison Officer who actively engaged with the African heritage students and their families with a focus on:
- motivational conversations (mentoring) with groups of Year 7, 8, and 9 students;
- running an African heritage Parent Engagement in Learning Course in collaboration with Community Engagement in Learning team;
- mentoring identified individual students in different year levels to support families with their educational and wellbeing needs.

Truganina College appointed to the role of School Psychologist at the beginning of Term 1, 2020. The School Psychologist focused on providing individual counselling to students from Foundation to Year 9, and social skills training in a group setting for in the Early Years. Throughout Remote and Flexible Learning, the School Psychologist conducted phone and video counselling consultations with students and maintained face-to-face consultations with vulnerable students attending school onsite. Throughout Remote and Flexible Learning, the school psychologist conducted consultations with parents and staff to support students' wellbeing. During Term 4, the School Psychologist has continued to provide individual counselling to students, skills training groups (Year 2 through to Year 6), liaised with external services to provide support to students, as well as consulting with parents and staff regarding strategies to support students at school and during the summer break.

Due to the large period of Remote and Flexible Learning in 2020, the Attitudes to School Survey was not administered.

To build parent involvement and engagement we ran multiple Parent Engagement in Learning courses in 2020. This course has been developed to provide parents an opportunity to participate in their child's learning and learn some useful strategies to support their child's learning at home. We conducted these courses over WebEx in 2020 which has provided a flexible way for families to engage in their child's learning and participate in the course remotely. As a result of Truganina College's commitment to engaging parents, parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above the median of all Victorian Government Schools. The community engagement was also a highlight in the 2020 School Review.

Financial performance and position

2020 is the sixth year of operation of the College. Truganina College has used funds available to purchase requirements to support students in their learning. With increased enrolments, the Resources sub-committee continues with forward thinking for 2020 and into the future.

Funds have been used to support the achievement of education outcomes and other operational needs of the school consistent with Department policies, Victorian Building Authority and School Council approvals.

In 2020 Truganina College furnished a further 16 classrooms with state of the art and comfortable furniture to ensure that students are calm in their learning spaces supporting the schools priority areas of numeracy and literacy. The Community Library Space was also furnished with state of the art shelving, collaborative seating and technology along with the purchase of high quality literature to support student learning and engagement.

Landscaping has been completed around the school grounds with the input of the College Captain's and students. This included a new Early Years playground which was voted on by the school community. Covered walkways have also been completed which connect the College Buildings and provide shelter from sun and weather.

These projects were scheduled for September holidays. Due to COVID-19 the works were finalised in the January 2021 school holidays and as a result some planned spending from 2020 was completed in the 2021 year as documented in our financial commitment summary year ending 31 December 2020.

Staff continued to be resourced and well supported through the Learning Specialists, school based coaches, critical friends and PLC leaders.

Truganina College would like to acknowledge the ongoing support of the School Council, particularly the Resources Sub-committee and the office staff, who have managed the school's resources in an efficient and effective manner.

For more detailed information regarding our school please visit our website at
https://truganinap9.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 1900 students were enrolled at this school in 2020, 924 female and 976 male.

72 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.
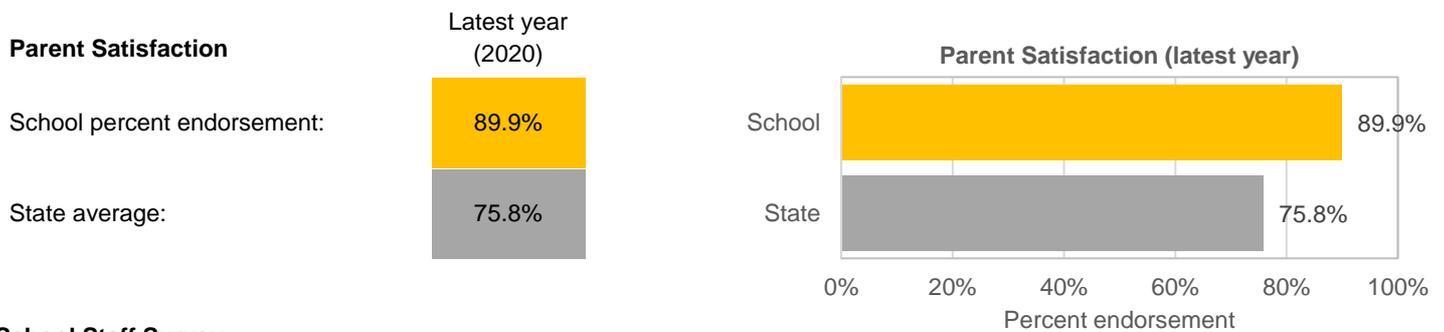
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	89.9%
State average:	75.8%

Parent Satisfaction (latest year)

School 89.9%
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:	63.7%
State average:	64.1%

School Climate (latest year)

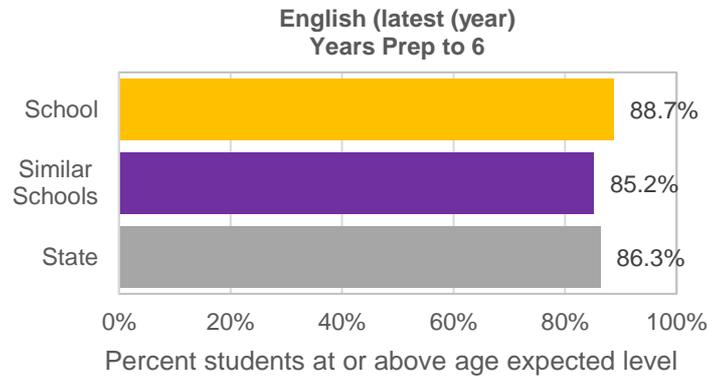School 63.7%
State 64.1%

Percent endorsement
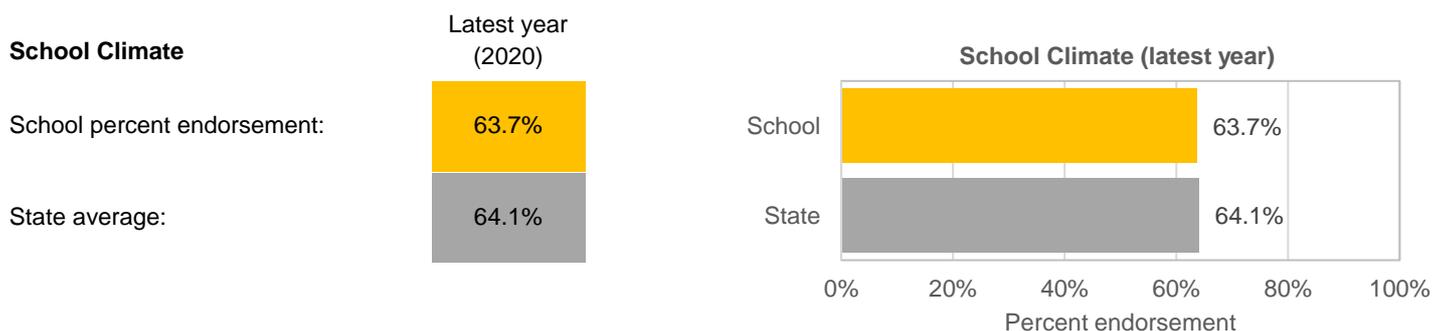
ACHIEVEMENT

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

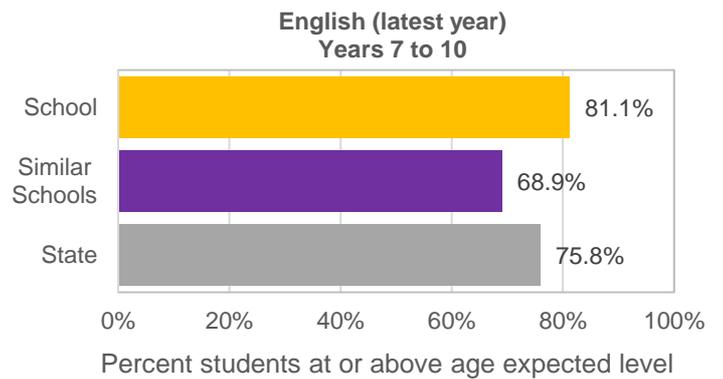Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	88.7%
Similar Schools average:	85.2%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	88.7%
Similar Schools	85.2%
State	86.3%

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

Percent students at or above age expected level

English
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	81.1%
Similar Schools average:	68.9%
State average:	75.8%

English (latest year)
Years 7 to 10

School	81.1%
Similar Schools	68.9%
State	75.8%

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

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	88.9%
Similar Schools average:	83.6%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	88.9%
Similar Schools	83.6%
State	85.2%

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

Percent students at or above age expected level
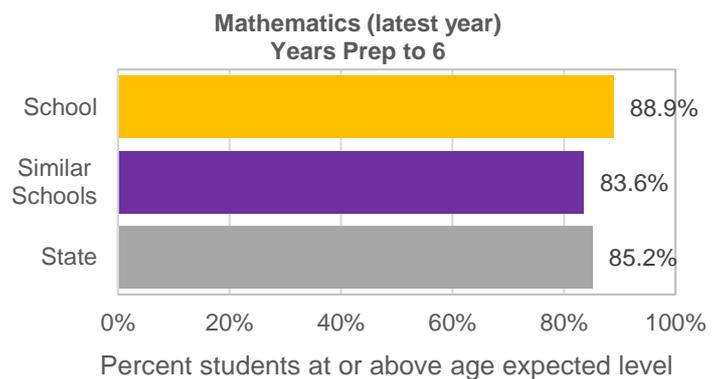
Mathematics
Years 7 to 10

Latest year (2020)

School percent of students at or above age expected standards:	76.8%
Similar Schools average:	56.2%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School	76.8%
Similar Schools	56.2%
State	66.3%

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

Percent students at or above age expected level
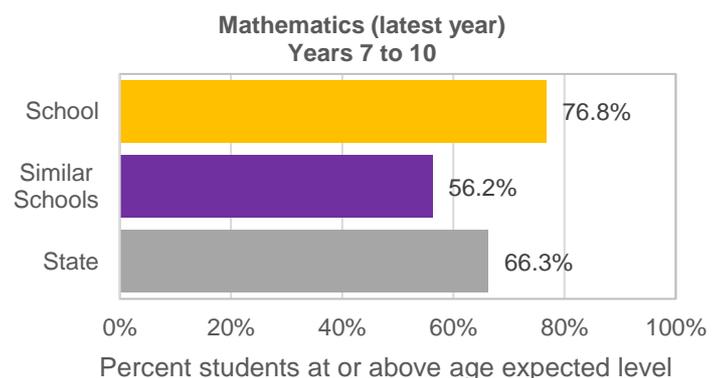
ACHIEVEMENT (continued)

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	NDA	NDA
Similar Schools average:	27.2	27.2
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

	Mean Study Score
School	#N/A
Similar Schools	27.2
State	28.8
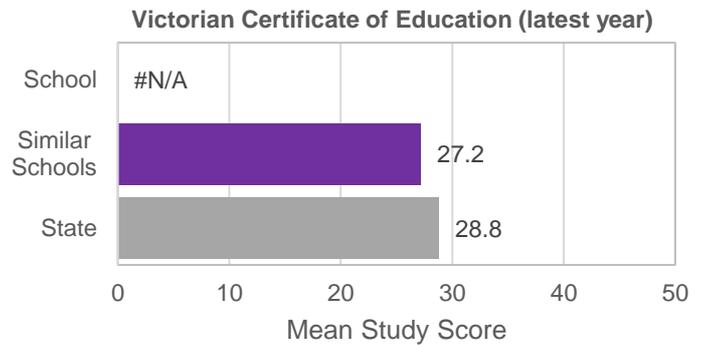
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Students in 2020 who satisfactorily completed their VCE:	NDA
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2020:	NDA
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	NDA

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:	15.0	15.8
Similar Schools average:	14.6	15.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	15.0
Similar Schools	14.6
State	13.8

Average number of absence days
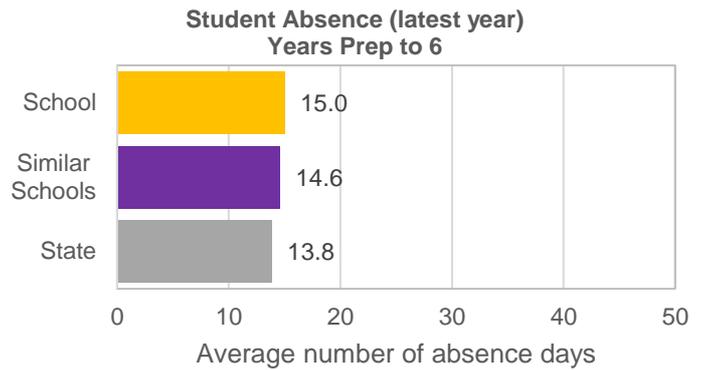
Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	17.2	17.5
Similar Schools average:	18.6	20.0
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	17.2
Similar Schools	18.6
State	17.8

Average number of absence days
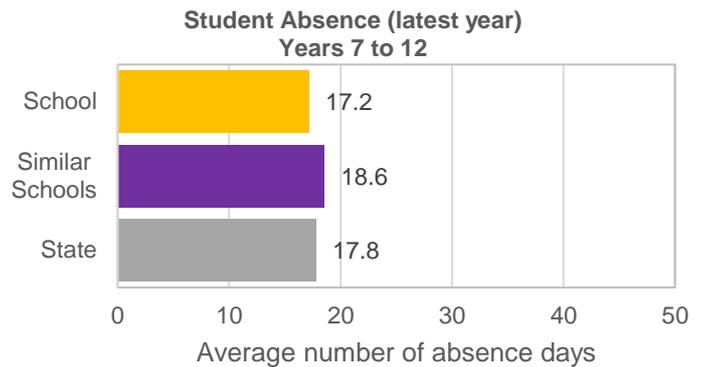
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	92%	93%	94%	94%	90%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	91%	89%	93%	NDA	NDA	NDA

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:	NDA	NDA
Similar Schools average:	50.2%	51.0%
State average:	72.5%	72.9%

Student Retention (latest year)
Year 7 to Year 10

School	#N/A
Similar Schools	50.2%
State	72.5%

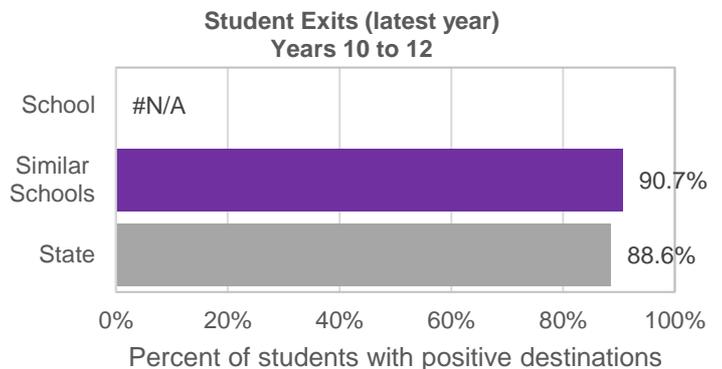Percent of students retained
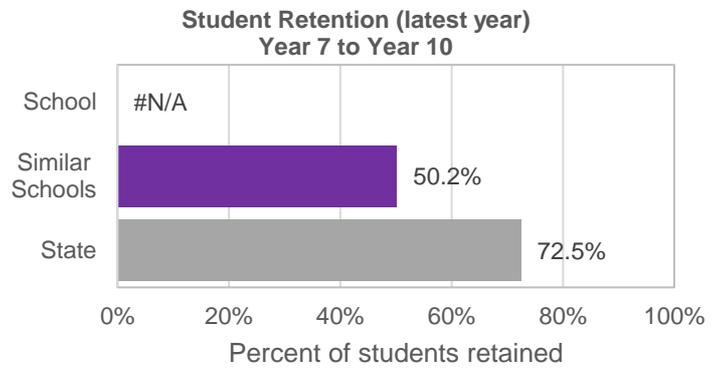
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	90.7%	90.6%
State average:	88.6%	89.1%

Student Exits (latest year)
Years 10 to 12

School	#N/A
Similar Schools	90.7%
State	88.6%

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:	NDA	90.1%
Similar Schools average:	NDP	83.6%
State average:	79.2%	81.0%
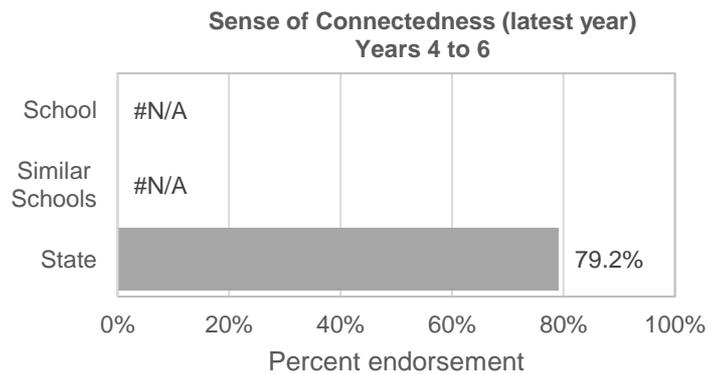
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	79.2%

Percent endorsement

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.1%
Similar Schools average:	NDP	53.2%
State average:	59.5%	55.3%
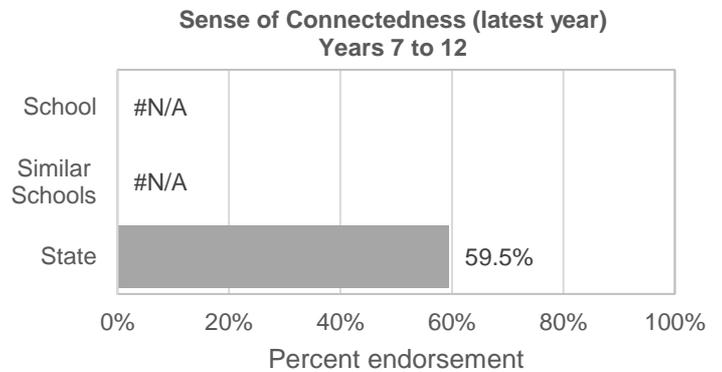
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

School	#N/A
Similar Schools	#N/A
State	59.5%

Percent endorsement

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:	NDA	91.6%
Similar Schools average:	NDP	80.5%
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.
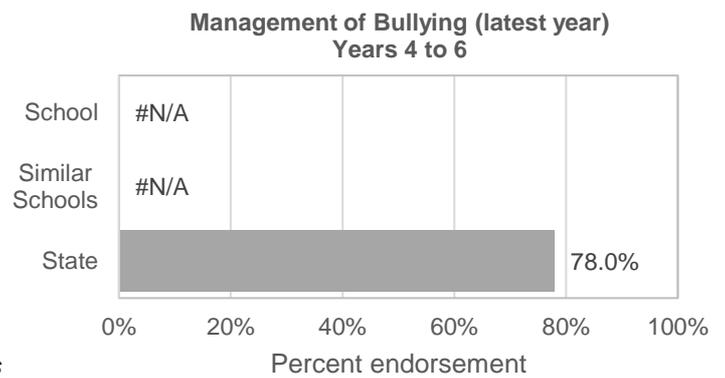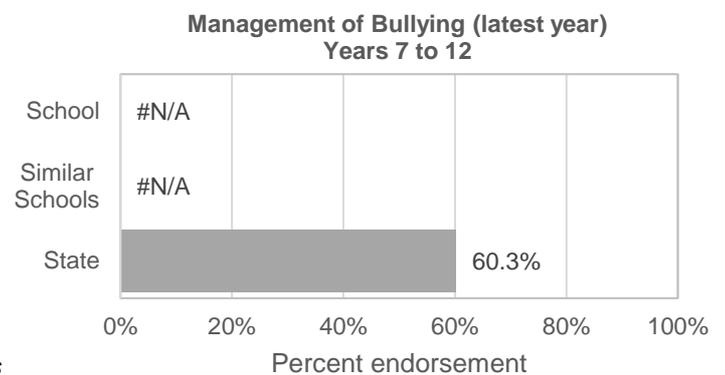
Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	78.0%

Percent endorsement

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	NDP	55.8%
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

School	#N/A
Similar Schools	#N/A
State	60.3%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$23,120,303
Government Provided DET Grants	$3,228,033
Government Grants Commonwealth	$1,371
Government Grants State	NDA
Revenue Other	$64,736
Locally Raised Funds	$643,442
Capital Grants	NDA
Total Operating Revenue	**$27,057,884**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,638,701
Equity (Catch Up)	$26,987
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$1,665,688**

Expenditure	Actual
Student Resource Package [2]	$16,137,796
Adjustments	NDA
Books & Publications	$294,501
Camps/Excursions/Activities	$60,958
Communication Costs	$29,792
Consumables	$912,329
Miscellaneous Expense [3]	$133,007
Professional Development	$101,863
Equipment/Maintenance/Hire	$714,047
Property Services	$1,012,713
Salaries & Allowances [4]	$95,273
Support Services	$600,945
Trading & Fundraising	$9,695
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$110,760
Total Operating Expenditure	**$20,213,679**
Net Operating Surplus/-Deficit	**$6,844,205**
Asset Acquisitions	**$8,875**

(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	$383,485
Official Account	$121,602
Other Accounts	NDA
Total Funds Available	**$505,087**

Financial Commitments	Actual
Operating Reserve	$505,087
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$216,961
School Based Programs	$299,844
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$210,474
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,232,367**

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.