

2020 Annual Report to The School Community



School Name: Belmont High School (7585)



- 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 28 April 2021 at 04:01 PM by Sandra Eglezos (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 May 2021 at 02:34 PM by Joe Ormeno (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

Student Learning is our core educative purpose with our motto “Strive for the Highest” underpinning our work to achieve this. We have eight values that are instrumental to achieve our vision of students being equipped for the challenges of the 21st Century while enjoying their time at school.

In 2020 we had a total of 1279.3 students enrolled with the overall socio-economic profile registered Low to “Mid” (Middle) on a 5 section scale. There were 21 students with Aboriginal or Torres Strait Islander background. It was the final year of our Strategic Plan with a stronger focus on teaching and learning practices using the Belmont Lesson Framework including High Impact Teaching Strategies (HITS) within Professional Learning Teams (PLTs). School and BioLAB staff is comprised of 5 Principal Class officers, 100 teachers (37 are part time), including 11 Leading Teachers and 3 Learning Specialists and 32 Education Support Staff (19 that are part time).

Enrolments continued to be very strong and were at capacity in most year levels. The school’s Year 7 & 8 Middle Years structure provides an innovative program and the school has a Year 9 “Strive” program which focuses on community links. The school’s onsite English Language Centre and its Accredited International Student Program attracts overseas students. We also have a steady number of locally enrolled students requiring English as an Additional Language (EAL) support. There were a total of 18 students that required EAL support. This was made up of 16 reduced to 13 full fee paying international students; 6 that were supported remotely from their country during the Pandemic, 1 exchange student ,and 1 other locally enrolled student. We cater well for students of all abilities with our school’s acceleration and enrichment programs providing a wide range of opportunities for students. These include our Select Entry Accelerated Learning Program (SEALP), which continues to grow, as well as a strong program of support for students with learning difficulties.

The school’s highly successful vertical House System provides strong support to students together with the Mental Health Practitioner, Student Wellbeing Officer, the School Chaplain, and the school based Network Psychologist and the Health Centre School Nurse that all contribute to providing outstanding services and support to our students. Students have an extensive co-curricular program to engage them, including a highly acclaimed Music program, together with sporting, camping, debating, performance and leadership opportunities. There are strong enrolments in VET and VCAL. The school is a Registered Training Organisation (RTO) for the delivery of a variety of VET courses. The school has an extensive overseas travel program, which gives students the opportunity to be immersed in another culture to help build global citizens and support their language skills. The Victorian Bioscience Education Centre (BioLAB) is located on site as a Statewide resource and delivers specialist bioscience, health and sports science programs.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning
Building Practice Excellence.

In 2020, due to the COVID 19 Pandemic, there was a shift in focus to support the implementation of the remote and flexible learning program. Teachers built their capacity to work remotely, learning how to further use COMPASS to ensure that students had all the learning tasks and information required to address the goals set for their classes. Teachers enhanced the remote learning program with explicit teaching and collaborative tasks via WebEx and the use of interactive tools such as google classroom and loom videos. Feedback on assessments were readily available on Compass and made up part of the reporting process to parents. This was the first year of the pilot program to introduce Ongoing Reporting. Teachers and support staff organized regular check ins with students and families, supporting the school community during a difficult period for families. Writing remained the focus with subject vocabulary and writing to learn activities continuing for the entire year. The mathematics team continued to develop and deliver differentiated learning tasks and assessment tasks for their students. VCE and VCAL teachers maintained the focus on high expectations for all students, ensuring that SACs and SATs and

competencies continued throughout remote learning. Students were supported with regular communication and feedback. The work completed over the past three years helped ensure the success of the flexible and remote teaching and learning program. The curriculum was easily assessable, with a strong Guaranteed and Viable Curriculum (GVC) framework, consistent use of the Belmont Lesson Framework that helped focus on the continual use of high impact teaching strategies for each of the lessons on Compass during both remote and onsite learning. The Professional Learning Communities culture that has been further established, helped teams work together, support each other and build a comprehensive learning program that was visible to all the school community on Compass. The Learning Area teams collaborated effectively to build and improve units of work that were utilized throughout the year. The introduction of unit chairs in 2020 allowed all teachers to be leaders of their small teams in the construction of these units. An indication that we had moved from working individually to working collaboratively and focusing on developing capacity, was the sharing of best practices and development of new practices within and across teams, were common practices during the 2020 year. Data analysis to plan and implement engaging tasks is still emerging, but has excelled in a number of teams this year. The creation of the Student Needs Intervention Pyramid (SNIP) is one example where teams collaborated to collate data on the students' readiness to learn. There is still work to be done to achieve a whole school approach to the use of data for student learning improvement.

Positive Climate for Learning

Setting Expectations and Promoting Inclusion

The Year 10 learning program that was introduced in 2019, was further established in 2020. After analysis of attitude to school data, attendance data and student focus groups, it was identified a need to review the year 10 structure to help intrinsically motivate students. The clear alignment with the VCE blocks has allowed more choice for this year level. To complement this work, teachers and leaders worked with the Year 10 students to build their sense of belonging to the Senior School. Students completed individual pathway planning sessions as part of the work, to help them set clear life goals and purposely choose a learning program that aligns with their career pathway plans. The introduction of the House Leaders office and the consolidation of the six-step student management process has assisted students and staff feel supported in the effective running of a calm and engaging class. The introduction of Positive Education with a focus on positive relationships, had a favorable impact on students and families. Regular survey results showed that students and parents felt supported and valued. Despite the reduction of activities and opportunities throughout 2020, students were encouraged to get involved where ever possible. There were many initiatives developed to maintain the positive culture of the school that were ideas from students that were endorsed by all stakeholders. These included inclusion activities and messages that were communicated in a variety of ways. Regular remote General Assemblies and House Assemblies continued during 2020, as well as competitions, and acknowledgement of students and staff that helped build morale. The positive and improved feedback from parents and staff surveys in 2020, indicated that these initiatives have impacted positively on the school community. This is also reflected Parent Opinion, Staff Opinion and Student Attitude To School survey results being above State mean and similar school.

Achievement

Teacher Judgement: According to teacher judgement of student achievement, in 2020 the percentage of students in Years 7 – 10 working at or above the standards in English and Mathematics was above similar schools and well above the median of all Victorian Schools.

For English in years 7-10 the percentage of students working at or above age expected standards was 95.2% as compared to similar schools at 82.1%.

For Mathematics in years 7-10 the percentage of students working at or above age expected standards was 95.0% compared to similar schools at 82.1%

NAPLAN: Due to the 2020 year of Covid-19, NAPLAN was not administered for any year level. We look forward to the 2021 results to compare with 2019.

Victorian Certificate of Education – VCE: The VCE results last year were above the median of all Victorian Government

secondary schools and similar to similar schools. The school's mean study score for 2020 was 28.9, with a 4 year average of 28.4. The state 4 year average was slightly higher than BHS at 28.8 compare to 28.4. 10 students scored over 90, 18 over 80 and 28 over 70. We had 126 students receive an ATAR, meaning that about 45% of our students were in the top 30th across the state. Our ATAR mean was 64.43 and ATAR median was 66.55. The median has seen a large increase indicating that our tail was quite short this year and our middle band of students have performed well. The DUX was a score of 99.7. The second highest score was 98.8 One perfect score of 50 in English Language We aim to continue to improve our VCE mean, median and adjusted scores. Our leadership team are focusing on enhancing a consistent approach to moderation through a detailed policy, with clearly outlined procedures that ensure the quality of the VCE assessment process in addition to VIC curriculum and VCAL. We provide our unit 4 students with predicted ATAR scores, however due to remote learning last year this was conducted online and well received. We will be implementing this process online again for 2021 based on feedback from all stakeholders.

The pathway planning of our students at Belmont High School is strong, resulting in 98% of students successfully completing their VCE, 82% completing VET units and 88% completing VCAL credits satisfactorily. This is an increase from last year across all areas.

Our school's achievement success reflects the high performing leadership team in curriculum and teaching and learning, as well as the professionalism, dedication and passion of our teaching staff and educational support staff at Belmont High School. The VCE team work closely with data and are experts in their fields, they build relationships that allow students to feel supported and capable. The school is proud of its achievements during the COVID 19 Flexible and Remote Learning.

Engagement

Student attendance for 2020 and across the 4-year average continues to be higher than the State median and other schools on adjusted school performance. The Belmont High School average number of days absent for students across Years 7-12 was 12.3 days absent compared to 15.9 days in similar schools and 17.8 days Statewide. The 2020 Average attendance rate was above 90% at each Year level. There was an improvement in Year 9 as this was below 90% in the previous year. Our electronic student attendance system is COMPASS (Learning Management System) was implemented in 2017 and it has helped the school to be more accurate in monitoring student attendance and helped effective and timely communication with our parent community. The number of unapproved absences has dropped significantly since 2017. To further improve the monitoring and the addressing of issues related absences, all House Leaders are located in one office and are supported by an administration staff member that supports this work. In 2020 the percentage of Year 7 students who remained at the school through to Year 10 (88.9%) as well as the 4-year average (86.6%), was better than the state average (72.5% in 2020) and above other schools that are similar given the background characteristics of their students (77.9% in 2020). The percentage of students from Years 10 to 12 going onto further studies or full-time employment is 94.6% and that is better than the median of all Victorian Government Schools and above similar schools. 98% of students who were eligible completed VCE and this was a higher percentage than the state average (88.6%) and better than other schools that are similar given the background characteristics of their students (89.2%). 88% of students studying VCAL satisfactorily completed this program. Due to COVID19, less students were successful in obtaining apprenticeships, alternative employment or enrolled into specific programs aligned with their selected career pathway. 16% of Year 12 students undertook VET subjects. The 2020 exit destination and four year average is better than other similar schools. Belmont High School continued to devote additional human resources to pathway and career counselling to support individual pathway planning that is continually monitored and reviewed. Due to flexible and remote learning, teachers enhanced their collaboration through PLTs which focused on utilizing best practice such as High Impact Teaching Strategies. This enabled creativity and sharing of their learning to further engage students to support improvement in student outcomes. Throughout the year, they were involved in reflective practices through rich discussions in PLTs via Webex and sharing of effective practices and resources align with the

GVC.

In 2021 we will further analyse the attendance data with our House Leaders to support the SNIP data and continue to improve this whilst developing a monitoring and support process for students.

Wellbeing

In 2020, Belmont High School continued to have strong results in well-being when compared to state and similar schools.

The student attitudinal data in the area, Sense of Contentedness to school (62.7%) is above that of similar schools (57.2%) and above the State median (59.5%). The 2020 result of 62.7% was slightly down when compared to the four-year average of 64.8%.

In the area of how Belmont High manages bullying the results are above similar schools (58.6%) and above the State median (60.3%). The trend in the results is similar to school contentedness with the 2020 result of 63.5% slightly down on the four-year average of 68.0%.

The positive scores reflect the significant resources Belmont High School places into developing a culture of inclusivity, well-being and respect. These positive school values are promoted and reinforced at assemblies, and through the important work of House Leaders and Teachers within the school. The House System and the Year 7 and 8 Middle Years Program both enable students to develop contentedness and a sense of belonging to their school. The House Leaders have developed a consistent student management process (6Rs) with its core principle being Positive Relationships. The drop in results highlights an area of focus for future planning; this has already started with Belmont High School becoming a partner school in the Departments Respectful Relationships program and a core focus on developing student voice and agency.

During the 2020 Pandemic, many families and students required intense support as they worked through the two lockdowns and changes to their living environments. The Well-being Center played an integral role in supporting student's health and well-being through provision of proactive programs, counselling services and positive education for students and families. The well-being team has been enhanced with the inclusion of additional members of the team to support our most vulnerable students and provide professional development for staff.

We will continue to support our students wellbeing through a number of programs such as Drum Beat, our wellbeing team, as well as being successful as a lead school for Respectful Relationships.

Financial performance and position

In 2020 Belmont High School had an enrolment of 1263.3 plus 12.75 international students. The school is also home to the BioLAB Science Centre.

Our International Student Program was impacted due to Covid-19 with our numbers falling from 24 in 2019 to 12.75. We continued to assist our international students who were based in Australia and abroad by providing alternative learning arrangements.

Belmont High School utilises funds from our Cash Budget to provide for the staffing deficit in our Credit Budget. Items that were funded for by cash but paid for by credit were International Student Program, BioLAB staffing, Career Education Funding, Student Excellence Program, Equity Funding and Middle Years Literacy and Numeracy Support Funding.

Whilst our Revenue as part of the SRP was increased, our locally raised funds revenue was significantly reduced due to the following:

Fundraising Activities – due to Covid-19 we were unable to undertake a number of activities we would normally do.

Hire of the school facilities – unable to hire the facilities due to Covid-19 Restrictions

Camps/Excursions/Activities - all excursions and camps were cancelled which meant a reduction in the fees collected and expenditure spent.

Trading Operations (Canteen) – due to remote learning the canteen was closed, which mean the takings were less.

Normally our canteen would provide a small profit each school financial year, projected a loss of \$16,638, however, given the circumstances we did initially project a larger loss.

Essential Student Learning Items - As we moved into the remote learning stages for term 2 and 3, this meant that the school needed to do an assessment of the fees that were collected. We looked at the materials and resources that were not able to be provided to students and identified that a refund of approximately \$200,000 (locally raised funds) would need to be credited to parents. Unfortunately due to the DETs financial system and it's incapability to process these credits in bulk, it would be a timely process which would not fall within the 2020 financial year and was rolled

over to 2021.

Home Stay Revenue – as a result of the reduction in numbers for the international student program, the Home Stay program was also impacted.

Due to our SFO index our Equity funding was reduced by \$19,320 in 2020.

As a result of the remote learning and Covid-19 we saw a reduction in expenditure for almost all of the items listed on the Annual Report. These were Staffing (CRTs), Professional Development (with many PDs being offered online and with no cost), Consumables (class materials which was a direct result of the parent collection fees refund), Communication Costs (as we entered the world of Webex and less phone calls), Utilities (as we had 2 terms of not being on site this reduced the cost of electricity, gas, water etc), Travel (self- explanatory), Trading (which is a result of our canteen being closed for almost two terms).

On the other hand we did see an increase in expenditure for Property Services. This was due to the increased cleaning and sanitation required for high touch areas due to Covid-19. We also had a considerable amount of Building Works that were undertaken at the school as part of ongoing works to bring our schools buildings and facilities up to standard including OHS requirements. As well as this we have engaged a number of contractors for the regular Annual Inspections that schools are mandated to do that had not previously been done at the school.

Whilst the school projects considerable amount of funds for 2020, we need to remember that part of those funds are held for the BioLAB Science Centre which has a considerable profit and carried forward funds of \$1,569,215.

In 2021 the school will likely see a further reduction in the amount for locally raised funds in the way of parent collections (essential student learning items) due to the clarification from DET to ensure that schools comply with the Parent Payment Policy. This identified a number of historical essential learning items that BHS had previously charged that either did not meet the policy or needed to be reclassified to a voluntary contribution.

2020 was a year like no other and we are likely to see the continued impacts of Covid-19 into 2021.

For more detailed information regarding our school please visit our website at
<https://www.bhs.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 1288 students were enrolled at this school in 2020, 599 female and 689 male.

5 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.

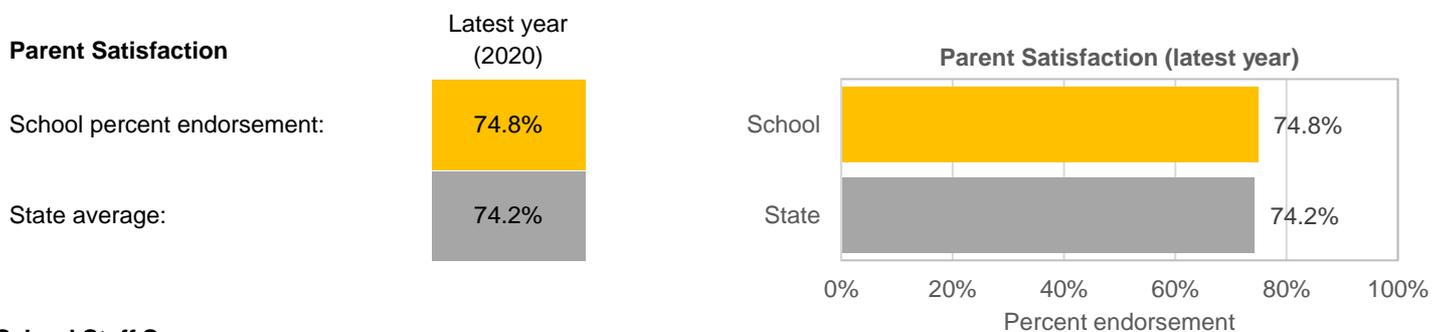
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

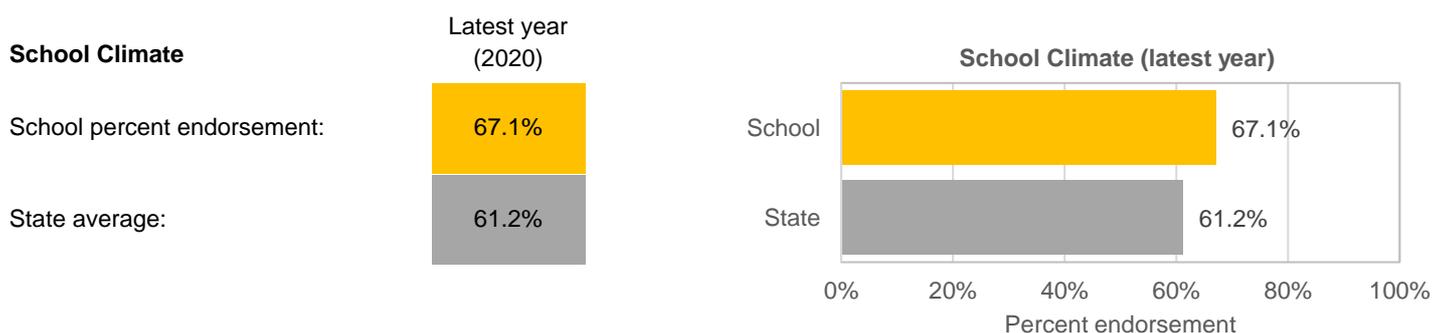


School Staff Survey

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:

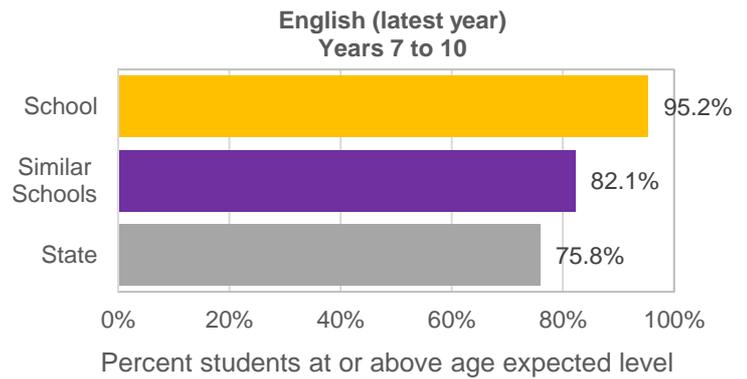
95.2%

Similar Schools average:

82.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

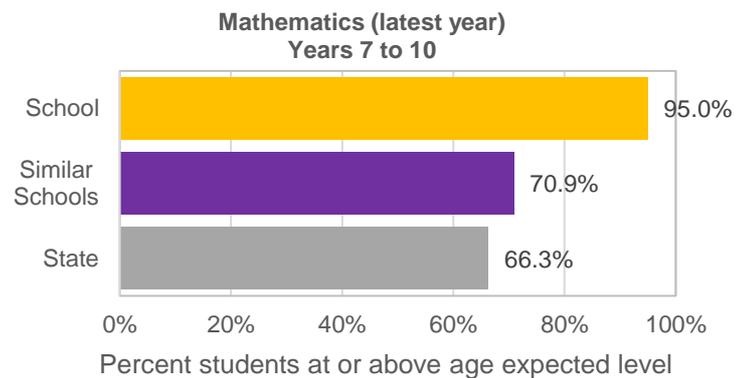
95.0%

Similar Schools average:

70.9%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

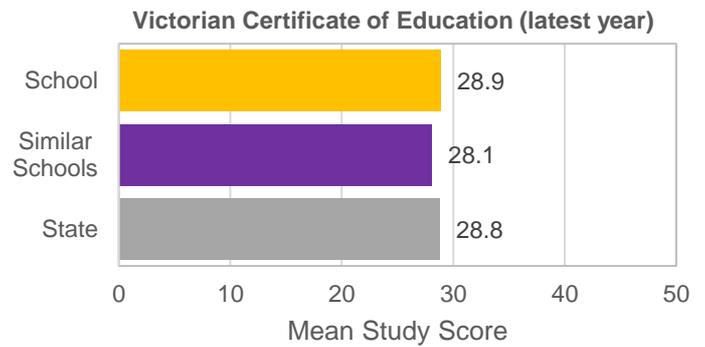
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.9	28.4
Similar Schools average:	28.1	28.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

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

16%

VET units of competence satisfactorily completed in 2020:

82%

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

88%

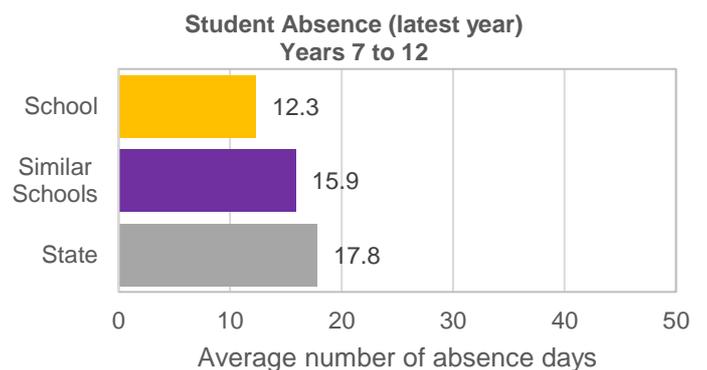
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.3	16.5
Similar Schools average:	15.9	18.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

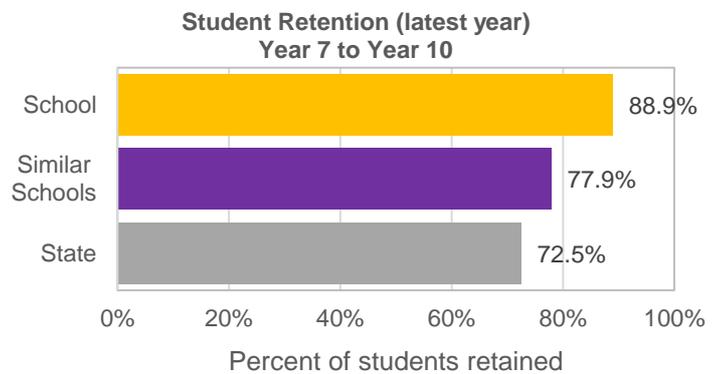
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	92%	94%	93%	94%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	88.9%	86.6%
Similar Schools average:	77.9%	77.8%
State average:	72.5%	72.9%



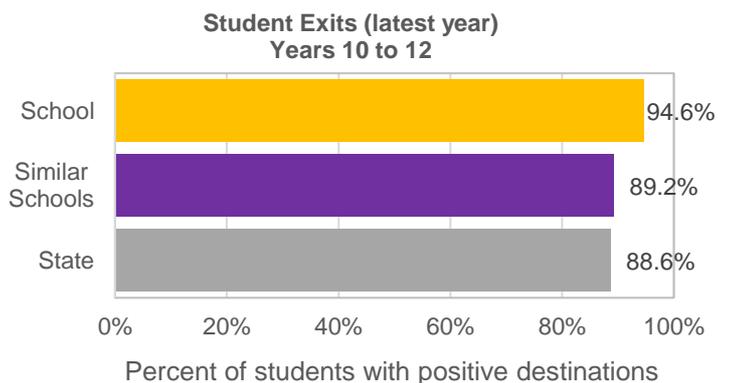
Students exiting to further studies or full-time employment

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:	94.6%	96.0%
Similar Schools average:	89.2%	89.0%
State average:	88.6%	89.1%



WELLBEING

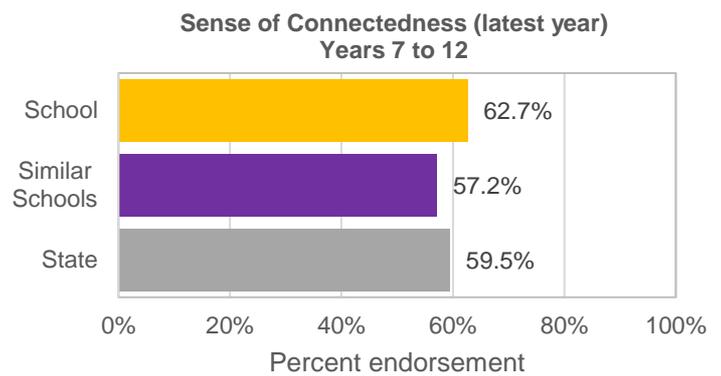
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	62.7%	64.8%
Similar Schools average:	57.2%	53.0%
State average:	59.5%	55.3%



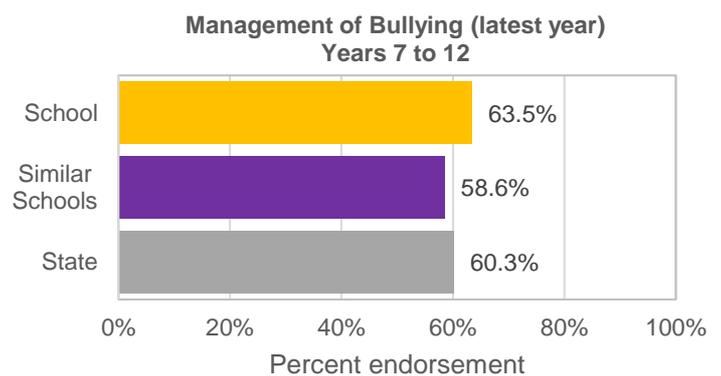
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	63.5%	68.0%
Similar Schools average:	58.6%	57.2%
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	\$12,870,543
Government Provided DET Grants	\$2,378,242
Government Grants Commonwealth	\$34,748
Government Grants State	NDA
Revenue Other	\$62,403
Locally Raised Funds	\$922,552
Capital Grants	NDA
Total Operating Revenue	\$16,268,488

Equity ¹	Actual
Equity (Social Disadvantage)	\$155,110
Equity (Catch Up)	\$35,308
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$190,418

Expenditure	Actual
Student Resource Package ²	\$13,241,337
Adjustments	NDA
Books & Publications	\$3,199
Camps/Excursions/Activities	\$190,701
Communication Costs	\$22,424
Consumables	\$347,471
Miscellaneous Expense ³	\$228,293
Professional Development	\$33,526
Equipment/Maintenance/Hire	\$254,603
Property Services	\$459,089
Salaries & Allowances ⁴	\$591,262
Support Services	\$179,729
Trading & Fundraising	\$73,669
Motor Vehicle Expenses	\$17,020
Travel & Subsistence	\$1,704
Utilities	\$129,439
Total Operating Expenditure	\$15,773,466
Net Operating Surplus/-Deficit	\$495,022
Asset Acquisitions	\$78,436

- (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	\$3,453,712
Official Account	\$58,764
Other Accounts	\$7,859
Total Funds Available	\$3,520,335

Financial Commitments	Actual
Operating Reserve	\$397,728
Other Recurrent Expenditure	\$34,443
Provision Accounts	\$20,208
Funds Received in Advance	\$262,762
School Based Programs	\$1,446,145
Beneficiary/Memorial Accounts	\$24,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$13,961
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$7,859
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$70,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,277,106

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.