2020 Annual Report to
The School Community

School Name: Hampton Park Secondary College (8709)

- 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 31 March 2021 at 12:02 PM by Wayne Haworth (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 21 April 2021 at 11:53 AM by Luke Delutis (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

Hampton Park Secondary College is situated approximately 42 km from the Melbourne CBD in the southeast growth corridor within the City of Casey. The College is geographically close to Lyndhurst SC, Cranbourne SC, Hallam Senior SC and Narre Warren P-12 College. River Gum PS, Hampton Park PS, Kilberry Valley PS, Lynbrook PS and Coral Park PS are the predominant primary schools that feed into Hampton Park Secondary College. The College opened in 1987 and is sited on spacious grounds with modern facilities.

We are rich in diversity and by empowering and engaging students, wholehearted in our pursuit of excellence. Our values of Respect, Learning and Working Together guide our school programs, are embedded in whole school practice such as the Positive Behaviours Program, and are supported by the Positive Behaviours Program. From 2019, we have been committed to embedding a new education model that is student-centred and focussed on personalised learning pathways.

We are transforming our approach to learning where students are passionately engaged in their education, at their point of need to deepen their learning and improve outcomes. We recognise that all students are unique and different with individual passions and interests and as such we want to provide students with the opportunity to individualise their educational program. Hampton Park Secondary College (HPSC), has joined the Future Schools Alliance (FSA) and has commenced re-designing our curriculum to enhance student engagement and learning outcomes.

The enrolment profile for 2020 was a total of 1147 students; 576 female and 581 male. There were FTE 5 Principal Class, 92.2 Teacher Class and 50.7 Educational Support Staff. The school SFOE was 0.6519 which is a consistent score in terms of trend, and which places the college in a category of high levels of disadvantage.

The student population is multicultural with approximately 52 nationalities represented and 67 languages other than English spoken. 820 studants had Language Background Other Than English and 82 were of Refugee status. 42 of these students have been in the country less than 5 years which poses a particular challenge for the College to provide appropriate educational program for these studnets. 53% of our students are born in Australia, 2 % of students (24) are Aboriginal or Torres Strait Islander, 11.3% of students are of Pacifica background, 12.13% are of Afghan background, 4.25% from the Middle East, 2.12% of African background, 16.02% Asian and less than 2% from South America, Europe and the UK combined. The recent restrictions in migration and travel due to COVID has reduced the number of students from overseas enrolling in the school in 2021.

We had 3 out of home care students and 78 students who required individual learning plans and close monitoring and support.

CASES 21 data shows that on average 43.65% of primary parents were unemployed or home duties and 41.7% were unskilled workers. To support the wellbeing needs of students, we have an extensive Student Services and Well Being Team consisting of Student Services Coordinator, Social Workers, Youth Workers, Careers Practitioners, Adolescent Health Nurse and SSSO Psychologist.

The SFO index continues to have a significant impact on families' capacity to meet the basic costs associated with education such as, school uniform and facilitating the BYOD program for learning.

We have a flexible curriculum allowing for individulaised student learning programs, following the Understanding By Design principles.. All students participate in a BYOD digital device program that enables 24/7 access to resources and to on line learning platforms such as Compass and Office 365/Teams..

The College is involved in a number of community partnerships with organisations such as the Smith Family, SELLEN, Operation New Start Victoria, Schools Plus, Progress Association, RMIT, Federation and Deakin University, CMY and

Foundation House, and VETiS local collaboration, Casey Tech Consortia, Chisholm TAFE, Federation and Monash University.

Framework for Improving Student Outcomes (FISO)

Due to COVID in 2020, there is no data available for many of the targets. In areas, such as VCAL, the off- site learning and restrictions to workplace learning have impacted outcomes. Further to this, the performance summary reports use data sets that do not entirely match the data of previous years so it is difficult to measure progress. The department has acknowledged this by designating 2021 as a year of catch up.

Below is a summary of the outcomes achieved against targets.

KEY IMPROVEMENT STRATEGIES
KIS 1.b

Building practice excellence

To embed the agreed college professional practices, with a focus on the use of data to inform and drive improvement

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Building practice excellence

To embed the agreed college professional practices, with a focus on the use of data to inform and drive improvement

KIS 1.c

Building communities

To build the capacity of staff and leaders through professional learning (including coaching, mentoring, observation) in order to encourage staff to work together to develop positive climate, excellence in teaching and learning, and community engagement

Strategic Targets from 4 Year SSP
GOAL
The total completion rate for students studying VCAL to be above 90 per cent.

The ATS Survey results are above the 50th percentile in all areas of the survey

ACHIEVED
2020- goal of 85% not achieved (completion rate in 2020 at 71%)

2020-Goal- ATS Survey two areas above the 50th percentile, Motivation and Interest (60th) and Self Regulation/Goal Setting (50th - not assessed as NDA

GOAL
The mean VCE Study Score to be at or above the State average

The NAPLAN results for students in Year 9 to be equal to or greater than the State mean scores in Reading, Writing and Numeracy, which were, in 2017, 572.5, 542.6 and 586.8 respectively
The percentage of students achieving at or above their year level in teacher judgements increases each year and, by 2020 is 90 per cent

ACHIEVED

VCE Mean Study Score Goal 2020- School study score (27.1). State 28.8- not achieved but above similar schools (26.8)

2020 NAPLAN Goal- mean scores equal to or above state - (not assessed as NDA)

GOAL
Teacher judgements Goal- 90% of all students to be at or above Expected Level

ACHIEVED

English 2020- 78.7% (State 75.8%, Similar Schools 66.2%
Mathematics 2020- 51.1% (State 66.3%, Similar Schools 54.2%)

GOAL
The ATTS Survey results are above the 50th percentile in all areas of the survey with an emphasis on student connectedness and student safety

ACHIEVED- 2020 NDA

Achievement

 During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. The college's one to one digital device program facilitated delivery of lessons and curriculum for all staff as we were able to capitalise upon the use of Compass for on line lesson plans, and Teams/Office 365 for video conferencing and group collaboration. For the most part, synchronous learning was delivered to students as per the usual timetable which meant teachers were able to engage in direct instruction for the first part of the lesson, then offer individualised support and be available for students (with ES staff) for the rest of the lesson. Student feedback about the effectiveness of their instruction was gathered in an ongoing way and delivery was modified accordingly. For example, lessons were reduced from 75 to 60 minutes, 'talk time' reduced to 10 minutes, and assessments were modified to meet students learning needs in the remote context.

Students and staff responded in a variety of ways to the remote learning. Student Learning Leaders and our Sub school Attendance officers worked very hard early on to identify and follow up with students and families that were not engaging with on line learning by calling home every day. The ELT and IT team arranged for and provided loan laptops and dongles as required (50 school laptops were purchased by the college - parents were very appreciative of this). The IT Department responded promptly and effectively to support this process. We also packaged some hard copy materials, as well as items in design, arts and technology for students to collect and complete activities at home.

Staff proved themselves to be highly adaptive and responsive to the demands of on- line learning and the needs of students. This included our ES staff who continued to provide high levels of support, with teachers in Teams settings, to PSD and EAL students. Feedback indicated that many staff felt they had developed new skills and pedagogical practices that could contribute to their ongoing teaching repertoire. One of our challenges in returning to face to face teaching will be to retain and consolidate some of those valued practices that engaged students. Indeed, survey results showed that some students preferred on -line learning as they were able to self -direct and extend themselves, using time more efficiently and effectively than in a school setting.

High levels of teacher collaboration was enabled through the setting up of various teams including whole staff and smaller domain specific teaching and learning teams. Whole staff forums were conducted via teams video every

Monday morning before classes, and sometimes on a Friday, to allow for regular up- dates, clear communication and acknowledgement of the work of the staff. In addition, staff were able to post questions in the chat section that could be addressed in an ongoing way.

All Teaching and Learning teams met regularly each week in the usual meeting time along -side our synchronous teaching timetable. Professional Learning was design as on -line, self -paced learning modules focussed on the use of Teams and our Teaching and Learning UBD framework. In addition to this, the Teaching and Learning team posted a weekly newsletter to staff with specific guidance on remote learning that was in response to DET advice, student feedback and teacher questions. These newsletters ensured consistent practice and that the learning needs of our students were met.

In 2020, the Inclusion team had 56 students funded under the Program for Students with a Disability (PSD). These students were funded under a range of categories, listed below:
•   Intellectual Disability
•   Autism Spectrum Disorder
•   Severe Behaviour Disorder
•   Severe Language Disorder with Critical Educational Needs
•   Physical

Due to Covid 19, last year was an incredibly difficult year for our students. Remote Learning was a huge struggle in terms of engagement and accessing the curriculum and extra work was done trying to engage our students and support their parents. Staff developed new methods of trying to involve students in their learning and many parent meetings were held to try and support student engagement. Despite the effort by staff, some students continued to disengage. Approximately 50% of the PSD funded students progressed towards success and achievement within curriculum, as evidenced by improved GPAs, regular school attendance, and school-based assessments. It was very difficult to work on social and emotional goals due to the lockdowns.

A range of supports were provided to the PSD students through the direction and facilitation of the Inclusion Team. The Inclusion team is lead by an Inclusion Leader, an Inclusion Assistant, and governed by a Student Services Leader. The team has 16 inclusion aides, all who posses a wide range of skills and qualifications specific to the needs of students with a disability within the Department of Education.

All Inclusion staff participated and engaged in ongoing professional learning to ensure that knowledge, relevant to their role, is always up to date and that new skills were learnt that increased the ability to deliver positive and meaningful supports to meet student/s identified needs. A review of best practice contributed to the increased engagement in professional learning opportunities for staff and to the cohesiveness and effectiveness of the team when working in support of students with a disability.

All PSD funded students have accessed, or can access, the following supports when appropriate and of benefit to them:
•   Remedial Programs (Sounds-Write Program and Literacy Support and Intervention)
•   NDIS (in order to access physiotherapy, occupational therapy and other supports as required)
•   Financial Assistance (in the provision of resources and curriculum consumables)
•   Modified and Alternative Tasks (Curriculum)

In addition to the above all PSD funded students had regular Student Support Group Meetings (SSGs), Individual Education Plans (IEP) and specific goals set to encourage, support and track student learning and to ensure supports and strategies are effective.

The Executive Leadership Team accessed Communities of Practice Regional Support through the Secondary Principal Network, to share strategies and approaches to school operations within a remote learning context. We also networked with colleagues in other schools to share and incorporate within our own school, effective approaches for school operations, attendance and teaching and learning.

Engagement

A high proportion of students at Hampton Park Secondary School connected strongly with the opportunities for engagement during the remote learning period. Through close monitoring of teacher rolls and a daily check -in system that we designed on Forms, we were able to ensure the vast majority of students were engaging with on line lessons, with around 10 or so students at each year level still at risk and not engaged to the levels expected (it was noted that these were often the same students not engaged prior to remote learning).

As stated earlier, the school invested heavily in providing digital devices and internet access to facilitate remote learning for vulnerable and disadvantaged students. This involved many phone calls to parent/carers (using interpreters as required), and the purchasing and preparation of devices to loan. Our sub school ES staff and Student Learning Leaders made daily phone calls to families where students were not logging in to synchronous lessons or were not completing asynchronous work.

In 2021 we have designed a new Attendance Policy that clearly outlines steps and responsibilities in relation to following up student attendance and ensuring supports for maximise attendance of students.

Wellbeing

Health and wellbeing supports such as staff care sessions, food trucks and information about safe home -office practices were organisied at Hampton Park Secondary College, in an effort to support morale and acknowledge the challenges of remote teaching. Regular feedback about the learning program and potential challenges of remote instruction was sought for staff, and the Leadership Team took active steps to act on this feedback.

In terms of students, Mentor teachers undertook one to one conferences on a regular basis with students (once a fortnight), to gauge student progress and well being, and to encourage connection to school. The Well Being Team developed and made available to the whole college community, many resources to assist students, staff and parents in the discussion of, and accessing resources to support mental health.

Communication with families remained a high priority for the sub school teams to ensure parents were adequately supported or guided about the expectations during remote learning and they were encouraged to contact teachers or the school if they needed further support. This included being able to make application for vulnerable students to work on site.

Financial performance and position

The 2020 school year was challenging and disruptive as a result of COVID-19.

The College maintained a strong financial position, as most program budgets were not expended and many programs and projects were postponed until 2021.

During 2020, the College was involved in the planning and development of three State Government funded building projects. To ensure that the environment supported the learning needs of students, the school allocated funds of approximately $2.5M for these building projects to be scoped and completed, including allocation of school funds for fittings and furnishings.

Stage 1 - Senior Study Centre, commenced and is due for completion by mid-2021
Stage 2 - STEAM building – plans were developed and tenders invited
Stage 3 - Wellness Centre and Administration – initial meetings held with architects selected

The College used school funds for two urgent building repairs. Both the science block and food technology centre had significant flood damage and the College funded the repairs. Further facility upgrades included extensive internal and external painting, retaining wall replacement, paving repairs and new perimeter fencing. Students benefitted from upgrades to the basketball and futsal courts and creation of a new outdoor all weather synthetic grass volleyball court.

The Equity funding was allocated to support student learning and improve outcomes. Using a response to intervention model, resources were allocated for assessment tools and additional specialist staffing in literacy, numeracy, EAL,

wellbeing, careers and the 3 teacher team model for core curriculum programs.

For more detailed information regarding our school please visit our website at
https://hpsc.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 1158 students were enrolled at this school in 2020, 576 female and 582 male.

65 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
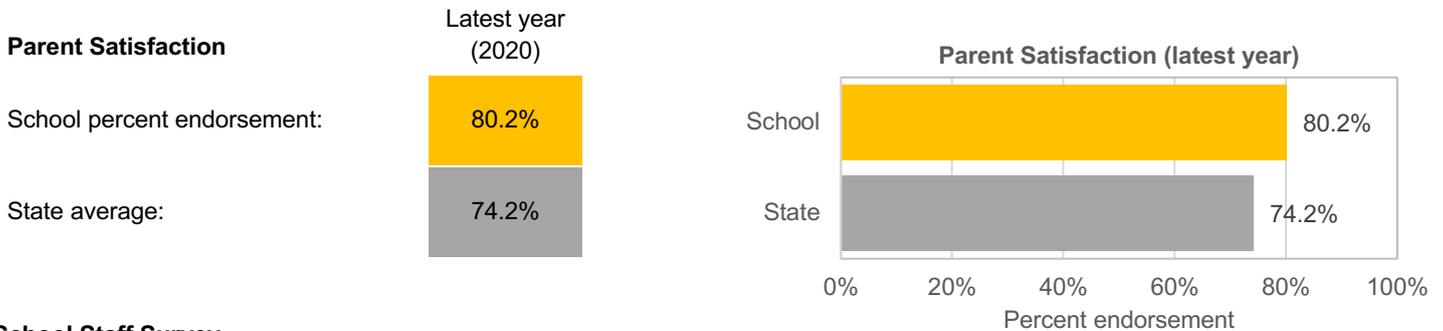
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

Parent Satisfaction — Latest year (2020)

School percent endorsement:	80.2%
State average:	74.2%

Parent Satisfaction (latest year)

School: 80.2%
State: 74.2%

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:	39.4%
State average:	61.2%

School Climate (latest year)

School: 39.4%
State: 61.2%

Percent endorsement
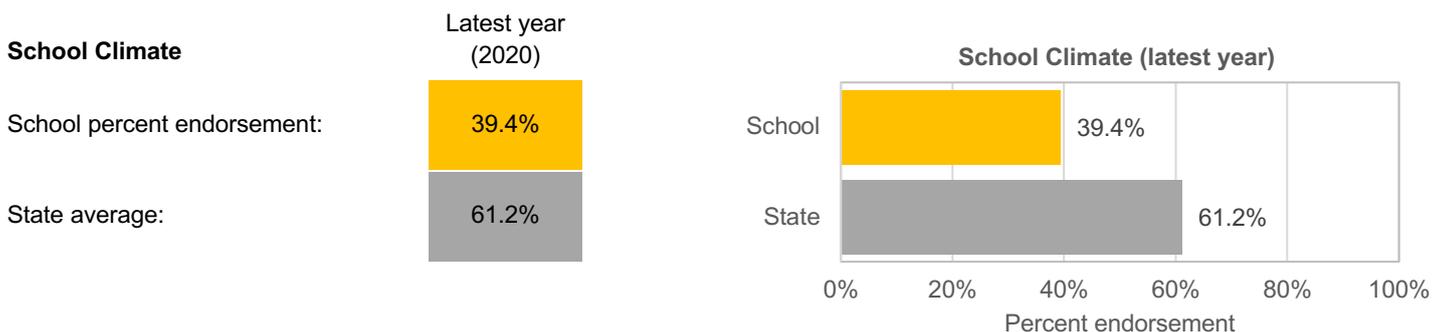
ACHIEVEMENT

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 7 to 10

Latest year
(2020)

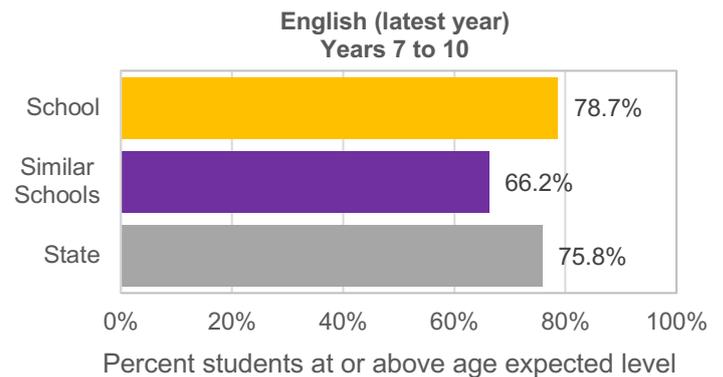School percent of students at or above age
expected standards:

78.7%

Similar Schools average:

66.2%

State average:

75.8%

English (latest year)
Years 7 to 10

School		78.7%
Similar Schools		66.2%
State		75.8%

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:

51.1%

Similar Schools average:

54.2%

State average:

66.3%

Mathematics (latest year)
Years 7 to 10

School		51.1%
Similar Schools		54.2%
State		66.3%

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

Percent students at or above age expected level
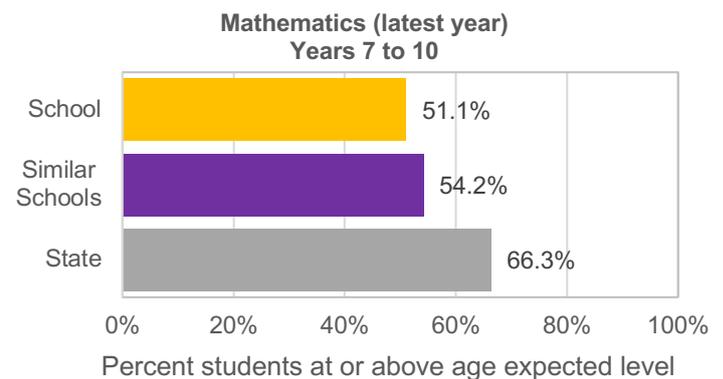
NAPLAN

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	27.1	26.3
Similar Schools average:	26.8	26.7
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

School	27.1
Similar Schools	26.8
State	28.8

Mean Study Score
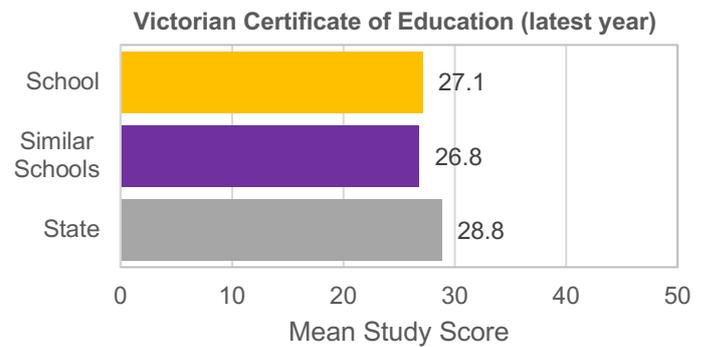
| Students in 2020 who satisfactorily completed their VCE:	99%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	25%
VET units of competence satisfactorily completed in 2020:	67%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	71%

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:	21.0	19.3
Similar Schools average:	18.0	19.7
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	21.0
Similar Schools	18.0
State	17.8

Average number of absence days
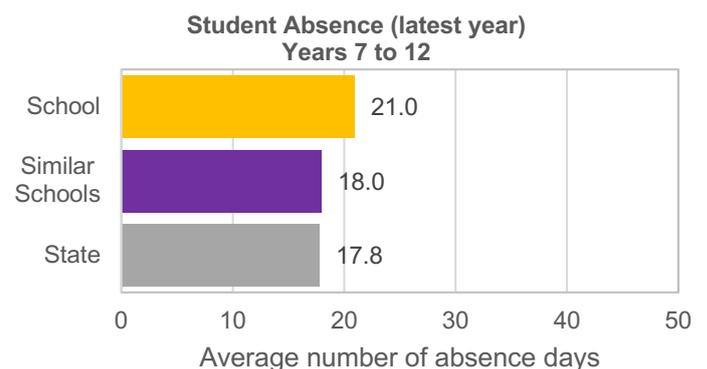
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	90%	86%	89%	88%	91%	92%

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:	70.9%	72.5%
Similar Schools average:	73.6%	71.3%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10

- School: 70.9%
- Similar Schools: 73.6%
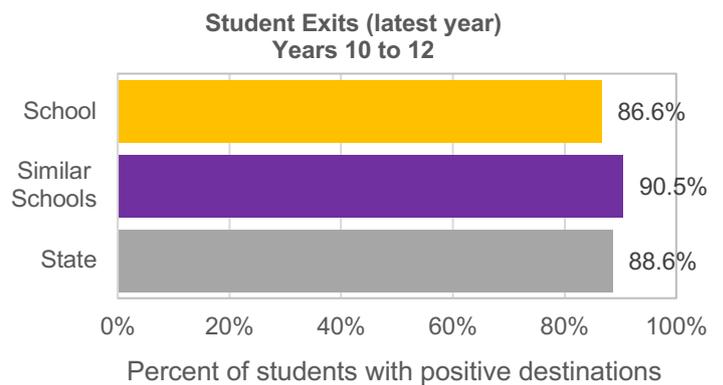- State: 72.5%

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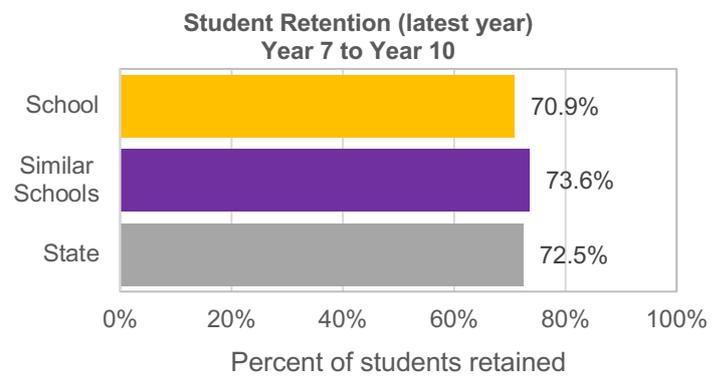
Students exiting to further studies or full-time employment

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:	86.6%	83.7%
Similar Schools average:	90.5%	90.5%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12

- School: 86.6%
- Similar Schools: 90.5%
- 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 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.1%
Similar Schools average:	NDP	56.5%
State average:	59.5%	55.3%
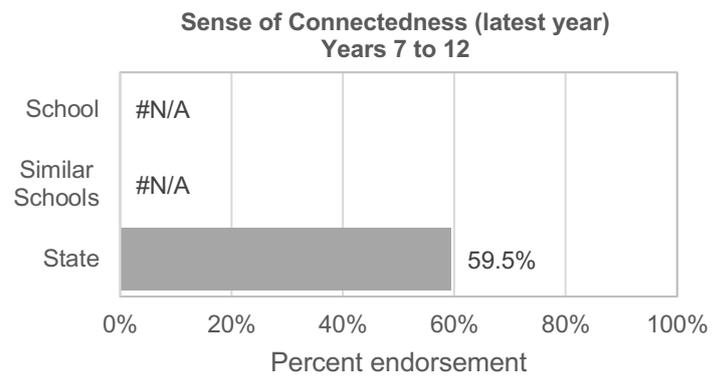
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

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

0%   20%   40%   60%   80%   100%
Percent endorsement

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.

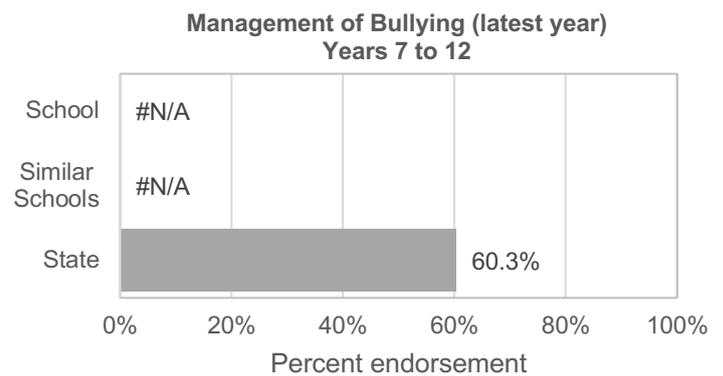| Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	54.6%
Similar Schools average:	NDP	57.8%
State average:	60.3%	57.9%

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%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$15,121,523
Government Provided DET Grants	$3,329,827
Government Grants Commonwealth	$12,583
Government Grants State	$5,587
Revenue Other	$220,539
Locally Raised Funds	$483,743
Capital Grants	NDA
Total Operating Revenue	**$19,173,802**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,725,008
Equity (Catch Up)	$120,993
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$2,846,001**

Expenditure	Actual
Student Resource Package [2]	$14,195,170
Adjustments	NDA
Books & Publications	$10,778
Camps/Excursions/Activities	$53,149
Communication Costs	$57,401
Consumables	$254,552
Miscellaneous Expense [3]	$394,790
Professional Development	$66,840
Equipment/Maintenance/Hire	$245,779
Property Services	$368,097
Salaries & Allowances [4]	$344,990
Support Services	$329,699
Trading & Fundraising	$30,546
Motor Vehicle Expenses	$1,788
Travel & Subsistence	$68
Utilities	$164,702
Total Operating Expenditure	**$16,518,347**
Net Operating Surplus/-Deficit	**$2,655,456**
Asset Acquisitions	**$859,512**

(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	$3,710,185
Official Account	$59,407
Other Accounts	$154
Total Funds Available	**$3,769,747**

Financial Commitments	Actual
Operating Reserve	$336,380
Other Recurrent Expenditure	NDA
Provision Accounts	$1,189
Funds Received in Advance	$368,105
School Based Programs	$13,746
Beneficiary/Memorial Accounts	$915
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$250,000
Capital - Buildings/Grounds < 12 months	$2,554,000
Maintenance - Buildings/Grounds < 12 months	$185,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$3,709,334**

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.