2020 Annual Report to The School Community

School Name: Mount Erin Secondary College (7028)

- 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 03:12 PM by Jenni Hodgins (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 03:16 PM by Jenny Ballard (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

Mount Erin College is a high performing school located in Frankston South, on a beautiful 15 hectare bushland setting. Enrolments in 2020 were 921 students, 433 female and 488 male. 2 students were eligible for English as an additional language (EAL) funding and 2 percent of the College cohort were Aboriginal or Torres Strait Islander. Learning is our priority and we are dedicated to the success of every child. Teaching staff are skilled and innovative professionals focused on teaching and learning. They work hard to support every student to reach their potential; and to build those critical personal attributes of motivation, confidence, self-belief and resilience. Our teachers worked tirelessly throughout the year to prepare students for the challenges of a rapidly changing world including the transition to Remote and Flexible Learning (RFL) as a result of the impact of COVID-19.

We are a school that sets high expectations for our students and our staff. The strength of the relationships between students, teachers and parents is highly valued and makes Mount Erin College stand out. Students are encouraged and supported to take risks in their learning, to strive for excellence and to achieve beyond their goals. We have a very clear vision for education and a set of values that reflect our belief that students can aspire. Our ASPIRE values: Adaptability, Social Awareness, Personal Best, Integrity and Excellence underpin all we do and create an inclusive learning environment, vital to maintaining this positive school culture.

The College has stunning facilities that provide state of the art facilities across a wide range of specialist areas including, Science, IT, Art, Design and Technology. We also have a wonderful Auditorium which supports a thriving Performing Arts program. The architectural design has been informed by the latest in educational research on best practice in teaching and learning. Technology underpins the learning in all areas and the augmented sound system ensures our Deaf and Hard of Hearing students are well supported. In addition to our competition grade hockey field completed in 2019, our new gymnasium and additional classrooms was completed by the start of Term 3, 2020 providing exceptional facilities for our sporting precinct to support the exemplary sporting program in the College.

Mount Erin College is a high performing school, offering a wide range of programs to cater for diverse student interests and passions. This includes a SEAL (Select Entry Accelerated Entry) Program; a comprehensive Sport program including the Sports Academy for high achieving athletes; an Arts Academy for students who are passionate about the performing and visual arts, and rich and comprehensive range of subjects and electives across the middle and senior years. We offer a wide-ranging VCE program and encourage highly able Year 12 students to undertake an Enhancement Study at university to extend their learning. Our students continue to achieve excellent VCE results and are able to take advantage of the many well-established partnerships with Universities that enable access to many exciting tertiary pathways.

The College has a dynamic Arts program, offering drama, instrumental music and voice, and a College choir – One Note. Students have the opportunity to get involved in the College Production each year, to further build their performance skills and confidence. Under non-COVID conditions, the school has an extensive camps program of local, interstate and international destinations open to our families; a sister school in Indonesia; an active Student Leadership Program; it is a rich and supportive learning community.

Mount Erin College provides individualised support for Deaf and Hard of Hearing students in mainstream classes across all year levels. Staff in our Deaf Education Centre work closely with classroom teachers to provide an inclusive program for students across all year levels. We are the only government school in the South Eastern region that provides support for these student by highly trained staff.

The College has established outstanding community links with the Village Baxter and Peninsula Health providing many enriching opportunities for our students in terms of community service and building pathways opportunities. MESEM, our student leadership program, supports a wide range of charities through fundraising and activities throughout the year. We value this highly as our vision of success for young people encourages them to be actively involved in understanding and shaping their communities.

The Student Family Occupation Education (SFOE) index was 0.4388 in 2020. This school's socio-economic band is Medium.

The staffing profile of Mount Erin College includes a Principal and three Assistant Principals (2.6 EFT), 84 teachers with a full time equivalent of 70.3. The College was supported by 20.6 full time equivalent Education Support (ES) staff who were working in a range of office administration and learning support roles.

Framework for Improving Student Outcomes (FISO)

In 2020, the original College AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Evaluating Impact on Learning, Evidence-Based High-Impact Teaching Strategies, Empowering Students and Building School Pride and Health and Wellbeing.

Building on the development and implementation of an agreed, school wide instructional model, the focus for Professional Learning in 2020 was on curriculum development, where targeted professional learning sessions and scheduled Professional Practice Days have supported teams to work collaboratively on curriculum development. As a result of RFL, Domains completed the year at different levels, some having detailed scope and sequence documentation, tracking content across the year levels and using skills to inform practice. Other domain leaders required support to continue to review, reflect and update their documentation.

VCE data conversations were introduced as strategies to evaluate the impact on student learning. The DET recommendations for Reporting due to COVID-19, guided us to make changes to our reporting process so that a summary report (containing at least one feedback task assessed against the Victorian Curriculum Standards or VCE/VCAL Study Design) and a summary of the students' participation and engagement in learning was provided.

Given the transition to RFL, the use of High-Impact Teaching strategies in the Year 9 reading team was difficult to pursue. Similarly, the planned actions relating to Health and Wellbeing were modified heavily to be responsive to the student's needs during RFL and as a result of RFL.

As a result of RFL, the proposed work around Empowering Students and Building School Pride was unable to proceed.

Achievement

Throughout 2020, teaching and learning often looked remarkably different with the introduction of Remote Learning due to COVID-19. Through a high level of preparation, management, monitoring and responsiveness, the College had a seamless transition to the remote learning environment for staff and students. Our aim, as we transitioned to remote and flexible learning, was to continue to provide a comprehensive, high quality teaching and learning program which went beyond the DET minimum expectations. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning and all focus areas aligned strongly to the Victorian Curriculum. Learning Intentions and Success Criteria were also identified and communicated in all documentation to students and families. Teachers provided frequent and explicit student feedback, differentiated learning tasks to challenge students, collaborated and supported one another in planning sessions, and improved communication channels and relationships established with parents. Learning tasks provided by teachers allowed for strong levels of learner agency, a strengthening of communication opportunities with parents, and a consolidation of the home - school relationship. Our teachers provided real-time feedback to students, made reasonable learning adjustments such as developing mini tasks and slowing the pace of learning, and established focus groups and one to one sessions to keep students on track.

An unexpected highlight of remote learning included our increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were presented on Compass. Staff also engaged with their classes using the video conferencing platform 'Google Meet'. We also capitalised on the success of engagement through video conferencing and have transitioned to online parent teacher interviews and some staff meetings.

Although the college made positive traction with a number of its Key Improvement Strategies, a number were no longer appropriate because of the impact of COVID-19. A number of the school's Key Improvement Strategies will continue

into 2021.

Professional learning opportunities and the organisation of meeting and planning schedules encouraged high levels of staff collaboration, flexibility and adaptability to meet the needs of students and the school. Positive steps were made to embed consistent and rigorous collaborative curriculum planning approaches throughout all areas of the College, however the focus has been on supporting staff in the remote learning space while also managing health and wellbeing issues. Some work was undertaken in regard to curriculum development, however managing in remote has meant this has not been as widespread as we would have expected in a normal year.

Meetings and collegiate work continued throughout the year, but has certainly been affected by the COVID-19 response. Planned Professional learning Days were conducted according to the PL plan that was developed. Additional PL sessions were conducted to support staff in the move to Google Suite.

Progress in numeracy saw the adaptation of course and unit outlines in the Maths domain to respond to remote learning with a focus on topics that were more practical. Work continued to support other domains to integrate a numeracy focus into their curriculum to ensure a school-wide approach to numeracy.

Staff met weekly to unpack student achievement data to inform their planning for areas of improvement aligned to the Reading Item Analysis as part of the accelerate improvement action plan focused on reading. It was disappointing NAPLAN was cancelled due to COVID-19 as the College had completed six months of targeted reading progress and we were unable to measure its impact on learning growth indicated by NAPLAN. Feedback from staff indicated student engagement had improved as a consequence of the Reading Plus program. This KIS will continue in 2021.

The college actioned Attendance Officers to monitor and respond to student attendance issues. Evidence from the SIT indicated that this initiative has improved attendance processes with staff and students and highlighted the importance of student attendance. The College also revised their Student Services Referral process which improved clarity and consistency among staff about how students are directed to Student Services.

Our VCE mean study score for English in 2020 was 29.76 percent which continues to be ahead of the State average and is ahead of like schools. The mean study score was 27.7 which was similar to like schools and the college had a 96% VCE completion rate.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021 the Tutor Learning Initiative will identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence based program.

Engagement

At Mount Erin College our ASPIRE values: Adaptability, Social Awareness, Personal Best, Integrity and Excellence underpin all we do and create an inclusive learning environment, vital to maintaining this positive school culture.

The Attitude to School Survey was not completed this year as a result of COVID-19 and as a result there was no formal data on student attitudes. Student leadership and participation across the school remained strong with students engaging in leadership and community-based activities where possible. Student Voice and Learner Agency remains a focus area for 2021.

This year the College focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2020 included programs such as SALT (Student Action Leadership Team), MESEM and a Growth Conversation process at the end of the year. The school had a focus on improving the following areas in the AToSS: resilience, advocate at school, teacher concern and not experiencing bullying, as indicated in the 2020 AIP. Although anecdotal improvements, targets could not be assessed due to not completing the AToSS.

The senior school team developed the MEC Course Centre which is a virtual platform containing much information

about subjects, courses and pathways. It has proven helpful and informative to students and families, particularly with the subject selection process.

The college actioned Attendance Officers to monitor and respond to student attendance issues and there was a remote attendance login process implemented to monitor attendance during Remote and Flexible Learning. The Attendance Officer produced daily Year level reports to each Year Level Leader. The Year Level Leader interrogated the absence data and followed up with Home Group teachers to contact families. This resulted in the average number of days being 32.3 which considerably higher than similar schools and the state. Our data was negatively impacted by the remote learning attendance recording process and is not a true reflection on the level of engagement during RFL.

Wellbeing

The school recognises the importance of a tolerant and inclusive learning environment and this is part of our school values. We actively engage in activities to support this and have a strong wellbeing approach across the school through our iASPIRE Program. Our school wide co-operative classroom procedures and code of conduct is a strength and is consistently applied across the school.

The social and emotional health and wellbeing of our students is strongly supported by staff. The key focus of the college during remote learning was ensuring that vulnerable families were identified early and support and guidance was provided, in particular, the provision of devices and technical support. A large number of students who were deemed at risk were identified and regularly contacted by members of the Wellbeing team. The student services department remained active and our home group teachers continued to establish and follow up strong relationships with students in their class. In 2020, the College revised their Student Services Referral process which improved clarity and consistency among staff about how students are directed to Student Services. Consistent policies are in place and a very accepting and inclusive approach is fostered that encourages students to reach their potential. Further work is required particularly with our students at risk and those with high level wellbeing issues to ensure students are attending and feel supported to remain at school and value their educational opportunities. The principal class team engaged strategies to ensure that there was regular staff contact, in particular, those vulnerable staff during RFL.

Compass proved an essential tool for the consistent communication between students, parents/carers and teachers. This has assisted in improving things such as absence notification and direct contact with teachers.
Despite RFL, community partnerships remained strong although in limited face-to-face capacity due to restrictions. Work with tertiary partnerships continued and provided significant support for our students in raising awareness of the many options available to them for further study. The school has an extensive list of providers assisting us to ensure every student has a pathway from work placement, apprenticeships support, University programs and more. We work closely with a range of providers to meet the needs of students at risk of disengagement such as Navigator, Hand Brake Turn, Myuna Farm, and School Focused Youth Services. We will continue to build resources in this area. The school has engaged psychologists to work in the school to enable access for students with mental health issues to be supported, as well as the School Dental Program.

Consistent communication was maintained through the College Newsletter and on the College Facebook page where regular articles are included which offer support and research based information to support parents responding to their child/ren's needs whether educational or social emotional. The positive initiatives created and provided by the College staff and students during RFL were highlighted and celebrated in the College Newsletter.

Financial performance and position

Mount Erin Secondary College maintained a very sound financial position throughout 2020. The 2019 – 2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The cash budget has been carefully monitored and the Student Resource Package (SRP) continued to be in surplus at the end of 2020. With reduced spending in 2020 due to

COVID-19 our expected expenses were reduced. Our school also received Equity funding which was used to facilitate improved literacy student outcomes. Significant resources were allocated to ensure our students had access to technology during RFL. The Government provided DET grant for major building works was fully allocated and spent to provide the new gymnasium.

**For more detailed information regarding our school please visit our website at
https://mounterin.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 921 students were enrolled at this school in 2020, 433 female and 488 male.

2 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: 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.
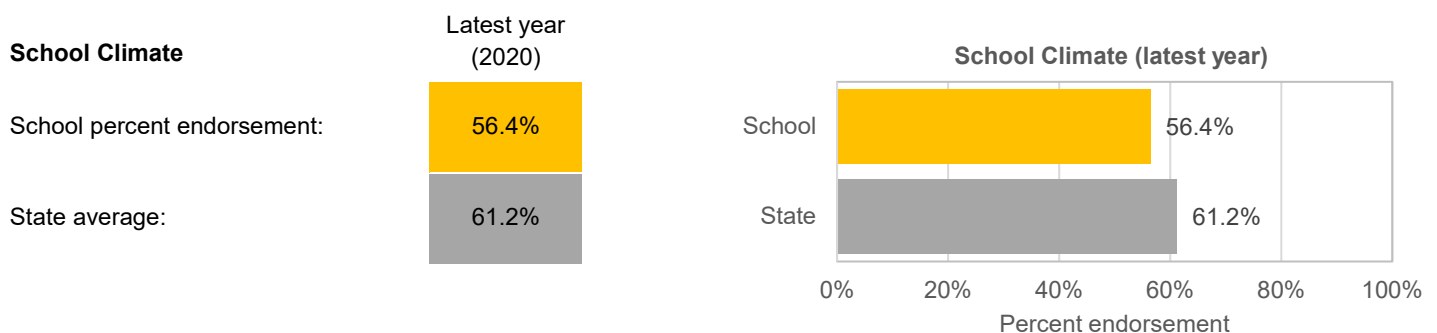
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	74.2%

Parent Satisfaction (latest year)
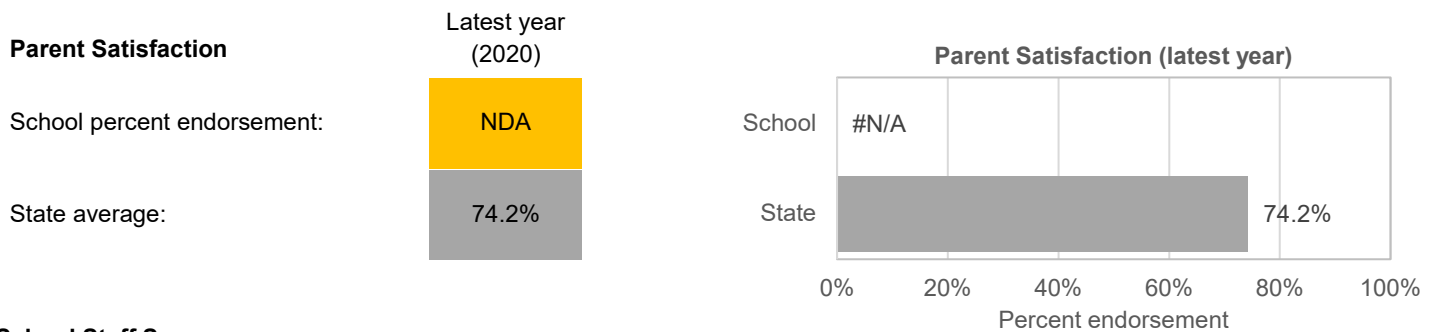
School: #N/A
State: 74.2%

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:	56.4%
State average:	61.2%

School Climate (latest year)

School: 56.4%
State: 61.2%

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:	75.5%
Similar Schools average:	73.3%
State average:	75.8%

English (latest year)
Years 7 to 10

School — 75.5%
Similar Schools — 73.3%
State — 75.8%

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

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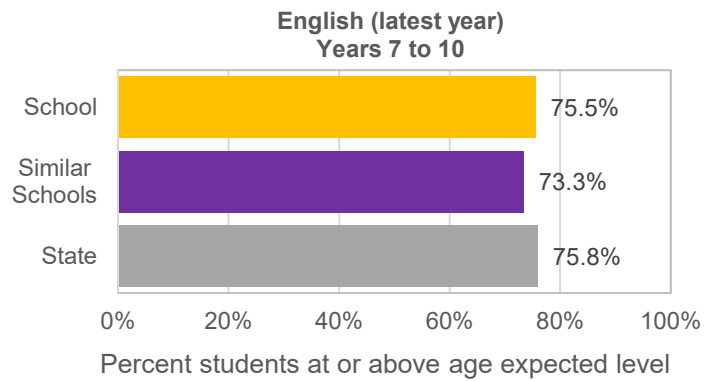
Mathematics
Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:	59.9%
Similar Schools average:	64.9%
State average:	66.3%

Mathematics (latest year)
Years 7 to 10

School — 59.9%
Similar Schools — 64.9%
State — 66.3%

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

Percent students at or above age expected level
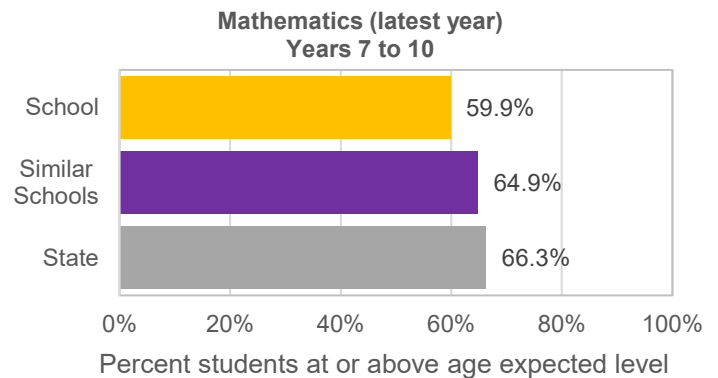
NAPLAN

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	27.7	27.7
Similar Schools average:	26.9	27.1
State average:	28.8	28.8

Victorian Certificate of Education (latest year)

School	27.7
Similar Schools	26.9
State	28.8

Mean Study Score
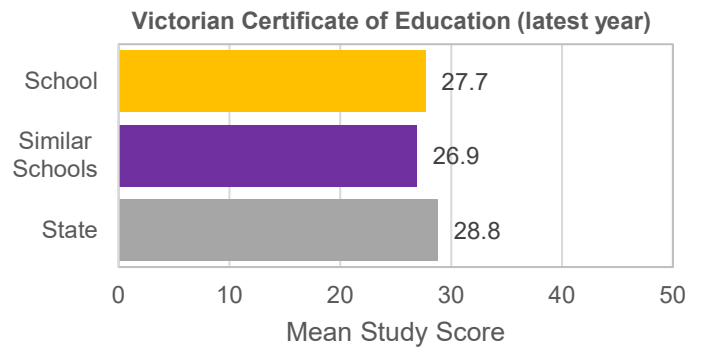
|	
Students in 2020 who satisfactorily completed their VCE:	96%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	32%
VET units of competence satisfactorily completed in 2020:	42%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily 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:	32.3	25.2
Similar Schools average:	18.2	20.5
State average:	17.8	19.2

Student Absence (latest year) Years 7 to 12

School	32.3
Similar Schools	18.2
State	17.8

Average number of absence days
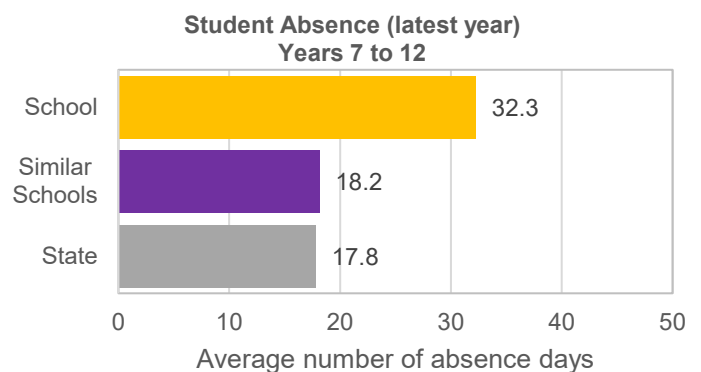
ENGAGEMENT (continued)

Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	82%	78%	77%	85%	90%	93%

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:	72.8%	71.9%
Similar Schools average:	76.0%	75.8%
State average:	72.5%	72.9%

Student Retention (latest year) Year 7 to Year 10

School 72.8%
Similar Schools 76.0%
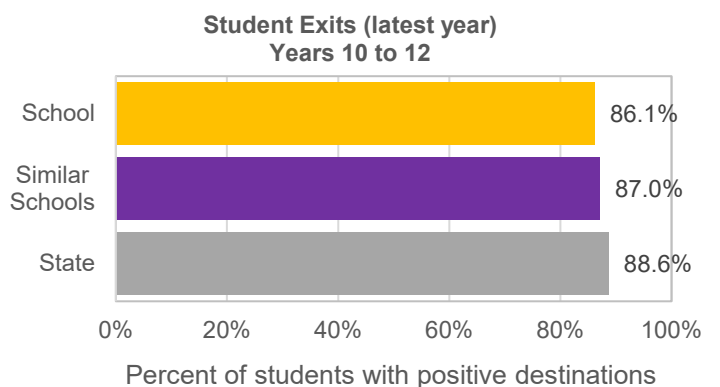State 72.5%

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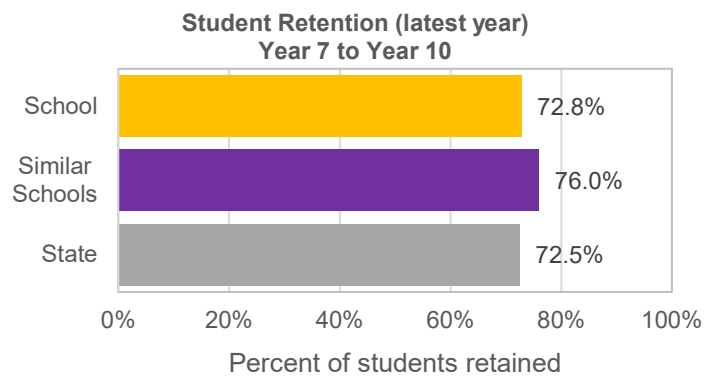
Students exiting to further studies or full-time employment

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:	86.1%	90.6%
Similar Schools average:	87.0%	88.3%
State average:	88.6%	89.1%

Student Exits (latest year) Years 10 to 12

School 86.1%
Similar Schools 87.0%
State 88.6%

Percent of students with positive destinations

12

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	48.4%
Similar Schools average:	54.6%	50.3%
State average:	59.5%	55.3%
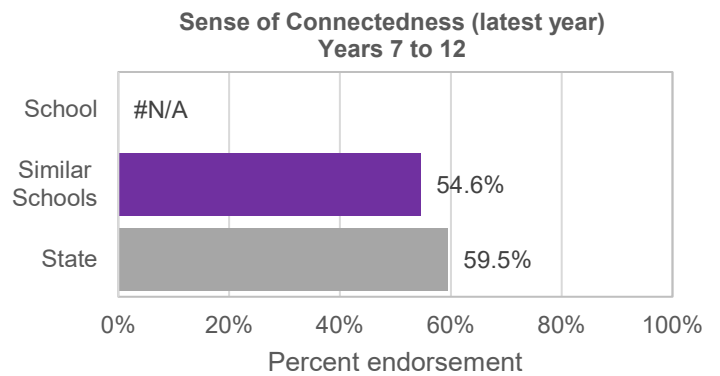
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 7 to 12

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	55.8%
Similar Schools average:	56.6%	54.9%
State average:	60.3%	57.9%
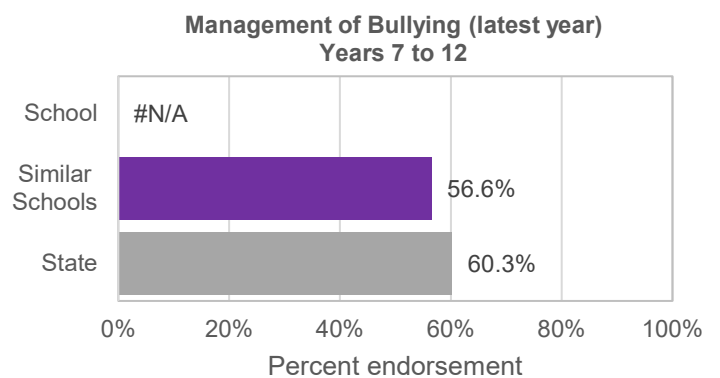
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$9,429,825
Government Provided DET Grants	$1,574,332
Government Grants Commonwealth	$2,828
Government Grants State	$147,545
Revenue Other	$32,645
Locally Raised Funds	$521,023
Capital Grants	NDA
Total Operating Revenue	**$11,708,198**

Equity [1]	Actual
Equity (Social Disadvantage)	$320,053
Equity (Catch Up)	$45,766
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$365,818**

Expenditure	Actual
Student Resource Package [2]	$9,362,267
Adjustments	NDA
Books & Publications	$10,610
Camps/Excursions/Activities	$89,103
Communication Costs	$25,942
Consumables	$176,575
Miscellaneous Expense [3]	$132,224
Professional Development	$35,833
Equipment/Maintenance/Hire	$383,254
Property Services	$213,577
Salaries & Allowances [4]	$128,017
Support Services	$403,643
Trading & Fundraising	$32,633
Motor Vehicle Expenses	$2,045
Travel & Subsistence	$21
Utilities	$115,930
Total Operating Expenditure	**$11,111,673**
Net Operating Surplus/-Deficit	**$596,525**
Asset Acquisitions	**$21,460**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$1,240,629
Official Account	$34,688
Other Accounts	NDA
Total Funds Available	**$1,275,317**

Financial Commitments	Actual
Operating Reserve	$261,222
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$319,698
School Based Programs	$313,272
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$87,142
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$34,600
Capital - Buildings/Grounds < 12 months	$169,000
Maintenance - Buildings/Grounds < 12 months	$71,000
Asset/Equipment Replacement > 12 months	$30,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,285,934**

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.