

# 2020 Annual Report to The School Community



School Name: Mordialloc College (8075)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2021 at 03:19 PM by Michelle Roberts (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.

To be attested by 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

Mordialloc College is a mid-size secondary 7-12 co-educational college located in Melbourne's southeast with the total number of students beginning to stabilise at 1120 (2021) compared to 1097 students in 2020. We provide a quality education with high expectations and multiple pathways for students to achieve success. We have a dedicated and skilled teaching team at the College and the academic progress and wellbeing of every student is of the utmost importance. As a leading co-educational public school in the City of Kingston and surrounding areas, we emphasise developing and maintaining positive relationships. We focus on getting to know each student as an individual. Our vision is 'Mordialloc students aspire to achieve their personal best in all endeavours' and our school community lives by the values of Personal Best, Integrity, Respect and Responsibility. They are evident in how we work together, how we aim high, how we treat and look after one another and how we welcome newcomers into our community.

The College is an accredited SEAL (Select Entry Accelerated Learning) Program provider and a member of the Academy of SEAL Schools. This program gives highly able students a challenging yet rewarding educational experience which caters to their needs and in 2021 we continue our implementation of the Sports Excellence Program (Netball, Basketball and Australian Rules Football), now operating at Years 7 and 8. There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET and VCAL, which cater for the diverse interests, needs and abilities of our student cohort.

The College excels in the Performing Arts, seeing a continued increase in the number of students enrolled in instrumental music lessons 191 in 2020 compared to 155 in 2019. Even through remote learning periods, lessons continued online for all instruments including our Choir. An annual production is staged each year. Although cancelled in 2020, we continued the tradition of Mordi Idol, a whole school event conducted remotely.

Mordialloc College is strongly represented in regional sporting competitions in a wide variety of sports, seeing a larger number of teams competing at higher levels of competition past our division.

Our Student Family Occupation and Education (SFOE) Index is 0.3231. We have 106.1 EFT staff: 4 Principal Class, 74.8 Teachers and 27.3 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

In 2020, we continued our focus on implementing Key Improvement Strategies relating to the Framework for Improving Student Outcomes (FISO) dimension of Building Practice Excellence. We continued to implement our Curiosity and Powerful Learning initiative, to build consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance. Our aim was to revisit some of the theories of action with staff, concentrating on Learning Objectives, Success Criteria and Connecting Feedback to Data. This included continuing our understanding and use of the Mordialloc College Inquiry Cycle via our Professional Learning Communities.

We also have a whole school literacy focus on improving writing across all subject areas. The use of Essential Assessments in Years 7-10 Maths classes continued in 2020, being the third year of implementation. Our intended staff professional learning and implementation was altered in 2020 due to COVID-19 where we focused mainly on developing and adapting our curriculum to suit remote learning and delivery of lessons following our school timetable via video online platform 'Google Meet'.

Even though we are already a Google School, to ensure staff were versed in online learning, an IT and eLearning Workshop presentation was created to address the needs of our staff. For example, we ran sessions relating to Scheduling posts on Google Classroom, How to schedule for individual students, How to use Google Forms to track attendance, Google Classroom Stream versus Classwork features, Quick ways to formatively assess, and Presenting video with audio in Google Meet.

Our staff professional learning days saw staff work in teams to further develop their skills based on their need. Such opportunities included Student Connectedness and Wellbeing, ICT, MYLNS, Differentiation and Google Educational Tools.

With our allocated equity/ catch up funding, the College continued its literacy and numeracy intervention program that enabled the majority of identified students (two years behind in grade 5) in Years 7, 8 and 9 to demonstrate up to 12 months' growth or higher. With the additional Middle Years Literacy and Numeracy Support (MYLNS) funding, the College continued the employment of a 0.6 Literacy Intervention teacher to work with identified Year 10 and 11 students. We shared a Numeracy Network teacher with two other secondary schools, giving us an allocation of two days each week to work with identified students in Years 10 and 11. We also have employed our own Speech Pathologist working two days a week.

## Achievement

The College leadership team and staff continue to place a strong emphasis on high expectations and challenging students in all aspects of their education to continue to strengthen the culture of achievement.

### VCE Outcomes:

We achieved excellent results in 2020. Our VCE mean study score (30.3) for all subjects was above similar schools (28.4) and the state (28.8), resulting in our four-year average of 29.3 to also be above similar schools (28.4) and the state (28.4).

### Teacher Judgements:

For English, our teacher judgements showed 72.6% of our students were at or above level. This was below similar schools, however, they were closer to the state average of 75.8% that were at or above level. As for Mathematics, our teacher judgements of 67.6% students that were at or above level were above the state average (66.3%). Our teachers continued to differentiate to meet the needs of all instructional groups in their respective classes.

Our main focus during 2020 was preparing, adapting and monitoring our students during remote learning, initially ensuring all students could learn, had a device, were free of connectivity issues and understood the new routine and expectations, following our regular school timetable. Our remote learning lesson structure commenced with a Google Meet and a roll call question on Google Classroom. Teachers then utilised a range of teaching and learning strategies, e.g. teaching the class following our instructional model, video/ screen casts for students to follow, etc. During the meet, teachers checked in with students, outlined the tasks involved and then gave the students time to complete the work. Students were set tasks that were designed to be completed online and/ or independently. Teachers remained on the meet throughout the lesson to allow students to check back in whenever they had a question.

We continued to use data to inform teaching and learning (differentiation in lesson planning) and moderation of benchmark tasks across all year levels. This become even more important during remote learning to ensure all students achieved success in all lessons.

There also continues to be a strong emphasis on the teaching of literacy and numeracy across the Year 7-12 programs. All staff in the College utilise a data Inquiry Cycle process to build on our data-driven approach to tailor teaching and learning practices suitable for our learners, ensuring we addressing our students are their individual point of need. On Demand Testing, Essential Assessments in Mathematics and whole school data sets have continued to be used at Years 7-10 to target gaps in literacy and numeracy. Our intervention program has been successful in improving student self-esteem and confidence in their learning, with the majority of students targeted for numeracy and literacy intervention support achieving 12 months growth or higher.

### Program for Students with a Disability (PSD):

All of our PSD students showed satisfactory (or better) progress in achieving their individual goals. We had 19 PSD funded students in 2020. The majority of them worked diligently to achieve excellent progress with their goals.

The team of aides supported all of our funded students via personal google classrooms, personal google meets or on site, and were in constant contact with the majority of parents/ carers. They ensured that the school work was accessible to all.

During remote learning, we allocated an Integration Aide with each of our students needing extra support and created a roster for aides to work onsite alongside identified vulnerable students. Our Information Technology Team were onsite every day to meet the needs of parents and students. Parent/ Students were able to speak daily on the phone to get the support they needed and in some cases, they came onsite to get this assistance.

**Engagement**

Mordialloc College students are engaged and connected to their school and we are proud of the programs which support students in these areas. Student attendance rates and retention continue to exceed that of the state mean and of similar schools. Our overall (Years 7 – 12) attendance rate last year was 93.2%, seeing our Year 7 and 10 students at 94% attendance and Year 12 students 95%. Years 8, 9 and 11 were all 92%.

Our average number of absence days for Years 7 to 12 was 13.3 days in 2020 with a four-year average of 15.6 days. These results were better than similar schools of 14.0 days in 2020 (four-year average 17.5) and the state average of 17.8 days in 2020 (four-year average 19.2).

With part time Attendance Officers, we focused on prompt follow up contact with home when students were absent as well as cemented a more consistent approach across all year levels to assist students with long-term absences and engaged with outside resources for school refusers. This included scheduling attendance letters to be sent to families halfway through and at the end of every term. The Student Wellbeing Coordinator meets fortnightly with each Year Level Coordinator to keep abreast of any students at risk in each sub-school and ensure support mechanisms are in place and that there is regular follow up with parents.

In 2020, our student retention included to 82.8%, outperforming similar school (78.5%) and the state (72.5%). Our four-year average (79.7%) also exceeded similar schools of 78.5% and the state, which were 72.9%.

Of the students who completed Year 12 in 2020, 86% have continued with their education or training at a tertiary institution in 2021 (University 59%, TAFE 21% and Apprenticeship 6%). Three percent of our students continued with full-time employment and the remaining students have deferred university to travel or work part-time.

The My Mentor Program in Years 9-12 provides students with the time needed to plan and discuss their future pathway with their mentor and all Year 10 students complete VCE Unit 1 Industry and Enterprise, which included a virtual work experience placement in 2020. Students had access to a full-time Careers Practitioner in Years 11-12 and in Years 7-10 our second Careers Practitioner works 0.7. Together with our rigorous course counselling process held online involving parents and students during Term 3, we are able to provide sound advice and address the needs of all our students in Years 9-12.

**Wellbeing**

We pride ourselves on the development of positive and close relationships being a key strength of the College. Our students did not participate in the Attitudes to School Survey; however, we did conduct our own surveys with students during remote learning to obtain feedback on engagement and wellbeing. From these surveys, we were able to respond to by putting actions into place, e.g. length of lessons, amount of homework distributed and the level of work output expected of our students. We conducted surveys early in the first lockdown period so that we could adapt our lessons accordingly and then again in Term 3 to check in with how our students were feeling and coping during the second lockdown period.

Mordialloc College continues to embed the Restorative philosophy across the whole school. The use of Restorative Dialogue with students when issues arise and the use of 'Relational Circles' in the classroom continues to build on these strong results. Significant teachers at Years 7 and 8 (one teacher for English and Humanities and one teacher for Mathematics and Science) make up the team of teachers spending the majority of time with these students. The My Mentor Program in Years 9-12 and the Year 7-8 Home Group Program provide additional platforms for the construction of strong relationships throughout the College. It includes the Social Emotional Learning curriculum and the Respectful Relationships curriculum embedded within this program. Every class in the College creates a Code of Cooperation, which facilitates a supportive and engaging learning environment.

**Remote Learning:**

The Wellbeing team continued their close connection with vulnerable students. A small number of students catered for onsite, a number of students assisted with connectivity issues, additional calls and Wellbeing Team, Integration Team and Year Level Coordinators to support students held online meetings.

We introduced an online access point for students to connect with the Wellbeing team. Wellbeing programs such as Respect group and Breakfast group continued remotely with the students. Weekly Wellbeing Newsletters to staff was created with a parent/ student version also distributed. Wellbeing advice was published on our College Facebook page.

We identified our International Student Program (ISP) students as a particularly vulnerable group when we entered remote learning. Some students were not able to commence the year at Mordialloc College due to the COVID-19 pandemic. Furthermore, as we moved into remote learning, some parents chose to withdraw their children as the borders were closing and flight restrictions announced. This resulted in a large number of these students leaving our school.

**Student Voice and Connectedness:**

Our expanded House System continued in 2020 with the College's ongoing focus on building student connectedness to school, which is very important as the school continues to grow. We continued to offer an extensive range of extra-curricular activities such as Debating Club, Coding Club, French Club, Chess Club as well as an array of interschool sporting opportunities. Whilst this was a difficult to maintain during remote learning periods, we did incorporate a House Competition for students to compete in various novel activities that utilised resources readily available in our homes.

The Student Voice Committee continued to meet online during remote learning and some significant outcomes were achieved such as updating our Homework Policy in relation to holiday homework, conducting an audit of our classroom furniture, creating resources for students relating to organisation and study skills, just to name a few. Along with others, these students also contributed to the review of our school vision for our new School Strategic Plan. We are currently reviewing our student leadership structure to see where we can further expand student voice and agency.

The College Wellbeing team includes a team of five who all bring a depth of experience and expertise to support the wellbeing of all our students across the college. Led by the Director of Student Wellbeing, we have a School Chaplain, Secondary School Nurse, Youth Worker and Mental Health Practitioner. We also have a visiting Psychologist who provides counselling services for students referred for intervention and support. The team provide a number of proactive programs throughout the year to particular groups in the school to meet identified needs, for example, building resilience, intrapersonal and social skills development, and breakfast and lunchtime clubs. In addition, our Year 6-7 transition program continues to support students identified as at risk whilst in primary school. Our Year 10 Peer Support program is in place to support all Year 7 students during their first year at the College. This year we continued to utilise the Compass Wellbeing portal for entry of all wellbeing data by staff as a repository for referral and action by coordinators, wellbeing staff and the College leadership team.

In 2021, we will continue to run targeted professional learning sessions for staff in relation to Fostering Positive and Engaged Learning, Restorative Practice, Respectful Relationships, Trauma Informed Practice and School Wide Positive Behaviour Support.

**Financial performance and position**

Mordialloc College finances continued to be handled responsibly during 2020.

Funds classified as Government provided DET Grants includes two targeted program reimbursements during 2020 one for lockers, a DET initiative for secure storage of mobile phones, and machinery service of our Design Technology equipment. Overseas fee paying students monies received by the College via DET and the Cash component of the SRP is also included in the DET Grants together with small Grants received for Safety Switches upgrade, Gas Supply upgrade and Chaplaincy Grant to assist in the continued employment of our Chaplain in the Wellbeing area.

Government Grants 'State' reflect the grant received for the popular Year 9 and 10 Advance Program and payment for GAT supervision.

The difference in Student Resource Package Revenue and Expenditure is the amount repayable to the Department, reflected in Financial Commitments for 2021.

The College committed significant funds during 2020 to upgrade the Year 7 Learning Centre by installing operable glass walls and doors and purchasing additional furniture to accommodate the increase in the number of students. Two classrooms in the Administration building were transformed into a VCE Centre comprising two areas, one as a common room/locker area/collaborative study space, plus a separate silent study room, all fitted with new modern furniture. The College also continued to identify areas of our facilities requiring air-conditioning/heating, upgraded furniture in the Middle School area and flooring and painting of S-Block including the VCAL area.

While the College remains in a financially stable position, we are committed to further improving the resources and programs available to our students.

**For more detailed information regarding our school please visit our website at**  
<http://www.mcsc.vic.edu.au>

Draft

# 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 1097 students were enrolled at this school in 2020, 456 female and 641 male.

6 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.

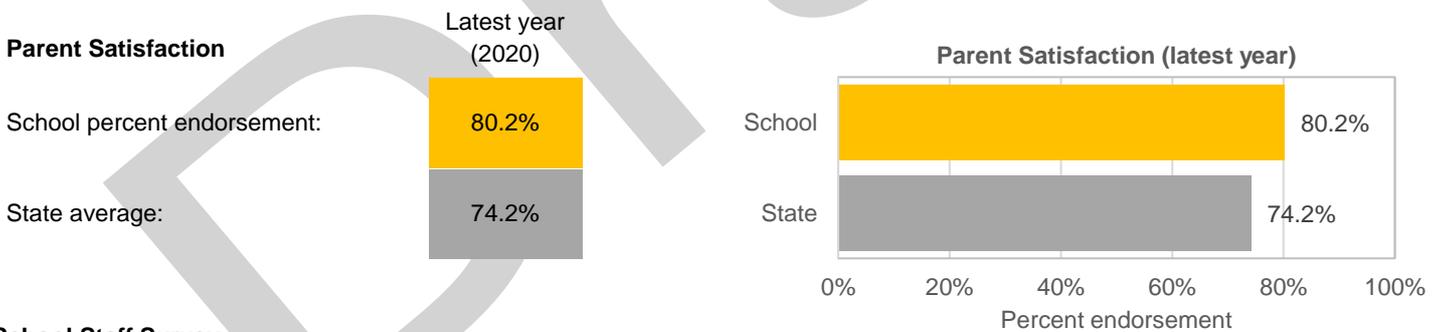
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

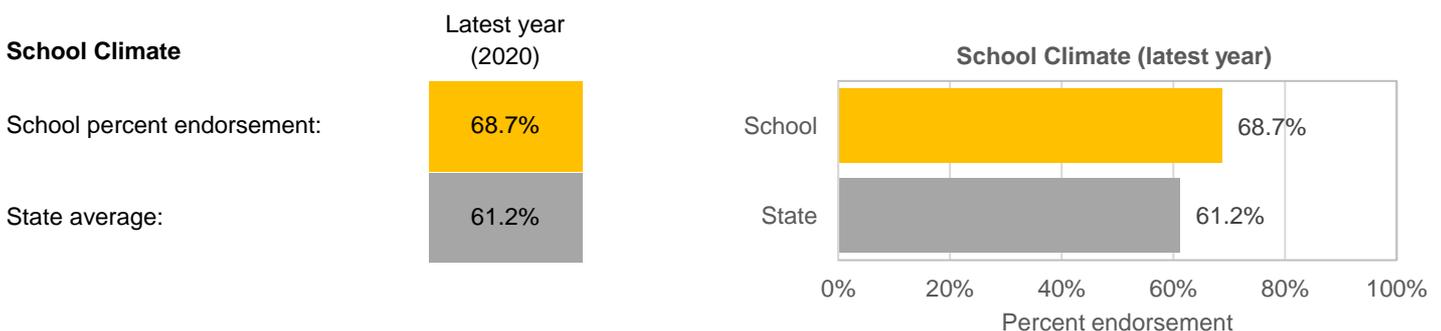


### School Staff Survey

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:

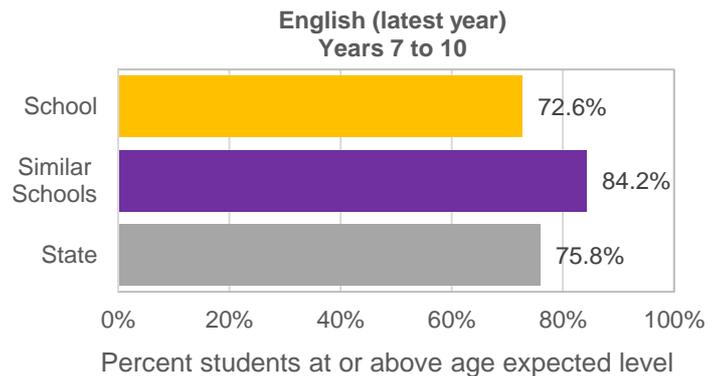
72.6%

Similar Schools average:

84.2%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

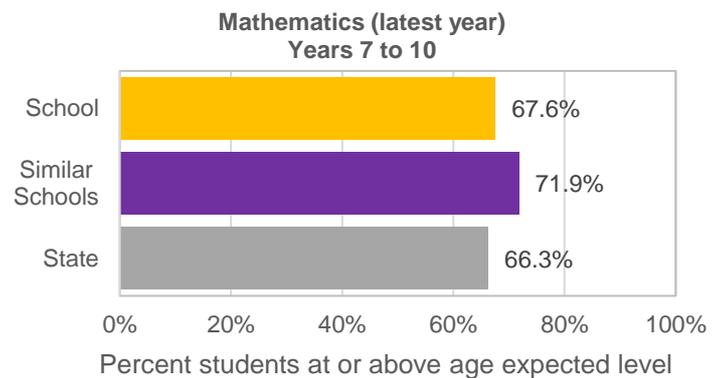
67.6%

Similar Schools average:

71.9%

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)

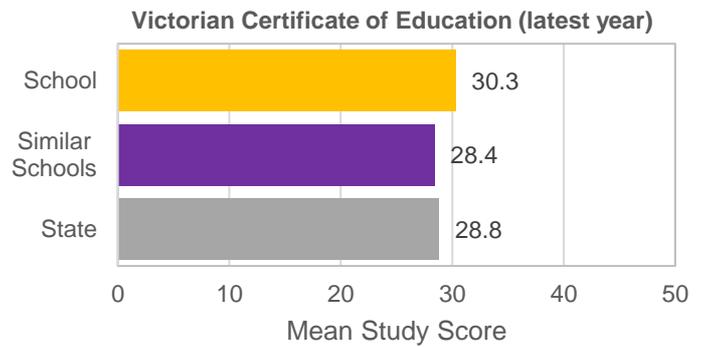
### Victorian Certificate of Education (VCE)

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	30.3	29.3
Similar Schools average:	28.4	28.4
State average:	28.8	28.8

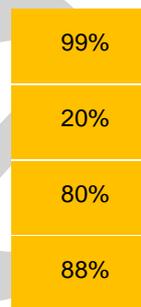


Students in 2020 who satisfactorily completed their VCE: 99%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence: 20%

VET units of competence satisfactorily completed in 2020: 80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020: 88%



## ENGAGEMENT

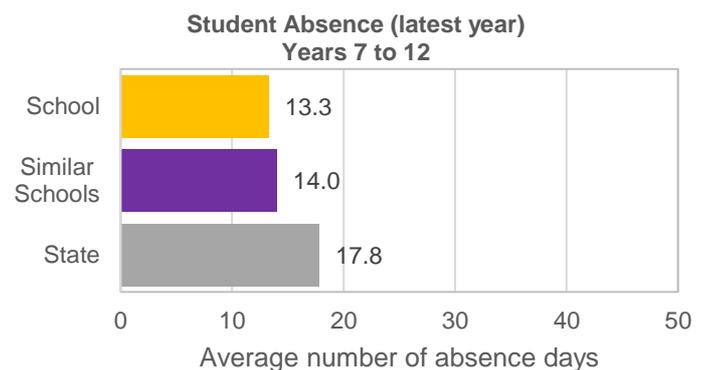
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.3	15.6
Similar Schools average:	14.0	17.5
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

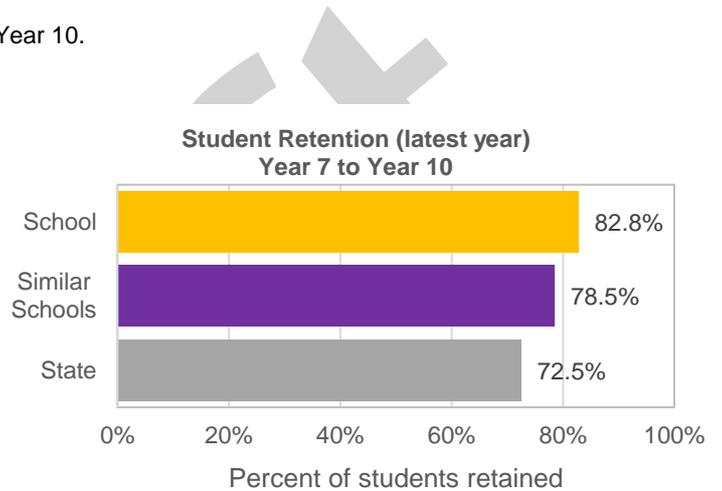
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	92%	92%	94%	92%	95%

**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:	82.8%	79.7%
Similar Schools average:	78.5%	78.5%
State average:	72.5%	72.9%



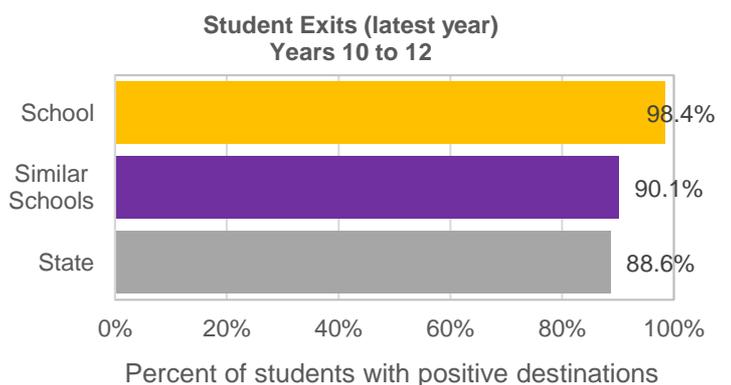
**Students exiting to further studies or full-time employment**

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:	98.4%	95.9%
Similar Schools average:	90.1%	90.9%
State average:	88.6%	89.1%



## WELLBEING

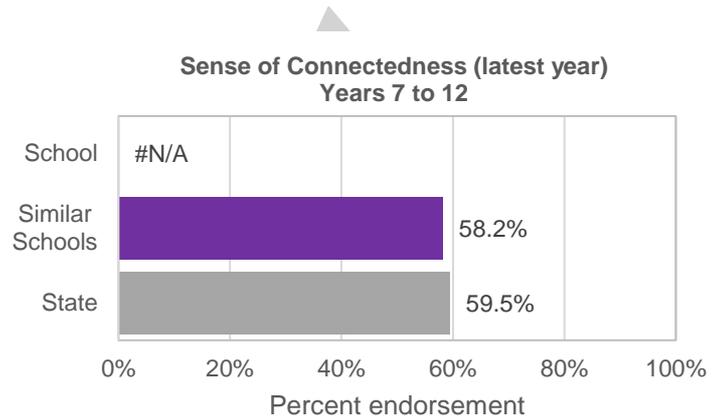
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	57.7%
Similar Schools average:	58.2%	53.0%
State average:	59.5%	55.3%



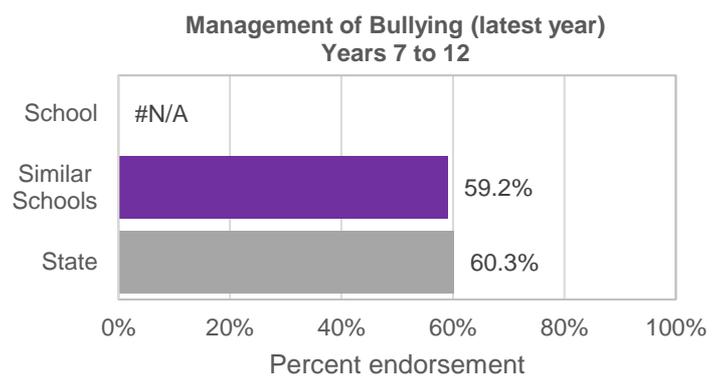
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	NDA	64.4%
Similar Schools average:	59.2%	57.1%
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	\$10,234,874
Government Provided DET Grants	\$1,422,685
Government Grants Commonwealth	\$3,791
Government Grants State	\$17,979
Revenue Other	NDA
Locally Raised Funds	\$1,035,414
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$12,711,491</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$95,402
Equity (Catch Up)	\$42,281
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$137,683</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,578,230
Adjustments	NDA
Books & Publications	\$2,768
Camps/Excursions/Activities	\$366,336
Communication Costs	\$13,356
Consumables	\$328,350
Miscellaneous Expense <sup>3</sup>	\$73,905
Professional Development	\$34,675
Equipment/Maintenance/Hire	\$257,798
Property Services	\$419,672
Salaries & Allowances <sup>4</sup>	\$140,538
Support Services	\$300,826
Trading & Fundraising	\$18,457
Motor Vehicle Expenses	\$17,772
Travel & Subsistence	\$300
Utilities	\$54,658
<b>Total Operating Expenditure</b>	<b>\$12,607,641</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$103,851</b>
<b>Asset Acquisitions</b>	<b>\$12,940</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,161,959
Official Account	\$113,031
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,274,990</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$272,218
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$429,350
School Based Programs	\$7,784
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$343,356
Asset/Equipment Replacement < 12 months	\$22,282
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,274,990</b>

*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.*