

2020 Annual Report to The School Community



School Name: Coburg High School (8849)



- 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 20 April 2021 at 11:47 AM by Brent Houghton (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 13 May 2021 at 11:10 AM by Cate Hall (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

Coburg High School is located in the inner north of Melbourne. Between 2007 and 2014, the school was a small senior-only Years 10 to 12 school. In 2015 the school was re-established as a Years 7 to 12 school with the inaugural group of Year 7 2015 students successfully graduating Year 12 in 2020. Enrolments have grown substantially over the past six years. In 2020, total enrolments were 1049, up from 871 students in 2019 and 697 in 2018. For the 2022 intake, Year 7 enrolments will likely be limited to those who reside within the Designated Neighbourhood Zone and siblings of current students. In 2020, there were 19 students funded through the Program for Students with a Disabilities, 16 students identified as Aboriginal and Torres Strait Islander (ATSI) and 184 (18%) students received equity funding. During 2020, the school employed 78.1 equivalent full-time (EFT) teachers and 21.0 EFT Education Support Staff.

Coburg High School prides itself on being an inclusive, respectful and safe environment with a high value placed on student wellbeing, belonging and participation. Students are supported through the Home Group program and we are a leading school in Respectful Relationships and School-Wide Positive Behaviour Support. Our four core values are:

- Excellence—we strive to do our best in our learning and our work and to continually improve
- Integrity—we are honest, open and trustworthy
- Curiosity—as life-long learners, we take an inquisitive approach to our learning and work
- Community—we are community-minded, collaborating, encouraging and supporting each other and respecting the rights of others

These values underpin expected behaviours, policies, practices, communication and decision-making at the school.

At Coburg High School, students are offered a wide range of co-curricular and enrichment programs including inter-school sport, music, drama, dance, student leadership, debating and public-speaking, science extension, mathematics competitions, art exhibitions, community service, and a range of interest-based clubs, camps and tours locally, interstate and internationally. The school has a contemporary music program with numerous choirs, ensembles and bands and regular concerts and performances, open mic opportunities, talent showcases, and opportunities for students to develop their skills in composition, media and audio-visual and music production through the recording studio and performing arts space. The school offers instrumental music tuition in voice, guitar, bass, piano, keyboard, percussion, woodwind and brass. The COVID-19 pandemic curtailed many of these co-curricular and engagement programs, but we look forward to these returning in 2021.

The expansion in student numbers at Coburg High School over the past six years has required extensive renovations and capital works and previously unused spaces are now all fully utilised. Ten new portable classrooms now sit alongside our existing built facilities. A recently completed \$1.9 million capital works project helped to modernise learning spaces across the school, including several new and renovated classrooms, multipurpose learning spaces, the STEAM lab, the new library, IT and wellbeing hub, and an outdoor gathering area in the centre of the school.

At the end of 2020, the school undertook a Pre-Review Self-Evaluation and looks forward to the School Review in Term 1, 2021 to inform the Coburg High School Strategic Plan (2021-2024).

Framework for Improving Student Outcomes (FISO)

The overarching vision for Coburg High School is to successfully educate the young people of the Coburg community and to challenge and support students to strive for Excellence, possess a strong sense of Curiosity and openness to learning new things, show Integrity in the ways they speak and act, and contribute to the Community so they graduate to lead rewarding, healthy and happy lives and can accept and handle challenges. Our goals are for all students to achieve significant and measurable growth in their learning progress and to develop cohesive and sequential pathways and transitions into, through and beyond the school. We also aim to foster a growth-mindset and authentic student agency in their learning and decision-making.

The FISO priorities at Coburg High School in the 2020 Annual Implementation Plan were:

1. Building practice excellence – Developing the school instructional model and teaching capacity, building the capacity of teachers to use high-impact teaching strategies focused on literacy and numeracy development and ensuring effective curriculum planning, teaching and assessing through strong PLCs.
2. Setting expectations and promoting inclusion - systematically promoting student leadership and voice by actively building students' capacity to influence, impact and involve themselves in the things that matter to them (e.g. co-curricular programs, clubs, electives and special programs).
3. Building communities - develop and embed comprehensive whole school processes for monitoring student wellbeing and apply targeted interventions and holistic wellbeing programs (SWPBS) involving community agencies and wellbeing specialists to cater for diverse student needs and ensure inclusion.

Due to the COVID-19 pandemic, these priorities needed to be adapted to reflect the move to remote learning. Greater emphasis was placed on curriculum planning and development, with Coburg Online Google Sites (COGS) being expanded to all year levels to ensure that students were supported online. There was regular communication with parents and students about the changes brought about by remote learning. Surveys and Compass communication provided feedback from students and parents, and the school responded to that feedback, improving levels of student engagement. The school built in weekly engagement activities to the remote learning program, providing the opportunity for students to connect with one another. Student Led Conferences focused on setting learning goals for semester 2. Assemblies were held in interactive ways, with students contributing via the chat function and presenting remotely. Individualised careers counselling and pathways continued throughout the year and sub-schools maintained a focus on regular wellbeing check-ins and ensuring as many students as possible remained with their year level in transitioning into the next year level in 2021. Students continued to engage with student wellbeing staff and student support leaders throughout remote learning using mobile phone contacts and Google Meets for Student Support Groups. A focus on successfully returning to face-to-face schooling occurred in Term 4 with a continued emphasis on student wellbeing.

Achievement

In 2020, the inaugural group of Year 7 students graduated from Coburg High School and pleasingly, 100% of students successfully completed their VCE. The school provided a large range of VCE subjects for students to choose from, with a total of 27 VCE subjects offered. Study scores of 40+ were achieved in English, Business Management, Legal Studies, Further Mathematics, Mathematical Methods, Biology, Psychology, Dance, Music Performance and Studio Arts, with a total of 3.2% of students achieving this benchmark. The median study score was 27 and the mean study score was 28.1. Remote learning threw up a significant range of challenges, particularly regarding assessment away from school, but Coburg High School is proud of the way in which staff and the inaugural graduating class of students worked hard to overcome these obstacles.

As there were no NAPLAN tests in 2020 due to the COVID-19 pandemic, the major measure of learning growth across the junior years was via teacher judgements as per the published individual semester reports. In literacy, these teacher judgements indicate that students are achieving above state and network school averages but slightly below 'similar schools' (similar according to general socioeconomic indicators). For example, 84% of Coburg High students were assessed as being at or above age expected in Reading and Viewing in 2020, compared to 76% of students across the state, 80% in the network and 86% in similar schools. Teacher judgements in numeracy demonstrate lower levels of performance compared to the benchmarks outlined above, however this may be due to teachers being conservative with their assessments compared to teachers in other schools, as these teacher judgements have been lower in comparison to the NAPLAN or PAT-Maths testing data in previous years. Numeracy is a key area for improvement for the school in 2021.

In 2020, the school continued to establish its comprehensive and contemporary curriculum with the continued roll out of Coburg Online Google Sites (COGS) across all learning areas and year levels. The Coburg High School instructional model (GANAG) was introduced in 2019 and continued to be embedded in 2020. This framework has led to greater consistency of teaching practices and even greater collaboration among teaching staff. According to the DET School Staff Survey, 76% of Coburg High School teachers said they used the school's pedagogical model in 2020, compared to 56% of our teachers in 2019 and 63% of teachers across the state. This use of the pedagogical model in turn has led to improvements in the 2020 Attitudes to School Survey (AtoSS) data for the domain 'Effective teaching practice for

cognitive engagement'. 'Effective Teaching Time' increased significantly and is now equal to 'Similar Schools' and schools in our region, and pleasingly the results for 'Effective classroom behaviour', 'Differentiated Learning Challenge' and 'Stimulated Learning' were above these benchmarks in 2020. Our funded Program for Students with Disabilities (PSD) and Middle Years Literacy and Numeracy Support (MYLNS) students continued to be supported throughout 2020, with in class support pivoting online during the periods of remote learning. Student Support Group meetings were similarly adapted to Google Meet and continued to involve students and their family, key school staff and external supports.

As well as the statewide Attitudes to School Survey, the school implemented the 'Pivot' student perception surveys from 2019, and these provide even more detailed feedback and to further enhance the learning experience for students. Among the teaching staff, there is a clear and shared focus on supporting continued improvement of student outcomes across the school and, on an ongoing basis, the teaching staff work together in Professional Learning Community teams to assess, monitor and adapt their teaching practices to the learning needs of students. The School Staff Survey indicates that 'Collective Responsibility' is very high at Coburg High School.

Engagement

Over the past five years, attendance rates have increased from below state average in 2015 to well above state average in 2020, despite our ongoing growth in enrolments. In 2020, the average number of days that students were absent from school halved when compared to 2019 (8.9 days in 2020 compared to 17.9 days in 2019). Whilst this exceptional result was likely due in large part to the COVID-19 pandemic and the periods of remote learning, this was significantly better than the outcomes in 'Similar Schools', Region and the State. There were 10% of Coburg High School students absent for 20 more more days in 2020, compared to 21% in Similar Schools and 27% across the state. These positive outcomes are due to the sustained focus and emphasis across the school on the importance of attendance, close monitoring and support for students and families, and enhancements to our student engagement processes, structures and systems. In addition, we continue to engage students in learning through an ever-widening range of extra-curricular activities through our Extension and Enrichment program. In the 2020 AtoSS, there was a significant increase in students' 'Sense of connectedness', with positive endorsements increasing from 47% in 2019 to 60% in 2020. In 2021 there will be a further emphasis on entrepreneurial learning, further involvement of our students in the Victorian Challenge and Enrichment Series and the Victorian High Ability Program and the rollout of the Tutor Learning Initiative to support those students that were negatively impacted by the periods of remote learning.

Parent satisfaction with Coburg High School remains strong. Of the 19 variables included in the annual DET Parent Opinion Survey--including school support, communication, effective teaching and student confidence -18 were above the state averages. 'Parent participation and involvement', 'Promoting positive behaviour' and 'Respect for diversity' were amongst the measures well into the top 20% of state schools. In 2020, demand for Year 7 placements increased again and enrolments into Year 7 were completely full.

In 2020, our retention rates improved. For example, 87.6% of Year 10 2020 students were retained in Year 11 2021 compared to 86.9% across the state. This was an improvement from 80.8% at Coburg High School and 82.4% across the state twelve months earlier. Overall between Years 7 and 10, although our retention rate has improved, it is still below state and 'similar' schools. This is due in large part because a significant number of of our students have tended to take up vocational education training (VET) programs at other training providers because there is such a strong network of VET in the local Hume & Moreland network. Those vocational settings offer some studies that we do not currently offer, particularly in the hard technologies such as automative, carpentry and construction certificates. We have strong partnerships with numerous local agencies, pathways support services, and vocational training settings, as indicated by 100% of students exiting the school in 2019 heading into further studies in other settings or full-time employment.

Students are offered rigorous careers counselling and we look forward to returning to offering our Year 10 work experience program in 2021. Significant number of students have supplemented their senior studies program here at Coburg High School with one external VET subject that they undertake on Wednesday afternoons and in 2021 we look forward to offering our first internally provided VET subject – Community Services.

Overall, Coburg High School families report an engaged and positive attitude to school as indicated by the overall high rates of attendance and involvement and the parent and student opinion survey data.

Wellbeing

In 2019, the Student Engagement & Wellbeing Policy was comprehensively reviewed, developed and launched and throughout 2020 it was embedded in the school. This policy incorporates the School-Wide Positive Behaviour Support (SWPBS) framework, the Respectful Relationships program, restorative practices and anti-bullying initiatives. The wellbeing programs at Coburg High School continue to be based on evidence-based practices in adolescent development with a strong focus on developing positive relationships and building responsibility through goal-setting, discussion and involvement in decision-making. Coburg High School students have access to a newly renovated Wellbeing area adjoining the new Library to further support their mental health and wellbeing. The school employed a Mental Health Practitioner in 2020 to further support our students and all wellbeing staff are experts at counselling and case management and at building resilience in students. Coburg High School continues to collaborate and involve community agencies and wellbeing specialists to cater for diverse student needs and to ensure ongoing inclusion and opportunity. All staff work to maintain a safe and anti-bullying culture and a comprehensive Home Group program is in place for all year levels.

The SWPBS approach is becoming embedded across the school through our values matrix, by linking those four core values more closely with our house-based system, and through the significant increase in our Compass entries that are positive (green) in comparison to negative (red for misbehaviour) entries. The number of suspensions for major misbehaviours continued to decline in 2020, despite the overall increase in enrolments, and this is attributed to a calmer and more orderly environment right across the school. There has been consistent implementation of SWPBS through the weekly Home Group program at each year level and through day to day interactions, Student Support Group meetings, assemblies and year-level celebrations. Many of these initiatives were successfully adapted to the remote learning environment during 2020.

In the 2020 Attitudes to School Survey, on the 'School safety' domain (which encompasses bullying, having an advocate at school and respect for diversity) and the 'Not experiencing bullying' factor, Coburg High School had higher positive endorsement than state, regional and 'similar' schools. In the 'Safety' module of the 2020 DET Parent Survey (which encompasses bullying, promoting positive behaviours and respect for diversity) Coburg High School also performed at or above state averages. Coburg High School will continue to develop student voice and agency as a high priority in 2021 through expanded involvement of students in giving feedback on their learning experiences and strengthening their understanding of effective learning dispositions.

Financial performance and position

At the end of 2020, there was an operational deficit of \$135,661 arising from the overall budget of over \$11.1 million. This operational deficit was due to the funding model for the DET Middle Years Literacy and Numeracy Strategy (MYLNS) which enabled additional staffing for important literacy and numeracy supports and interventions. As the MYLNS model funding is received in the school's cash budget but paid out of the credit budget to the salary of the additional staff members, this will need to be reconciled in 2021 through the normal DET financial processes. In 2020 we continued to support the expansion of our VCE subject offerings to ensure continuity and choice for our students. As the number of VCE students is expected to grow in 2021 and beyond, the number of small VCE classes being offered should decrease and the impact of this on the budget should decrease over time.

For more detailed information regarding our school please visit our website at
<https://www.coburg.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 1049 students were enrolled at this school in 2020, 476 female and 573 male.

10 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.

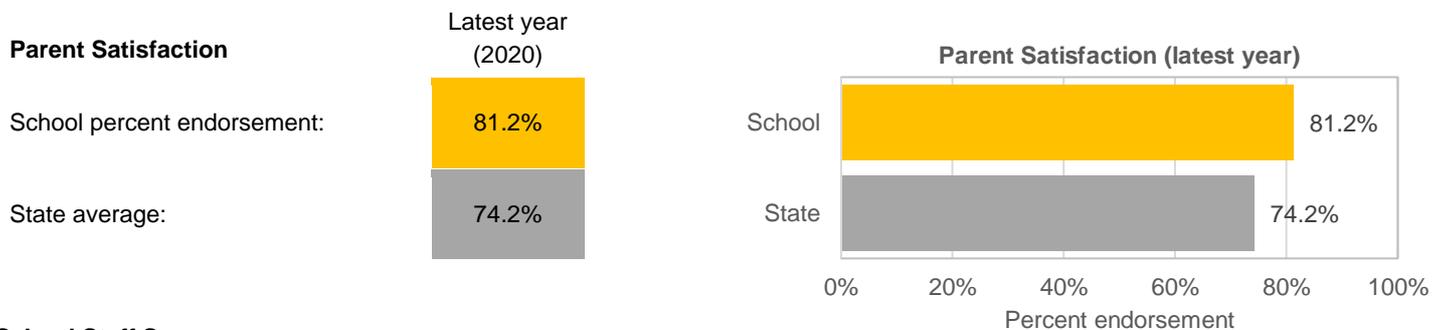
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

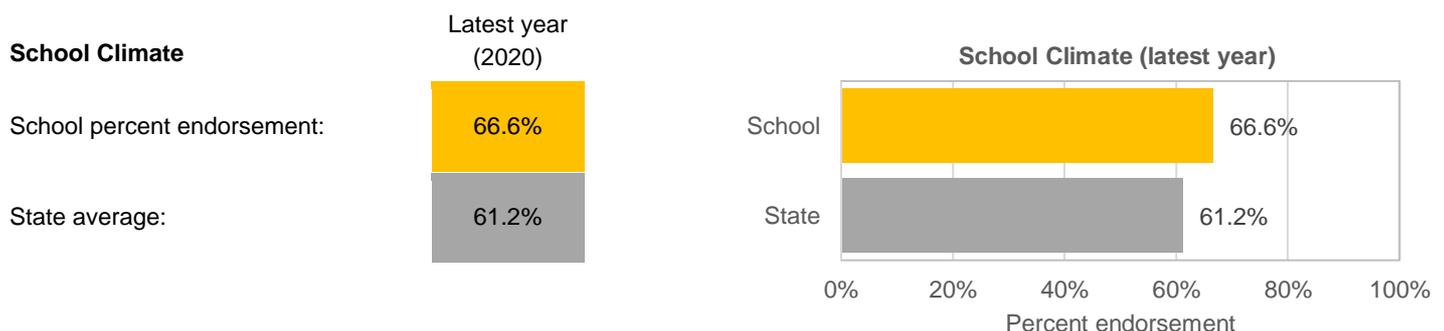


School Staff Survey

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:

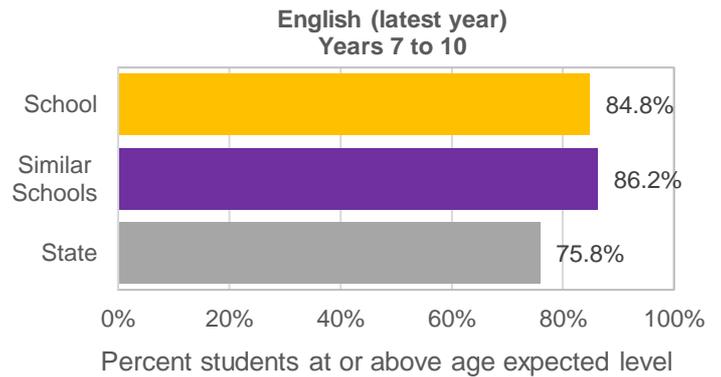
84.8%

Similar Schools average:

86.2%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

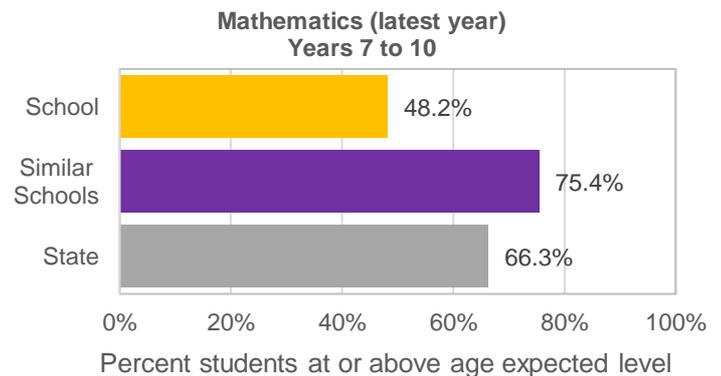
48.2%

Similar Schools average:

75.4%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

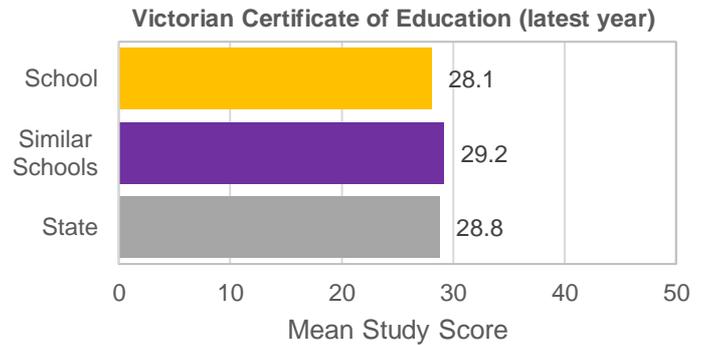
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.1	28.5
Similar Schools average:	29.2	29.1
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

7%

VET units of competence satisfactorily completed in 2020:

88%

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

NDA

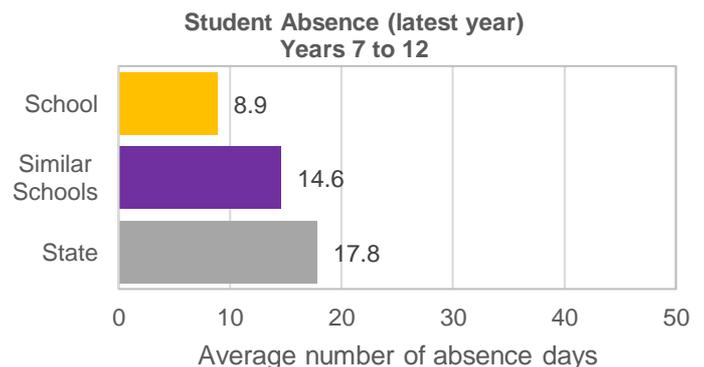
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	8.9	15.1
Similar Schools average:	14.6	17.2
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

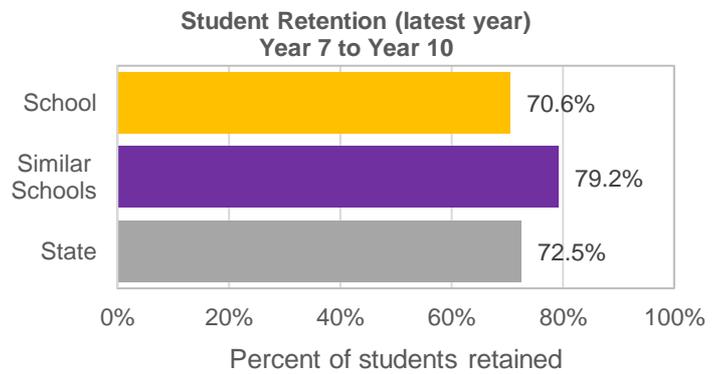
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	95%	94%	96%	95%	97%

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:	70.6%	67.2%
Similar Schools average:	79.2%	79.1%
State average:	72.5%	72.9%



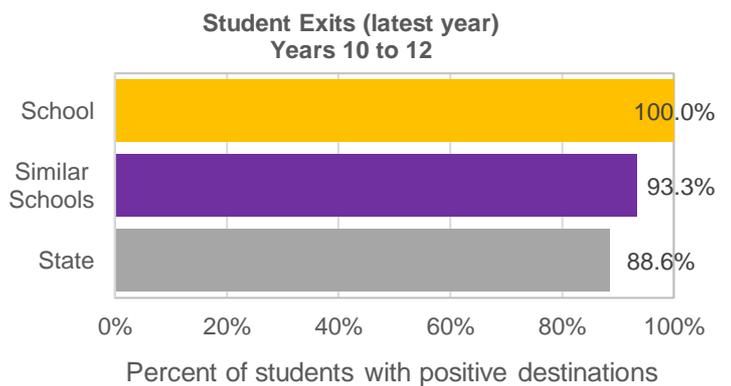
Students exiting to further studies or full-time employment

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:	100.0%	96.8%
Similar Schools average:	93.3%	93.9%
State average:	88.6%	89.1%



WELLBEING

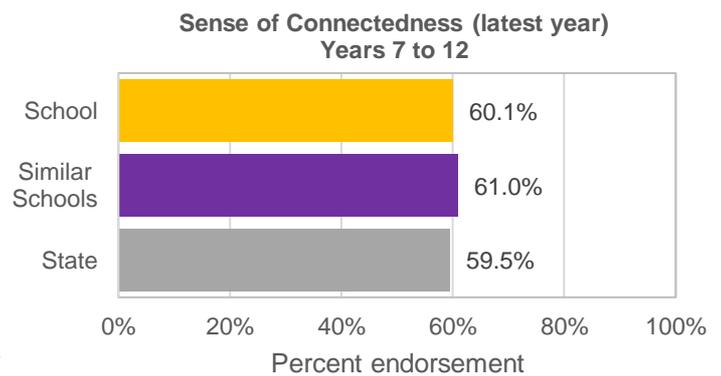
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	60.1%	54.5%
Similar Schools average:	61.0%	56.2%
State average:	59.5%	55.3%



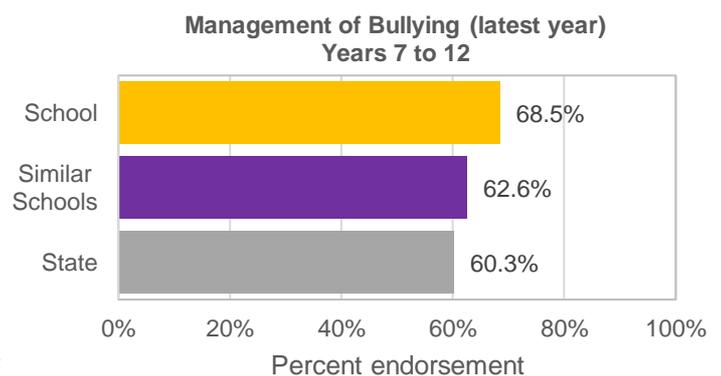
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	68.5%	60.9%
Similar Schools average:	62.6%	58.8%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,794,431
Government Provided DET Grants	\$1,266,990
Government Grants Commonwealth	\$3,500
Government Grants State	\$650
Revenue Other	\$416,372
Locally Raised Funds	\$699,872
Capital Grants	NDA
Total Operating Revenue	\$12,181,815

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,125
Equity (Catch Up)	\$50,378
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$140,502

Expenditure	Actual
Student Resource Package ²	\$9,932,823
Adjustments	NDA
Books & Publications	\$17,819
Camps/Excursions/Activities	\$146,847
Communication Costs	\$18,872
Consumables	\$322,543
Miscellaneous Expense ³	\$88,089
Professional Development	\$18,616
Equipment/Maintenance/Hire	\$459,365
Property Services	\$308,703
Salaries & Allowances ⁴	\$386,785
Support Services	\$145,206
Trading & Fundraising	\$150,673
Motor Vehicle Expenses	\$177
Travel & Subsistence	\$184
Utilities	\$362,434
Total Operating Expenditure	\$12,359,136
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$24,068
Official Account	\$180
Other Accounts	\$838
Total Funds Available	\$25,086

Financial Commitments	Actual
Operating Reserve	\$25,086
Other Recurrent Expenditure	\$10,416
Provision Accounts	NDA
Funds Received in Advance	\$64,000
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$138,392
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$367,894

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.