

# 2020 Annual Report to The School Community



School Name: Yarrowonga College P-12 (8883)



- 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 23 April 2021 at 04:04 PM by Damien Keel (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 27 April 2021 at 09:15 AM by Carolyn O'Dwyer (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### 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.

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## 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.

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## 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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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)

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### 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.

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### 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.

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### 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

Yarrowonga is a picturesque North East Victorian rural township situated on the Murray River and Lake Mulwala with a population of approximately 8500 people. Across the bridge in New South Wales is the smaller township of Mulwala with a population approximately 2050 people. Yarrowonga has many thriving industries including Agriculture, Farming, Tourism, Hospitality, Building and Construction, Aged Care, Education and Health. The town is experiencing exponential population growth with several new residential housing developments occurring, including a larger development of 2000 house blocks. Yarrowonga College P-12 was formed in 2010 when Yarrowonga Primary School and Yarrowonga Secondary College merged and currently has 2 campuses, Gilmore Street with Years Prep to 8 and Pinniger Street which houses Years 9-12. Both campuses are within walking distance of each other. The process of moving to the two campus structure was well worth the effort with students and teachers now enjoying large flexible space classrooms. Over the past two years the college has worked to provide more shaded areas and play spaces and now has an abundance of both. The long term vision of the College is to provide learning opportunities for all ages with Early and Adult learning facilities planned for the Pinniger St site. Once complete, all 3 stages of learning, (P-4, 5-8 and 9-12 will be located on our Gilmore Street site. We are very excited about the potential of completing the next stage of the current Capital Works Project into the future to provide our students with quality educational facilities

YCP-12 promotes high achievement by developing the learning capacities of all students, enabling them to be:

- Motivated lifelong learners striving to achieve excellence
- Students who demonstrate respect, compassion, honesty and tolerance for others
- Innovative and resilient learners, inquisitive of the world around them
- Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential
- Technologically capable students who can adapt to a rapidly advancing world
- Socially responsible students who contribute positively to the community

#### YCP-12 Values

- Integrity – acting ethically and fairly at all times, ensuring consistency between words and actions, upholding the College values in everything we do
- Co-operation – working together, communicating effectively and supporting each other in a positive manner
- Honesty – always being truthful, fair and true to oneself and others
- Respect – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others
- Responsibility – taking ownership of our behaviour and actions and setting a positive example to others

#### College Purpose

The college is working to improve teaching and learning, in particular the depth of learning provided for our students. Our assumption is that there is a lot of surface level learning occurring across P-12 due to our teachers trying to cover a broad range of curriculum outcomes and using this process as the success measure. There is not enough focus on the skills area of learning and due to this our students have difficulty critically analysing and problem solving in test situations. There are some key areas that we will focus on over the next Strategic Plan cycle, including;

- Teacher fidelity around the college Instructional Model
- Fidelity of implementation of the Assessment Schedule
- Clear identification in every classroom of the Learning Intention and Success Criteria for every lesson
- More emphasis placed on the proficiencies and skills of each subject area
- Alignment and focus on the High Impact Teaching Strategies
- Consistent Learning Walks and Talks

**Consistently documented and reliable curriculum**

Our students have the opportunity to begin their first year of education and follow on to complete their Victorian Certificate of Education, Victorian Certificate of Applied Learning and Vocational Education and Training certificate in the one place. This has many advantages for our students and teachers, a big one is that teachers are able to work together to communicate individual strengths and weaknesses over time in the same environment. This allows tracking of student progress allowing for extension or support where appropriate.

Teachers are encouraged to be innovative practitioners and have the opportunity to apply for funding to support innovative approaches with the goal of improving teacher practice. Teachers are committed to improving teaching and learning practice and follow a continuous improvement framework called Teaching Sprints to refine their teaching craft and reflect on the impact of their teaching on student learning.

Yarrawonga College P-12 provides a comprehensive curriculum with flexibility to meet the needs of each student. All students from P-12 are able to participate in an environment which values and respects their achievements. Students are expected to display a commitment to improvement of skills and knowledge, and to the College Values. Students across all classes at the college learn in an environment that is safe and predictable with an agreed Instructional Model for teachers to implement.

Students in Years P-10 study a core curriculum based on the Victorian Curriculum. This involves courses of study in the Arts, English (Literacy), Indonesian (LOTE), Mathematics (Numeracy), Health & Physical Education (Sport), Science, Humanities and Technology. The community-based PPL (Personal and Project-based Learning) Program at Year 9 incorporates personal learning, group work and community-based opportunities. In Years 10-12, students can select from a range of Victorian Certificate of Education (VCE) units as well as Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and School-based Apprenticeships (SBAT). Structured workplace learning is a core component of many courses across 10-12, providing real life work opportunities and a pathway into apprenticeships, traineeships and employment.

YCP-12 provides students with a wide range of extracurricular and enrichment programs including excursions and camps, interschool sport, public speaking, VHAP, instrumental music, VCE workshops, leadership and citizenship opportunities, which include membership of the Student Representative Council (SRC) and participation in the Kokoda and School for Student Leadership Programs as well as the Bogong extension programs. These activities foster the qualities of leadership, initiative, independence, self-confidence, self-esteem, problem solving, decision making, resilience, team work, community awareness and social skills.

Students have the opportunity to be involved in a range of leadership roles including Junior School Council, Student Representative Council, Campus Leaders, Sports Leaders, College Captains and Vice Captains, and Prefects. Along with these roles there are wide and varied leadership experiences that students have the opportunity to participate in, including the School for Student Leadership Camp which may include the Young Leaders to China Program and Outdoor School extension program to Nepal, the Kimberley's and the Summit to Sea expedition. In Years 10&11 our students have the opportunity to walk in the footsteps of our soldiers on the Kokoda Track in Papua New Guinea every second year.

In 2020 the student enrolment as at the Feb Census was 949, comprising of 364 from in Prep to Year 4, 305 from Year 5-8 and 280 from Year 9-12.

Student Family Occupation for P-12 in 2020 is 0.5298. Yarrawonga has limited cultural diversity with mainly Anglo Saxon background, 36 students at the college are of a Koorie background and 1 student who has a Torres Strait Islander background (in 2020) (total 42 in 2021)

**Framework for Improving Student Outcomes (FISO)**

**GOAL 1**

KIS1 – Develop and guaranteed and viable curriculum  
Overall Statement

- We are beginning to observe higher order thinking in some Secondary Mathematics classes.
- Whole school Scope and Sequence was not completed, documents are being collected and will all be brought together at the beginning of 2021.

Responses to Activities

- Annual review and revision of the P-12 curriculum is now a part of the guidelines and this will be followed up by PCO into the future. This area requires teachers to be kept accountable.
- The review of weekly curriculum plans will need to be improved during the 2021 school year, identify a process and responsible staff for this role.
- Unfortunately we were not able to continue our Learning Walks due to the Pandemic, this will be kept in the 2021 AIP.
- Curriculum documents were discussed effectively and all teams planned together to develop consistent approaches during remote and flexible learning.
- The college adapted expectations to agreed curriculum plans, P-6 have adopted a consistent approach, 7-12 have a consistent approach within KLAs, based on the most effective planning method for each subject area.
- The work has begun around analysis of student learning data to identify areas for curriculum improvement. Phonological Awareness work at P-4, Essential Assessment at 5&6 and 7-10 trialled PAT and EA this year – (still deciding which assessment to utilise in 2021 and beyond)
- Term 4 curriculum documents are uploaded to Compass across the college and we have plans in place to put our annual curriculum overviews up on the website in 2021.
- Teachers have been involved in a small amount of professional learning around translating curriculum overviews into doable best practice in classrooms. This activity will remain in the college 2021 AIP.
- High achievers will be supported through the Victorian High Ability Program (VHAP) and the college will retain the activity around teachers accessing resources for them.
- Dee White will be visiting the college in 2021 and the activity around differentiating writing and engaging reluctant writers will be retained in the 2021 AIP.

KIS2 – Develop and embed whole school quality assessment processes and practices.

Overall Statement

- The college is in the development phase of having an agreed and consistent Assessment Schedule across Prep to Year 12. Unfortunately there were no students at school to be involved in the work. This will continue to be a priority in the 2021 college AIP when it will be possible to reach agreement at the staff level in person.

Responses to Activities

- Team/KLA leaders reviewed current assessments across the college.
- Work has begun to develop an agreed template for staff to record and document current assessments. This activity will remain in the 2021 college AIP.
- LT (C&P) and LS at respective campuses didn't have the opportunity to consult with teachers to arrive at what quality assessment looks like at YCP-12. This activity will be retained in the 2021 college AIP.
- LT (C&P) and LS began to communicate and provide professional learning around quality assessment. This activity will be retained in the 2021 college AIP.
- LT (C&P) and LS began to develop teacher capacity to read, analyse and be confident with the use of data to guide teaching and learning. This activity will be retained in the 2021 college AIP.
- The college worked to ensure that assessment practices are linked to the ongoing reporting process in Prep to Year 6 but still needs work in Year 7 – Year 10. This activity will be retained in the 2021 AIP.
- A clear Pre and Post Assessment Schedule is in place at the college for Writing and Numeracy already. In 2021 the college will work to provide professional learning for staff on pre-assessment/base line data.
- Work is occurring across the college on providing professional learning around effective differentiation of learning tasks for students through accurate assessment and targeting student needs. This work will require further development in 2021 and this activity will be retained in the college AIP.

GOAL 2

KIS1 – Build teacher capacity in numeracy

Overall Statement

- Work has begun on developing a college wide and consistent message to clarify teacher understanding of best

practices to teaching Numeracy/Mathematics. All leaders will need to meet early next year to agree upon a college wide approach.

Responses to Activities

- P-4 work occurred on developing a clear document outlining what each lesson should look like, (Workshop model for Maths). This is also now occurring for Years 5 & 6.
- P-6 Mathematics/Numeracy team have been consulting with teachers to develop a Mathematics/Numeracy best practice document. The college will retain this activity in the 2021 AIP to further develop the area.
- 9-12 staff worked on Growth Mindset approach to Mathematics and teaching for understanding, sharing best practice during KLA meetings
- All other activities will be retained in the 2021 college AIP, including;
  - o Mathematics/Numeracy team to clearly document Mathematics/Numeracy best practice document and communicate with all teachers across P-12.
  - o The college has developed a Mathematics Philosophy at YCP-12 – (attached)
  - o Provide quality professional learning opportunities both internal and through Bastow Leading Mathematics.
  - o Campus Principals, Numeracy Leaders, Leading Teacher (C&P) and Learning Specialists to provide quality professional feedback to teachers through consistent learning walks.
  - o Establish opportunities for modelling and observation of best practice Numeracy/Mathematics teaching.

GOAL 2

KIS2 – Develop and embed an agreed Instructional Model for Numeracy

Overall Statement

- Work has begun on Developing agreed approaches, clear and consistent beliefs, understanding of best practice and documented and reliable curriculum in the area of Numeracy. This will remain a college priority in the 2021 AIP.

Responses to Activities

- Work has begun on developing Scope and Sequence for Numeracy Fluency /recall strategies for Years Prep – 10. Next year Numeracy leaders will develop a bank of resources for Numeracy Fluency activities Prep to Year 10. This activity will remain a priority in the college 2021 AIP.
- All other activities in this area will remain in the 2021 college AIP, including;
  - o Continue to provide the opportunity for college teachers, especially at P-6 to take part in Leading Mathematics professional learning through Bastow.
  - o Continue to provide professional learning for Mathematics teachers through the newly established Year 5-12 Numeracy/Mathematics Team.
  - o Numeracy/Mathematics team to provide regular professional reading on Numeracy/Mathematics teaching best practice.
  - o Mathematics teachers to share strategies, successes and opportunities for Numeracy/Mathematics teaching improvement through KLA, 5-12 Numeracy/Mathematics and Campus Meetings.
  - o Campus Principals, Numeracy Leaders, Leading Teacher (C&P) and Learning Specialists to undertake consistent Learning Walks to develop an awareness of appropriate professional learning for Mathematics teachers across P-12.

GOAL 3

KIS1 – Develop and embed a college vision

- Unfortunately work wasn't able to be undertaken in this area and all activities will remain in the 2021 college AIP.

Activities to be carried into the 2021 AIP

- Introduce the vision concept informally to teachers at a college meeting.
- Principal to put together a clear plan around developing a Vision and Mission statements with students, teachers and parents.
- Principal to review what the college currently has as Aims for Students, Mission for Staff and Values statements.

- Principal to share Aims for Students, Mission for Staff and Values statements prior to the college meeting identified for the ground work of Vision development.
- Principal to present information around vision development to teachers at a college meeting

### Achievement

At the beginning of concerns in the state of Victoria the college had staff working full time over the Easter Break to create a central, (Remote and Flexible Learning Portal) platform with instructional videos to assist students and their families. All instructions and resources to enable students and their family can be found on the Remote and Flexible Learning Portal, this was a great investment. Initially most students responded well to Remote and Flexible Learning, the staff worked hard to ensure that all students from Year 7 to Year 12 had a device that they could use in the home. Teachers worked to deliver online content and learning to students in Year 7 to Year 12 and marked the roll at each session to ensure accurate records of student engagement throughout this period. Prep to Year 6 students were provided with home learning packs that parents picked up from the college. Teachers worked to ensure they had the right balance of work and down time for students and their families, this was a point of contention in the home at times. As Remote and Flexible Learning continued into Winter the college found it difficult to engage some of our Year 7 - Year 10 students, whilst other students were thriving. Primary aged students were provided with more online learning opportunities as we went further into Remote and Flexible Learning.

The college VCE cohort performed well despite the challenges of 2020, the mean study score was 27.7, as compared to similar schools 26.6. The 4 year average study score for the college is 26.9 as compared to Similar Schools, 26.5. Students tended to be more focused on their subjects due to rolling lock downs and having more time available. Many students that would normally undertake part time work or sporting commitments spent that time on study. 100% of students studying VCE finished the course in 2020, which is a great effort!

Student exit destination data for the college is extremely strong at 85.7%, (still working on this) as compared to 83% for similar schools. The 4 year average for the college is at 94.6% as compared to 84.1% for similar schools and 89.1% for the state average. This is due to the enormous amount of work that our pathways staff spend with students to arrive at a positive destination, whether that be university, further adult learning, trade, apprenticeship, traineeship or full/part time work. There are very strong relationships built with employers across the town over many years.

Student retention from Year 7 - Year 10 remains strong at the college with 78.7% of students remaining at school compared to the state average of 72.5%.

Teacher judgement data clearly indicates that the overall percentage of students achieving at or above expected standards has reduced from 2019 to 2020. Teacher judgements were exceptionally conservative as a result of Remote and Flexible Learning, opportunities for assessment were limited and teachers were more focused on catching up for lost time when they had students back in front of them again.

### Engagement

The college worked hard to engage students and families with the learning program under exceptionally challenging circumstances. During Remote and Flexible Learning, the college;

- Produced massive amounts of online resources to enable students and their families.
- Ensured that staff checked in with families.
- Continually provided opportunities for students to attend on-site learning if students/families were deemed at risk.
- Encouraged/supported students with limited data in the home to attend on-site learning.
- Held virtual assemblies to keep students connected.

Managed attendance through constant check ins with younger students and accurate roll marking for students in Year 7 to Year 12 at each session - not once per day.

**Initial Key Areas of Focus for Remote and Flexible Learning**

- Modifying engagement and wellbeing leader role statements to meet the needs of remote and flexible learning.
- Adapting roles to the needs of remote and flexible learning, eg; Workshop Program.
- Identified families who required devices or Internet assistance and providing this support
- Education support staff assigned a number of students to work with during remote and flexible learning.

**Reflections on Remote and Flexible Learning**

- Engagement/Connection packs were created by volunteers eg; art & craft packs, activity packs and picked up by vulnerable families for their children.
- Families appreciated the ongoing support of their children.
- Reflections and feedback collected using google forms.
- Yr 7 reflections completed in Pastoral Care for Year 7 indicated that students were managing workloads and were able to communicate how they were going. Any responses of concern were followed up by pastoral care teachers.
- Stronger connections were made with many families/parents due to the increased communication, this included parents who had not engaged readily in their child’s education in the past.

**Key Learning from Remote and Flexible Learning**

- o Hardware and connectivity is important and rural/regional schools already struggle with this, currently budgets don’t stretch to providing students with machines/connectivity – potentially a CSEF type approach for disadvantaged families.
- o Some surprises for students who don’t normally engage at school often engaging on-line because they feel more comfortable in this forum.
- o Increase in workload for staff, speed in responding to student emails and interactions, how to slow this down.
- o Students are engaging and we have had high percentages of attendance in most areas.
- o Some students who had difficulty turning up at school turn up online and complete work.
- o Parental engagement and value of the learning process increased across the college.
- o Accessing appropriate levels of technology and connectivity within the home for families in need.
- o Creation of further digital platforms/resources for engagement and wellbeing made available to families.

**Wellbeing**

The college worked hard to ensure the wellbeing of students and families under exceptionally challenging circumstances. During Remote and Flexible Learning, the college;

- Provided food and cooking packages to increase family connectedness.
- Connected with students through online classes and conducted wellbeing activities.
- Constantly communicated with the whole community around positive things happening across the college as well as connection points/supports.
- Provided mental health support through Wellbeing staff and online resources.

**Initial Key Areas of Focus for Remote and Flexible Learning**

Modifying engagement and wellbeing leader role statements to meet the needs of remote and flexible learning.  
 Adapting roles to the needs of remote and flexible learning, eg; Workshop Program.  
 Leaders identified families across the college who would require extra support during remote and flexible learning.  
 Teachers and coordinators to complete regular check ins with families via phone or email (Parent preference).  
 Online, face to face and phone sessions for specific students/families conducted with school counsellor.

**Reflections on Remote and Flexible Learning**

Leading Teachers, Year Level Coordinators, Classroom Teachers and Education Support staff consistently communicated with families identified as vulnerable.

Regular communication by classroom teachers, YLC and Engagement and Wellbeing Leading teacher with families finding remote and flexible learning challenging (these were not always disadvantaged families, often they were families where the parent/s were working from home whilst also supporting their children's learning).

Use of Google Meets to support connection and increase motivation between teachers and peers.

Some surprises for students who don't normally engage at school often engaging on-line because they feel more comfortable in this forum.

Hundreds of meals were made by ES/volunteers to support vulnerable families or families who had lost income during the crisis.

#### Key Learning from Remote and Flexible Learning

Students suffering with anxiety – social emotional issues struggled throughout remote and flexible learning. Although the college tried hard to connect this was sometimes extremely difficult.

Student resilience was tested at times when things got difficult, which in turn put strain on parents.

Students living with parents who are not well or under stress found R&F challenging- in some of these instances school is a safe haven and not having that was difficult.

Parent information – how to best support your child when learning from home socially and emotional wellbeing.

Student wellbeing – how to keep in contact and keep vulnerable students/families connected to school.

### Financial performance and position

Yarrowonga College P-12 was able to operate a surplus budget through careful planning and fundraising to support the purchasing of extra resources. The college now has a carefully considered staffing profile that is aligned to the Student Resource Package Credit line, the Surplus return of the staffing budget in 2020 was developed to ensure that any shortfall in enrolment trends could be covered in 2021. At the end of 2021 the Tutor Learning Initiative Program aligned \$97423.00 to support learning catch up across the college.

The college received equity funding to support literacy/numeracy for students not meeting learning benchmarks and those who are disadvantaged. All equity funds were clearly documented and accounted for by the college through the 2020 Annual Implementation Plan.

COVID19 significantly impacted schools across the state, including Yarrowonga College P-12. Some goals and targets of the Annual Implementation Plan weren't possible to achieve due to the limited amount of time we actually had students and staff at school, when they were at school teachers were overwhelmed working to identify what students needed to catch up with their learning. During the 2020 school year the college moved funds around from programs to support the learning needs of students in a remote and flexible way.

Yarrowonga College P-12 student enrolment is increasing and leaders are beginning to feel overwhelmed, over the next twelve months there is a need to investigate creative ways to allow leaders more non face to face time to support teachers across the college. Prior Surplus funds will be used if necessary to provide more release time for engagement and wellbeing/Team leaders across the college to support both teachers and students. The college will also need to investigate ways to attract and retain a student counsellor at a 0.5 time fraction to support students with their wellbeing.

The Doctor's in Schools program was able to operate in Term 1 and in Term 4 when restrictions were eased, the coordinator spent time working remotely to support students and create phone link up opportunities when required.

Over the next 3 years there will be significant staff retirements occurring, there is a clear plan in place to attract, identify and retain a large number of teaching staff across Prep to Year 12.

The college has worked hard over the past four years to successfully establish a responsive staffing profile within the

allocated DET budget to support student learning, engagement and wellbeing needs, we are all very proud of the model we have in place.

**For more detailed information regarding our school please visit our website at**  
<https://yarrowonga.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 947 students were enrolled at this school in 2020, 468 female and 479 male.

2 percent of students had English as an additional language and 4 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.

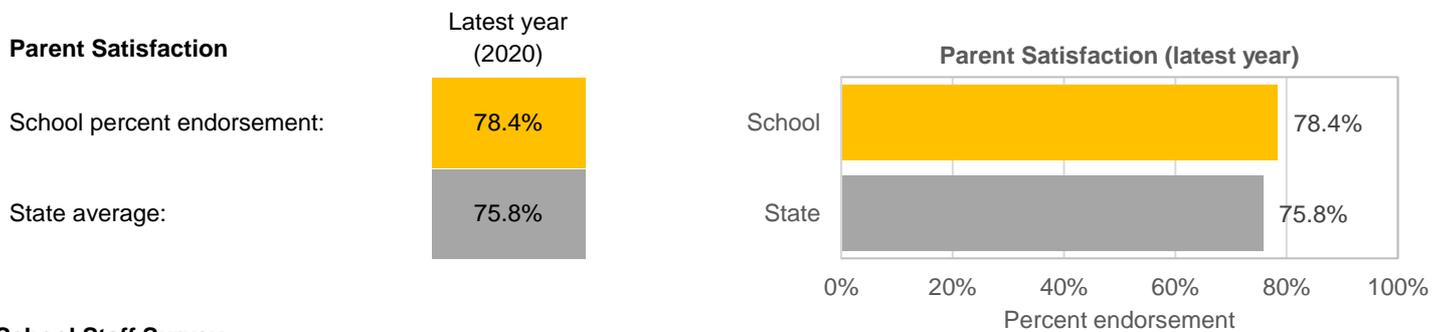
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

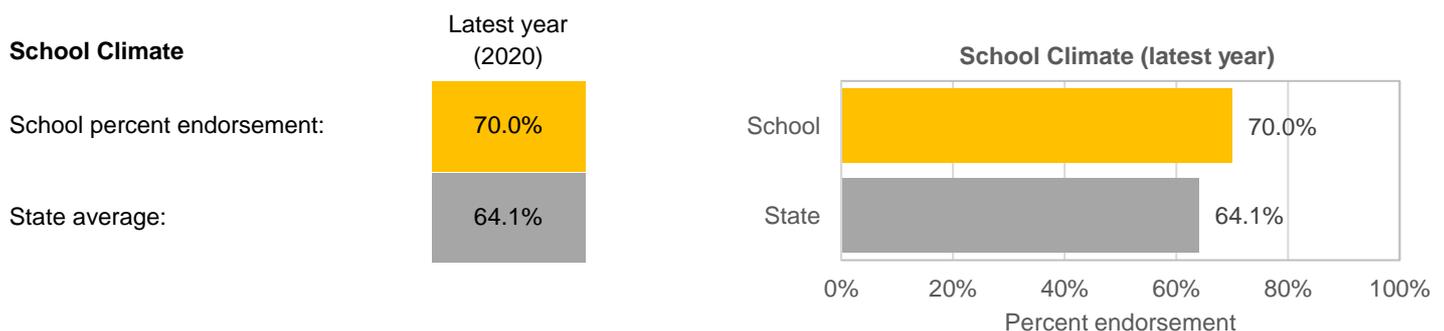


### School Staff Survey

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

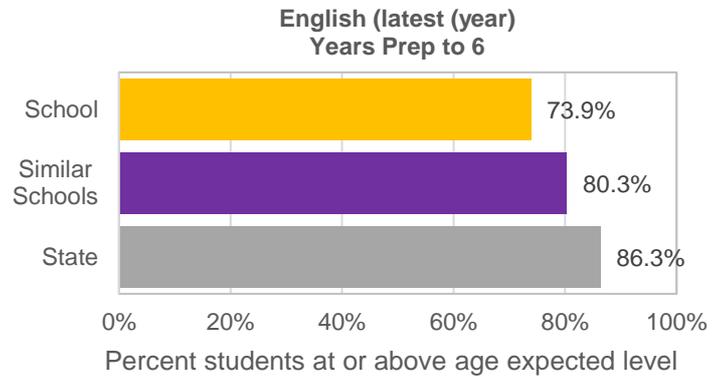
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

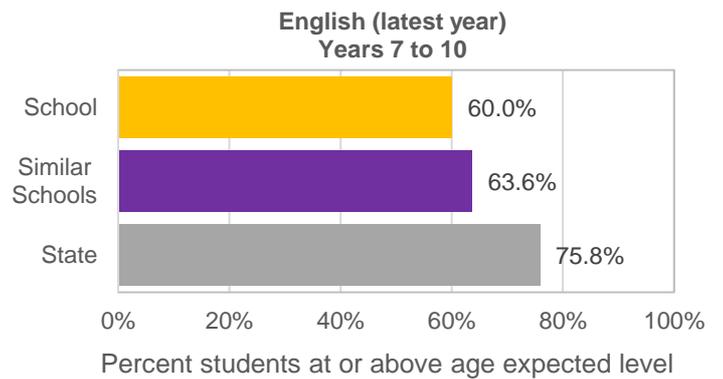
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	73.9%
Similar Schools average:	80.3%
State average:	86.3%



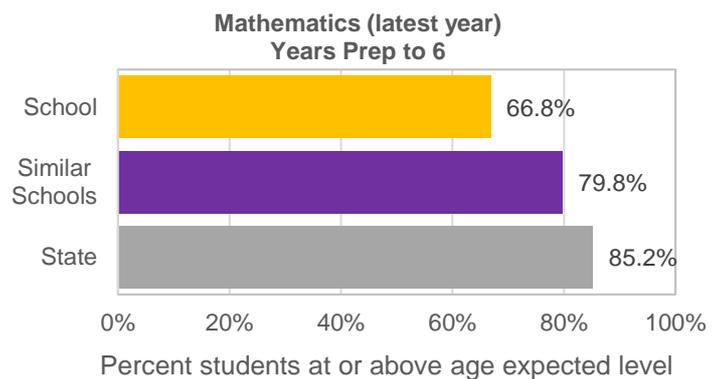
#### English Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	60.0%
Similar Schools average:	63.6%
State average:	75.8%



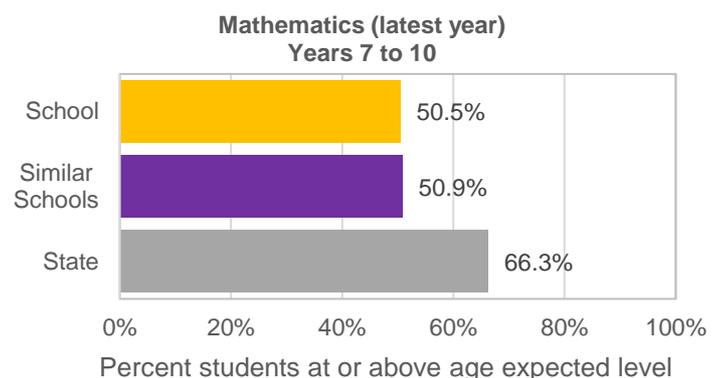
#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	66.8%
Similar Schools average:	79.8%
State average:	85.2%



#### Mathematics Years 7 to 10

	Latest year (2020)
School percent of students at or above age expected standards:	50.5%
Similar Schools average:	50.9%
State average:	66.3%



## ACHIEVEMENT (continued)

### 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).

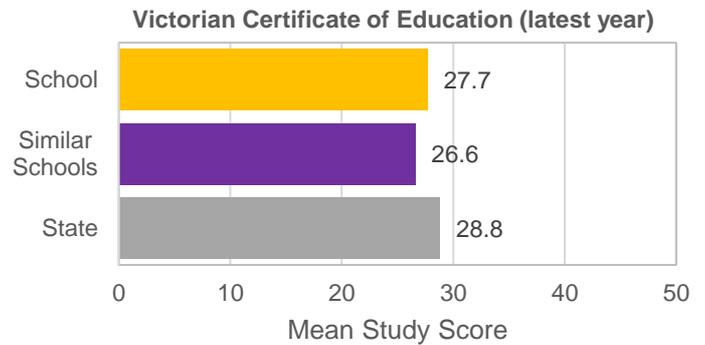
NAPLAN tests were not conducted in 2020.

### 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	26.9
Similar Schools average:	26.6	26.5
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:

54%

VET units of competence satisfactorily completed in 2020:

71%

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

78%

## ENGAGEMENT

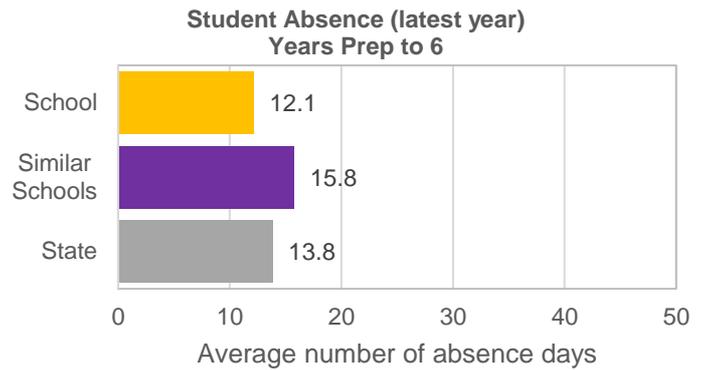
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

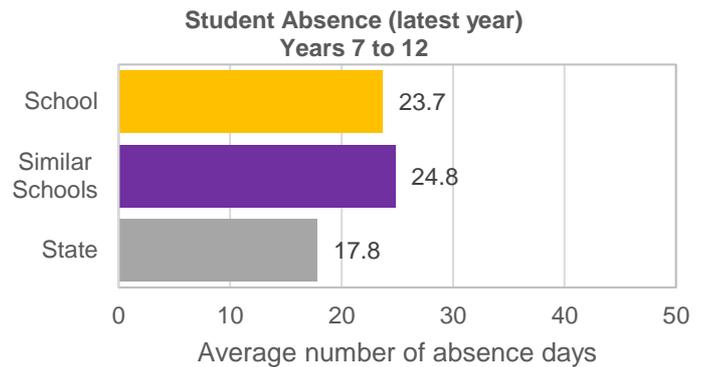
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.1	15.3
Similar Schools average:	15.8	15.9
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	23.7	22.5
Similar Schools average:	24.8	24.4
State average:	17.8	19.2



### Attendance Rate (latest year)

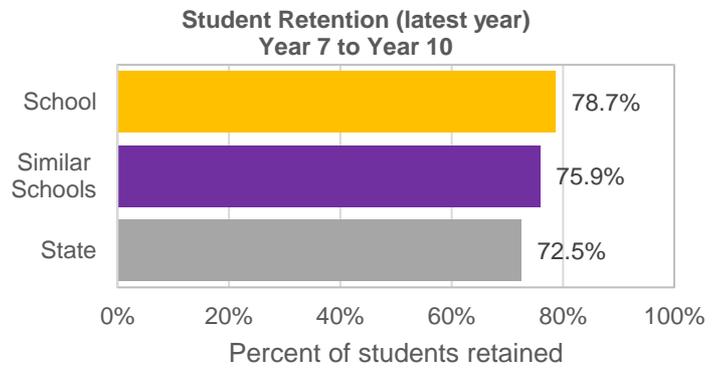
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	95%	95%	94%	94%	92%	90%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	88%	89%	87%	86%	88%	90%	

**ENGAGEMENT (continued)**

**Student Retention**

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2020)	4-year average
School percent of students retained:	78.7%	75.9%
Similar Schools average:	75.9%	76.2%
State average:	72.5%	72.9%

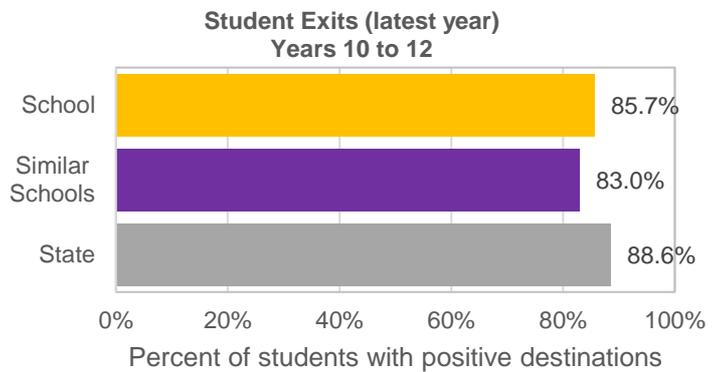


**Students exiting to further studies or full-time employment**

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'.

<b>Student Exits Years 10 to 12</b>	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	85.7%	94.6%
Similar Schools average:	83.0%	84.1%
State average:	88.6%	89.1%



## WELLBEING

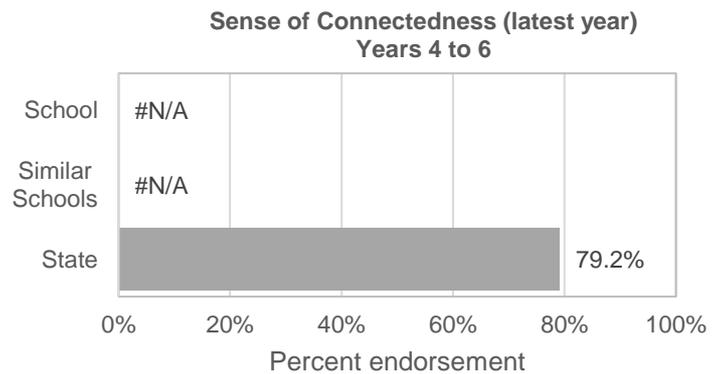
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

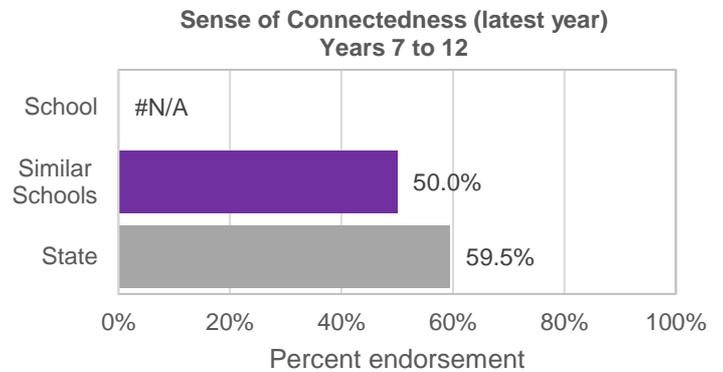
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.9%
Similar Schools average:	NDP	80.4%
State average:	79.2%	81.0%



*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 Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	66.2%
Similar Schools average:	50.0%	49.4%
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.*

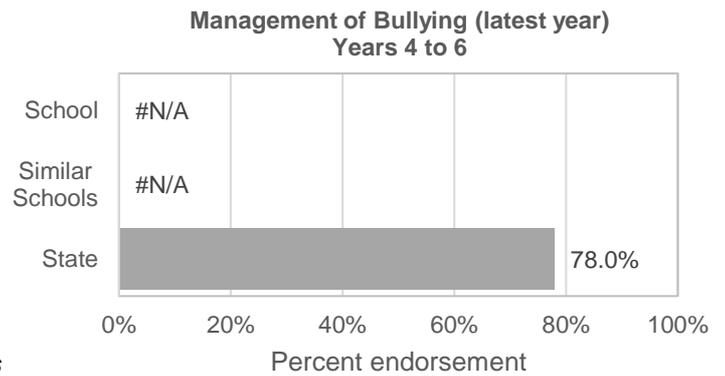
**WELLBEING (continued)**

**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).

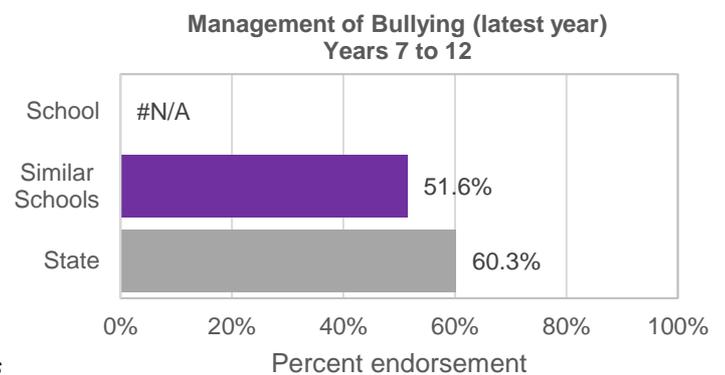
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.9%
Similar Schools average:	NDP	81.3%
State average:	78.0%	80.4%



*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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.2%
Similar Schools average:	51.6%	52.4%
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	\$9,379,801
Government Provided DET Grants	\$2,014,316
Government Grants Commonwealth	\$137,812
Government Grants State	\$9,725
Revenue Other	\$153,838
Locally Raised Funds	\$149,327
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$11,844,819</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$632,503
Equity (Catch Up)	\$34,410
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$666,912</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,180,538
Adjustments	NDA
Books & Publications	\$27,336
Camps/Excursions/Activities	\$108,074
Communication Costs	\$31,052
Consumables	\$353,082
Miscellaneous Expense <sup>3</sup>	\$18,644
Professional Development	\$36,129
Equipment/Maintenance/Hire	\$283,725
Property Services	\$301,689
Salaries & Allowances <sup>4</sup>	\$569,959
Support Services	\$233,174
Trading & Fundraising	\$34,091
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$318
Utilities	\$124,122
<b>Total Operating Expenditure</b>	<b>\$11,301,933</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$542,886</b>
<b>Asset Acquisitions</b>	<b>\$168,598</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	\$321,165
Official Account	\$37,000
Other Accounts	\$414
<b>Total Funds Available</b>	<b>\$358,579</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$335,905
Other Recurrent Expenditure	\$28
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$335,933</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.*