

# 2020 Annual Report to The School Community



**School Name: Benalla P-12 College (8915)**



- 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 17 March 2021 at 05:27 PM by Anthony Clark (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 05:03 PM by Geoff Patterson (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

Benalla P-12 College is situated in the regional town of Benalla, 200 km north-east of Melbourne. Benalla has a population of approximately 9000 people which is relatively stable at the moment. Our school enrolments were 887 in 2020 and have been declining slowly over recent years. Prep enrolments in 2020 were strong with a cohort of 79 preps across the two P-4 campuses.

The College is organised into 4 separate campuses on different locations in the town. There are two P-4 campuses - Avon Street (110 students) and Waller Street (200 students). There is a 5-6 campus at Clarke Street with 135 students, and all the secondary students are located at the Faithfull Street site where the enrolment is around 430.

The College has an Executive Principal and 3 Assistant Principals. FTE Teaching staff was approximately 70 in 2020 with an additional 41 FTE ES staff.

The College has an SFOE of approximately 0.57 and is placed in the 'High' band, indicating a high level of socio-economic disadvantage in the area. Many of our students travel in by bus from surrounding areas and small towns, however, the majority of our students come from the town of Benalla.

Our College values are Respect, Responsibility, Integrity and High Expectations. Our vision is that every child learns and is prepared for the future through a commitment to excellence in teaching, high expectations and positive relationships in a safe and inclusive environment.

### Framework for Improving Student Outcomes (FISO)

Our FISO focus for the past couple of years has been on consistent evidence based instruction in all classrooms. This was one of our KIS again in 2020. Our College Teaching Cycle was developed the previous year and this was to be a year of consolidation.

There were 4 new Learning Specialist positions established to assist in achieving this role in 2020, however remote learning made it difficult for them to have an impact in their work with staff. Instead of classroom based coaching and support we shifted the focus to curriculum planning and had leaders working with staff to develop and document an agreed and guaranteed curriculum for all students. During remote learning there were far greater opportunities for staff to meet together in teams to collaborate around curriculum planning. This time was valued and used well and the feedback informed the development and focus for our 2021 AIP.

Another KIS was to focus on building a culture of high expectations for all students. This was deferred and is now a KIS in the 2021 AIP. Our third KIS has been to build the capacity of instructional leaders at the school. Leading Teachers and Learning Specialists were provided with coaching support through an educational consultant. This only occurred during term 1 but was able to restart online later in the year.

### Achievement

VCE mean study scores increased to 25.5, from a 4 year average of 23.7. In particular the mean VCE English study score increased to 25.6 from 21.6 the previous year. This is a very positive result for the school.

Staff worked hard to support student learning and achievement during remote learning. This was done in different ways across the College. At primary level, we agreed that physical work packs were the best way to proceed and these were prepared weekly by staff, always including differentiated activities and ideas for hands-on learning tasks at home.

Early Years teachers used platforms such as Class Dojo to connect with students, conduct explicit teaching and provide feedback on student work. Google Classroom was widely used from Years 5-12 to provide daily work tasks

and feedback to students. It is a platform that was used previously but is now much better used and understood by staff and students. Senior secondary teachers used more synchronous methods of teaching such as Webex. Lessons were delivered to students and opportunities for discussion and questions provided. SACS were conducted remotely and students adapted to the new online formats.

Data collected when students returned indicated that early years students needed support with phonics and phonemic awareness. As a result we have adopted a specific phonemic awareness program for all students F-4.

During remote learning staff focused on differentiation when planning workpacks for students and offered a range of activities to cater for all students.

PSD students were identified as vulnerable and invited to attend on site during remote learning. Many took up this opportunity and had the chance to work closely with ES staff to support their learning. Those who did not attend on site still had contact with classroom teachers and ES staff via phone/video to support learning and provide additional intervention programs as required.

**Engagement**

Remote learning played out very differently for different cohorts of students. Some students who were previously disengaged found remote learning a challenge and did not engage in the work sent home or posted online. In other cases we found that many students enjoyed the online and remote learning and some previously disengaged students connected more strongly over this time. When students returned we had a focus on wellbeing and re-engagement as well as trying to re-establish familiar routines as quickly as possible.

Monitoring student attendance during remote learning was difficult. We aimed for daily contact with families and tried different strategies to record student engagement in learning, including via Compass and Google Docs. Our attendance officer, year level leaders, assistant principals and wellbeing staff all provided additional support to students and families who were struggling to engage. We offered on site learning to vulnerable students and actively encouraged many students and families to send their children in once signs of disengagement appeared. Our usual strategies for promoting attendance such as breakfast clubs and awards at assemblies were not possible for most of 2020. We continue to have a dedicated attendance officer at the school to manage student attendance data collection and analysis as well as referrals for additional support.

**Wellbeing**

Health and wellbeing supports were prioritised for student, staff and families during remote learning in 2020. Classroom teachers and Education Support staff took a key role in making daily/weekly contact with students and their families to check in on wellbeing and learning progress. Secondary students took part in weekly online assemblies that involved wellbeing check-ins, quizzes and fun activities to engage them. Primary students and parents had the opportunity to check in with teachers and wellbeing staff at the weekly work pack collection point.

Usual wellbeing supports such as breakfast programs were not able to operate. Food packs were put together and made available to families when work packs were collected and even delivered to specific families.

Wellbeing staff made videos for parents to support them and give them strategies to manage at home. Workpacks always contained a mix of academic learning activities and other activities of suggestions for students and families to cope and remain healthy.

**Financial performance and position**

Benalla P-12 College maintained a very sound financial position throughout 2020. The 2018-2022 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$2,382,978.99. This surplus has

largely occurred due to an accumulation of unspent Equity Funds from 2016 – 2020. These funds have been identified and tagged in the 2021 budget. Within the Financial Commitments section of this report, the Funds Received in Advance refers to \$104k in unallocated CSEF funds, and the School Based Programs includes \$372k in Equity Funding, \$128k in Staffing Reserves (tagged for 2020 SRP deficit repayment), and a \$45k Memorial Trust.

**For more detailed information regarding our school please visit our website at**  
<https://benallap12.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 887 students were enrolled at this school in 2020, 426 female and 461 male.

1 percent of students had English as an additional language and 6 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

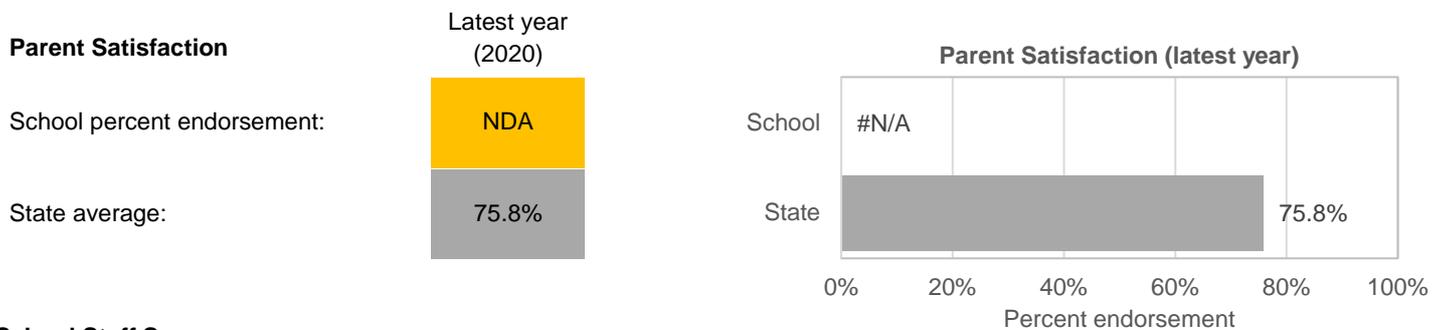
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

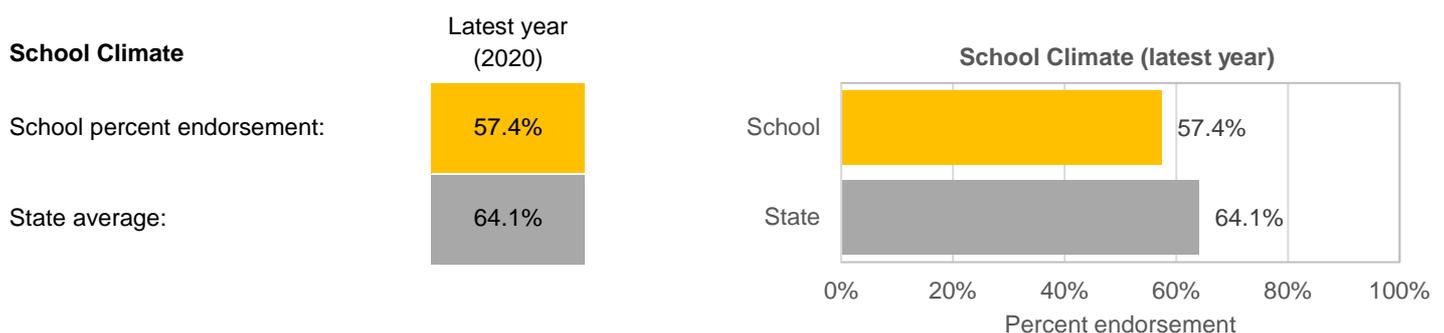


### School Staff Survey

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:

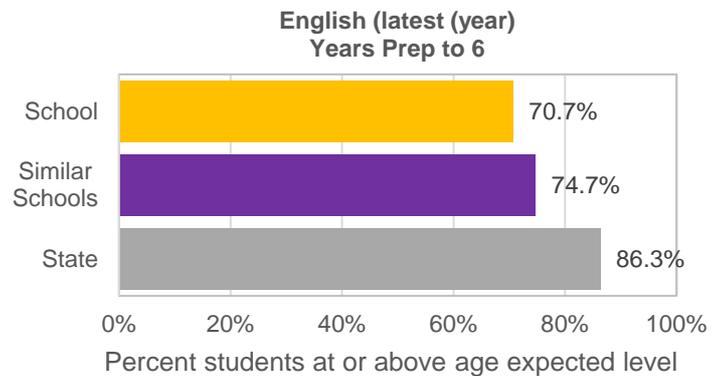
70.7%

Similar Schools average:

74.7%

State average:

86.3%



#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

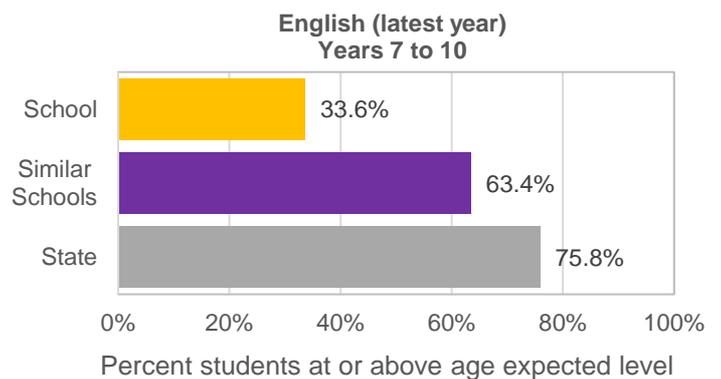
33.6%

Similar Schools average:

63.4%

State average:

75.8%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

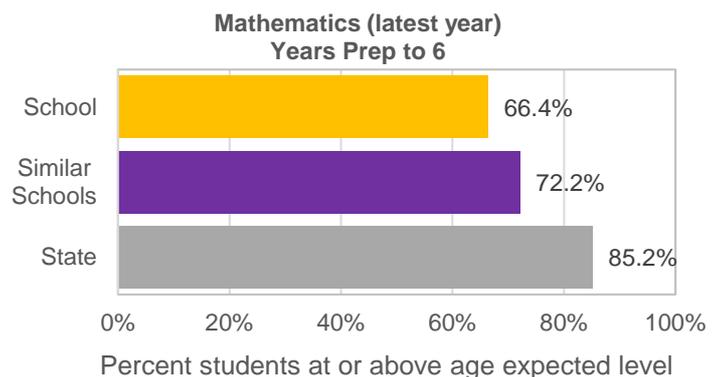
66.4%

Similar Schools average:

72.2%

State average:

85.2%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

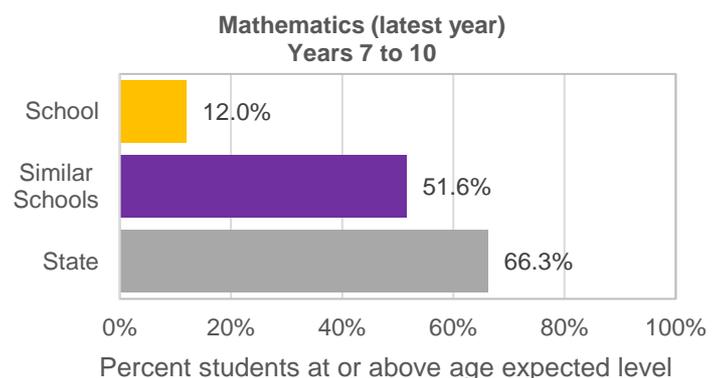
12.0%

Similar Schools average:

51.6%

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).

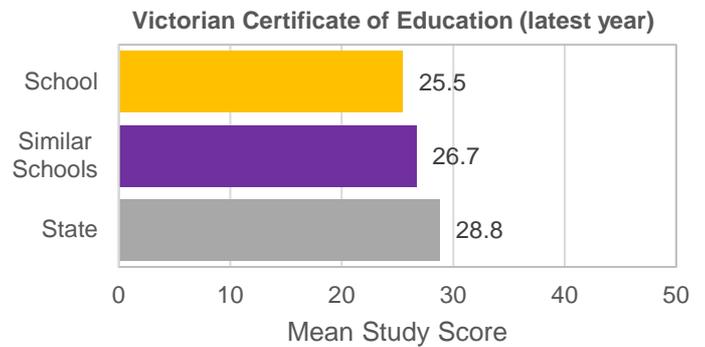
NAPLAN tests were not conducted in 2020.

### 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	25.5	23.7
Similar Schools average:	26.7	26.5
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

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:

45%

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

41%

## ENGAGEMENT

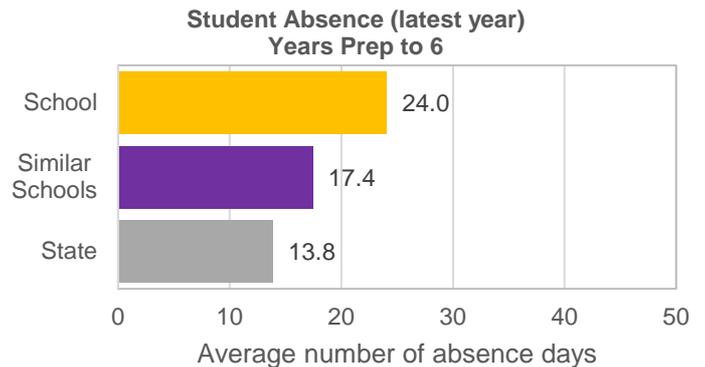
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

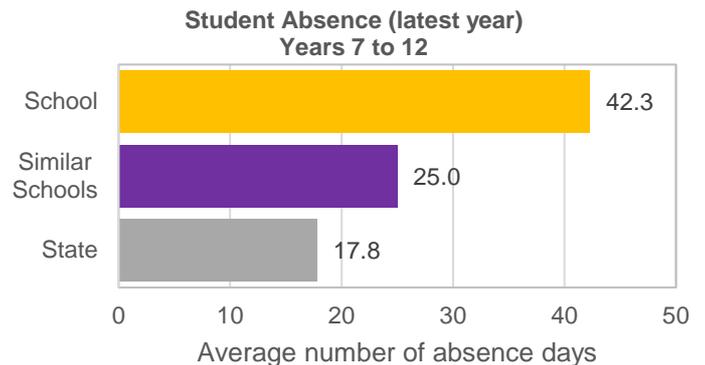
#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	24.0	18.0
Similar Schools average:	17.4	17.5
State average:	13.8	15.3



#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	42.3	30.1
Similar Schools average:	25.0	24.6
State average:	17.8	19.2



### Attendance Rate (latest year)

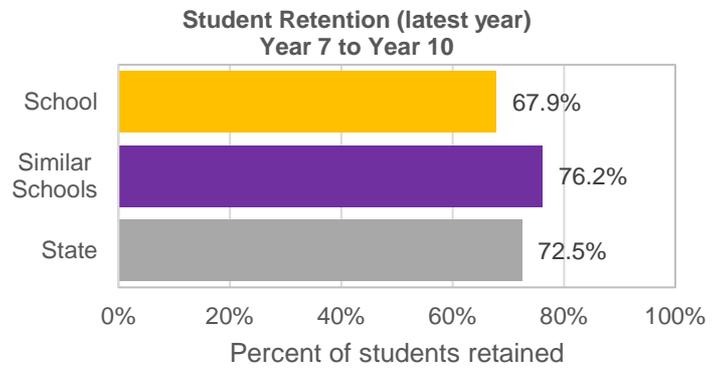
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	88%	85%	90%	90%	88%	89%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2020):	76%	77%	77%	78%	79%	85%	

## ENGAGEMENT (continued)

### 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:	67.9%	66.7%
Similar Schools average:	76.2%	76.1%
State average:	72.5%	72.9%

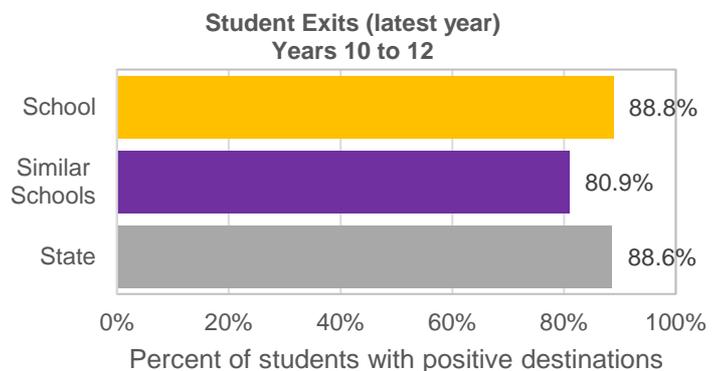


### Students exiting to further studies or full-time employment

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:	88.8%	91.5%
Similar Schools average:	80.9%	82.6%
State average:	88.6%	89.1%



## WELLBEING

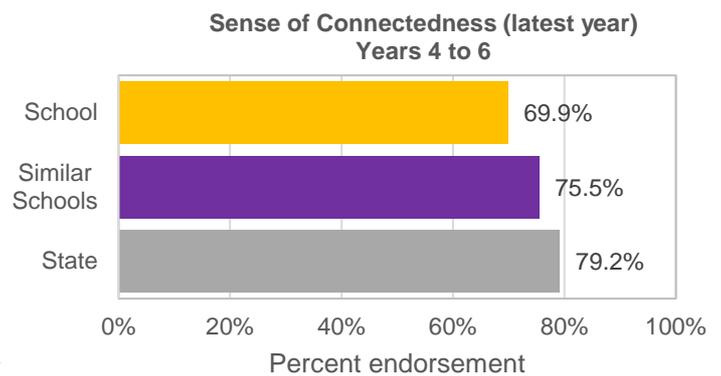
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

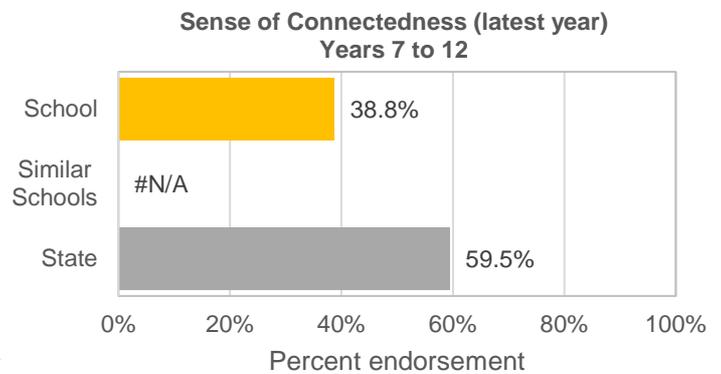
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	69.9%	74.5%
Similar Schools average:	75.5%	79.9%
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.*

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	38.8%	39.5%
Similar Schools average:	NDP	49.7%
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.*

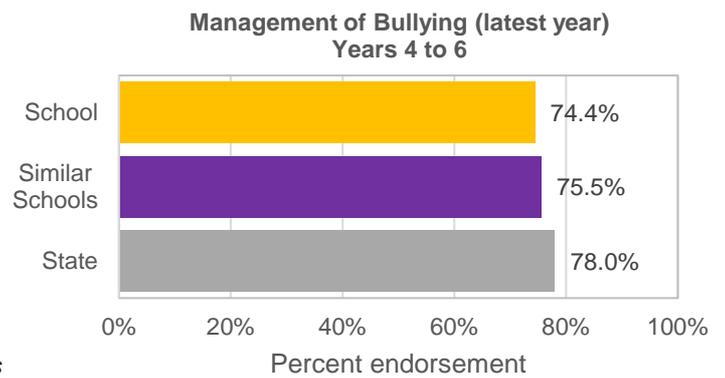
**WELLBEING (continued)**

**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).

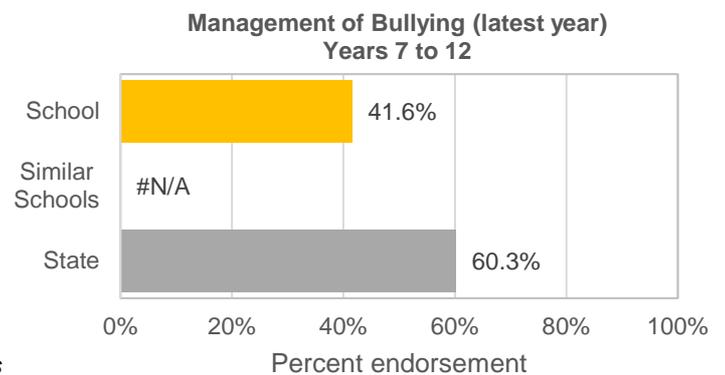
Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	74.4%	77.3%
Similar Schools average:	75.5%	79.9%
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:	41.6%	42.4%
Similar Schools average:	NDP	52.8%
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	\$10,888,305
Government Provided DET Grants	\$2,850,209
Government Grants Commonwealth	\$153,105
Government Grants State	\$77,546
Revenue Other	\$60,155
Locally Raised Funds	\$313,679
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$14,342,999</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,466,023
Equity (Catch Up)	\$67,692
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$1,533,716</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,049,113
Adjustments	NDA
Books & Publications	\$23,772
Camps/Excursions/Activities	\$136,826
Communication Costs	\$57,304
Consumables	\$391,215
Miscellaneous Expense <sup>3</sup>	\$102,596
Professional Development	\$32,321
Equipment/Maintenance/Hire	\$265,319
Property Services	\$585,216
Salaries & Allowances <sup>4</sup>	\$637,289
Support Services	\$144,588
Trading & Fundraising	\$41,239
Motor Vehicle Expenses	\$6,611
Travel & Subsistence	\$3,877
Utilities	\$214,257
<b>Total Operating Expenditure</b>	<b>\$13,691,544</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$651,455</b>
<b>Asset Acquisitions</b>	<b>\$10,770</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

Funds available	Actual
High Yield Investment Account	\$2,260,641
Official Account	\$77,348
Other Accounts	\$44,990
<b>Total Funds Available</b>	<b>\$2,382,979</b>

Financial Commitments	Actual
Operating Reserve	\$403,880
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$104,394
School Based Programs	\$519,447
Beneficiary/Memorial Accounts	\$44,990
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,042
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$104,126
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$478,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,660,879</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.*