

# 2020 Annual Report to The School Community



**School Name: Northcote High School (8180)**



- 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 28 March 2021 at 06:21 PM by Susan Harrap (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 29 March 2021 at 01:58 PM by Liza Grage-Perry (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

In the extraordinary year that was 2020, we are incredibly proud of our school community. Our resilience, persistence, innovation, connection, strength and overall outstanding achievement were truly inspirational. The COVID-19 pandemic highlighted more so than ever before, the importance of community and the role a strong neighbourhood school such as ours has in creating a point of connection and purpose for students, families and staff, and the support it provides to local businesses. The work of 2020 was transformative, and built on our continued focus of educating for now and the future.

We wish to acknowledge and celebrate the enormous efforts, incredible sacrifices, and vast achievements our entire community made together.

Northcote High School (NHS) prides itself on being an inclusive learning environment that provides diverse, quality learning and enrichment experiences to students, staff and the broader community. We learn and build upon a rich history and strong traditions through a culture of continuous improvement. We are a school that is embedded within community and we also take responsibility for community-building.

Our values of achievement, curiosity, humanity and fairness underpin our culture, ethos and practice and are lived daily by students, staff and our broader community.

NHS is a co-educational school offering the 1,762 local students, and 95 international students enrolled in 2020 a comprehensive curriculum across Years 7 – 12; 48 percent of students identify as female, 49 percent identify as male and at least the remaining 3 percent identify as gender diverse. Six percent of students had English as an Additional Language and 1 percent were Aboriginal or Torres Strait Islander.

The school has a rich intellectual culture, with a record of consistently high student achievement and strong levels of participation in the extensive co-curricular program. Academic success is born out of an unerring focus on progress and agency – for both students and staff, who also see themselves as learners. The SFOE Index of 0.1539 classifies the families within our community as having high socio-economic and educational profiles. The school has 148 equivalent full-time staff (4 Principal Class, 116.5 Teaching staff and 27.5 Education Support Staff).

The size of Northcote High School supports diversity and excellence across the board, allowing all students the opportunity to work within an area of passion and aspiration. Highlights include a renowned music program, diverse sporting opportunities, vibrant performing and visual arts, alongside excellent public speaking and debating programs. Our students also feature in national and state forums/competitions ranging from Mathematics, Writing, Languages, Art and Engineering to Politics, Design, Coding and the Environment. NHS is also a leader in a range of discipline areas and has built a reputation as a strong Humanities school, which sits alongside a long-held commitment to excellence in STEM based and design programs.

The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through inquiry-based learning in a broader context of their local and global environments. Some of these enriching activities were either reduced or modified throughout 2020 due to the COVID-19 pandemic.

Course offerings in the middle school at Year 9 and 10 are diverse and allow for deep learning in our innovative Northcote Model, and at the senior years, we offer a diversity of course offerings in the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning and Vocational Education and Training (VET) pathways,

NHS delivers excellent educational outcomes in a supportive learning environment where all students can achieve success. In 2020, we spent more than half of the year working remotely, delivering our curriculum using online platforms. The professional learning of staff and collaboration between them, our students and their families was outstanding. Although the experience of students varied widely, depending on their individual circumstances at home,

overall their resilience, effort and outcomes were truly inspirational, as were the efforts of staff.

A feature of the school has been an outward facing perspective in regard to contemporary education trends. We understand the tangible benefits of internationalisation. We are a school of choice for the International Student Program (ISP). COVID-19 in 2020 had a significant negative impact on our international endeavours. We were unable to run our English Language Centre, nor participate in our annual tour to China to our Sister School in Huaibei, and we were unable to run in their reciprocal visit here. Our successful Victorian Young Leaders to China program was cancelled. All other international trips were also cancelled, although we continued to find ways for young leaders to engage in international forums online. We look forward to finding ways to revitalise our global perspective in 2021.

During 2020 our School Council and parent community advocated for funding for the next stage of the Master Plan, but as yet, we have been unsuccessful. Advocacy for the Master Plan will continue to be a focus in 2021. The continual upgrade of facilities supports a progressive learning environment where students' curricular, developmental and personal and social needs are met, and match the vision for teaching and learning.

In 2020 the Thrive Fund continued to provide significant benefit to our school community through voluntary contributions (both monetary and services). Each of the five branches of the Thrive Fund: Build, Inspire, Empower, Innovate and Contribute, have all brought significant benefit to our school community. Further details are found in the Financial Performance and Position section of this report.

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

The Key Improvement Strategies of the school are focused on maximising learning progress for all students, building student agency and further enhancing our connected community to ensure all students have a sense wellbeing and belonging. These continued to be features of our work in 2020, and were more important than ever, however our attention also shifted to innovating our practice to deliver effective teaching and learning and community building through online platforms. In the short periods, when we were back on campus, creating a sense of calm and orderly routine that supported students and staff to have a sense of wellbeing was the primary priority. The other focus was to identify any gaps in learning that may have occurred due to remote learning, through the use of various formative assessment strategies, and address those as quickly as possible.

**Achievement**

The school maintains its strong reputation as one of government school education's top performers, and this success ensures that places at the school are highly sought after. Achievement is one of our school values, and is accordingly outstanding across all measures from Year 7 through to VCE.

The NAPLAN was not completed in 2020 due to the COVID-19 pandemic. The achievement of students in Years 7-10 is measured by the teacher judgements against the Victorian Curriculum achievement standards. 93.9 percent of students in Year 7-10 English are at or above the expected level of achievement, which compares favourably to the 91.1 percent of students in socioeconomically similar schools and 75.8 percent of students in the State. The same trend exists for achievement in Year 7-10 mathematics: 94.4 percent of Northcote High School students are at or above the expected level, as compared to the 85.6 average percentage in similar schools and 66.3 average percentage in the State.

The 2020 VCE results continue to reflect a consistent positive trend over the past 8 years. Importantly, the percentage of students achieving an ATAR above 70, 80 and 90 remains a positive feature and provides broad range of tertiary options for students. The highest ATAR (Australian Tertiary Admission Rank) achieved was 98.15. 16 percent of students earned an ATAR of 90 or above – with 17 students achieving 95+, 40 percent earned an ATAR of 80 or above, and 60 percent of students achieved an ATAR of 70 or above. The median ATAR was 72.25. Our mean study score across all studies was 30.2, as compared to the State mean of 28.8. Our median study score was 31.

18.3 percent of students achieved at least one study score of 40 or above, as compared to the State, with 14.3 percent. 23 studies from across all faculties had students achieve study scores in the 40s. Further highlights also include two perfect Study Scores of 50 – in Health and Human Development and Visual Communication and Design, and one

student was selected in the VCAA Seasons of Excellence Design exhibition at the Melbourne Museum.

Our VCAL results in 2020 were strong, with 87 percent of students who enrolled in VCAL at the beginning of the year completing their senior VCAL certificate. 100 percent of students still enrolled at the end of year completed their senior certificate. Two students left throughout the year to employment.

The tertiary pathways data for the 2020 graduates is incredibly strong with 95.04 percent of eligible students receiving tertiary offers. Students were offered places at RMIT (33%), the Latrobe University (18%), University of Melbourne (17%), Swinburne University (9%) and Monash University (8%) with the remaining 15% shared between Deakin University, Australian Catholic University and other institutions, including a number of placements at the Australian National University in Canberra.

Our future work is focused on further differentiation of learning for all students to ensure maximum learning progress. Professional Learning Communities will facilitate this work.

**Engagement**

Relationships are key to a thriving school community, and Northcote’s community actively promotes positive relationships among students, between students and staff, and between the school and families. This three-way relationship is nurtured by all teachers, but is the particular focus of tutors, the Year Level Program Leaders and the Heads of School. Positive relationships are a feature of the teaching and learning program in all subjects, but social and emotional learning is the driving force within the Connect curriculum. 2020 saw significant adaptation of our Connect Program to support students’ engagement and wellbeing while learning remotely and to help with the adjustment of returning to school.

Student engagement at NHS is generally high, with students showing commitment and focus towards their study and the school events, such as the extensive co-curricular programs. This is illustrated by the relatively low rate of absenteeism. The average attendance rate for each year level ranges from 91 to 95 percent. The average number of days absent is 14.6 which compares favourably with the State average of 17.8 days.

Our dedicated tutors, Year Level Program Leaders and Heads of School, follow up on student absences with students and parents, and provide supports and encouragement to ensure high levels of attendance. This was a challenge in 2020, and additional staff were employed to follow up with and support students who were disengaged with or finding online learning more challenging than others. Parental access to attendance data and absence approval via Compass continued in 2020 with a high level of parental support. Encouragement to increase parental use of this tool will continue in 2021 with information provided at each of our parent workshops and forums.

High level support and structure for students requiring it is provided through regular monitoring of student data sets throughout the year, and intervention through the teaching and learning teams, sub-schools and student services.

Student retention is also relatively high with 89.3 percent of students staying with us from Year 7 through to Year 12, as compared to 72.5 percent for the State, and this is consistent with the four-year trend data. This too indicates that student and families’ regard for the school, its learning environment and its culture, is very high.

Our students feel confident and are well supported when they leave the school, with 98.5 percent of Year 10-12 students going on to complete tertiary study or enter into full time employment. This compares favourably to 95.6 percent of students in similar schools and 88.6 percent of students across the State.

**Wellbeing**

A focus on wellbeing is always important, but never more so than in 2020 during the pandemic, and this continues into 2021.

Staff development in strengths-based approaches and proactive and responsive measures to matters relating to wellbeing was a significant focus during 2020. On return to school in Term 4, staff also prioritised strategic structuring

of social learning to re-establish connections in class.

Students' connection to school and their peers, as measured in the annual DET Student Attitude to School Survey, is slightly above the State median. While the incidence of bullying at Northcote High is well below similar schools and the State measures, and has been consistently so over the past three years, the results for students' perception of the school's management of bullying are slightly below the similar school and State measures. Caution must be shown in this year's comparisons on the measures of connection and management of bullying due to different response rates between schools.

Our students are well monitored and supported by each of the three sub-schools. The Heads of School, the Year Level Program Leaders and the Tutors, regularly examine student achievement, learning behaviours and attendance data to support those who need it and to recognise students who are living the school values. All staff, and in particular, our Student Services team support the development of help seeking behaviours in wellbeing, careers and pathways advice.

In 2021 our work focuses on strengthening community connections by supporting re-engagement in co-curricular pursuits, continuing to build support for, and engagement with, House activities and reconnecting with our local community to enrich the curriculum experiences of students. There is an emphasis on help seeking and proactive wellbeing skill development, alongside an extension of the Respectful Relationships curriculum.

### **Financial performance and position**

Northcote High School aims to utilise resources in order that expenditure best meets the needs of students. The financial data below indicates that the school was holding a surplus of \$2,501,789 at 31 December 2020.

This surplus principally reflects capital held for: current and future building projects, upgrades to the school hall and the front of school landscaping. It also includes committed funds for 2020 (~\$550,000) for approved equipment upgrades across faculty areas and the upgrade of IT infrastructure. These commitments are all about improving the service to and amenity for students. A large portion of the 2020 surplus contributes to supporting the 2021 cash budget (~\$570,000), accommodating the loss of revenue created by the decline in enrolment of the International Student Program due to COVID-19, and the reduction in funding from the Department of Education for ongoing contracts, facility maintenance and utilities. These surplus funds are drawn primarily from revenue raised locally, and whilst it seems like a large sum, the school actually needs more to do the work required to provide 21st Century learning spaces across the board.

\$4 million is kept in reserve to contribute to redevelopment of the school according to the Masterplan, which will upgrade the Library, create flexible and modern teaching and learning spaces, increase the number of, and upgrade existing Science Labs, provide a Student Services and Careers Hub and spacious Canteen and increase our indoor sporting facilities. Crucially this will also reduce the need for portable classrooms and increase the amount of usable outdoor teaching and learning and recreation space for students.

Equity funding was used to provide professional learning to staff to equip them to better differentiate the learning for all students, to fund an intervention program to assist students with additional needs in Numeracy, and support classes with low student numbers in VCAL.

Government Grants to the value of \$18,242 are primarily related to funding receive for:

- Recycling grant (\$10,000) to support the new recycling program initiated across the school to better manage and reduce waste
- School Sporting grants for Terms 2 and 3 (\$1,300) to purchase new sport equipment and run student sport programs
- Melbourne Graduate School of Education funding (\$3,750) to support an intern staffing position
- Student teacher supervision payments (~\$3,200) for staff who supported and supervised a student teacher in 2020.



Donations allow us to fund innovative programs, improve school spaces and resources and provide our students, including those in need, with opportunities that would not otherwise be possible.

2020 is the third full year of the **Northcote Thrive Fund**, which consists of four purpose-directed funds, three of which are tax deductible. A brief snapshot of our achievements are captured below.

**BUILD**      **Improves and repairs learning and social spaces for our students (*tax deductible*)**  
 In 2020, \$51,718.71 was committed from the Build Fund to complete the following building works and projects: \$19,122.98 to increase the outdoor furniture in student social areas and \$30,000 for a shade sails in the Gym outdoor fitness area. The shade sail works have been carried over to the school's planned projects in 2021 due to COVID-19 restrictions in 2020. During 2020 the school made a payment of \$32,595.73 for the new Performing Arts Centre project cost overruns using funds from the Building Fund.  
 In 2020, our community generously donated ~\$33,500 to the Build Fund.

**INSPIRE**      **Funds library resources and space and student clubs/activities (*tax deductible*)**  
 In 2020, we received ~\$26,500 in donations to the Inspire Fund.  
 All funds donated have been directed to fund the library upgrade in the school Masterplan development. This aims to expand facilities to better meet the demands of our increasing student enrolment and better accommodate families in at our various family information and workshop evenings. Due to COVID-19 we were unable to raise any additional funds through Friends of Northcote to contribute to the Library upgrade in the school's Masterplan development.

**EMPOWER**      **Assist with the purchase of essential items such as uniforms, books and travel cards for students in need (*Necessitous Circumstances Fund: Empower - tax deductible*)**  
 Through the generosity of our community ~\$26,000 was raised to assist those members of our community who need it most. These funds are directed to the purchase of devices, books, uniforms, myki cards, and other essential items. We are truly fortunate to have this service for our community. Throughout 2020 and the commencement of 2021 school year, a total of 23 students and families have been supported.

NHS was the first in Victoria to establish this tax-deductible fund. To demonstrate that we met the strict regulatory framework under the ATO rules of the fund, the Thrive Committee of management were required to commission an independent review at the conclusion of the first full year. The Committee of Management engaged Maddocks Lawyers to conduct the review. This review was conducted throughout 2020 and a summary of the findings of it were: "the fund is demonstrably a success", "the Fund is well supported by the school community" with a "high level of transparency and accountability for the management of the Fund finances," and "The Thrive Management Committee is diligent in its oversight of the Fund".

**INNOVATE**      **Donate to support innovative ideas and projects for/by students and staff, via a grant process. (*Not tax deductible*)**  
 Due to COVID-19 and a large portion of the year spent in remote learning, the 2020 Innovate grants have been carried over to 2021. In 2021 there will be a total of 20 grants for students and staff projects to apply for to inspire enterprise skills and community building.  
 In previous years the Innovate Fund has granted the following student projects: a student newspaper "The Spiel", increase participation of girls in robotics, the creation of a collaborative space in the middle sub-school, assistance to fund a VCAL smoothie enterprise project, and support to increase sporting participation within the International Student group.  
 In 2020, ~\$7,500 was kindly donated by our community to support future year grants.

**None of these projects, or support to families, would be possible without the generosity of our community**

We would like to acknowledge the continued support and generosity of our community, even during a global pandemic at a time where many families have experienced a negative financial impact financially.

We are extremely grateful.

**THRIVE DONATION & GRANT SUMMARY**

**Thrive Fund summary at December 31, 2020 (Family donations)**

THRIVE FUND	TOTAL DONATIONS RECEIVED 2019	TOTAL DONATIONS RECEIVED 2020
NHS Building Fund (Build)	\$33,873.20	\$33,531.00
NHS Library Fund (Inspire)	\$30,995.20	\$26,549.75
NHS Empower Fund (Nec Circumstances)	\$33,465.10	\$26,072.00
NHS Innovate Fund	\$8,447.00	\$7,347.00
<b>Total Donations Received</b>	<b>\$106,780.50</b>	<b>\$93,499.75</b>

In addition to this during 2020 our Alumni Community generously donated an additional \$13,630.00 across the NHS Thrive Funds during our Tax Appeal. **Taking our 2020 donations total to \$107,129.75**

THRIVE FUND	TOTAL DONATIONS RECEIVED 2019	TOTAL DONATIONS RECEIVED 2020
NHS Empower Fund (Nec Circumstances)	\$4,575.00	\$4,845.00
NHS Innovate Fund	\$745.00	\$1,475.00
NHS Building Fund (Build)	\$2,490.00	\$2,205.00
NHS Library Fund (Inspire)	\$2,265.00	\$3,530.00
<b>Total Donations Received</b>	<b>\$10,075.00</b>	<b>\$13,630.00</b>

**Thrive Fund balances at December 31, 2020**

THRIVE FUND BANK ACCOUNTS	BALANCE DECEMBER 2019	BALANCE DECEMBER 2020
NHS Building Fund (Build)	\$330,149.20	\$358,583.44
NHS Library fund (Inspire)	\$206,465.49	\$236,576.05
NHS Empower Fund (Nec Circumstances)	\$58,725.57	\$83,823.07
NHS Innovate Fund	\$16,230.40	\$25,352.25
NHS Innovate Fund A (scholarship fund)	\$80,116.09	\$74,066.09

\* Some Thrive Fund account balances do not reflect the final expenses reconciliation which occurs in 2021

**Thrive Funds have been committed in 2021 to support the following projects drawing to completion. In March 2021 the Thrive Committee of Management will commit funds for new 2021 projects:**

- **Building Fund:** \$30,000 (carried over from 2020) towards purchasing a shade sail for the gym outdoor fitness area
- **Library Fund:** Accumulation for upgrade works to the Library in the Masterplan
- **Empower Fund:** Grants for students in need for essential items including uniform, books, laptop devices, and transport. *Grant amount unconfirmed as dependent on applications received and supported on needs basis*

- **Innovate Fund:** 10 grants carried over from 2020 and 10 grants in 2021 (total of 20) to support student projects that encourage or inspire innovation. Grant total \$10,000.
- **Innovate A:** Student scholarships and awards for student dux, high achievers, Keith Corcoran Prize, maths, English, debating, production and music awards etc. Grant total ~\$6,000 + books.

**CONTRIBUTE Volunteering Services to Assist the School Community**

Unfortunately, due to the global pandemic and COVID-19 restrictions the school was unable to hold any of our annual fundraising events including the popular Comedy Night and various Performing Arts events. We hope that 2021 is a better year for the Friends of Northcote to regenerate fundraising for our school and students, and provide the community with opportunities to connect.

There were also limited opportunities for our families to volunteer their time to coach sports teams or participate in other ways.

We are again extremely grateful to Dr Clare Wright who hosted an online TalkFest with author Kate Grenville, who talked about her new novel, *A Room Made of Leaves*.

Our various School Council and Sub-committee members bring expertise and insight into the work that we do, including: assisting with advocacy for funding for our Masterplan, Emergency Management and Risk mitigation, financial, policy and organisational expertise.

We thank you all for this, and so much more.

We would like to acknowledge the continued support and generosity of our community, even during a global pandemic at a time where many families have experienced a negative financial impact financially.

We are extremely grateful.

**THRIVE DONATION & GRANT SUMMARY**

Thrive Fund summary at December 31, 2020 (Family donations)

THRIVE FUND	TOTAL DONATIONS RECEIVED 2019	TOTAL DONATIONS RECEIVED 2020
NHS Building Fund (Build)	\$33,873.20	\$33,531.00
NHS Library Fund (Inspire)	\$30,995.20	\$26,549.75
NHS Empower Fund (Nec Circumstances)	\$33,465.10	\$26,072.00
NHS Innovate Fund	\$8,447.00	\$7,347.00
<b>Total Donations Received</b>	<b>\$106,780.50</b>	<b>\$93,499.75</b>

In addition to this during 2020 our Alumni Community generously donated an additional \$13,630.00 across the NHS Thrive Funds during our Tax Appeal. **Taking our 2020 donations total to \$107,129.75**

THRIVE FUND	TOTAL DONATIONS RECEIVED 2019	TOTAL DONATIONS RECEIVED 2020
NHS Empower Fund (Nec Circumstances)	\$4,575.00	\$4,845.00
NHS Innovate Fund	\$745.00	\$1,475.00
NHS Building Fund (Build)	\$2,490.00	\$2,205.00
NHS Library Fund (Inspire)	\$2,265.00	\$3,530.00
<b>Total Donations Received</b>	<b>\$10,075.00</b>	<b>\$13,630.00</b>

**Thrive Fund balances at December 31, 2020**

THRIVE FUND BANK ACCOUNTS	BALANCE DECEMBER 2019	BALANCE DECEMBER 2020
NHS Building Fund (Build)	\$330,149.20	\$358,583.44
NHS Library fund (Inspire)	\$206,465.49	\$236,576.05
NHS Empower Fund (Nec Circumstances)	\$58,725.57	\$83,823.07
NHS Innovate Fund	\$16,230.40	\$25,352.25
NHS Innovate Fund A (scholarship fund)	\$80,116.09	\$74,066.09

\* Some Thrive Fund account balances do not reflect the final expenses reconciliation which occurs in 2021

**Thrive Funds have been committed in 2021 to support the following projects drawing to completion. In March 2021 the Thrive Committee of Management will commit funds for new 2021 projects:**

- **Building Fund:** \$30,000 (carried over from 2020) towards purchasing a shade sail for the gym outdoor fitness area
- **Library Fund:** Accumulation for upgrade works to the Library in the Masterplan
- **Empower Fund:** Grants for students in need for essential items including uniform, books, laptop devices, and transport. *Grant amount unconfirmed as dependent on applications received and supported on needs basis*
- **Innovate Fund:** 10 grants carried over from 2020 and 10 grants in 2021 (total of 20) to support student projects that encourage or inspire innovation. Grant total \$10,000.
- **Innovate A:** Student scholarships and awards for student dux, high achievers, Keith Corcoran Prize, maths, English, debating, production and music awards etc. Grant total ~\$6,000 + books.

## CONTRIBUTE

### **Volunteering Services to Assist the School Community**

Unfortunately, due to the global pandemic and COVID-19 restrictions the school was unable to hold any of our annual fundraising events including the popular Comedy Night and various Performing Arts events. We hope that 2021 is a better year for the Friends of Northcote to regenerate fundraising for our school and students, and provide the community with opportunities to connect.

There were also limited opportunities for our families to volunteer their time to coach sports teams or participate in other ways.

We are again extremely grateful to Dr Clare Wright who hosted an online TalkFest with author Kate Grenville, who talked about her new novel, *A Room Made of Leaves*.

Our various School Council and Sub-committee members bring expertise and insight into the work that we do, including: assisting with advocacy for funding for our Masterplan, Emergency Management and Risk mitigation, financial, policy and organisational expertise.

We thank you all for this, and so much more.

**For more detailed information regarding our school please visit our website at**  
<https://www.nhs.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 1857 students were enrolled at this school in 2020, 899 female and 958 male.

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

### Overall Socio-Economic Profile

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

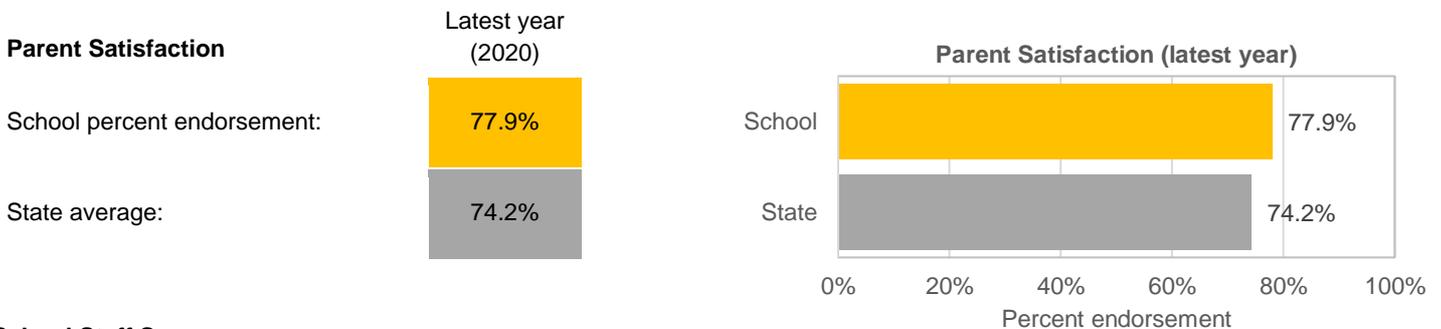
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

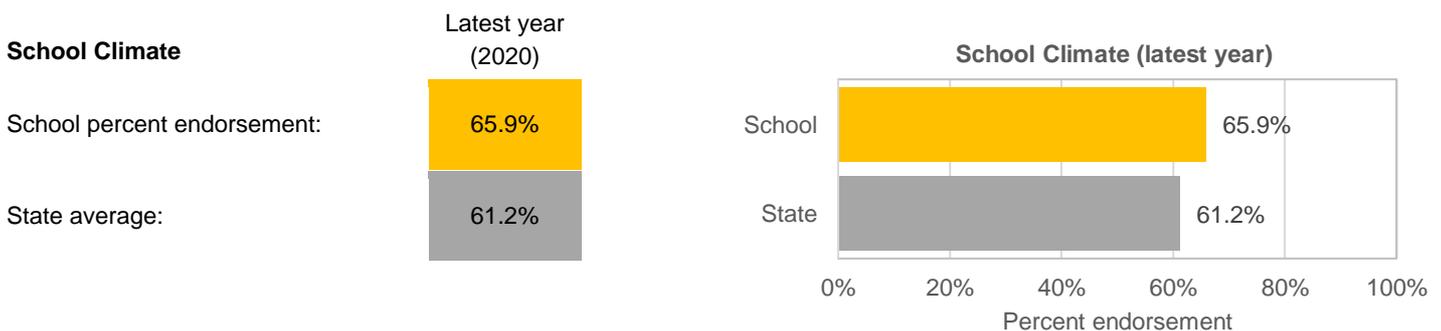


### School Staff Survey

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:

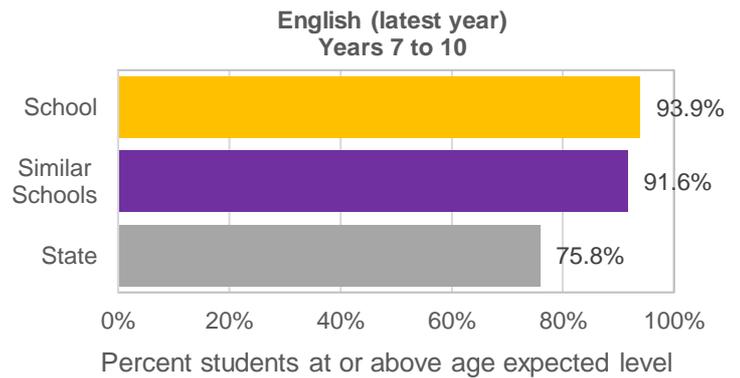
93.9%

Similar Schools average:

91.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

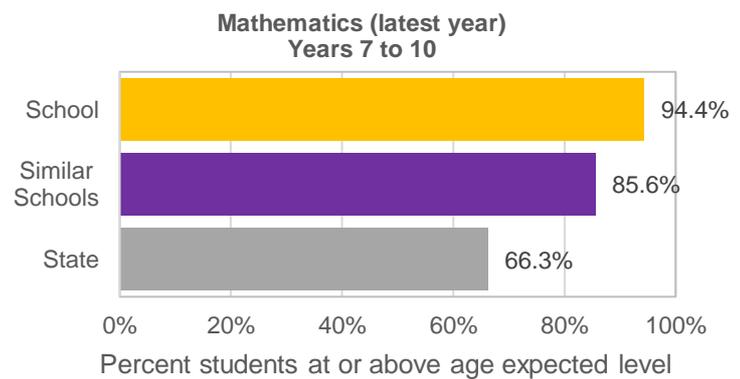
94.4%

Similar Schools average:

85.6%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

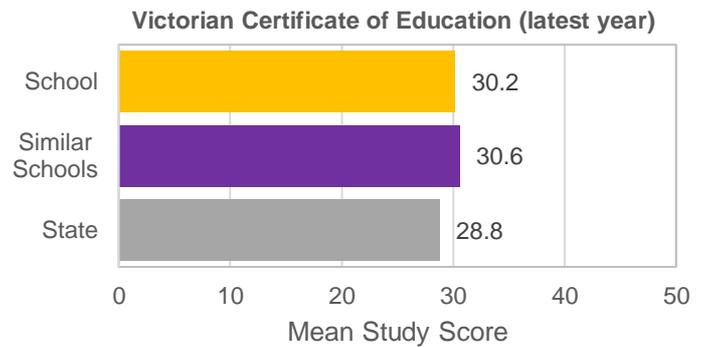
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	30.2	30.4
Similar Schools average:	30.6	30.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:	99%
Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:	13%
VET units of competence satisfactorily completed in 2020:	79%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:	87%

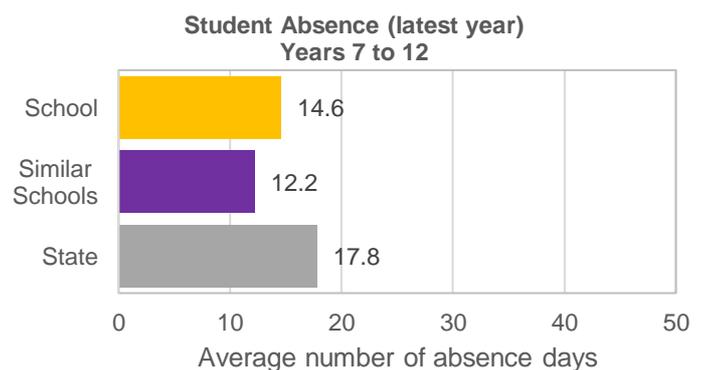
## ENGAGEMENT

**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:	14.6	15.0
Similar Schools average:	12.2	14.5
State average:	17.8	19.2



**ENGAGEMENT (continued)**

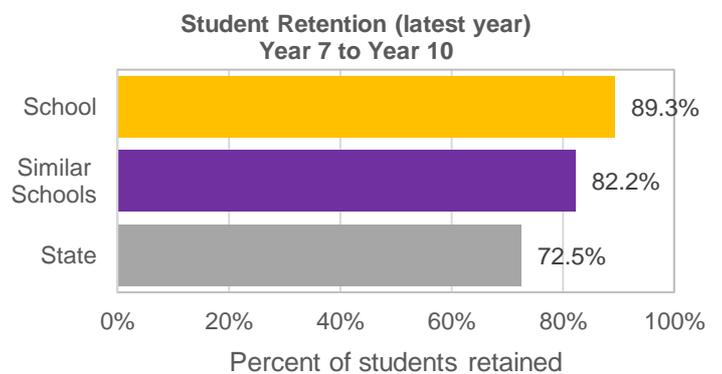
**Attendance Rate (latest year)**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	95%	91%	92%	91%	93%	92%

**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:	89.3%	86.7%
Similar Schools average:	82.2%	81.3%
State average:	72.5%	72.9%

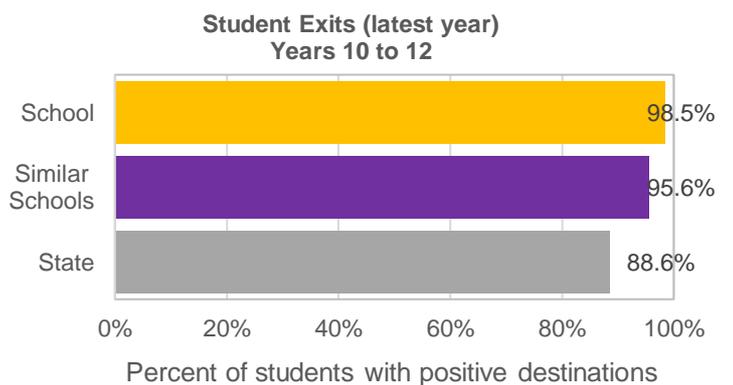


**Students exiting to further studies or full-time employment**

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:	98.5%	98.9%
Similar Schools average:	95.6%	96.1%
State average:	88.6%	89.1%



## WELLBEING

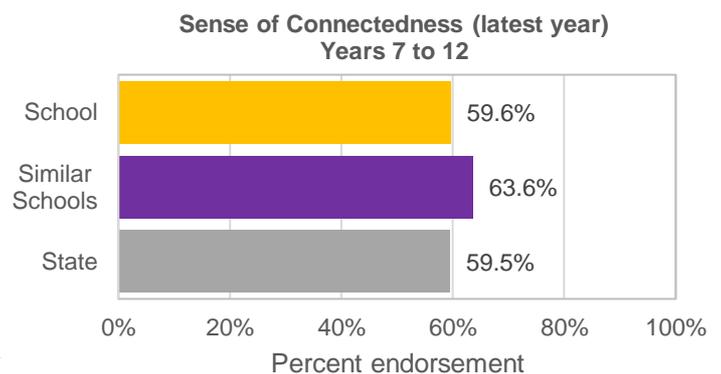
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	59.6%	54.3%
Similar Schools average:	63.6%	58.7%
State average:	59.5%	55.3%



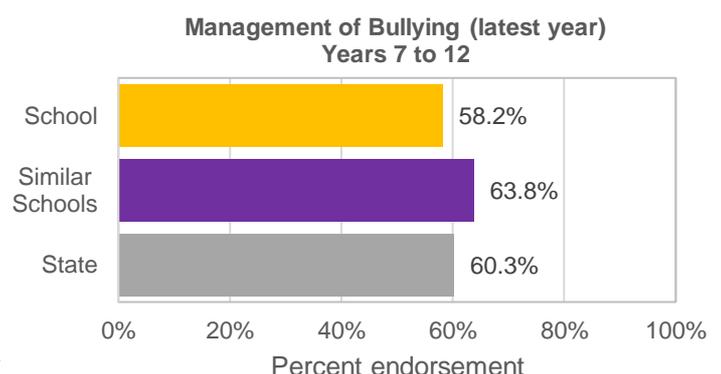
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	58.2%	55.8%
Similar Schools average:	63.8%	60.4%
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	\$16,287,293
Government Provided DET Grants	\$3,029,333
Government Grants Commonwealth	\$18,242
Government Grants State	NDA
Revenue Other	\$193,283
Locally Raised Funds	\$1,490,816
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$21,018,967</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$59,978
Equity (Catch Up)	\$38,907
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$98,885</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,163,678
Adjustments	NDA
Books & Publications	\$11,812
Camps/Excursions/Activities	\$173,049
Communication Costs	\$39,750
Consumables	\$192,653
Miscellaneous Expense <sup>3</sup>	\$108,874
Professional Development	\$231,897
Equipment/Maintenance/Hire	\$362,024
Property Services	\$480,421
Salaries & Allowances <sup>4</sup>	\$452,266
Support Services	\$154,285
Trading & Fundraising	\$40,653
Motor Vehicle Expenses	\$3,975
Travel & Subsistence	\$4,268
Utilities	\$97,572
<b>Total Operating Expenditure</b>	<b>\$18,517,178</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,501,789</b>
<b>Asset Acquisitions</b>	<b>\$302,556</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	\$6,874,034
Official Account	\$109,779
Other Accounts	\$699,437
<b>Total Funds Available</b>	<b>\$7,683,250</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$375,168
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$877,680
School Based Programs	\$1,390,795
Beneficiary/Memorial Accounts	\$20,454
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$750,000
Maintenance - Buildings/Grounds < 12 months	\$23,558
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$4,000,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$7,687,656</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.*