

Highview College Annual Report



2021

Contents

Adaptability and Resilience.....	3
School History	3
Student Cohort Information	4
Student Attendance	4
Staffing.....	5
Satisfaction Surveys	8
2021 Senior Secondary Completion & Achievement	9
Results Over Time	9
NAPLAN Results	10
Junior School – Years 7&8.....	11
Middle School – Years 9&10	12
Senior School – Years 11&12	13
Finance.....	15
2020 Post-School Destination.....	16

Adaptability and Resilience

Nickola Allan, Board Chair

Off the back of 2020 which was a very challenging and unprecedented year, 2021 has seen many of the same uncertainty and challenges faced by our students, teachers and care givers. The strength of Highview College leadership and successes of 2020 has enabled a positive and considered response to the disruption of rolling lockdowns across the State of Victoria.

It is important in these challenging and ever-changing times to stop and reflect on the achievements and adaptability of each member of the student and staff groups. As a board of management team we would like to congratulate all students for successfully completing this year of schooling with the dynamic moving situation of home to school based learning and your constant display of commitment to your personal growth and studies. It was also wonderful to see you maintain connection to your friends via on-line methods.

To the families, parents and care givers of our students, you have shown resilience and constant support to our children and you all have also had to adapt and respond to this very different school year. We say an enormous "Thank you", as we know sometimes it was tough.

To our Principal, Melinda and the leadership team, thank you for your commitment to open communication and responsiveness to the many changes that impacted the school during this year. You and the teaching team under your guidance have adapted and responded at all times with positivity and vigor to achieve positive results for the students, creating

opportunity and environments that have enabled true education through wholeness. The achievement of milestones within the new strategic plan cannot be underestimated in these times and the entire team are representation of the school communities' commitment to a growth mindset, irrespective of what challenges are put in front of them.

A special thank you to the teaching staff who have grown their working from home skills and found new and innovative ways to engage with the children, either by music, quizzes or other methods. You have been able to show your students the importance of adaptability and resilience. This year would not have been possible without your willingness to connect with your students in so many different ways. I would also like to acknowledge the board of management who have contributed so graciously throughout this year and also adapted to meeting virtually to ensure goals and commitments were achieved. Your support for the school and local community should not go unnoticed.

While the challenges of 2021 will be long remembered so should the efforts, commitment and willingness for change and continued achievements of the student and staff bodies. 2022 will bring a new opportunity for connections and growth, and I along with the entire board of management wish you a safe festive season with your family and friends. Please take care and stay safe.

School History

Highview College is an ecumenical, co-educational secondary school that offers the families of Maryborough and Central Victoria a low-cost, independent school education that encourages students to embrace their learning

opportunities and to lead positive, meaningful and engaged lives.



Maryborough's Brigidine Convent was founded in January 1902. In the same year, St. Joseph's College opened on the same site and operated as a Catholic school until it closed in 1973. The Christian Community College then opened its doors on this site as Australia's first truly ecumenical school. In 1990 the name was changed to Highview College and in 1997 became one of the four foundation members of Ecumenical Schools Australia (ESA).

Over four decades the College has improved facilities and pedagogy, and has a well-supported technology infrastructure. The College offers a range of academic programs to meet the learning needs of each student in a caring, nurturing environment. Through a broad and challenging 7-10 curriculum, students can achieve their full academic potential and also experience a wide range of extra-curricular activities. In Years 11 & 12 the College has an academic focus, offering VCE. We do not offer VCAL, although we do offer a range of VET studies, Distance Education Courses and School Based Apprenticeships.

The school is located on a high point in Maryborough. It comprises the original convent, an early 20th Century, two-story red-brick building, a Junior Secondary Wing, a Senior Centre for Years 11 and 12, a superb

Woodwork and Metalwork Centre, well-appointed modern Food Technology kitchen and separate common rooms for students in Years 10, 11 and 12.

Student Cohort Information

Highview College is an open entry Ecumenical Secondary College with an academic focus and with 'Education through Wholeness' at the centre of all decision making.

Students travel to Highview from a range of locations in every direction in Central Western Victoria, with many travelling up to 45 minutes each way by bus.

There is a diversity of religion and socio-economic circumstances among the Highview College families for whom the primary language spoken at home is English.

We have 5 students who are indigenous.

25-30% of our families receive assistance from Highview through bursaries in order for their children to attend Highview College. Fees charged to families are maintained at a contribution of less than \$4,000 per annum.

At August Census in 2021 our enrolments were 439.5.

Student Attendance

Strict attendance records are kept with rolls marked every lesson. Absences are followed up if parents/guardians do not notify the school as to the reason(s) for student absences.

Long term and regular absences are followed up by the Student Wellbeing team who contact the families to organise meetings and discuss

their concerns, including the implications of regular and long term absences. Ongoing counselling is sometimes provided.

The average student attendance rate for 2021 was 90%. The breakdown of student attendance for 2021 by year level is as follows:

	Attendance Percentage
Year 7	92%
Year 8	91%
Year 9	87%
Year 10	88%
Year 11	91%
Year 12	93%
TOTAL	90%

Staffing

'Staffing' is a complex mosaic of expertise, experience, retention and recruitment. I am delighted to report that the Highview College staff team is cohesive, collegial and professional. In 2021 we welcomed staff and farewelled staff. We have a balance of experienced and beginning teachers.

New staff in 2021

Elizabeth Borschman

Alex Dang

Bridget Epworth

Phillip Harvey

Tahli Liddicoat

Meggan Plant

Sarah Sharp

Level	2017	2018	2019	2020	2021
1	5	2	3	3	2
2	3	4	4	1	3
3	1	4	3	4	3
4	5	0	4	4	3
5	2	2	0	4	2
6	2	2	3	1	4
7	3	1	1	3	0
8	1	3	3	1	3
9	2	0	2	1	2
10	4	1	0	3	2
11	15	21	22	18	21
TOTAL	43*	40*	45*	43*	45*

* Not equivalent to FTE

Staff Qualifications

All teaching staff have appropriate tertiary qualifications and are registered with the Victorian Institute of Teaching.

2021 Executive

Melinda Scash

Principal

B Ed (Psych, Lit, Lang) MACE, ACEL

Wendy Hare

Director Professional Practice

B Ed (PE/Sc)

Stuart Mandersloot

Director Administration

B Eng (Hons), Dip Ed (Maths/Physics)

Christopher Plucke
Business Manager
CPA, AICD

Student Wellbeing Leadership Team

Brogahn Richards
Head of Junior School (Year 7)
B Ed (P-10)

Luke Treacy
Head of Junior School (Year 8)
B Ed (PE)

Chris Egan
Head of Middle School (Year 9)
Dip T (P-10)

Samantha Kent
Head of Middle School (Year 10)
B Arts, B Ed

Sarah Lovel
Head of Senior School (Year 11 & 12)
B Ed (PE, Psych)

Dean Langley
Head of Senior School – Academics / Careers
Co-ordinator
B App Sc, Dip Ed

Curriculum Advancement Team

Donna Kempster
Head of Learning Support
B Ed (Prim)

Lucy Freemantle
Head of PE/VET
B App Sci (PE), Dip Ed (Sec)

Amy Knott
Head of English/Humanities/LOTE
B Ed / B Arts (Eng, Hist)

Jordan Forster
Head of Mathematics
B Bus, Grad Dip Ed

Karen Medlyn
Head of The Arts/Technology
B Ed (Vis. Arts)

Andrea Youren
Head of Science
B App Sci (Hons), Grad Dip Ed

Teachers

Elizabeth Borschman
B Arts, Dip Arts, Dip Ed

Veronica Chia
Master of Teaching (Prim/Sec)

Andrea Collings
B Arts (Drama/Dance), B Ed

Alex Dang
B Sci, Dip Ed

Lachlan Dempsey
B Ed (P-10)

Stephanie Di Sante
B Ed

Kathleen Dunne
Chef, Grad Dip Tech Ed

Kate Edwards
B Arts, Grad Dip Ed

Bridget Epworth
B Ed (HPE, Psych)

James Fox
B Ed (PE)

Phillip Harvey
B Sci/Bus, Dip Ed (Bus, Chem)

Vanessa Hurse (on Leave)
B Ed (P-10)

Patrick Jenes
B App Sci, Grad Dip Ed (Sec)

Joshua Knott
SEQTA Co-ordinator - Curriculum
B Ed / B Arts (Mathematics, Music)

Jerry Lau
B Arts, Grad Dip (Sec), Masters (Music)

Karen Lenk
B Arts, Dip Ed, B Ed (Prim)

Tahli Liddicoat
B Sci, M Ed

Natalie Lohmann
B Ed (Prim)

Taylor Mason
B Ed (Health, PE)

Maree Payne
B Comm, Grad Dip Ed (Prim)

Terry Payne
B Ed (PE/Sci), Grad Cert Env&OEd

Meggan Plant
B Arts (Hist, Lit), M Ed

Jeanean Pritchard
B Arts, Dip Ed, Cert IV W, Cert IV BM

William Radford
B Arts, B Ed

Brendan Rayson
B Ed (Prim/Sec)

Patricia Sharkey (on Leave)
B Sci, Dip Ed

Sarah Sharp
B Arts, Dip Ed

Christopher Smart
B Ed (PE/Outdoor Ed)

Mykel Smith
B Ed (PE, Mathematics)

Laurissa Steel
B Ed (Indo) (P-12)

Alex Sutton
B Ed (PE/Health)

Aileen Thomas
B Ed (Gen Sc), B Sci (Biology)

Teaching Assistants

Food Technology Judith Brennan

Technology/Art Glen Fithall

Learning Support Ruth Gerolemou

Learning Support Maree Gordon

Chaplain David Scofield

Learning Support Christine Melton

Science Lab Geoff Mullen

Food Technology Gayle Parker

Learning Support Luke Tatchell

Administration Staff

Public Relations	Melissa Adams
Library Manager	Christine Cananzi
Accounts Manager	Karen Crutchfield
IT Manager	David Delves
IT Assistant	Lucas Fitt
Careers Co-ordinator	Janelle Howlett (on Leave)
Receptionist	Sarah Johnson
Library Assistant	Rachel Mitchell
Principal's PA	Kylie Moore
Registrar	Kay Murray
Receptionist	Sharon O'Shea

Maintenance Staff

Project Manager	Shane Harman
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Staff Numbers**Based on August Census**

For 2021, the staff numbers were:

- 44 Teachers (40.86 FTE)
- 2 Exec (2.0 FTE)
- 10 Administration staff (8.75 FTE)
- 8 Teaching Assistants (4.49 FTE)
- 1 Maintenance staff (1.00 FTE)

Of these 65 employees, there are 40 females and 25 are males. There are no indigenous staff at Highview. Six were born in an overseas country, while the rest were born in Australia.

Staff Retention

At the end of 2021, 8 staff retired or resigned. The retention rate was therefore 87.69%.

Staff / Student Ratios

Full time teachers equivalent to 40.86
 $440/40.86 = 10.77$

Full time non-teachers equivalent to 16.24
 $440/16.24 = 27.09$

Satisfaction Surveys

Student and Parent satisfaction surveys are completed biannually. Staff satisfaction surveys are completed annually.

In the 2021 staff survey, members at Highview College showed an overall mean satisfaction level of 70%. This figure matches the overall mean satisfaction level of the Independent Schools Benchmark.

There was a remarkable increase in the mean level of agreement with regard to the school being well managed (+14%). The survey also recorded a substantial increase in staff members' happiness with their decision to work at Highview College (+8%). Percentage scores in brackets below indicate mean levels of satisfaction.

The highest rated items were for:

- I have a strong commitment to this school (88%).
- I have an appreciation for the school's mission and values (87%).

The lowest rated items were for:

- I am always consulted about changes at work that may affect me (45%).
- I rarely have to bring work home to keep up with my responsibilities (47%).

The largest positive differences between Highview College and Independent Schools were for:

- My stress levels are not affected by the behaviour of the students at this school (+19%).
- I feel that I am able to cope with the pressures of this position (+9%).

Overall, general staff members displayed slightly higher ratings than teachers (+1%). The largest difference was for the item 'I rarely have to bring work home to keep up with my responsibilities' where there was a 36% difference (general staff members 74% vs teachers 38%).

Furthermore, leaders displayed significantly higher ratings than non-leaders (+4%). The largest difference was for the item 'I have engaged in professional development activities that primarily focus on staff wellbeing' where there was a 25% difference (leaders 75% vs non-leaders 50%).

Open-ended comments related to the following themes: leadership and staff relationship challenges; professional development; facility improvements; consistency with student discipline; and reducing the workload.

2021 Senior Secondary Completion & Achievement

VCAA School number: 01413

VCAA School name: HIGHVIEW CHRISTIAN COMMUNITY COLLEGE

Address locality: MARYBOROUGH

School Programs:

Number of VCE 3-4 Units with enrolments (including Distance Education) 24

Number of VET certificates with enrolments (including SBATs) 5

Student Cohort:

Number of students:

Enrolled in a VCE 3-4 Unit 57

Enrolled in a VET certificate 31

% applying for tertiary places 78

Student Achievement:

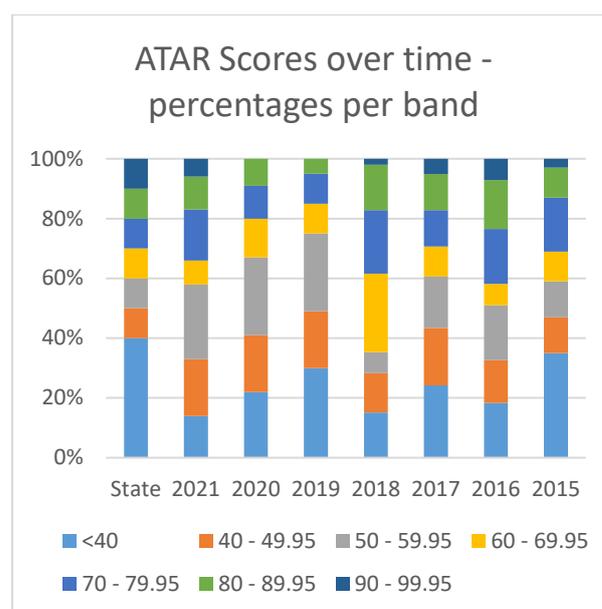
% of satisfactory VCE completions 100

% of Certificate 111 VET units of competency completed 100

Median VCE study score 28

% of study scores of 40 and over 5.9

Results Over Time

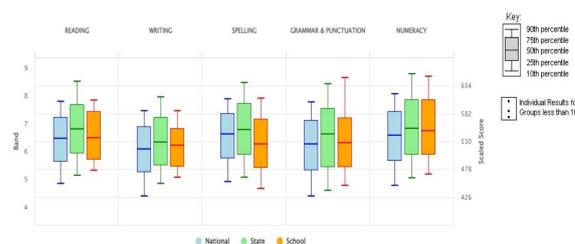


2021 ATAR scores were an improvement over the previous 3 years –

- 2021 – a return to scores above 90
- Highview’s proportion of scores in the 70s and 80s band was higher than the state and higher than our past 2 years.
- Highview’s proportion of scores less than 40 was significantly less than the state as well as less than our past 3 years
- Only 14% of the cohort received ATAR scores below 40, which is a noticeable improvement from the past 2 years
- 67% of the cohort received ATARs above 50. (i.e. the upper 50% of the state)
- The percentage of study scores above 40 rose by 4.8% from 2020 (which was our first Co-vid affected year)

YEAR 9	2018	2019	2020	2021
Reading	97%	89%	NAPLAN not held due to COVID	89%
Writing	83%	87%		84%
Spelling	85%	97%		87%
Grammar & Punctuation	94%	91%		84%
Numeracy	97%	100%		97%

Year 7 – NAPLAN 2021



At Year 7 Numeracy is consistent with state levels. Writing is also consistent at the median and lower levels with state levels. Reading, Spelling, Grammar & Punctuation are all below state levels.

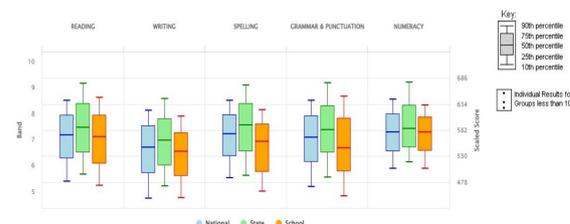
NAPLAN Results

National Minimum Standards

The table below shows the percentage of students in Year 7 and Year 9 who were at, or above, the National Minimum Standards 2018-2021.

Proportion of students meeting National Benchmarks				
YEAR 7	2018	2019	2020	2021
Reading	97%	96%	NAPLAN not held due to COVID	99%
Writing	90%	93%		99%
Spelling	88%	94%		93%
Grammar & Punctuation	91%	94%		93%
Numeracy	99%	98%		96%

Year 9 - NAPLAN 2021



At Year 9, Numeracy matches state levels at the median and lower levels, but our top and upper quartile are below state levels. Reading, Writing, Spelling, Grammar & Punctuation are well below state levels.

Junior School – Years 7&8

MANAGING CHANGE

Brogahn Richards, Head of Year 7

Luke Treacy, Head of Year 8

Friday 29 January was an exciting first day, as we were greeted by 96 fresh faced Year 7s in oversized uniforms, with bulging school bags, ready to begin their secondary schooling adventure!

We spoke to them of the fun to come across the next six years. Beginning with a memorable first year. This would be a time of new experiences and adjustments to the new terrain:

- Mastering the combination lock
- Conquering the laptop
- Decoding a secondary school timetable
- Making new friends
- Remembering teachers names and faces
- Exploring their new campus
- Navigating Highview's online learning platforms (SEQTA, Outlook, STILE, MyEd, Sports Tracker)
- Tasting house carnivals & high level competition through ICCES sport

The Year 8 cohort, along with the rest of the school, joined us the following week, and the school community was back together again - ready to embrace whatever 2021 would bring.

The first term was action packed. Students enjoyed new class combinations, content, and experienced the House Swimming Carnival, MEC Summer Sports Day, ICCES Swimming, Badminton & Table Tennis competitions.

The Year 8 cohort were fortunate to attend the Anglesea Surf Excursion. The group enjoyed the chance to surf, kayak, swim and feel the sand beneath their toes. Having their DELTA

mentors and fellow Year 8 staff attend and get to know each other, was the perfect way to bring the group together.

The Year 7 groups were very happy to finish the term on a high note, at our annual Camp to Halls Gap. Students appreciated the opportunity to get to know each other better. We laughed during the classic Lip Sync Battle, especially at the Teachers trying to sing and dance!

The students also experienced canoeing, abseiling, hiking, archery and orienteering activities throughout the camp. It was a wonderful time spent together.

Term 2 was quickly upon us, beginning with Athletics Carnivals. A highlight each year for our ICCES Athletics Squad is competing at Lakeside Stadium – where the great Usain Bolt once ran – really fast!

The Junior School students, like all across Victoria, re-entered the remote learning unsure of how long it might last. This digital generation instantly adapted to the online environment, and certainly kept the IT team on their toes. For the Year 7s to make such a seamless transition was particularly impressive.

Patience was tested when once again the lockdowns extended from Term 2 into Term 3. Sport, dance, music and community groups were cancelled, and holidays were spent at home.

We were very proud of the maturity and resilience all of the students displayed throughout this time.

The Junior School staff and students were very excited to return to campus in Term 4. Where

complaints were replaced with gratitude, and being thankful for the structure and social aspect of learning at school.

COVID-19 has meant our students have missed out on some wonderful opportunities that are central to the Highview College experience. These include our Overseas Community Service Tours, School Musicals, ICCES Winter Tours and the Energy Breakthrough.

We look forward to offering these events in coming years and seeing our students flourish in these areas.

Congratulations to all of our Junior School students and families. We have admired your kindness, positivity and determination to your best in extremely challenging circumstances.

Middle School – Years 9&10

MANAGING ANOTHER UNCERTAIN YEAR

Chris Egan, Head of Year 9

Samantha Kent, Head of Year 10

After an interrupted year last year, we were hoping for a more ‘normal’ 2021, but this was not to be. Although it was another year of unknowns with multiple phases of Remote Learning, Middle School students took the skills and adaptability learnt last year to enhance their learning experience this year. We are incredibly proud of the perseverance displayed by these students as they navigated their way through everything that this year had in store for them.

While we were unable to engage in a number of activities that a regular school year would entail, we were fortunate enough to attend the annual House Athletics and Swimming Carnivals. The one saving grace for Year 9

students was that they were able to attend the Year 9 Camp at Lady Northcote in May. The students were finally able to get out and enjoy the many activities that this wonderful camp offers. It was also a good time to mix and get to know each other. The Year 9 students were also able to attend Sovereign Hill as part of their Humanities units, thanks to Mrs Lohmann. Most Year 10 students embarked on a week of Work Experience – an invaluable opportunity at this stage in students’ lives. We were so close to attending our camp at Lady Northcote; however, another lockdown just prior put a hold on this too. Unfortunately, any further excursions or visits by guest speakers were very limited. This means that Mission Month and the School Social were unable to go ahead, mainly due to the uncertainty of when lockdowns would start or finish. Let us hope that 2022 will be a year of resurgence for all our students and a chance to bring back the companionship and socialization that we were accustomed to pre-COVID.

Despite not panning out how students may have predicted, we do hope that everyone enjoyed their year, focusing on the positives and accomplishments achieved. Students have once again demonstrated to themselves that even in trying times, great things are possible!

Thank you to parents and guardians for showing unwavering empathy and providing endless support to their children during this year. We could not have done this without you.

A big thank you to our Middle School SRC Representatives, Toa Green and Teagan Medlyn, who performed their duties so diligently and with the utmost professionalism. A huge thank you also to the Year 9 DELTA Mentors – Taylor Mason, Veronica Chia, Patrick Jenes and Bridget Epworth – and the

Year 10 DELTA Mentors – Mykel Smith, Andrea Collings and Lachlan Dempsey – for being instrumental in supporting the wellbeing and progress of our students.

To the wonderful Year 9 group, thank you for your willingness to work with your teachers during lockdowns and we wish you well next year and for the future. We wish the Year 10 cohort happiness and success as they enter VCE next year and life beyond school. It has been an absolute pleasure getting to know you all.

Here's to next year providing a greater sense of normality and stability for all – we are ready for whatever lies ahead!

Senior School – Years 11&12

CONGRATULATIONS SENIORS

Dean Langley, Head of VCE Academics

Sarah Lovel, Head of VCE Wellbeing

We may have called 2021 a year like no other, when in fact it has just equipped us with the skills required to manage 2022. The past 12 months have seen our VCE students continue to develop a strong, self-directed work ethic as we all as juggling the demands of online learning. Although there was some disappointment about missed opportunities for our year 12s due to the nature of COVID, we did not let these limitations define us and our students embraced all that 2022 had to offer.

Our Year 12s started the year with a trip to ACU University where they were given a tour of the campus and gained a greater understanding of University life. An opportunity to explore the labs and practical rooms proved beneficial for many of students considering nursing and

paramedicine as possible career pathways. From here, we had planned to head to Melbourne to complete an Amazing Race in the City, however, unfortunately COVID forced a change of plans. Students completed a virtual amazing race back at school. This required them to think outside the square and work cooperatively to achieve success.

As the year progressed, students had access to a number of online University presentations to offer them guidance in life beyond school. It was an informative opportunity for the students which inspired most to apply for Early Entry programs, and close to half of the cohort received successful offers. This is a tremendous achievement and indication of their academic strengths, in what has been difficult learning circumstances for the past two years. and We are incredibly proud of our 2021 Year 12 cohort, they showed great resilience across all aspects of their schooling and we wish them nothing but success in their ventures beyond school

Our Year 11s entered VCE with a renewed enthusiasm as they became a part of our senior school community. A fundamental part of our Year 11 DELTA Program has been the support 7 Program and although somewhat modified due to COVID, this year was no exception. Our Year 11 students planned and developed lessons to run with Year 7 students, to assist them in becoming comfortable at a new school whilst also equipping them with skills that will benefit them across their secondary school journey. Between these peer support leadership sessions, the cohort also researched and planned beyond school options through the school careers website and developed understanding of their own interests and abilities through vocational career testing. With this an excursion to

Melbourne for the 'career expo' in May assisted students develop stronger understanding of future study options and the tertiary application process. With this knowledge, leading into individual career pathway interviews in Term 4, the students' maturity and understanding of the VCE process in the planning of their 'beyond school' futures has been exceptional. It has been a positive lead in to their final year of schooling.

As we neared the end of Term 3, we had some brilliant leadership applications and we congratulate both those who stood and those who were elected for a 2022 leadership position.

Once again, the three-week Orientation Program run at the end of Term 4 has given our

students a great headstart into the 2022 academic year. This year, we were fortunate enough to be able to incorporate a camp into the program, which saw our students walk away with a renewed confidence in their ability to succeed next year.

This year has thrown us numerous curve balls, that we have managed to successfully juggle. We extend a huge thankyou to our VCE DELTA mentors: Lucy Freemantle, Jeanean Pritchard, Alex Sutton, Karen Medlyn, Will Radford and Phillip Harvey. Students, parents and teachers alike appreciate their ongoing support. We are all hopeful 2022 will provide us with some normality and are confident we can overcome any challenge that may be thrown at us!

Finance

Chris Plucke

Sources of Income

Schools are required to include details of income broken down by the funding source. Highview College's income for 2021 was as stated in the table below.

Income	2021	2020	2019
COMMONWEALTH GOVERNMENT	6,037,730	5,537,466	5,213,829
STATE GOVERNMENT	1,932,260	1,662,453	1,723,355
SCHOOL FEES	1,211,678	1,012,540	1,240,340
OTHER PRIVATE INCOME	288,215	1,109,357	183,781
TOTAL INCOME	9,469,883	9,321,816	8,361,305

Categories of Expenditure

Schools are required to include details of expenditure broken down by category. Highview College's expenditure for 2021 was as stated in the table below.

Expenditure	2021	2020	2019
SALARIES (INCLUDING ON-COSTS)	6,449,533	6,229,223	5,998,424
TUITION	265,752	271,092	347,944
GENERAL ADMINISTRATION	465,291	419,961	524,998
FINANCE (INSURANCE, INTEREST)	91,372	64,695	58,702
OPERATIONS	383,020	367,152	356,188
TOTAL EXPENDITURE	7,654,968	7,352,123	7,286,256

2020 Post-School Destination

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2020, from Highview College, Central Goldfields (S) and Victoria

Post-School destination	Highview College		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	19	55.9	33	55.9	20901	77.2
Bachelor degree	12	35.3	23	39.0	15190	56.1
Certificates/diplomas	5	14.7	8	13.6	3055	11.3
Certificate III	3	8.8	4	6.8	565	2.1
Certificate IV or higher	2	5.9	4	6.8	2490	9.2
Apprenticeship/traineeship	2	5.9	2	3.4	2656	9.8
Apprenticeship	1	2.9	1	1.7	1976	7.3
Traineeship	1	2.9	1	1.7	680	2.5
Not In Education or Training	15	44.1	26	44.1	6183	22.8
Employed	6	17.6	14	23.7	3149	11.6
Employed full-time	2	5.9	6	10.2	1041	3.8
Employed part-time	4	11.8	8	13.6	2108	7.8
Looking for work	-	-	-	-	841	3.1
Deferred	9	26.5	12	20.3	2023	7.5
NILFET	-	-	-	-	170	0.6
Unknown	-	-	-	-	1	-
Total respondents	34	100.0	59	100.0	27085	100.0

Note: NILFET = Not in the labour force, employment or training

Table 4: Destinations of Year 12 or equivalent completers six months after leaving school in 2020, Highview College, Central Goldfields (S) and Victoria

Post-school destination	Highview College			Central Goldfields (S)			Victoria		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Bachelor degree	65.4	68.2	35.3	44.4	50.0	39.0	54.1	54.5	56.1
Certificates/diplomas	7.7	4.5	14.7	11.1	10.4	13.6	12.8	11.9	11.3
Apprenticeship/traineeship	-	-	5.9	7.9	4.2	3.4	8.2	8.2	9.8
Employed	7.7	18.2	17.6	15.9	14.6	23.7	11.5	10.1	11.6
Looking for work	-	4.5	-	4.8	8.3	-	3.2	4.3	3.1
Deferred	19.2	4.5	26.5	15.9	10.4	20.3	9.6	10.2	7.5
NILFET	-	-	-	-	2.1	-	0.4	0.9	0.6
Unknown	-	-	-	-	-	-	-	-	-
Total respondents	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: NILFET = Not in the labour force, employment or training