

# 2023 Annual Report to the School Community

School Name: Rowville Secondary College (8734)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2024 at 12:08 PM by Julie Kennedy (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2024 at 11:49 AM by Gavin Nash (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### 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
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

'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.

## 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 disabilities 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Rowville Secondary College's (RSC) mission is "Nurture strengths to grow curious and powerful learners". We believe everyone can reach their full potential when they feel supported within their community. We know that all of us have skills, talents and passions that represent our individual strengths that we must use to reach our potential. We believe that a growth mindset allows individuals to understand that the journey of learning and trying to improve is more important than the final destination. We believe that curiosity drives motivation for life-long learning. We believe that powerful learners have agency and ownership of their own learning which allows them to adapt and grow in a changing world. We care about students' academic growth as well as their physical, social and emotional health and well-being. We put the student at the centre of all our decisions. We have developed structures and processes for ensuring that each child is well known, empowered and part of a vibrant, caring community. RSC has adopted a strength's-based approach to education that values diversity and uses students' passions to motivate individuals to be curious and powerful learners. RSC provides a multitude of pathway options for every student, ensuring that each individual is provided with the opportunity to fulfil his or her potential. Our focus is on high expectations, mastery and a strong sense of the importance of learning. Working through an individual's strengths increases confidence and promotes self-esteem. This enables students to take risks with their learning, even in subject areas and disciplines that they find challenging. Students enrol in one of four learning programs: Rowville Institute of the Arts (RIA) based at the Eastern Campus offers an integrated arts and academic education for talented and aspiring students who love dance, drama, media, music and/or visual art. Students spend one-third of the curriculum completing specialist and broad arts subjects that are enriched in a variety of ways including Artists in Residence, workshops led by industry professionals and regular excursions and incursions. The 500 seat Performing Arts Centre and specialist dance studios allow students to participate in authentic performance and exhibition opportunities at an industry acclaimed standard. Rowville Sports Academy (RSA) based at the Eastern Campus is a full time integrated academic and sporting program for students that love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Tennis, Cricket and Netball. Students spend one-third of the curriculum working with highly qualified sporting coaches to develop their skills, talent, strength and conditioning. The exceptional facilities available in the RSC Sports Precinct allow students to be supported by physiotherapists, exercise psychologists, dieticians, and podiatrists. An intensive leadership program is also an integral part of the development of our young athletes. Rowville Maths and Science Academy (MSA) based at the Western Campus promotes academic excellence and innovative thinking through an integrated, themed and practical curriculum for students who love Science, Technology, Engineering and Mathematics (STEM). Students spend one-third of the curriculum completing innovative mathematics and science curriculum including design and exploration through extended and immersive projects. Research and real-life application of scientific method combined with an integrated robotics program underpins acceleration, enrichment and promotion of STEM from year 7 to year 10. Rowville General Excellence (GE) based at the Western Campus is an academic program that provides for diversity of talent and interest. It has the broadest range of both core curriculum and elective subjects and allows students to explore and discover their strengths and passions. It provides curricula and extra curricula opportunities for students who love a combination of arts, sports, mathematics, science, language, literature, technology and humanities subjects. In year 11 and 12, students can select to complete VCE, VOCATIONAL MAJOR, HEADSTART or VET. All 'Program for Students with a Disability' students have an individual learning plan developed. These students are supported by an assistant principal with the role of Director of Inclusion and School Wide Positive Behaviour, an Integration coordinator and team of Integration aides to assist them in working towards achieving their goals. This team enabled a strong focus on building capacity and aligning resources and supports around inclusive practices. Our vertical house model supports the development of strong and positive connections between students and teachers; and to ensure that each and every one of our students feel safe and connected at school. All of our students are supported to embrace their strengths, to nourish their sense of self, and to always tackle life's many challenges with a growth mindset and a curious outlook. Every student has a Learning mentor who is their advocate at school. Learning Mentors are committed to knowing students as an individual and as a learner. Learning Mentor Groups and activities run every morning with students across all year levels forming strong friendships and interaction through mindfulness activities, building learning strengths, celebrating birthdays and sharing student success stories. Activities are designed to build student confidence and encourage them to take risks, shaping their identity as curious and powerful learners in a range of contexts. At Rowville Secondary College, we know that if our students are empowered as learners, actively contributing to both their own education and whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement. As such, student agency is a fundamental component of both our culture within each and every classroom, as well as across our house system more broadly. Our school offers a comprehensive program for International Students, from Years 7 to 12 and in our four programs. We support students through local homestay as well as an effective wellbeing program provided by regular celebrations and gatherings of our International Student Community. The College employs 187.67 FTE staff and 3 Aboriginal or Torres Strait Islander staff members. In 20223, there were 1811 students across two campuses. Rowville Secondary College is situated in the Eastern suburbs of Melbourne, Victoria.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 we continued our journey towards full implementation of Professional Learning Communities. PLCs are a vehicle through which we achieve improved student outcomes through improving teacher practice and will integrate with SWPBS to support a disciplined and collaborative approach to achieving social, emotional and academic growth of students. After investing in Professional Learning for teachers, we paused this initiative to focus more singularly on SWPBS and student behavior. We have maintained our VCE results with an increased the median study score of 25.4 in 2020 to 25.8 in 2021 and then to 26 in 2022 and 2023. Our NAPLAN results provided some strong baseline data with the new parameters now being used to measure performance and growth. Participation in NAPLAN was 93% which is higher than previous years. In Year 9, we had 59% of students achieving in the 'Exceeding' or 'Strong' levels in Reading. The percentage of Year 9 students achieving in the 'Needs Additional Support' level is slightly below the similar schools' average. In Year 9, we had 57% of students achieving in the 'Exceeding' or 'Strong' levels in Numeracy. As with Reading, the percentage of Year 9 students achieving in the 'Needs Additional Support' level is slightly below the similar schools' average.

Through our Teaching and Learning Committee we have continued a focus on formative assessment. We have created strong professional links between Learning Area Leaders and Learning Specialists to drive robust conversations and model best practice across all Learning Areas.

Work continued to build the ground-work for creating strong learning behaviours across our student and teacher community. Significant time has gone into building a Behaviour Point Average for students which is designed to give them specific feedback about what they can do today to make a difference for tomorrow.

### Wellbeing

Wellbeing is an underpinning factor in the College's improvement journey. A transdisciplinary approach to improved wellbeing outcomes has been driven in 2023 by the School Improvement Team, in collaboration with the School-wide Behaviour Support Team, Inclusion Team, and Wellbeing Team. A key focus has been the mapping of Tier 2 interventions across the College to support small group support to students. In conjunction with NCCD and the newly developed 'Student Dashboard', improved identification of students has led to improvements in targeted responses and supports including entry and exit triggers. These have been mapped across the College and aligned with student needs. Two newly developed 'Inclusion Rooms' to support SEL have improved attendance (greater than 25% improvement in some cohorts), engagement, and wellbeing measures. This data is tracked via Compass, the new Maestro Student Dashboard, and a wellbeing tracking tool. Decreases in incidents according to Pagertree data, (a classroom support system), indicates that student respect has improved, and this is reflected in the Tiered Fidelity Inventory self-assessment tool which achieved a 82% fidelity score, and the Self-Assessment Survey (SAS) which achieved fidelity. Improvement in students' respectful behaviours as measured by Compass merits and minor behaviour chronicle entries continues to improve, and a continuum of acknowledgements and praise continues to be developed. Wellbeing support for students continues to grow with additional wellbeing staff being employed, and the engagement of an external wellbeing expert to guide future planning. SWPBS implementation continues with a greater focus on small group supports, and linkages with teaching and learning initiatives. Community and parent feedback indicates that Rowville Secondary College is viewed as a school that successfully caters for individual needs.

### Engagement

Attendance continues to be a focus in our school. 2023 has seen a revision of the current Attendance Processes, and evolution of the staged response to non-attendance. Part of this includes House Services Support Officers being employed to assist our House System, among other duties, with monitoring attendance concerns, and following up with families for students with prolonged absence. With greater access to attendance data, trends have been identified and responded to. Implementation of the 'Pager Tree System' implemented for students identified as truant (that is present the period before, but unexplained absent the period following). This enables staff to log an alert when they notice on their rolls students absent unexplained, but present earlier in the day. These were responded to by Leading Teachers and House Services Support Officers. 2023 Also saw the implementation of wonderful Tier 2 strategies focusing on student engagement. Two of these new in 2023 include Drumbeat and the Dogs Connect program.

The School Wide Positive Behaviour Support Team continued to collect and use relevant data to direct their actions to proactively respond to patterns of student behaviour. Teaching staff improved consistency of practice with effective school wide class room routines. The ongoing emphasis on praise, both contingent and non-contingent, through these shared routines and the merit

process reinforced the explicit teaching of the positive behaviour matrix which occurred in Learning Mentor sessions. We continued to build a clear sense of culture and belonging through the School Wide Positive Behaviour program. Student agency on engagement and learning behaviours has also been a key focus. With a new data Behaviour Point Average system in design to help students, families and staff interpret and respond to high quality, regular feedback planned for launch in 2024.

## Financial performance

In 2023 Rowville Secondary College continued a program of allocating resources effectively to meet the unique requirements of our four strength-based learning programs.

During the year ended December 31, 2023, the effects of a transfer of staff previously paid through the local payroll onto the central payroll paid by the Department of Education which commenced in 2021, combined with the greater efficiency in the use of staff resulted in a reduction in the net operating deficit from \$256 698 in 2022 to \$63 997.

We expect a reversal of this trend in 2024 as a result substantially higher staff costs primarily due to the implementation of time in lieu arrangements and lower face to face teaching hours.

The repayment of \$117 825 to the Department is fully accounted for in the school's Financial Position in December 2023.

While the Financial Position as at December 2023 shows an over commitment of approximately \$1 million, this does not take into account locally raised funds, the 2024. The Student Resource Package (SRP) and other revenue as shown in the 2023 Operating Statement Summary which is estimated to exceed \$7 million in 2024 which will fund the College operations and financial commitments for 2024.

The College previously noted its committed to the replacement of the artificial turf on the soccer pitch, bring it up to FIFA standards at a cost of \$1 000 000. This is a project which has been approved by the Victorian Schools Building Authority and included in the Financial Commitments for 2024 and is expected to commence midway through 2024.

2023 saw the Students Toilets Upgraded on the East Campus through a capital Grant from the VSBA. Higher staff costs, ongoing maintenance costs and the various facilities improvements across both campuses, together with the soccer pitch replacement is expected to reduce the colleges available cash funding during 2024.

Parent contributions and earnings derived from hiring out the sporting facilities, the Performing Arts Centre and from the Colleges swimming pool joint use agreement have returned to pre Covid 19 levels and we look forward to this growing in years to come.

The differentiated learning model has been streamlined to improve its efficiency without affecting its outcome of improving literacy & numeracy.

The Vertical School House system has been further extended to provide students with a sense of belonging and connection to their peers, the school, and the staff. This system, together with the Learning Mentor system has proved extremely successful.

In addition, the College continues to deliver and expand:

- Cutting edge access to online resources whilst providing a platform with enhanced student digital safety, all of which more than proved its worth during the home-schooling time during Covid-19 lockdowns. The college provides internet access at 1 Gbps (up and download) to each campus and plans to double this capacity within the next year.
- CCTV coverage of substantial parts of both campuses to assist with student management and anti-social behaviour including bullying,
- Additional IT staff to manage and develop the school's IT network and infrastructure as well as assist students where necessary,
- Facilities staff to ensure that the College's infrastructure is a clean, safe, and welcoming place that's students feel secure and enjoy attending school.
- School wide positive behaviour resources.

Our School Funds are fully committed in accordance with our approved priorities to achieve the best possible student experience and outcomes, based on community feedback.

**We aim to be a great place to learn and work as well as be the best partner we can be with parents and the community.**

**For more detailed information regarding our school please visit our website at**  
<https://www.rowvillesc.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 2.0 (FISO 2.0).

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 1841 students were enrolled at this school in 2023, 891 female and 950 male.

8 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).

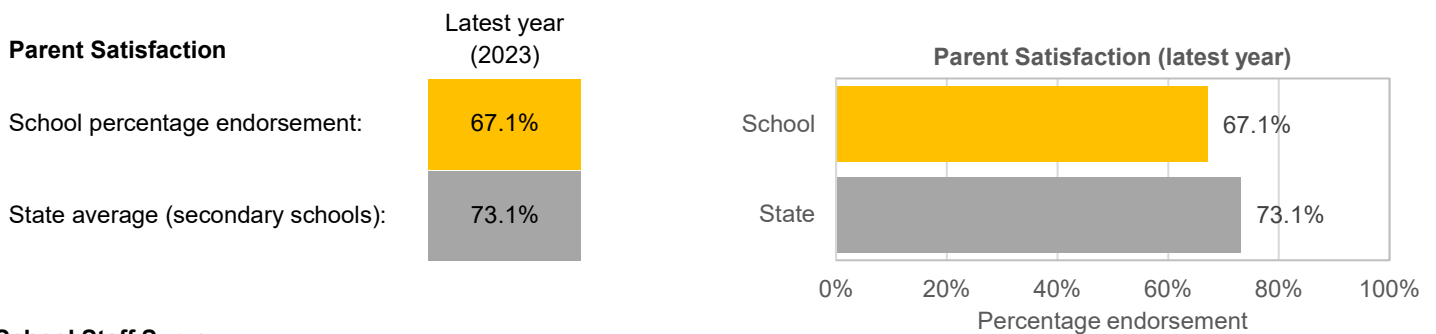
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

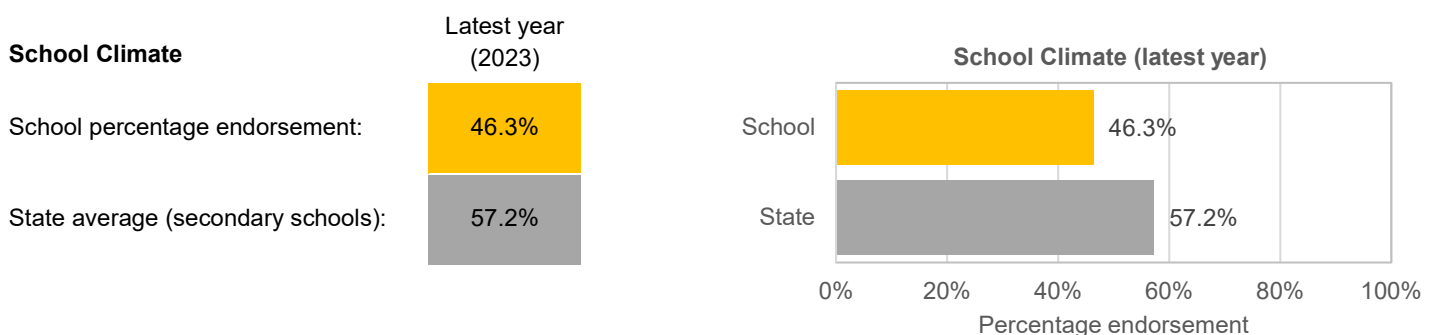


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



## LEARNING

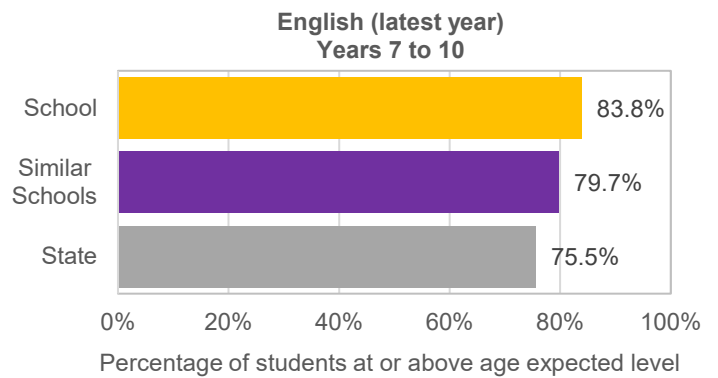
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

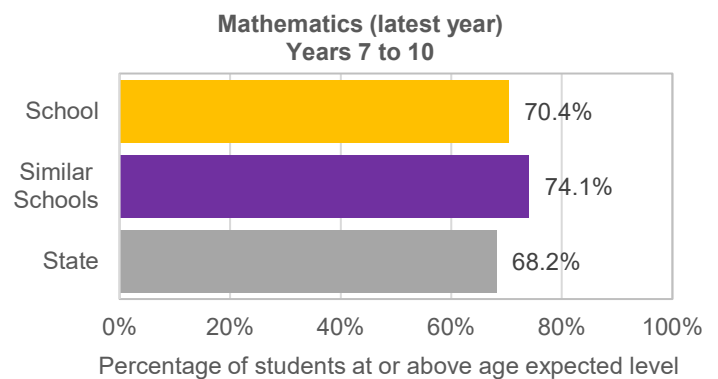
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	83.8%
Similar Schools average:	79.7%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	70.4%
Similar Schools average:	74.1%
State average:	68.2%





## LEARNING (continued)

**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.

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.8%

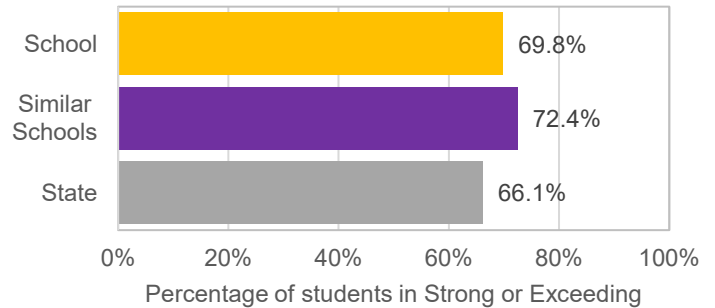
Similar Schools average:

72.4%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.4%

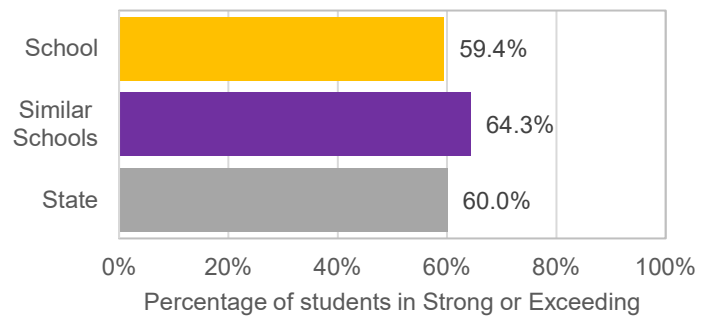
Similar Schools average:

64.3%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.5%

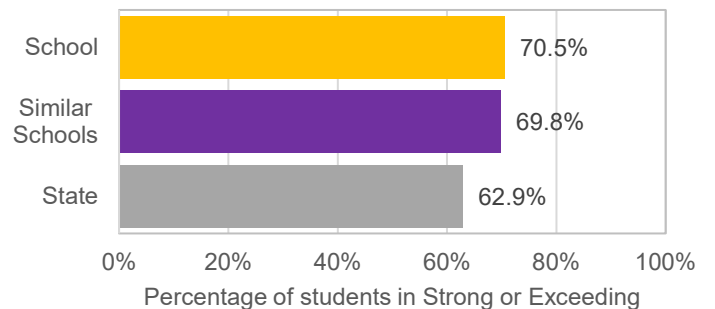
Similar Schools average:

69.8%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.8%

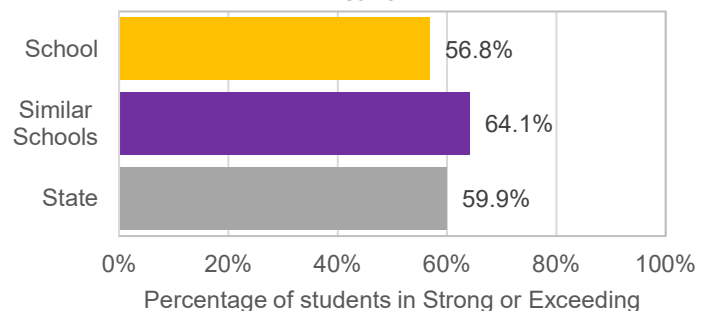
Similar Schools average:

64.1%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



**LEARNING (continued)**

**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.

**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

46.7%

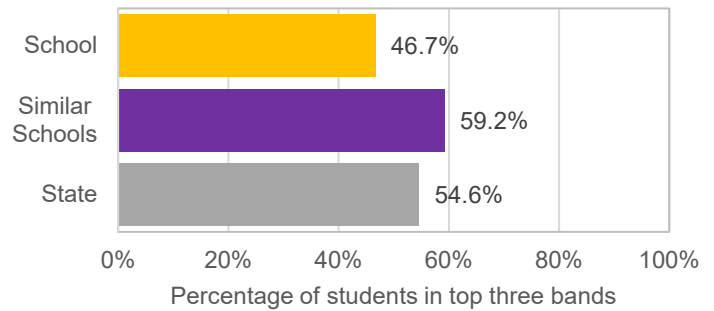
Similar Schools average:

59.2%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

30.1%

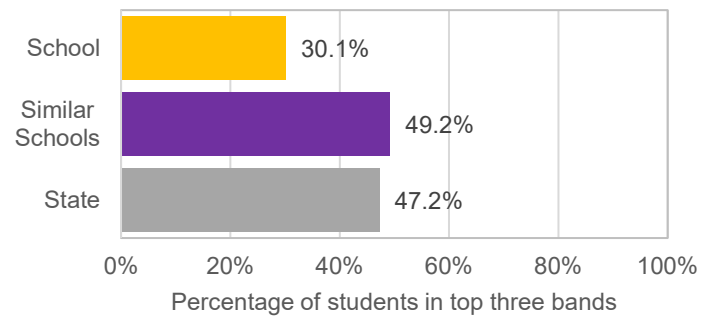
Similar Schools average:

49.2%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

49.0%

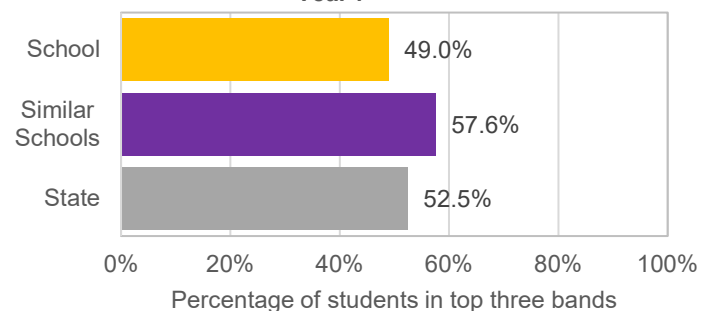
Similar Schools average:

57.6%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

35.4%

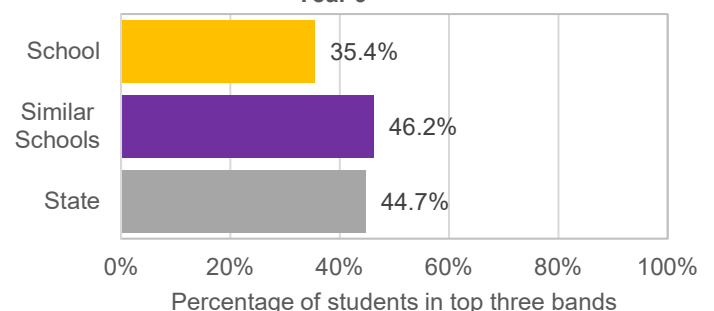
Similar Schools average:

46.2%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

**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.*

### Victorian Senior Secondary Certificate

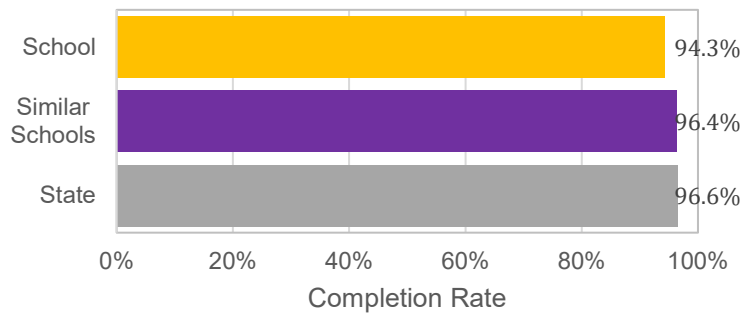
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.3%	95.4%
Similar Schools completion rate:	96.4%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.0

Number of students awarded the VCE Vocational Major

46

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

45%

Percentage VET units of competence satisfactorily completed in 2023:

83%

## WELLBEING

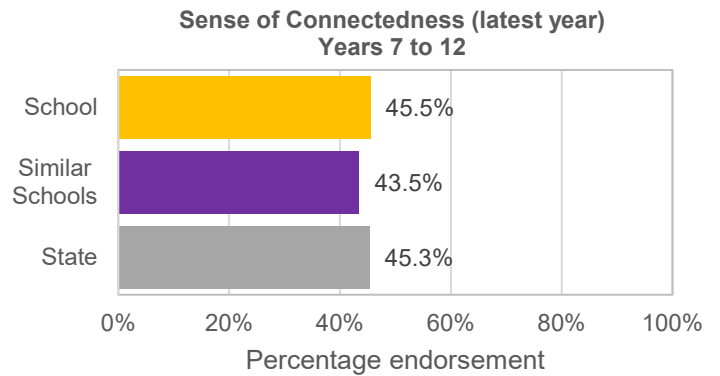
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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).

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	45.5%	47.4%
Similar Schools average:	43.5%	47.9%
State average:	45.3%	49.9%

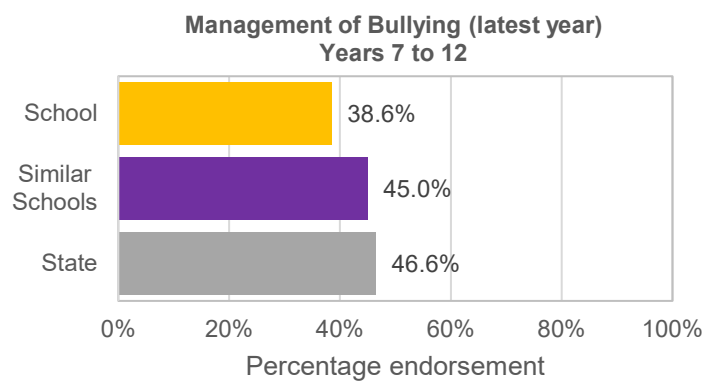


### Student Attitudes to School – Management of Bullying

The percentage 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).

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	38.6%	43.0%
Similar Schools average:	45.0%	49.5%
State average:	46.6%	51.0%



## ENGAGEMENT

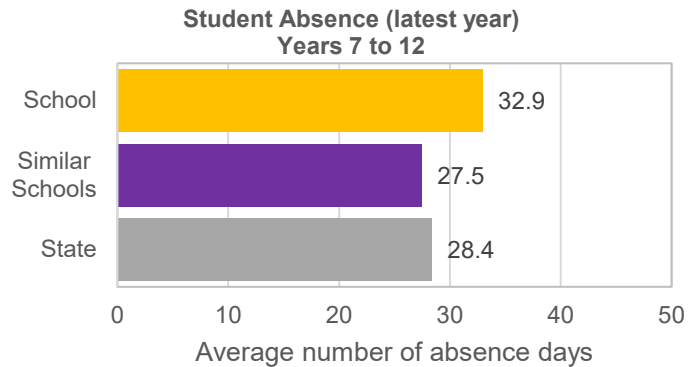
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	32.9	26.7
Similar Schools average:	27.5	22.2
State average:	28.4	23.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

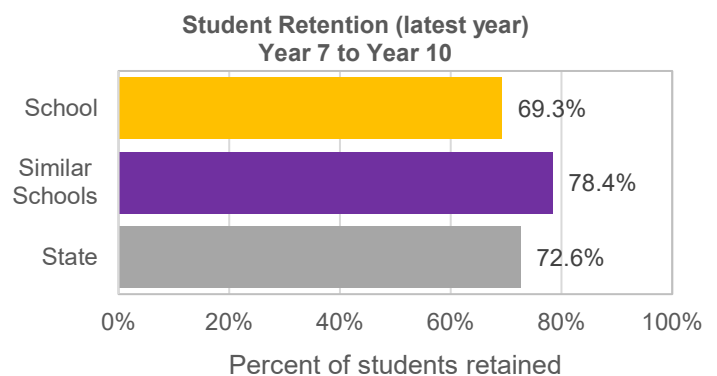
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	84%	82%	78%	84%	86%

### 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 (2023)	4-year average
School percent of students retained:	69.3%	72.5%
Similar Schools average:	78.4%	80.5%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

**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.

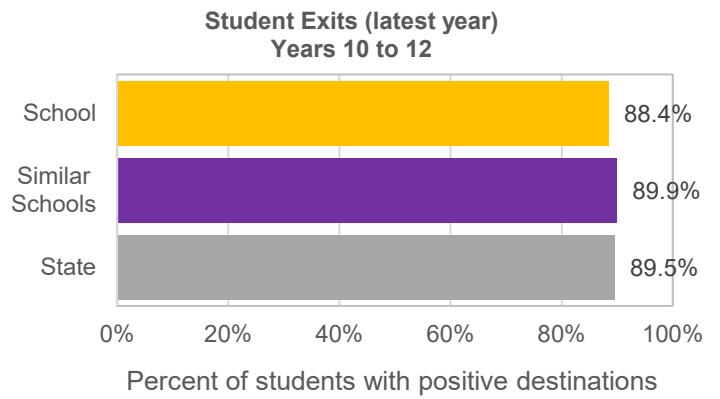
### Students exiting to further studies or full-time employment

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 year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	88.4%	90.1%
Similar Schools average:	89.9%	90.4%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$20,808,276
Government Provided DET Grants	\$1,952,920
Government Grants Commonwealth	\$42,638
Government Grants State	\$44,616
Revenue Other	\$433,519
Locally Raised Funds	\$5,325,444
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$28,607,414</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$266,958
Equity (Catch Up)	\$91,162
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$358,120</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$20,870,427
Adjustments	\$0
Books & Publications	\$25,855
Camps/Excursions/Activities	\$1,237,046
Communication Costs	\$112,199
Consumables	\$447,633
Miscellaneous Expense <sup>3</sup>	\$313,762
Professional Development	\$92,782
Equipment/Maintenance/Hire	\$940,893
Property Services	\$407,287
Salaries & Allowances <sup>4</sup>	\$1,185,626
Support Services	\$2,647,682
Trading & Fundraising	\$58,092
Motor Vehicle Expenses	\$367
Travel & Subsistence	\$697
Utilities	\$331,064
<b>Total Operating Expenditure</b>	<b>\$28,671,411</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$63,997)</b>
<b>Asset Acquisitions</b>	<b>\$237,444</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 20 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,940,723
Official Account	\$219,810
Other Accounts	\$276,123
<b>Total Funds Available</b>	<b>\$2,436,656</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$1,266,846
Other Recurrent Expenditure	(\$1,179)
Provision Accounts	\$41,231
Funds Received in Advance	\$346,946
School Based Programs	\$20,920
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$662,445
Repayable to the Department	\$117,825
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,020,000
Maintenance - Buildings/Grounds < 12 months	\$28,740
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,503,774</b>

*All funds received from the Department of Education, 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.*