

2023 Annual Report to the School Community

School Name: Mount Beauty Secondary College (8100)



- 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 08 May 2024 at 07:27 PM by Simone Roy (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 17 May 2024 at 02:16 PM by Bronwyn Gray (School Council President)

How to read the Annual Report

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.

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').

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

School context

The vision of Mount Beauty Secondary College's states that we have a child safe culture, where all students feel optimistic, secure and confident, with teachers that are happy and confident, to accommodate the diverse needs of all our students, provide a quality educational service, valued by the community to ensure all students realise their full academic and personal potential. Our school should provide a broad curriculum and have an environment that seeks to prevent harm and neglect and does not in any way discriminate. We value meeting the needs of all our students and we value diversity. Our school values in 2023 were aspiration, confidence and respect; reviewed at the end of 2023, in line with strategies from the School Wide Positive Behaviour Support (SWPBS).

Mount Beauty Secondary College is a small, remote, rural 7 - 12 school in the Northeast of Victoria. Our core Year 7 program ensures that students experience all the different learning areas contained within the Victorian Curriculum. Our elective program in Years 8-10 allows students to focus on areas of interest within the different learning areas, while still maintaining coverage of the curriculum. We focus on providing as much choice for our senior students as possible. In 2023, we offered 32 VCE units in total, which included the new VCE Vocational Major subjects (VCE-VM) of literacy, personal development skills and work related skills. 2 VET units and the VCE-VM were offered on site for those wishing to complete a more hands style on program. We also assisted students to complete other subjects that we couldn't offer through a 'distance education' model; through Virtual School Victoria (VSV), Victorian School of Languages (VSL), or Bendigo Senior Secondary College's Victorian Virtual Learning Network (VVLN), extension opportunities to complete university level subjects through the Centre for Higher Education Studies (CHES) and other VET studies through Wodonga TAFE.

With a total of 176 students in 2023 (82 female and 92 male), in 2023 we had 3% English as an Additional Language (EAL) students and just over 1% of Aboriginal or Torres Strait Islander (ATSI). We continued to have a large number of part time staff, with a total of 35 staff working various time fractions. A total of 22.61 Effective Full Time (EFT) teachers and 5.27 EFT Education Support Staff (ES). Our staff consisted of 1 Principal, 1 Acting Assistant Principal, 27 teachers including 1 Learning Specialist, 3 graduates, 1 Middle Years Literacy and Numeracy Strategy (MYLNS) Staff Capacity Builder (0.2 EFT), 1 MYLNS Direct Instruction Teacher (0.2 EFT), 2 Learning Tutors (0.4 EFT) and 8 Education Support Staff in various support roles including a Business Manager, Careers Practitioner, Lab Technician, Librarian, Office Administration, and 2 student aides. No staff in 2023 identified as being ATSI. In 2023, our School Family Occupation and Education placed us in the low category. This means we sit high on the socio-economic profile, due to a large proportion of advantaged families, and do not receive much additional funding to help with educational supports.

With careful budgeting from previous years, and not being able to get all staff positions filled in 2023 (especially relating to wellbeing staff), the plans to upgrade areas within the school were able to be implemented, with large parts of the main school building being painted in the new colour scheme, new carpets and new tables and chairs in most of the classrooms. The staff workspace was also upgraded, after a large, well overdue clean out of the storage spaces.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2023 Annual Implementation Plan (AIP) supported the Department's 2023 Priorities Goal (coming out of the pandemic), which aimed to focus on student learning with a learning Key Improvement Strategy (KIS), focussed on literacy.

AIP 12 month learning targets/achievements:

- Maintain the percentage of students in Years 7 - 10 at or above level against the Victorian Curriculum (Teacher Judgements) in English – Writing from 80% or above in Sem 2 2023.
 - We achieved 79.7%, which was above similar schools (66.4%) and the state average of 75.5%.
- Maintain or increase the percentage of students in the Top 2 Bands of NAPLAN. NB: NAPLAN was revised in 2023, meaning accurate comparisons can't be made against Top 2 Bands. We swapped from Top 2 Bands to students in the strong to exceeding proficiency levels.
 - Yr 9 Writing from 21% in 2022 to 25% in 2023 (Top 2 Bands). We achieved 52% in strong to exceeding, just above similar schools with 51% but below the state average of 58%.
 - Yr 9 Reading from 17% in 2022 to 20% in 2023 (Top 2 Bands). We achieved 73.3% in strong to exceeding, well above similar schools and the state average.

- Yr 7 Writing from 13% in 2022 to 18% in 2023 (Top 2 Bands). We achieved 59% in strong to exceeding, well above similar schools with 53% and on par with the state average at 60%.
- Yr 7 Reading from 30% in 2022 to 35% in 2023 (Top 2 Bands). We achieved 90.6% in strong to exceeding, well above similar schools and the state average.

NOTE: Numeracy was not a direct focus in our 2023 AIP, however, we achieved 84.4% in strong to exceeding for Year 7s, well above similar schools and the state average; we achieved 58.6% in strong to exceeding for Year 9s, 1.2% below similar schools and 1.3% below the state average.

- Decrease the percentage of students in the Bottom 2 bands of NAPLAN. NB: NAPLAN was revised in 2023, meaning accurate comparisons can't be made against Bottom 2 Bands. We swapped from looking at the Bottom 2 Bands to students in the Developing to Needs Additional Support proficiency levels.
 - Yr 9 Writing from 38% in 2022 to 33% in 2023. 49% of Year 9s were in the 2 lower proficiency levels.
 - Yr 9 Reading from 24% in 2022 to 19% in 2023. 26% of Year 9s were in the 2 lower proficiency levels.
 - Yr 7 Writing 17% in 2022 to 12% in 2023. 40% of Year 7s were in the 2 lower proficiency levels.
 - Yr 7 Reading from 17% in 2022 to 12% in 2023. 9% were in the 2 lower proficiency levels.
- Increase the VCE All Study Mean Score from 27 in 2022 to 27.80 in 2023. (Aspirational target). Our Year 12 students all study mean in 2023 was 28.2.
- Increase the VCE English Mean Study Score from 25.18 in 2022 to 26.00 in 2023. (Aspirational target). Our Year 12 students English mean was 28.45.

2023 saw the finalisation of planning, and beginning of the implementation, of the school's new Instructional Model (IM) and the Write to Learn Strategy. The IM is designed to ensure 4 key elements of learning take place in every lesson, in every classroom, across the school. These key elements are an introduction, explicit teaching, practice and reflection. Adding the use of Learning Intentions and Success Criteria into the IM creates the whole school approach to teaching, covering what we are learning and why; and how you will know you have learnt it.

The Write to Learn strategy was devised and trialled with 2 different groups during the year, then with all teachers implementing the Write to Learn strategy in every class as part of a Professional Learning Community (PLC) Inquiry Cycle in Term 4. Designed to support and scaffold all students to be comfortable with a written task in every class, the strategy will help to develop writing stamina and the ability to express thoughts/ideas through writing.

The PLC Inquiry Cycles were used strategically to create opportunities and dedicated time for teacher collaboration, professional learning, exploring and sharing teaching practice, collecting, analysing and responding to data and developing responsive teaching to meet our students' needs. Inquiry cycles ran each term, where teachers developed a hunch based on learning or wellbeing, collected data which supported the hunch, implemented explicit strategies designed to improve the problem based on the hunch and then looked to see if the problem had been improved or solved.

Students requiring support were targeted through the Middle Years Literacy and Numeracy Strategy (MYLNS), focussing on Year 9 and 10 students in 2023; and the Tutor Learning Initiative (TLI) supporting students across Years 7-10. The funding for these supports was fully used for most of the year and prioritised to the work, only needing to divert a small amount of the time into teaching in Semester 2, unlike many schools who have not been able to run these supports consistently. The Victorian High Ability Program (VHAP) was also used by a number of students in 2023 to encourage deeper learning in Maths and English for selected students who achieved highly in their NAPLAN results.

In 2024, we will work to improve student learning by:

1. Embedding the use of the Instructional Model and the Write to Learn strategy in every class. Why? To attain consistency in every class.
2. Provide collaborative planning time to improve reading and writing. Why? To support and meet students' individual learning needs.
3. Plan, develop and implement guaranteed and viable curriculum (and resources). Why? So teaching and learning aligns to the Instructional Model, Victorian Curriculum/VCAA Study Designs and meets students' individual learning needs.

Wellbeing

Our 2023 Annual Implementation Plan (AIP) supported the Department's 2023 Priorities Goal (coming out of the pandemic), which aimed to focus on student wellbeing with a wellbeing Key Improvement Strategy (KIS).

AIP 12 month wellbeing targets/achievements:

Wellbeing Priority, 12 month targets:

- Improved Attitudes to School Survey (ATOSS) results in 'student voice and agency' from 37% in 2022 to 45% in 2023. We achieved the targeted result of 45%.
- Improved ATOSS results in 'teacher concern' from 32% in 2022 to 40% in 2023. We did not achieve our goal, reaching 33%.

- Improved attendance data to less than 25.0 days in 2023 from an average of 33.14 days per FTE in 2022 (from the average of 23.3 days per FTE student (from 2018-2021). In 2023, students in Years 7-12 averaged 32.1 days absent. This was a small decrease from 2022 rates, slightly better than similar schools, but 3.7 days above the state absence average. In 2023, the School Wide Positive Support (SWPBS) framework was reintroduced, after falling out of use after COVID. Staff reviewed the thinking that underpins the framework, updated the positive behaviour matrix, created a major and minor behaviour chart to be able to determine acceptable levels of behaviour and the whole school community was surveyed to be able to determine the school's values, the lynchpin of the whole framework.

In 2024, we will work to improve student wellbeing by:

1. Building the belonging of all students in our school by beginning the consistent, school wide implementation of the School Wide Positive Behaviour Support (SWPBS). Why? So our students are happy and active participants in their learning at school.
2. Implement extended Home Group times to be able to explicitly teach our values and other positive behaviours. Why? To focus on building student-teacher relationships and develop a sense of belonging.
3. Developing teacher's capability to involve students in their learning. Why? So students feel seen, heard and valued and will be more engaged in their learning at school.

Engagement

Student attendance rates have been an ongoing concern for our school over many years. Living in a tourist based town, many families are unable to take holidays during normal holiday times. We have had a number of families choosing to take extended family vacations to be able to travel around Australia or the world. A medical trip to Albury is generally combined with a shopping trip, making what is normally a half day absence in other schools a full day absence at Mount Beauty Secondary College. In this beautiful part of the world, 'chucking a snowy' or having time off to go bike riding is also fairly common, often fitting under the term of a 'mental health day'. All this living has to happen at some time, and many families will approve for their child to not be at school at these times.

In 2023, our school returned to a full year of excursions and camps. The Indonesian trip ran for the first time since 2019 and many other extracurricular opportunities also resumed. Being a rural school, these opportunities are so important for our students to participate in, however they do add to the amount of school missed. While not counted as an absence, these days away from normal classes add to the time students are away from their learning.

While all the various days of absence are important, the overall accumulation of absence is what is worrying, as some students will try to participate in every single opportunity they have to be away from school, as well as being allowed to be away for 'parent approved' days.

Attendance rates are fairly predictable; strong attendance in Years 7, 8 and 12, and less strong in Years 9 - 11. Years 9 and 10 tend to be where more absence is recorded, where students have lost the shine of being in high school but haven't found where they are headed to after school yet, however in 2023, Year 11s had the second worst attendance rate.

While a number of students left Mount Beauty at the end of 2023 to attend different schools, our retention rate of students from Years 7-10 was at 72.2% slightly higher than similar schools and slightly lower than the state average.

In 2024, we will work to improve student engagement by:

1. Implementing SWPBS structures, such as providing explicit teaching of the school's values through an extended Home Group time. Why? To make the school's values a part of every day and what each member of our school community lives by.
2. Support and build staff capacity to develop a deep understanding of student IEPs. Why? To ensure students feel known and understood so that they feel they belong at our school.
3. Research strategies that will ensure students want to be at school, not want to miss school. Why? To boost attendance rates and make students proud to be a student at Mount Beauty Secondary College.

Other highlights from the school year

2023 was another busy year!

Some of the things (often extracurricular) that happened were:

- Year 7 camp
- Middle school camp to Sydney
- Year 11 camp to Melbourne
- Year 12 team bonding days

- Year 9 Future Makers Program, including a day of tree planting for volunteerism
- Indonesian study tour
- Indonesian cultural day
- The middle school production of 'Transylvania Dreaming'
- NAIDOC week celebrations
- Seasons of Excellence excursion
- Many fundraising activities organised by the VCE Vocational Major students and also the Student Executive, including the successful 'Trivia Night'
- Upgrading of much of the outdated classroom furniture, new carpets and painting and new, lockable lockers
- The band program, including the NEVR Music camp and an afternoon performance outside the JHS
- Presentation Evening, in full, with guest presenters and performances
- The house swimming, cross country and athletics events
- Much interschool sport activity
- The full downhill and cross country ski program.

Financial performance

Mount Beauty Secondary College maintained a sound financial position again throughout 2023, as planned for in our budget planning at the end of 2022, with a net operating surplus of \$505,076.00.

Utilities costs (with the increasing costs of gas and electricity) were managed by relying on the gas heaters during the main part of Winter, then relying on the more efficient split systems in milder weather. The milder winter also meant less heating was required compared to the previous year.

Lockable lockers were finally able to be purchased, thanks to a grant from the Community Bank Mount Beauty & District. We investigated retro fitting lockable devices to the existing lockers, but found the price too inhibitive, so it was only thanks to the grant that we could afford to replace all our lockers. The remaining cost of replacing the corridor carpet, carpeting all remaining rooms in the main building, except some office spaces, painting in a number of rooms and replacement furniture in most of the main classrooms and staff work spaces came from the 2023 budget.

A further one year contract was offered to our cleaning provider, whose extension ended in 2023, to ensure enough time for a full tendering process can take place for the next contract. External partnerships included Heather Rookes continuing to run the school canteen 4 days per week in 2023 and agreeing to continue in 2024; the long standing partnership with the Mount Beauty Community and District Band, with continued agreement that the Band could rehearse in the Jessie Hollonds' Studios, providing access to a range of musical instruments.

Equity funding in 2023 totalled to just over \$25 000. Supporting the Literacy Consolidation class for students at Year 7 who were placed below their expected level in literacy, the support also continued working with past students of the program for generalised curriculum support. As the level of funding did not cover the full salary costs for running this class and extra support, the remaining salary cost was budgeted for and covered out of the Student Resource Package (SRP).

Revision lecture funding provided by the Department was again used by students and staff to assist with the costs of attending VCE subject based exam lectures and the Bushfire Vegetation funding also assisted the school to make the site safer, by removing trees and vegetation that posed bushfire threats to infrastructure.

We were unable to secure a Mental Health Practitioner (MHP) for the MHP in Schools funding, in spite of repeated advertising and increasing the position to 2 days per week. With the qualifications required changing at the end of 2023 and counselling qualifications now being accepted, it may make it easier to find someone. We added into our 2023 budget a small casual maintenance position to ensure that smaller tasks were being addressed.

Our total funds available were healthy at the end of 2023, however the majority of our surplus was received for the specific purposes above and therefore carried forward to 2024 as a financial commitment.

Financial plans for 2024 involve:

1. Continuing with IT technical support, installing data projectors in most classrooms in the main buildings and looking to upgrade the fleet of school loaned laptops.
2. Continuing with interior renovation, mostly painting.
3. Continuing with repurposing areas, attending to buildings/grounds maintenance.

4. Looking to secure funding for a toilet upgrade OR building a plan to complete a school funded upgrade in affordable stages.

For more detailed information regarding our school please visit our website at
<https://www.mbsc.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 176 students were enrolled at this school in 2023, 82 female and 92 male.

3 percent of students had English as an additional language and NDP 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).

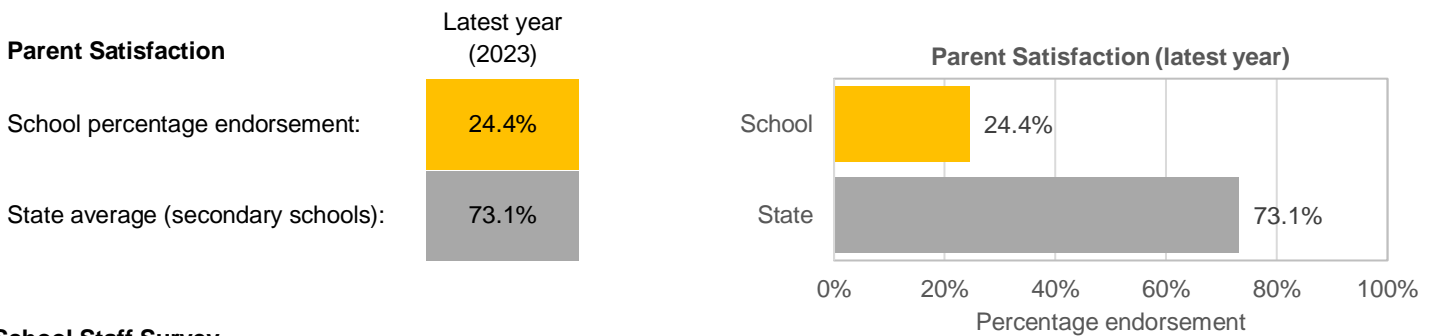
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

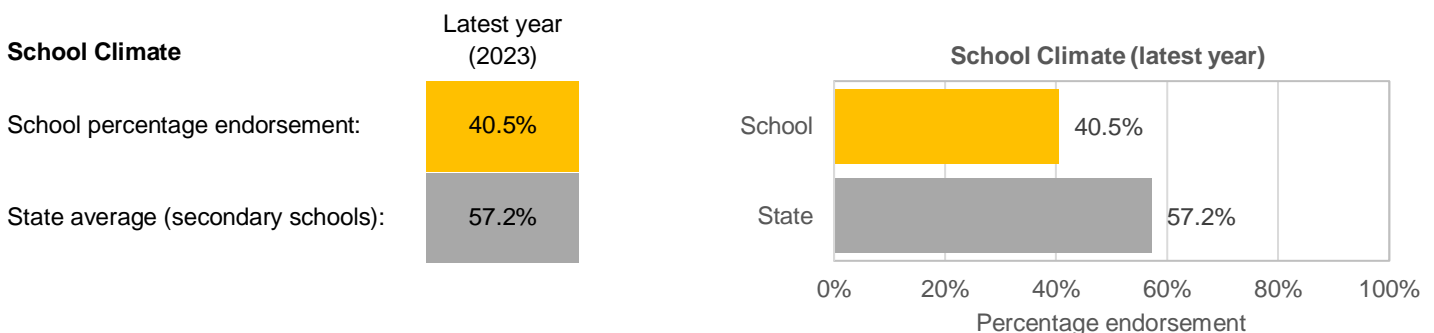


School Staff Survey

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

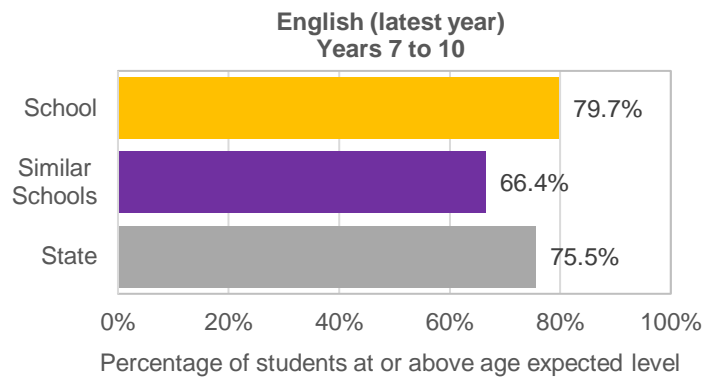
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

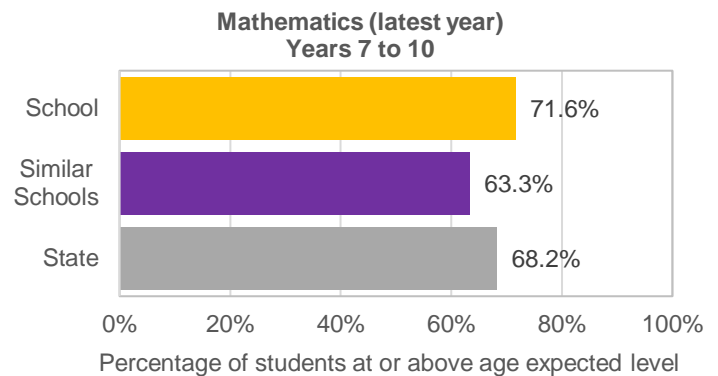
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	79.7%
Similar Schools average:	66.4%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	71.6%
Similar Schools average:	63.3%
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:

90.6%

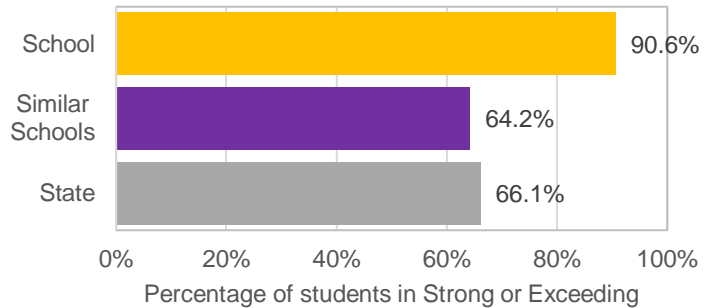
Similar Schools average:

64.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

73.3%

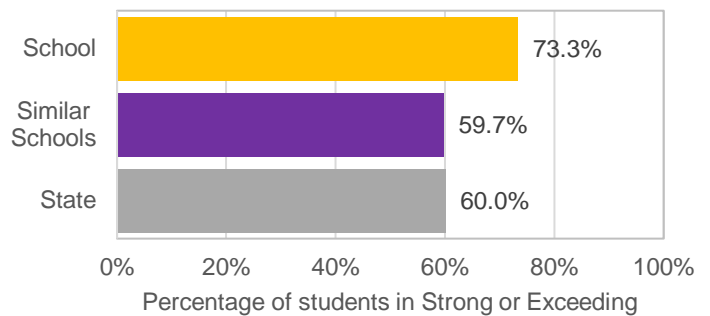
Similar Schools average:

59.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

84.4%

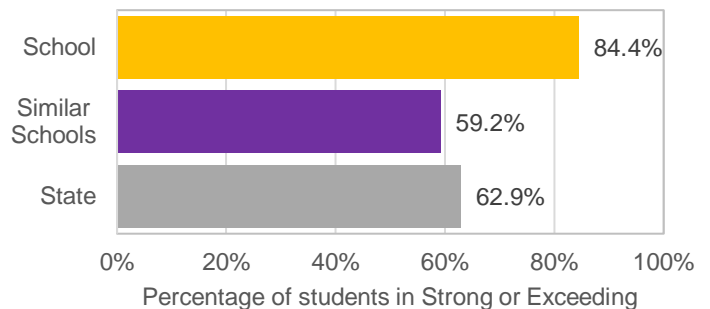
Similar Schools average:

59.2%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.6%

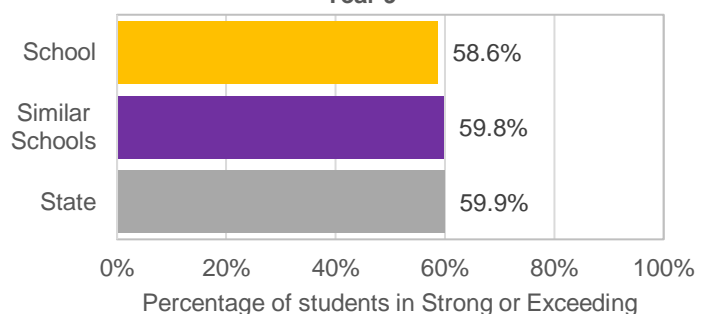
Similar Schools average:

59.8%

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:

60.9%

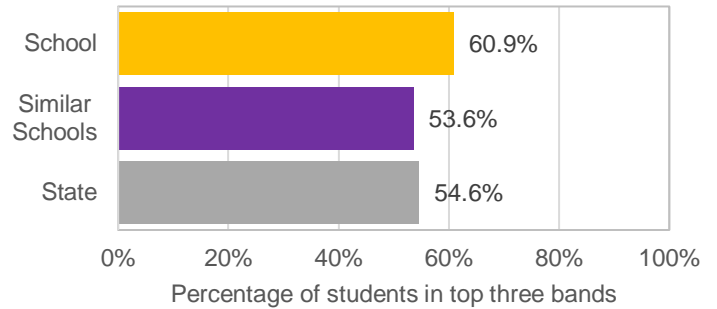
Similar Schools average:

53.6%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

58.6%

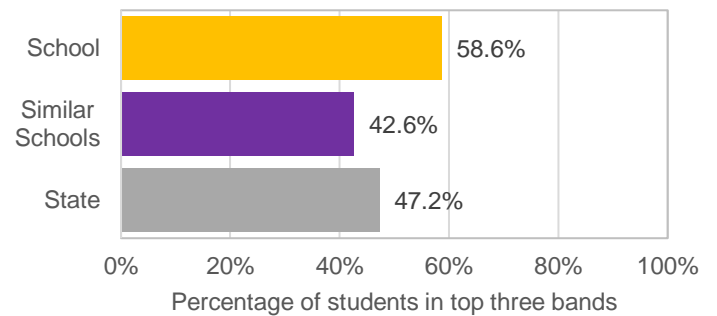
Similar Schools average:

42.6%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

63.6%

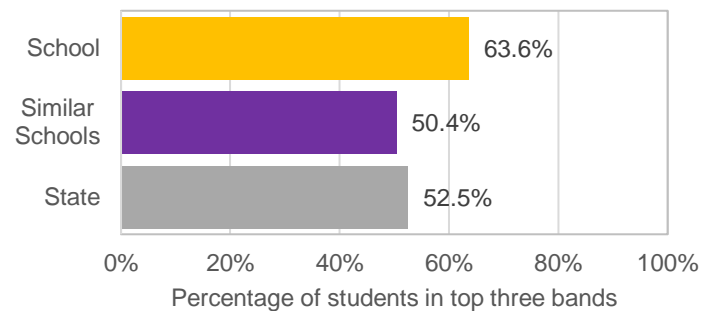
Similar Schools average:

50.4%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

46.4%

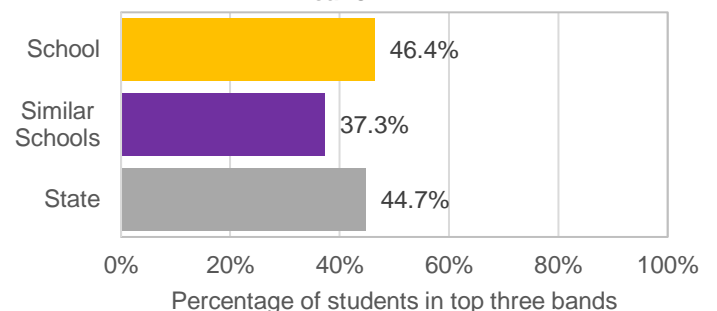
Similar Schools average:

37.3%

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

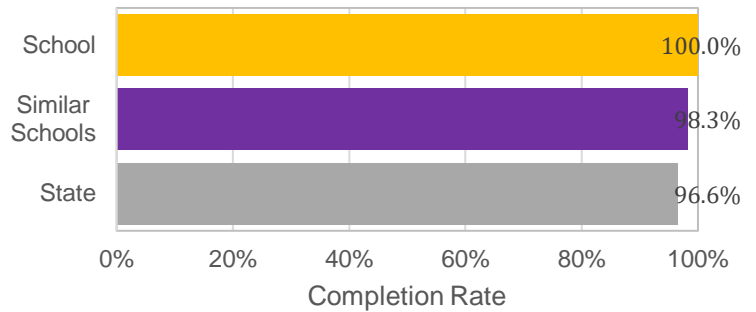
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	100.0%	92.9%
Similar Schools completion rate:	98.3%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.2

Number of students awarded the VCE Vocational Major

NDP

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:

10%

Percentage VET units of competence satisfactorily completed in 2023:

60%

WELLBEING

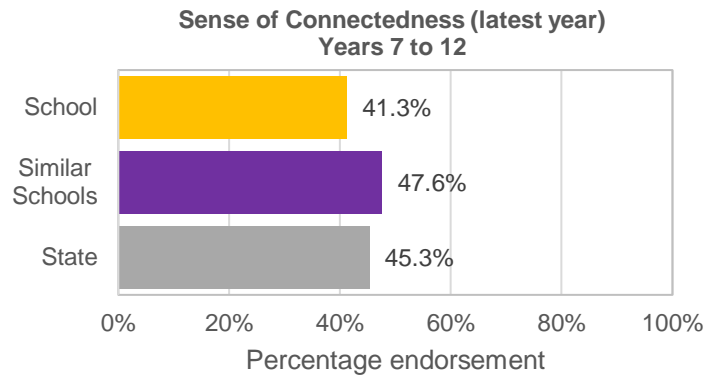
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	41.3%	41.0%
Similar Schools average:	47.6%	50.7%
State average:	45.3%	49.9%

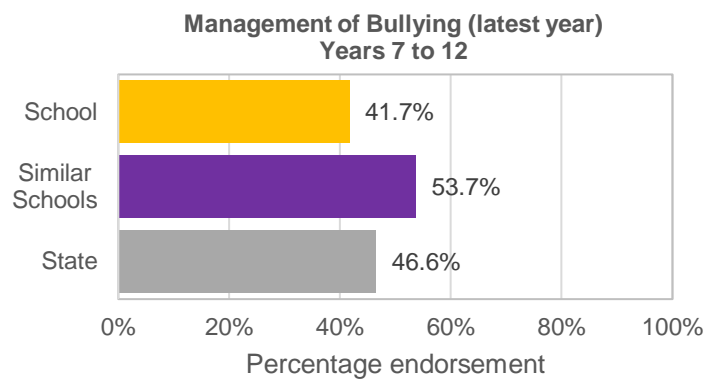


Student Attitudes to School – Management of Bullying

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:	41.7%	43.2%
Similar Schools average:	53.7%	56.3%
State average:	46.6%	51.0%



ENGAGEMENT

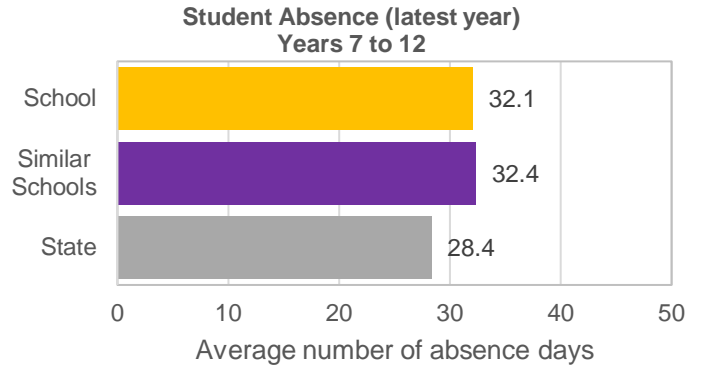
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	32.1	28.8
Similar Schools average:	32.4	27.5
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.

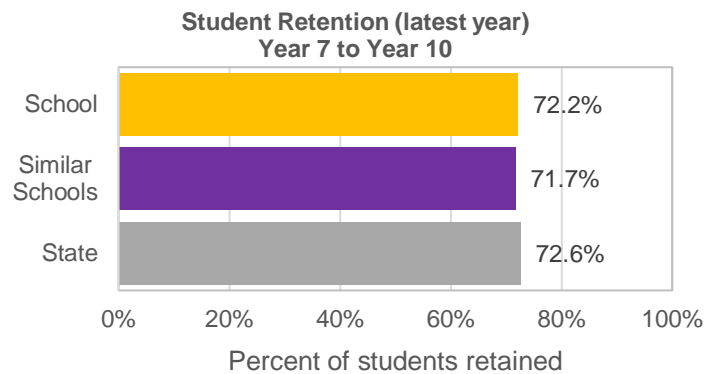
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	84%	80%	83%	82%	89%

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:	72.2%	74.5%
Similar Schools average:	71.7%	72.1%
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.*

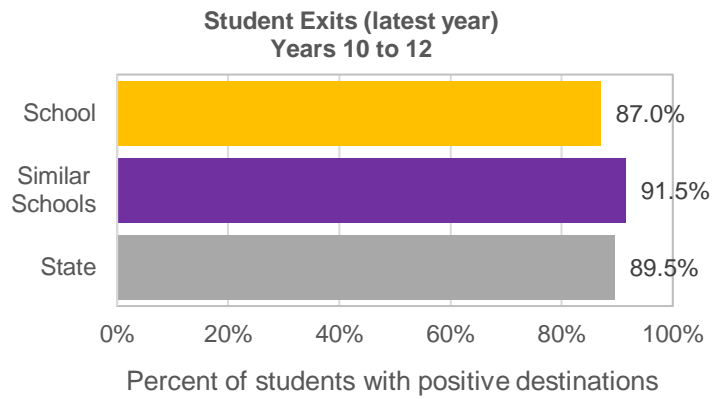
Students exiting to further studies or full-time employment

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:	87.0%	82.1%
Similar Schools average:	91.5%	88.1%
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	\$3,464,285
Government Provided DET Grants	\$748,875
Government Grants Commonwealth	\$0
Government Grants State	\$25,000
Revenue Other	\$46,789
Locally Raised Funds	\$220,013
Capital Grants	\$0
Total Operating Revenue	\$4,504,962

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,245
Equity (Catch Up)	\$12,235
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,480

Expenditure	Actual
Student Resource Package ²	\$3,125,866
Adjustments	\$0
Books & Publications	\$1,563
Camps/Excursions/Activities	\$112,477
Communication Costs	\$10,110
Consumables	\$99,619
Miscellaneous Expense ³	\$19,513
Professional Development	\$7,329
Equipment/Maintenance/Hire	\$199,189
Property Services	\$156,236
Salaries & Allowances ⁴	\$125,917
Support Services	\$84,641
Trading & Fundraising	\$11,692
Motor Vehicle Expenses	\$4,814
Travel & Subsistence	\$0
Utilities	\$40,921
Total Operating Expenditure	\$3,999,887
Net Operating Surplus/-Deficit	\$505,076
Asset Acquisitions	\$71,183

- (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

Funds available	Actual
High Yield Investment Account	\$444,399
Official Account	\$21,194
Other Accounts	\$0
Total Funds Available	\$465,593

Financial Commitments	Actual
Operating Reserve	\$130,033
Other Recurrent Expenditure	\$1,815
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$180,000
Beneficiary/Memorial Accounts	\$21,842
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,371
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,372
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$466,433

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.