

2022 Annual Report to the School Community

School Name: Altona College (8857)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2023 at 02:47 PM by Julie Krause (Principal)

- This 2022 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 05 May 2023 at 12:08 PM by Kade Dillon (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with 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').

About Our School

School context

Altona College is a combined primary, and secondary school situated in the local government area of Hobsons Bay, located just 15 minutes west from the Melbourne CBD. Altona is a large suburb consisting of low density residential in the south-eastern half and mixed industry in the north-western half. A feature of the suburb is the Altona Beach which is one of only two swimming beaches in the western suburbs (the other being Williamstown Beach).

Altona College established as a Prep to Year 12 school in 2021 with its first year 12 cohort. During 2022, stage 2 of the capital works program upgraded the administration, underpinned the library, and upgraded facilities for primary learners, in line with the college master plan to expand to a P – 12 community.

The school population increased, despite a small school zone and proximity to larger established secondary schools. Enrolments were drawn from the residential areas of both Altona and Seaholme at Year 7, whilst the primary zone is within walking distance to the site. The primary school is one of four located within the suburbs of Altona and Seaholme and as such enrolments are greater in the secondary than primary years. The Altona Early Years sits onsite ensuring a smooth transition for students attending Kindergarten programs at that venue. An extensive prep transition program ensures students are inducted and familiar with staff and students prior to commencement.

The Strategic Plan 2021 – 2024 goal is to ensure the growth of every student across the school. In line with the Annual Implementation Plan 2022 and as a Professional Learning Community, (an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes), the clear focus was to strengthen the culture of inquiry. The college leadership and school improvement team worked with regional support to ensure a school wide consistent understanding of the process. At the same time the creation of developmental rubrics to map the curriculum and ensure that students could be matched accurately at their point of need commenced. We will continue to embed a culture of collective responsibility for consistently documenting and implementing high quality teaching, learning and reflective practices based on the collection of accurate and relevant data.

In valuing innovation, integrity and respect, the school relentlessly sought opportunities for students to be resilient and future-focused learners through both curricular and extra-curricular programs and activities that they were unable to provide during the COVID-19 pandemic. Students embraced opportunities that were offered that strengthened their sense of community in particular through homeroom.

In 2022 the role of the Learning Specialist changed to inhouse coaching and mentoring. Our school Naplan achievement data in reading outperformed the state and similar schools at all levels. Naplan numeracy data out performed the state and similar schools with the exception of Year 3. Tutoring support will target this cohort initially in 2023 with a deep dive taken into the data. Primary students accessed specialist programs in Music, Physical Education, Mandarin and Art. The learning areas of Science, Humanities (History, Geography, and Economics), Health, Civics and Citizenship, Design, Creativity, and Technology were taught through an inquiry approach. An established kitchen garden program included both garden lessons and practical kitchen sessions supported by community volunteers. An established band program in Year 3 provided a unique opportunity to learn an orchestral instrument in line with offering a diverse range of opportunities for our students. Optional instrumental music programs were offered from Year 4 across the college.

Secondary students accessed the Victorian curriculum through a range of core and specialist subjects from Years 7 to 12. Classes were strategically planned on a semester basis to ensure that curriculum provision met compliance with VCAA. Year 10 and 11, high achieving students were extended the opportunity for early access to VCE. Some students accessed Virtual School for boutique subjects that the college was unable to offer onsite. The college delivered a high ability class in Years 7 to 9 with places filled by students within the designated zone. Secondary students participated in programs such as Wynspeak and network debating competitions where the college achievements were to be celebrated.

The Program for Students with a Disability was supported by 5.4 integration support staff overseen by a Leading Teacher and Education Support Staff member coordinator. Families and students were supported through School Support Group meetings held both onsite or remotely.

The College had 60.3 EFT staff: inclusive of 3 Principal Class, 45.7 (EFT full time) Teaching Staff and 14.6 Education Support staff, (Teaching Support Staff and Integration Teaching Aides). School enrolments (Feb 2022) were 599.8, an enrolment growth of 6% from 2021. The Student Family Occupation and Education Index (SFOE) is 0.39, decreasing slightly, from medium to the low medium band.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, students in Years 3, 5, 7 and 9 performed strongly in Reading when compared to the state and similar schools. This is a trend that has continued to improve in recent years with each year level demonstrating a greater percentage of students in the top 3 bands than the 4-year average. Teacher focus was to improve the consistency of practice across classrooms when implementing the college instructional model. The college utilised targeted interventions including the Tutors in Schools program in Year 3, 5, 6, and 7 to assist with closing the learning gaps for some students, and dedicating teaching staff directly to the role of MYLNS to improve learning outcomes and engagement in Years 8 and 10.

In Numeracy, despite our Year 3 NAPLAN data dropping slightly below the 4-year average, the Year 5, 7 and 9 data was encouraging. When comparing students in the top 3 bands, our Year 5 cohort averaged 10% higher than the state, and 13% higher than similar schools. Our Year 7's achieved 5% higher than the state average, and 9% higher than similar schools. This trend is on the improve as it is 4% higher than our own 4-year average. There was a significant improvement in the Year 9 top 3 bands data, surpassing the 4-year average by 10% in 2022, and achieving 8% higher than the state, and 13% higher than similar schools. The college dedicated significant professional learning to building the capacity of teachers in understanding and delivering the Victorian curriculum, and co-constructing developmental rubrics to ensure our teaching is at the point of need.

The performance summary for teacher judgement of student achievement in English indicates that our students are performing within the range of similar schools in both the primary and secondary schools. In the primary years, the college performed slightly above the state average in Mathematics. In Year 7-10, results in Mathematics are slightly higher than similar schools and within the range of state means. Our third cohort of VCE students had a satisfactory completion rate of 96% with a study score of 24.3, and 81% of Victorian Certificate of Applied Learning (VCAL) credits were completed.

Wellbeing

The College's continued strong focus on student wellbeing was important as our young people completed their first full year of face to face learning since 2019. The wellbeing team and teaching staff saw an increasing number of students requiring additional social and mental health supports while transitioning back into full time learning. The homeroom program provided a strong foundation for the students' wellbeing. During the allocated 2 hours per week, personal and social skills were explicitly taught and opportunities to practice these skills were provided in a supportive and collaborative environment. The curriculum for homeroom drew upon a number of resources including Rights, Resilience and Respectful Relationships, Friendly Schools and the Berry Street Education Model. To support homeroom, numerous guest speaks and Tier 2 intervention programs were introduced into the curriculum. Our ongoing collaboration with Hobson's Bay Youth Services and School Focused Youth Services enabled the implementation of Canine Comprehension, Better Me and Teen Mental Health First Aid. The School Wide Positive Behavior expectations, aligned with the values of Innovation, Integrity and Respect, continued to be explicitly taught and the commendation system was consistently implemented. In 2022, the wellbeing team included the Student Wellbeing Coordinator (Prep-12), an EFT 0.2 Mental Health Practitioner, Secondary School Nurse and a chaplain two days a week along with the support of the Education Support Coordinator. The school employed a speech pathologist to support the language, social and emotional development of some students in both primary and the secondary years. Hobsons Bay UP counselling continued to provide face to face counselling support for several students. In 2022, the Primary Student Engagement Team (SET) was established and the Secondary SET continued to provide tiered support and guidance for complex students' needs. Community groups: Community Bank of Bendigo, Altona Rotary Club, Laverton Community Hub, Louis Joel Centre and Foodbank Victoria supported wellbeing through the provision of a breakfast club, lunches and meals for families. 2022 data from the "Management of Bullying" category on the 'Student Attitude to Schools' survey demonstrated positive growth in Years 7 to 12. 58.0% of students positively endorsed the management of bullying, which was significantly above the state average, and moving towards out 2024 target of 60%. The 2022 data for 'Sense of Connectedness' was a continued strength for Altona College. In Years 4 to 6, 77.6% had a strong sense of connectedness which was above similar schools. Year 7 – 12 students continued to out-perform the state and similar schools in both our 2022 and 4-year average results with 54.4% of students positively endorsing school connectedness. The College continually strives to provide a safe, inclusive and secure environment for its students.

Engagement

2022 offered multiple challenges and opportunities in student engagement with the return to full-time on-site learning, however, with ongoing surges in covid, there was a significant impact on staff and student absence. Staffing shortages impacted the ability to replace teaching staff on sick leave or pre-planned long service leave leading to some disruption to learning programs. Multiple initiatives were undertaken to ensure ongoing improvement in engagement and attendance, to the benefit of student outcomes.

One of our key data sets used to measure student engagement is the Student Attitude to School Survey (AtoSS). This is prominent in our strategic plan with improvement goals set in the areas of: differentiated learning challenge, motivation and interest, stimulated learning and student voice and agency. In 2022 the College implemented progressive reporting in the secondary years focusing on student learning behaviors and attendance. Students and families received frequent progress reports home based on common assessment tasks and school based assessments.. A key engagement and relationship building aspect of this process was the implementation of goal setting and conferencing. To encourage continual growth and reflection students set personal goals and conference with their classroom teachers. This goal setting process is based on the work of Quaglia institute professional development program completed by college leadership in 2021.

This work as well as a consolidation in student leadership programs has led to improvement in all areas of focus in the AtoSS. Differentiated learning challenge grew from 70% (2019) to 71% (2022), motivation and interest grew from 61% (2019) to 63% (2022), stimulated learning grew from 58% (2019) to 66% (2022) and student voice and agency grew from 42% (2019) to 51% (2022).

The significant absence due to covid surges and the severe flu season did create challenges, however, strategies initiated are being consolidated in 2023 and will result in improvement. Attendance is a key indicator of students' engagement with the school and with their learning. Year P-6 student number of days absent increased from 19.4 days in 2021 to 24.0 in 2022. Year 7-12 student number of days absent increased from 24.8 in 2021 to 30.0 in 2022. Chronic absence for students having 20+ days of absence increased from 24% in 2021 to 28% in 2022. In response attendance processes, recording and follow up processes have been revisited and revised, with chronic absence being the number one focus of the coordinator team in 2023.

2022 was the second year in which the College had a cohort of students complete Year 12. This created a consolidating trend of data allowing the analysis of pathway and retention rates, both indicators of student engagement. The College achieved a 98% of students exiting to further studies or full-time employment and 60.6% student retention for students Year 7 to Year 10.

100% of students exiting the college prior to the completion of Year 10 were engaged in further study, a traineeship or apprenticeship. Our VCE completion rate was 94%. Our VCAL completion rate was. 81% Of those that did not complete either the VCE or VCAL, 99% of students transitioned into further training or employment.

Other highlights from the school year

Throughout 2022, our College put significant effort into creating personal, social and cultural events for students to enrich their school experience.

In the primary school, we rejuvenated pre-covid traditions including our Sorting Hat ceremony which ensures all Prep students are welcomed into our house culture. Our Urban Camp allowed year 3 students to enjoy an overnight stay in the city away from family, promoting social connection and resilience. At years 4,5 and 6, a trip to Camp Rumbug allowed students to develop their sense of adventure and teamwork. Our Mothers Day high tea and Fathers Day breakfasts celebrated the contributions of significant adults to our students lives and the introduction of Year 6 jumpers and a graduation ceremony ensured our students experienced all of the rites of passage a traditional P-6 education might offer.

In the secondary school our Year 7, 8 and 9 students all enjoyed camps to Echuca, Trafalgar and Anglesea respectively, ensuring they balanced teamwork, independence, adventure and fun in equal measure. At years 10, 11 and 12, the addition of a snow camp was well received by students and staff. After engaging with our student leaders, their voice led to the introduction of a Senior Formal which celebrated the strong social connections our students build. Elegant outfits, dancing and a sit down dinner all part of their preparation for healthy social engagement as they approach adulthood.

Across the school, key events including Harmony Day, Chill Out Day, Easter bonnet parade, Christmas Carols and even our Year 12 Graduation Breakfast included our whole P-12 community, allowing students to share experiences and build positive connections across all aspects of College life. Our Open Evening was well attended by the local community and showcased staff and student pride in the breadth or learning opportunities provided by the College.

Financial performance

All funds received from the Department or raised by School Council have been expended or committed to the following school year to support the achievement of education outcomes and other operational needs of the school consistent with Department policies, School Council approvals and the intent / purposes for which the funding was provided or raised.

During 2022 in line with our School Council approved budgeting process and the continued support of voluntary contributions we were able to maintain safety in our playgrounds by installing new soft fall mulch to all areas. A quality handrail was installed at the canteen to assist with lining up and 196 new lockers for senior student use. A new pedestrian footpath for the students to enter and exit at Civic Parade was installed, along with a new gate to accommodate the relocation of our school crossing. This was surrounded by a beautiful garden of plants and trees dedicated to the Queens Jubilee with signage displaying the school values along the path. Technology resources were enhanced with the purchase of Lenovo Think Pads & a set of Scientific Calculators. Funds have been carried forward to be expended in 2023 to enhance the capital works program, the swimming and water safety program, the installation of shade sails and further signage to be displayed throughout the school.

The surplus will continue to support the employment of additional centrally paid staff to meet the educational needs of the schools growing enrolment including tutoring staff to support individual student learning.

**For more detailed information regarding our school please visit our website at
<https://www.altonacollege.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 600 students were enrolled at this school in 2022, 287 female and 313 male.

15 percent of students had English as an additional language and 2 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).

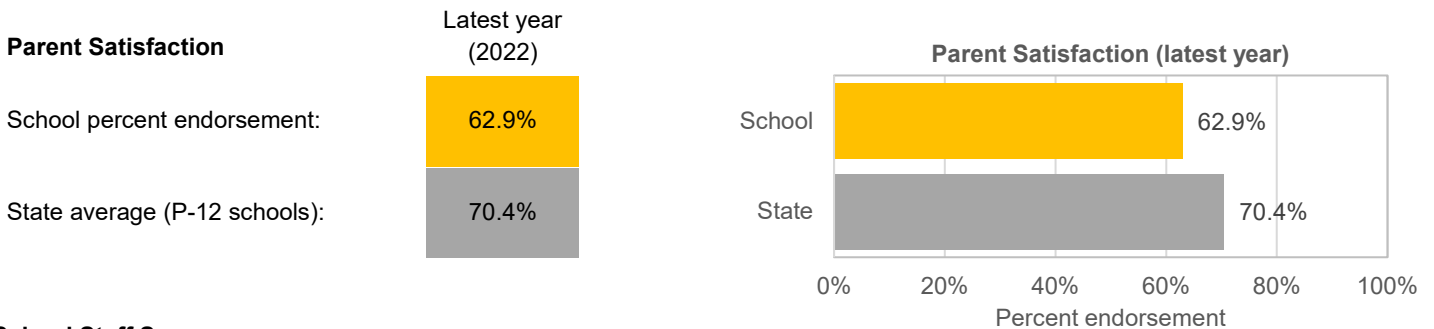
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

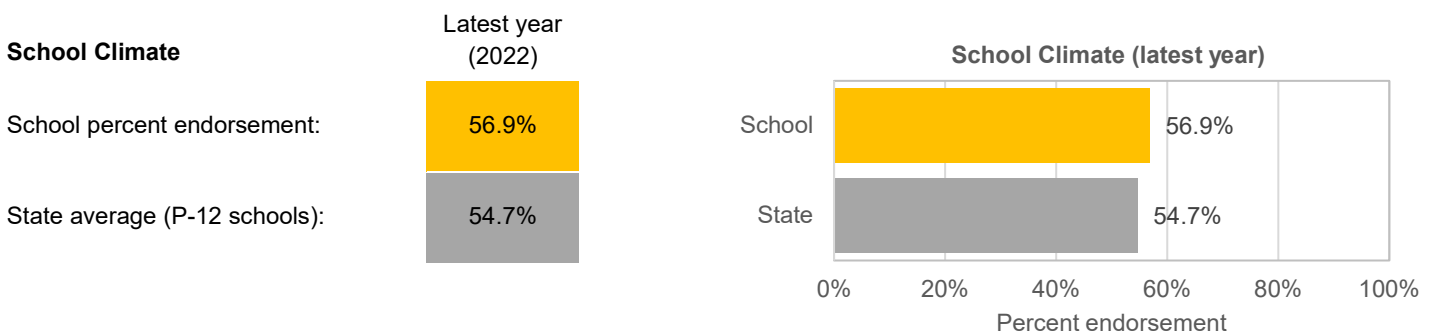


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

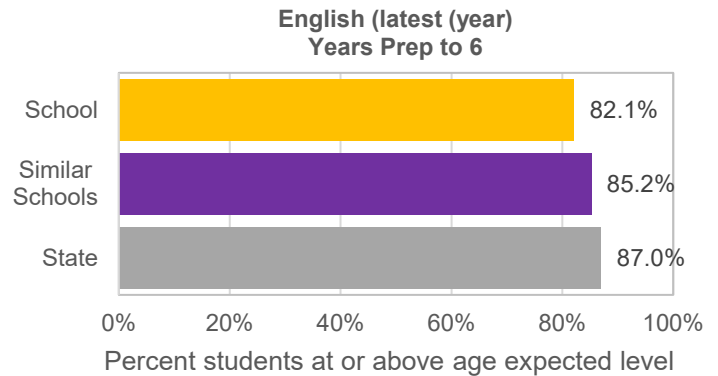
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

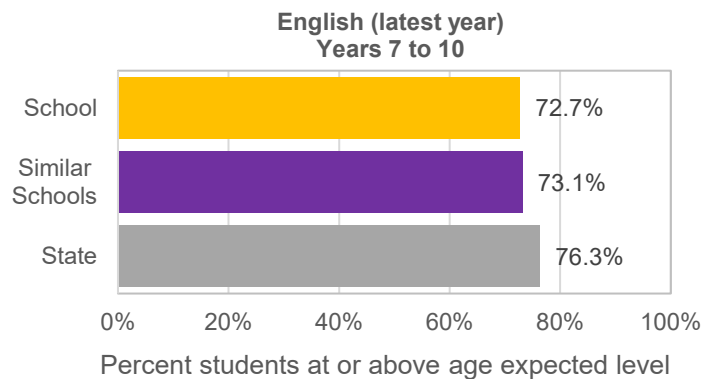
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	82.1%
Similar Schools average:	85.2%
State average:	87.0%



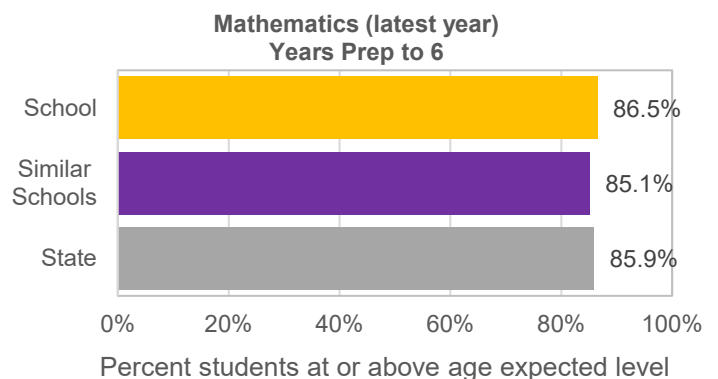
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	72.7%
Similar Schools average:	73.1%
State average:	76.3%



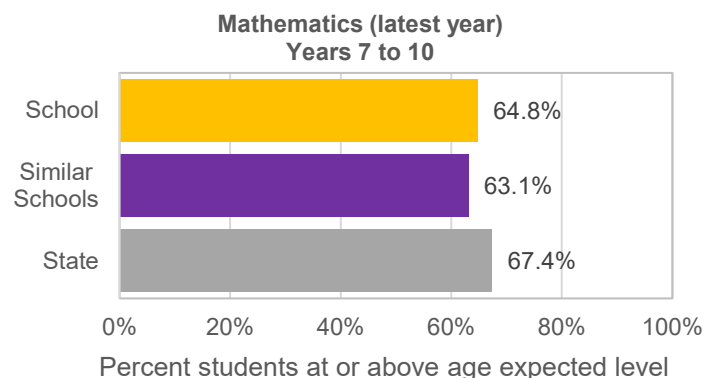
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	86.5%
Similar Schools average:	85.1%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	64.8%
Similar Schools average:	63.1%
State average:	67.4%



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.

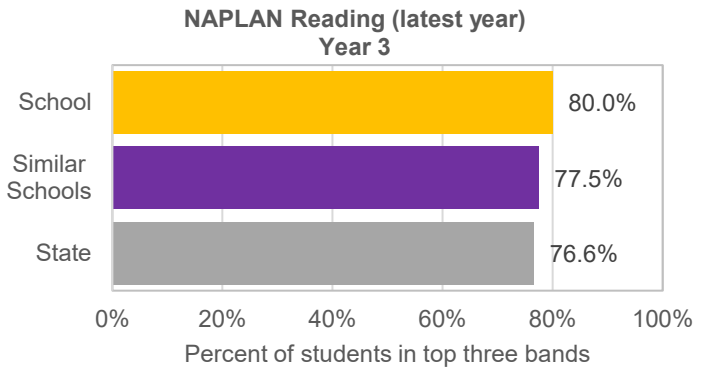
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

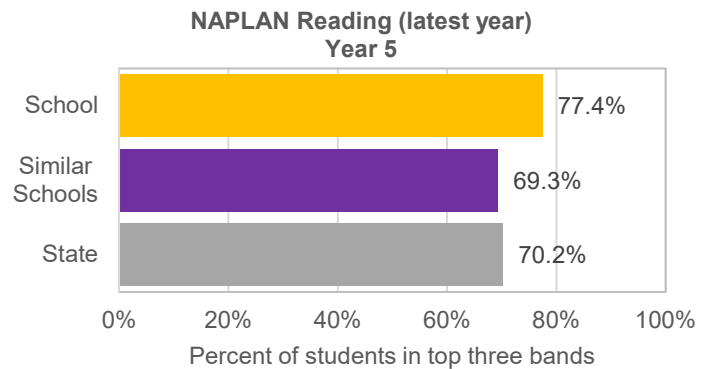
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	79.1%
Similar Schools average:	77.5%	76.2%
State average:	76.6%	76.6%



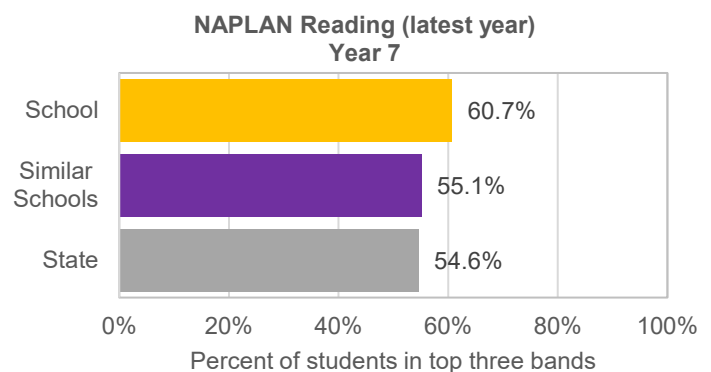
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.4%	68.7%
Similar Schools average:	69.3%	69.0%
State average:	70.2%	69.5%



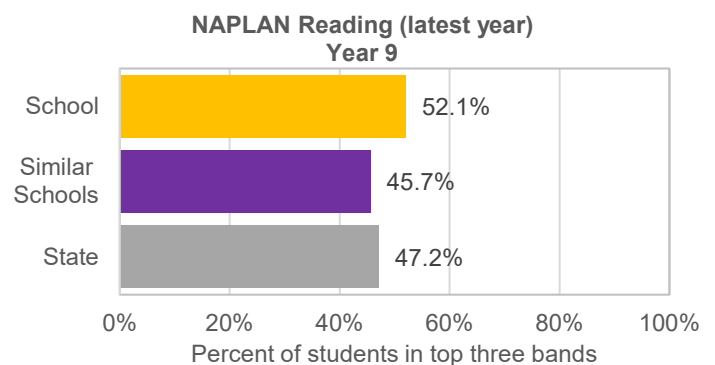
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.7%	57.7%
Similar Schools average:	55.1%	55.0%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.1%	41.7%
Similar Schools average:	45.7%	43.5%
State average:	47.2%	46.0%



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 (continued)

**Numeracy
Year 3**

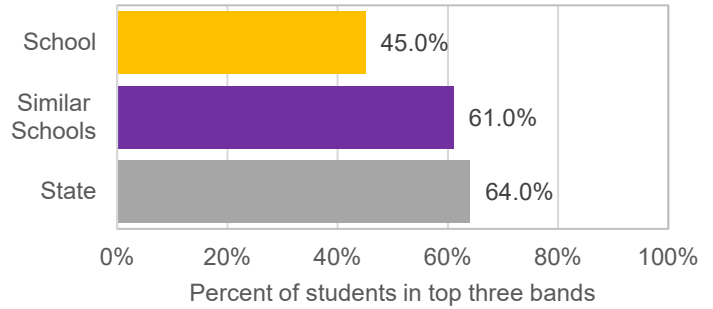
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	49.3%
Similar Schools average:	61.0%	64.8%
State average:	64.0%	66.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

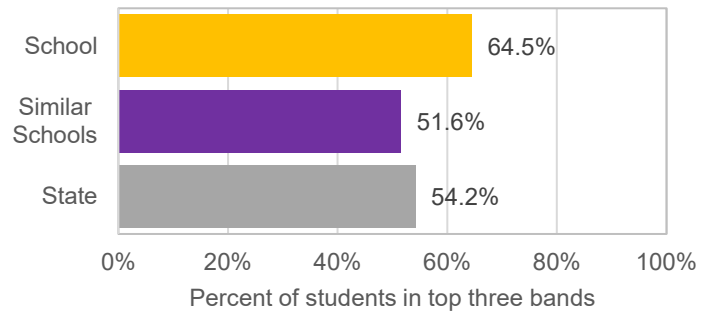
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.5%	55.4%
Similar Schools average:	51.6%	55.1%
State average:	54.2%	58.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

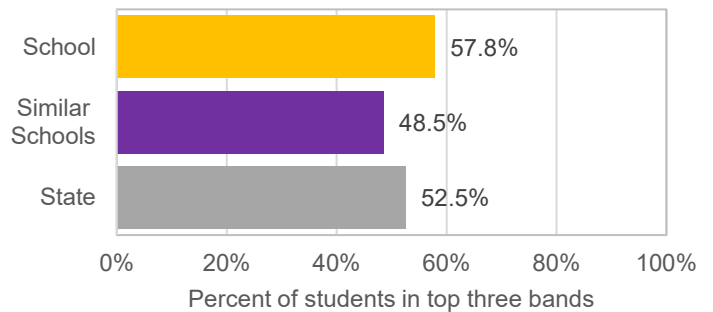
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.8%	53.7%
Similar Schools average:	48.5%	52.1%
State average:	52.5%	54.8%

Similar Schools average:

State average:

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



**Numeracy
Year 9**

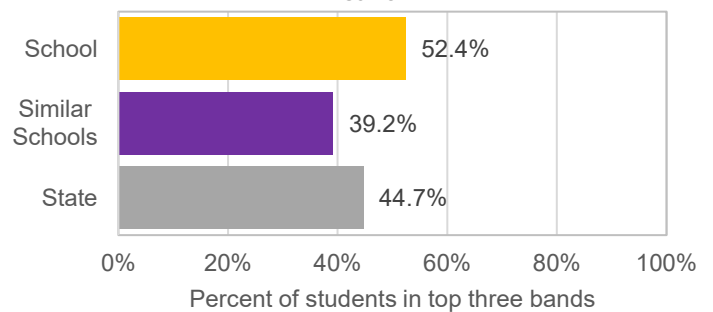
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.4%	42.1%
Similar Schools average:	39.2%	40.2%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**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.

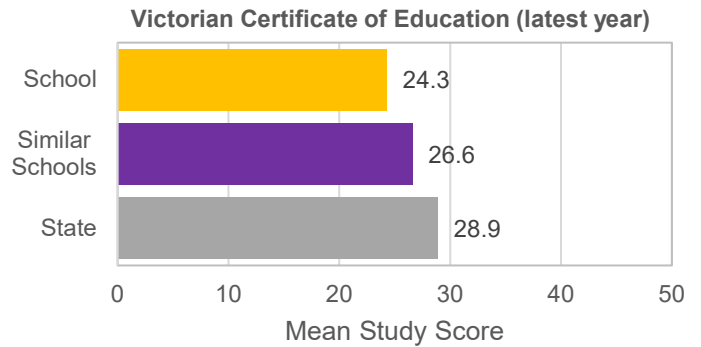
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	24.3	26.7
Similar Schools average:	26.6	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

24%

VET units of competence satisfactorily completed in 2022:

58%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

81%

WELLBEING

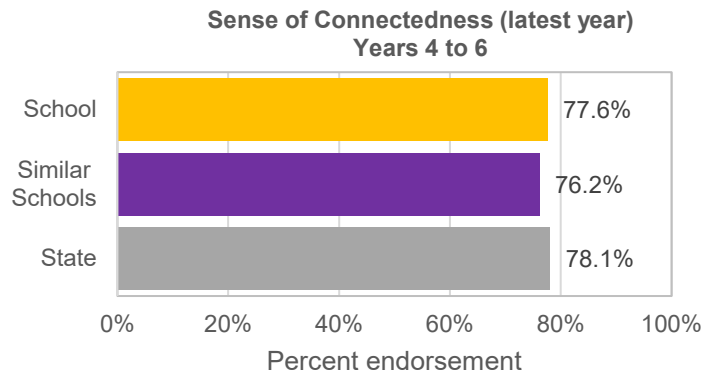
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

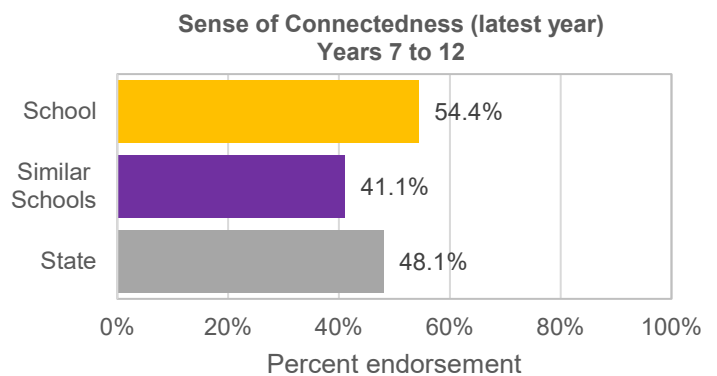
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.6%	76.6%
Similar Schools average:	76.2%	77.3%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.4%	52.9%
Similar Schools average:	41.1%	46.2%
State average:	48.1%	52.5%



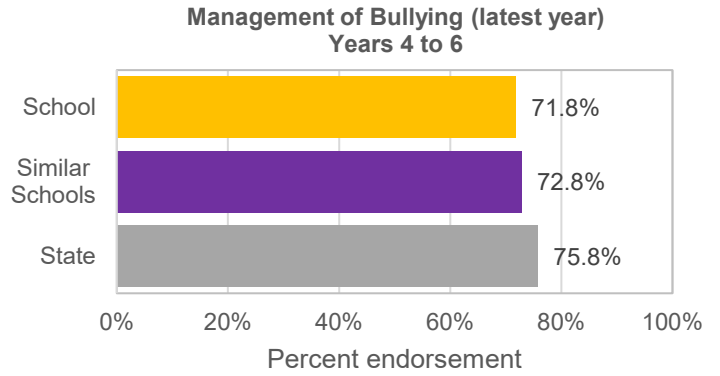
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

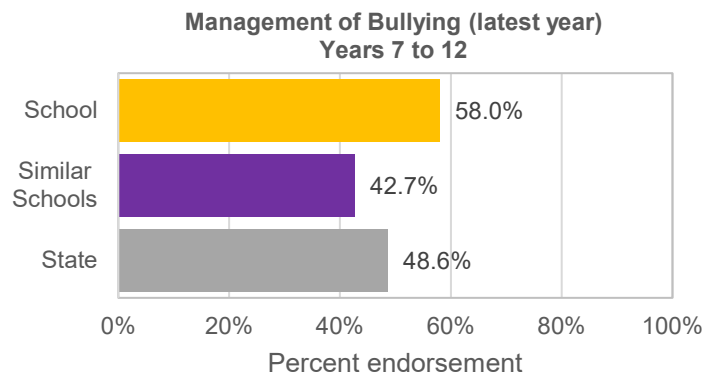
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	71.8%	72.1%
Similar Schools average:	72.8%	76.5%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	58.0%	53.8%
Similar Schools average:	42.7%	49.0%
State average:	48.6%	54.0%



ENGAGEMENT

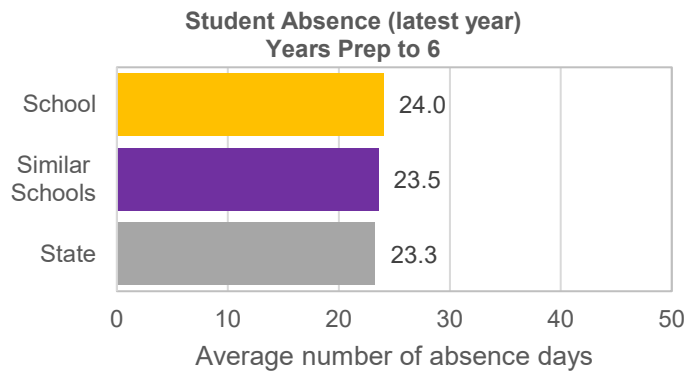
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

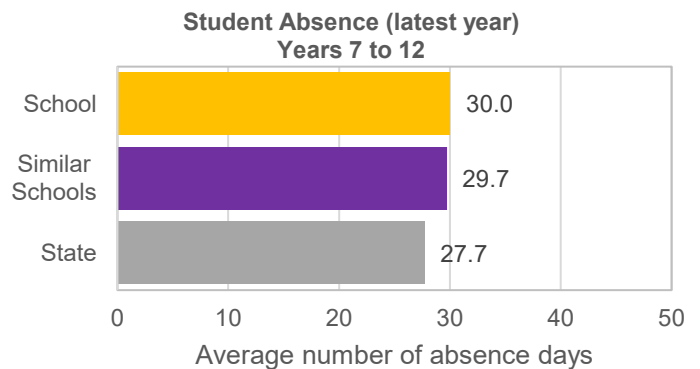
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.0	21.9
Similar Schools average:	23.5	17.7
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.0	30.7
Similar Schools average:	29.7	23.0
State average:	27.7	21.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	89%	87%	88%	89%	87%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	87%	87%	80%	81%	88%	88%

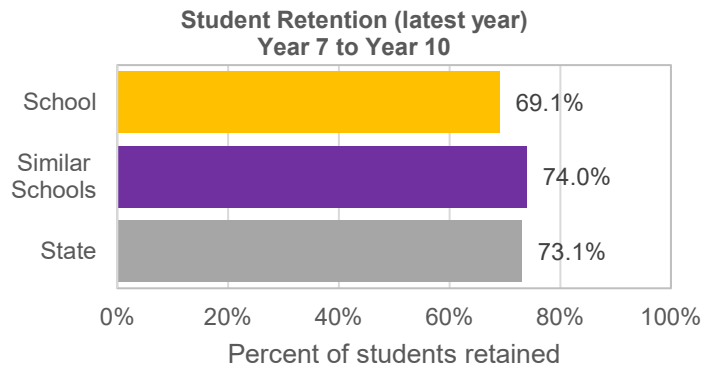
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	69.1%	62.7%
Similar Schools average:	74.0%	72.8%
State average:	73.1%	73.0%



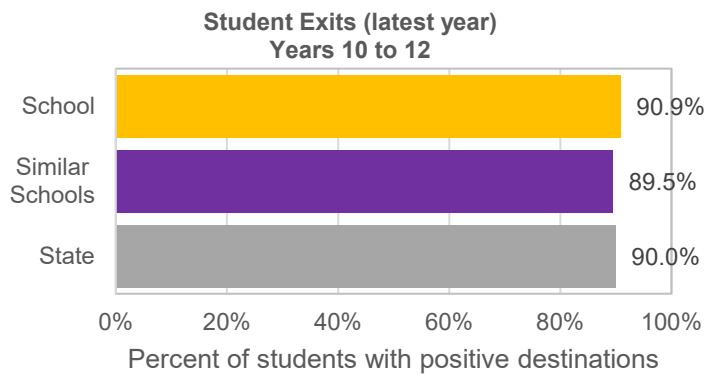
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	90.9%	91.8%
Similar Schools average:	89.5%	89.2%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$7,223,991
Government Provided DET Grants	\$942,888
Government Grants Commonwealth	\$34,914
Government Grants State	\$23,429
Revenue Other	\$21,897
Locally Raised Funds	\$419,980
Capital Grants	\$106,177
Total Operating Revenue	\$8,773,276

Equity ¹	Actual
Equity (Social Disadvantage)	\$201,471
Equity (Catch Up)	\$17,552
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$219,023

Expenditure	Actual
Student Resource Package ²	\$6,754,742
Adjustments	\$0
Books & Publications	\$23,025
Camps/Excursions/Activities	\$187,231
Communication Costs	\$8,304
Consumables	\$122,655
Miscellaneous Expense ³	\$91,978
Professional Development	\$14,605
Equipment/Maintenance/Hire	\$177,528
Property Services	\$187,290
Salaries & Allowances ⁴	\$38,590
Support Services	\$266,489
Trading & Fundraising	\$14,606
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$68,962
Total Operating Expenditure	\$7,956,005
Net Operating Surplus/-Deficit	\$711,094
Asset Acquisitions	\$95,468

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$897,597
Official Account	\$21,053
Other Accounts	\$16,993
Total Funds Available	\$935,644

Financial Commitments	Actual
Operating Reserve	\$175,091
Other Recurrent Expenditure	\$5,736
Provision Accounts	\$0
Funds Received in Advance	\$94,001
School Based Programs	\$8,566
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,500
Capital - Buildings/Grounds < 12 months	\$177,234
Maintenance - Buildings/Grounds < 12 months	\$27,341
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$491,469

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.