

# 2023 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 \(VIT\)](#)
- 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 30 April 2024 at 08:11 AM by Nathan Guthridge (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 24 May 2024 at 11:32 AM by Sarah Brooker (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 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 Victorian 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

Altona College is a Prep to Year 12 school situated in the local government area of Hobsons Bay, located approximately 15km west of the Melbourne CBD. Altona consists of a mixture of low-density housing to the south of the suburb, with mixed industry in the north. Altona is well resourced with recreational facilities, strong transport links and a strong hospitality culture. A key attraction to the area is Altona Beach and its refurbished pier located at one of only two swimming beaches in the western suburbs (the other being Williamstown Beach).

In 2023, enrolments continued to increase, but were managed carefully in compliance with a compulsory Enrolment Management Plan. By the end of the school year, a total of 704 enrolments across Prep-12 were confirmed for the commencement of the 2024 school year. Despite having a relatively small school zone and proximity to larger established secondary schools, Altona College has continued to receive significant interest for enrolment. 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. Having recently completed two stages of Capital Works, community confidence continues to grow in our capacity to deliver a breadth of well-resourced programs. The Altona Early Years Hub is co-located onsite ensuring a smooth transition for students attending Kindergarten programs at that venue. An extensive prep transition program ensures students are carefully inducted into the school environment and are familiar with staff and students prior to commencement.

Primary students access specialist programs in Music, Physical Education, Mandarin and Art. The learning areas of Science, Humanities (History, Geography, Economics, Civics and Citizenship), Health, Design and Technology are taught through an inquiry approach. Further, primary students have access to secondary school resources and facilities, particularly in STEM and the arts. Access to optional instrumental lessons continues to be popular, as does access to before and after school care, STEM Club and Code Club.

Secondary students access the full breadth of the Victorian Curriculum in specialist classes across years 7-9 before transitioning into a personalised program based on extensive careers education. The college also delivered a high ability class in Years 7 to 9 with places filled by students within the designated enrolment zone. The College has successfully implemented the new Victorian Certificate of Education including the Vocational Major. Additional resources including VETiS (Vocational Education and Training in Schools) and HeadStart have supported students to access vocational pathways where the traditional ATAR (Australian Tertiary Admissions Rank) based pathway does not meet their needs. Beyond the classroom, secondary students participated in programs such as Wyn-speak and network debating competitions where the college achievements were celebrated. Strong performances in sports (particularly Volleyball) were a positive reward for the growing levels of engagement, commitment and pride that characterise Altona College students and staff.

The over-arching goal of our 2021-2024 Strategic Plan is to ensure the growth of every student across the school. In line with the 2023 Annual Implementation Plan, the clear focus for 2023 was to strengthen learning outcomes in reading and numeracy across the school. Additionally, staff extended their efforts to restore social capital and respectful relationships post Covid-19. School improvement work focused on building the capacity of staff to better assess, plan for and monitor the learning and wellbeing of every student. With the addition of new learning specialists, considerable work was undertaken to ensure new systems and processes were aligned with Disability Inclusion Reforms. Teacher learning also focused on improving the quality of differentiation for students both above and below the expected level of achievement.

As outlined in further detail ahead, both learning and wellbeing outcomes are strong and improving in most areas. NAPLAN data continues to show positive trends particularly in years 5 and 9, noting that smaller primary cohorts do contribute to volatility in the year-to-year data. Despite this, additional tutoring and support resources were deployed in the latter half of 2023 to support students with lower-than expected performance and should result in improvement moving forward. Numeracy was an area of improvement in 2023 and continues to be a focus for ongoing, long-term improvement.

Student survey data suggests our students regularly experience a culture of high expectations in safe, orderly classrooms where teachers actively advocate and differentiate for their needs.

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

### Learning

In 2023, a new NAPLAN format and measurement bands were implemented. Although they no longer align with the targets set out in the current strategic plan, we continued to monitor progress in improving learning outcomes for all students. Pleasingly, our students outperformed state and similar school benchmarks in both reading and numeracy across a range of measures. Positive outcomes across years 5 and 9 highlighted the value of ongoing monitoring and support across multiple years of schooling. Year 3 presented an interesting case, with wider than usual spread of abilities in reading and a considerable strength in writing. In year 3 numeracy, our percentage of students who are strong or exceeding standards was well above state and similar schools, although our top 3 bands fell below average, suggesting a need for further support and intervention for below expected level learners.

Our data has also shown very positive individual outcomes for students who were supported with targeted intervention and we expect this to be the case moving forward. Further highlights included a high percentage of Year 9 students in the strong and exceeding range in both reading (67%) and numeracy (61.9%), relative to both state (60% reading and 59.9% numeracy) and similar schools (60.4 reading and 56.4 numeracy). This has continued to be a trend for our College, indicating that our team are successfully identifying and responding to the needs of the diverse cohorts of students that join us in year 7 from other schools.

Teacher judgement data indicates that 49% of year 7 students were at or above expected level for Reading and Viewing after semester 1. This improved to 54% by the completion of semester 2. A final highlight was the 100% completion rate for students committed to the VCE. Although the median and highest ATAR scores were not as high as previous years, the number of students obtaining first round offers was higher, indicating that students performed at or above their predicted capability and secured their desired tertiary offer.

A key contributor to these outcomes included the introduction of learning specialist roles dedicated to monitoring each student cohort. These leaders provided coaching and supported teacher planning to better cater for each learner. Targeted interventions including the Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) programs assisted in closing learning gaps for targeted students, particularly in Years 8 and 10. Ongoing work to improve consistency of practice across classrooms and subjects continued, with a focus on moderation and review of formative and summative assessment. Staff attended various professional learning experiences to bring contemporary literacy and numeracy strategies into their teams, whilst monitoring its impact on student achievement. Teacher survey data also highlighted a very strong culture of trust, collective responsibility for student outcomes and a commitment to personal improvement. These indicators highlight a strong improvement culture fuelled by highly motivated teaching teams who care about their impact.

### Wellbeing

Throughout 2023, student wellbeing initiatives were a highlight for the College. A proactive approach to the new Disability Inclusion Reform resulted in rapid uptake of new strategies and processes, allowing for timely access to support for our students. The College was recognised for exceptional practice in this space, presenting at multiple leadership forums across the Department of Education and supporting the development of a strong network of leadership. Our staff undertook a significant block of professional learning focused on identifying and responding to diversity in our classrooms. Staff undertook new learning in the areas of disability, achievement, respectful relationships and school wide positive behaviour supports. Implementation of this appears to have contributed positively to student connectedness and their positive endorsement of school safety.

Progress toward strategic goals (stimulated learning, respect for diversity, support the growth of the whole student and bullying) all continued, noting that the initial targets were set prior to the onset of lockdowns and the rapid decline in student wellbeing and engagement that followed. As a College, our data has returned to and in many cases surpasses pre COVID levels and we look forward to continued improvement. The percentage of students who reported no experience of bullying was stronger than all comparable schools and the state, along with the positive endorsement of our management of these rare instances. This said, our team continue to strive for improvement in this space through further capacity building and resourcing in proactive education and classroom management strategies.

Sense of connectedness data was also very strong, highlighting the strong emphasis on positive relationships and pro-social behaviour. Resources committed to ongoing improvement in this space included Leading Teachers, Mental Health Practitioner (School Psychologist), School Nurse, Year Level Coordinators, Education Support staff and external services including a variety of programs accessed through Hobsons Bay Youth Services. The explicit delivery of wellbeing curriculum continues to target the stigma often associated with, mental health, sexuality, general health and wellbeing and the associated help seeking strategies and resources available to children and young people. Further, the positive strategies provided to students within these programs appear to correlate with student endorsement of school safety. As staff confidence with sensitive topics increases, so too has engagement in the variety of lessons offered to support students. The College continually strives to provide a safe, inclusive and secure environment for its students.

## Engagement

Student attendance remains an ongoing challenge across the state. Altona College data shows absences below the four-year average, despite similar schools and state recording above average levels of absence for the year. Although 2023 absences remained higher than strategic planning has strived for, evidence of improvement was noted late in the year as resources were deployed to increase parent communication and awareness of attendance concerns. Parental engagement and support remain a priority. However, we note that family travel and access to private medical appointments during the school day account for a significant portion of absences. Disengaged students with unexplained absences continue to receive support from homeroom teachers and leadership. Strategic work to improve the recording, tracking and feedback associated with attendance was resourced in the late stages of 2023 and will launch mid 2024 with the intention of further improving student attendance and associated measures of engagement.

Lunchtime clubs including diversity club, coding, debating, sports and music have all contributed positively to student connectedness which continues to be a strong data set for our College. Our students excelled in both debating and volleyball, with teams progressing beyond local competition in both endeavours. Our College Open Evening and other celebrations were also significant highlights, with students volunteering to attend and support after hours. These commitments further highlight the sense of engagement and pride students and parents feel for their school. The large number of graduates who also returned to attend College events also spoke to their strong connection to the staff, students and reflects a positive culture that is being sustained as our College continues to grow.

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## 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 2023 in line with our School Council approved budgeting process and the continued support of voluntary contributions we were able to install:

- Shade sails between portable classrooms
- Synthetic turf to high traffic areas
- Extra CCTV
- Signage throughout the school to enhance visual communication
- Fresh mulch underneath the play equipment.

The College continued to upgrade classroom furniture, student lockers and IT / AV infrastructure with the purchase of Lenovo Think Pads, keyboards, monitors and classroom screens. Funds have been carried forward to be expended in 2024 that will enhance inclement weather protection with the installation of two custom designed awnings over a section of outdoor lockers and a planned shelter for the bike enclosure. The surplus will continue to support the employment of additional centrally paid staff to meet the educational needs of the growing enrolment at the school, 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 660 students were enrolled at this school in 2023, 316 female and 342 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.

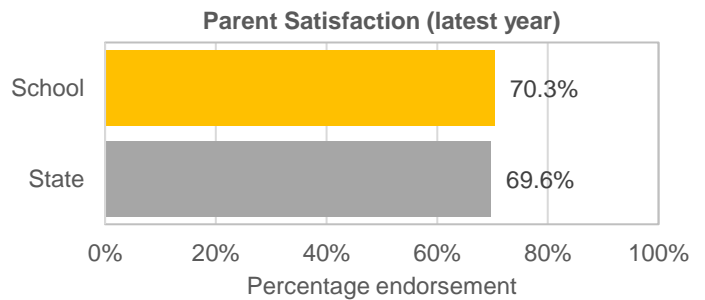
This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	70.3%
State average (P-12 schools):	69.6%



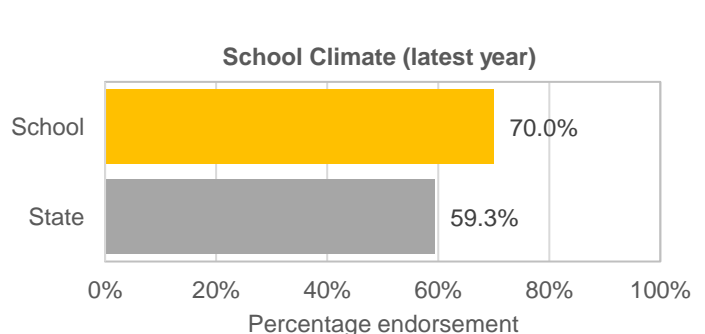
### School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	70.0%
State average (P-12 schools):	59.3%



## LEARNING

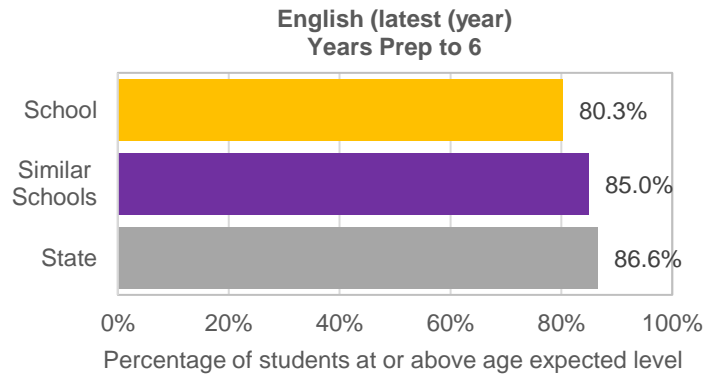
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

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

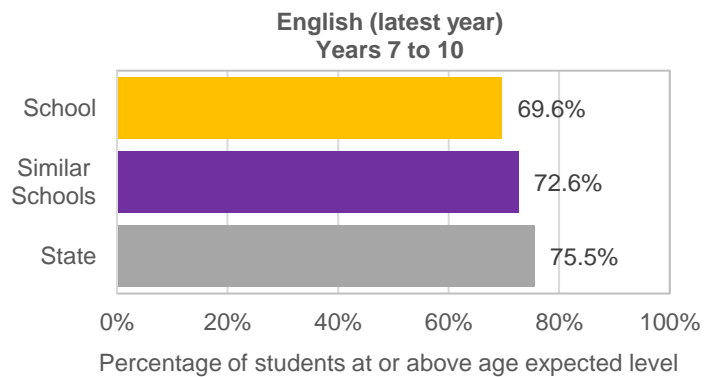
#### English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	80.3%
Similar Schools average:	85.0%
State average:	86.6%



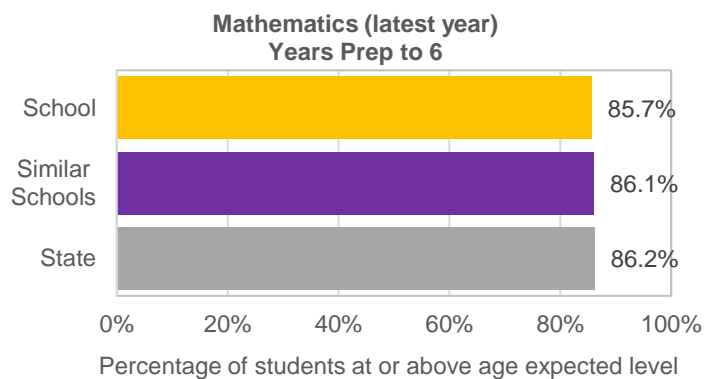
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.6%
Similar Schools average:	72.6%
State average:	75.5%



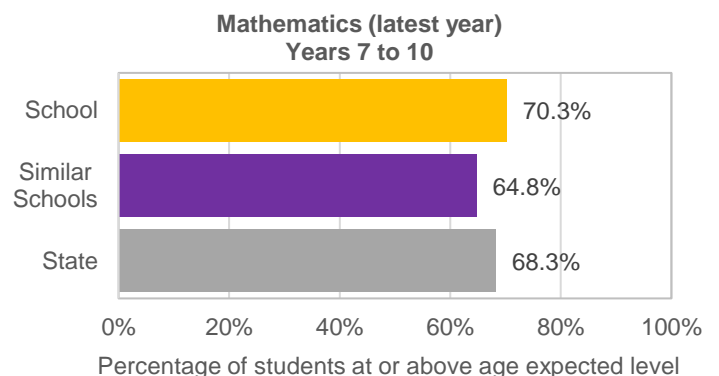
#### Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	85.7%
Similar Schools average:	86.1%
State average:	86.2%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	70.3%
Similar Schools average:	64.8%
State average:	68.3%





## 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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

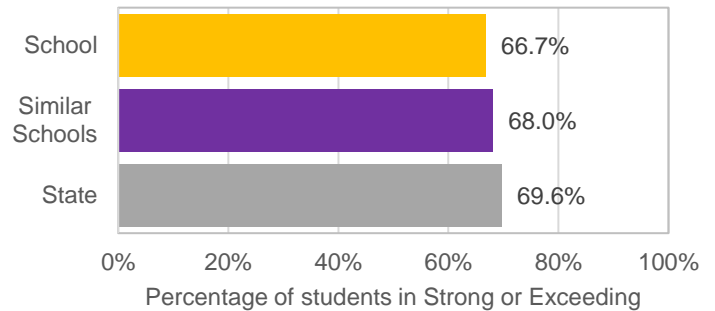
Similar Schools average:

68.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.9%

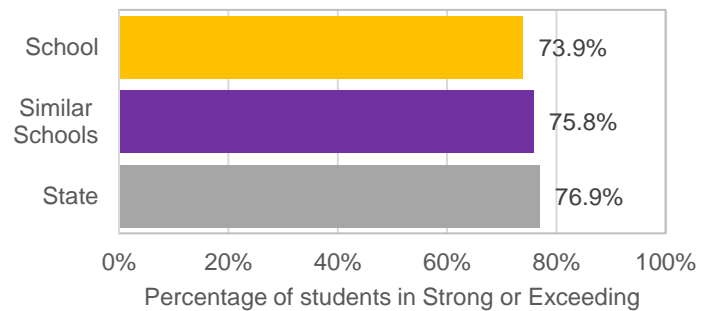
Similar Schools average:

75.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

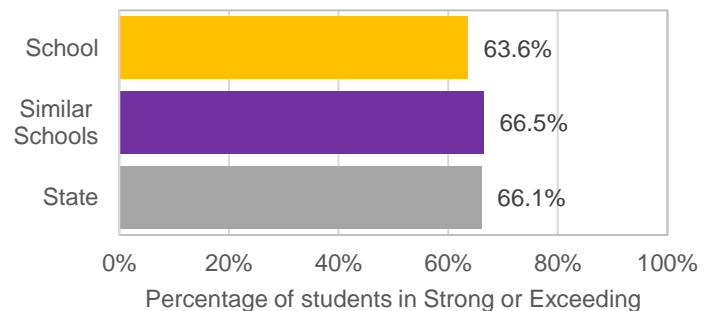
Similar Schools average:

66.5%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.9%

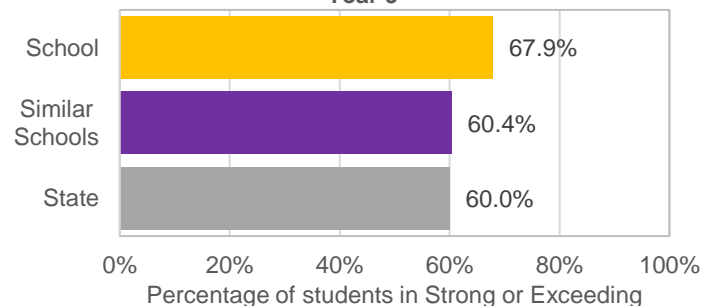
Similar Schools average:

60.4%

State average:

60.0%

NAPLAN Reading (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 (continued)**

**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

71.4%

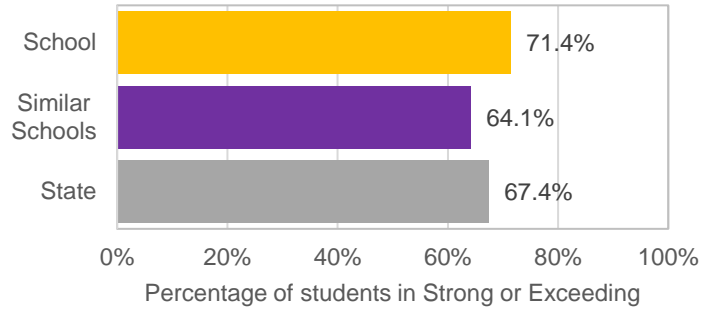
Similar Schools average:

64.1%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

58.3%

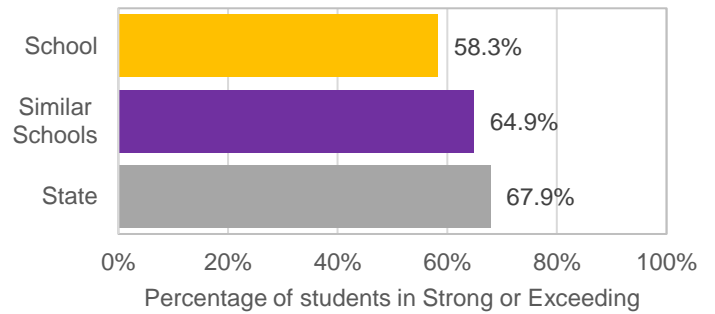
Similar Schools average:

64.9%

State average:

67.9%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

67.1%

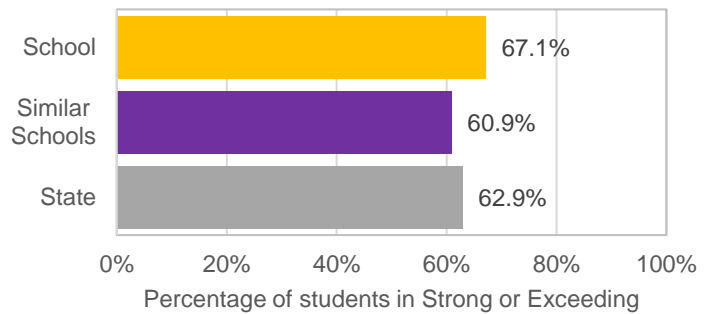
Similar Schools average:

60.9%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

61.9%

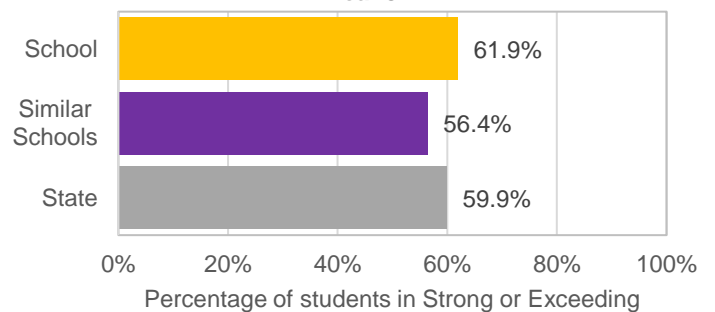
Similar Schools average:

56.4%

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 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

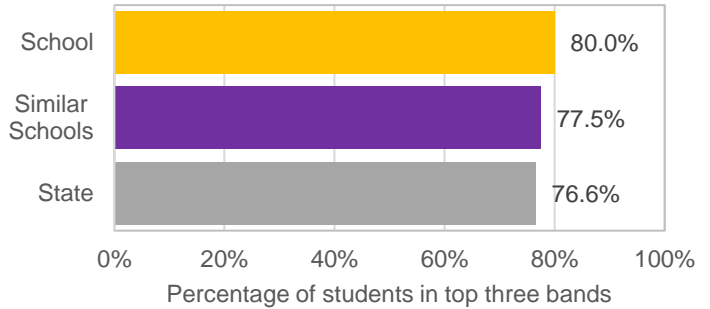
Similar Schools average:

77.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

77.4%

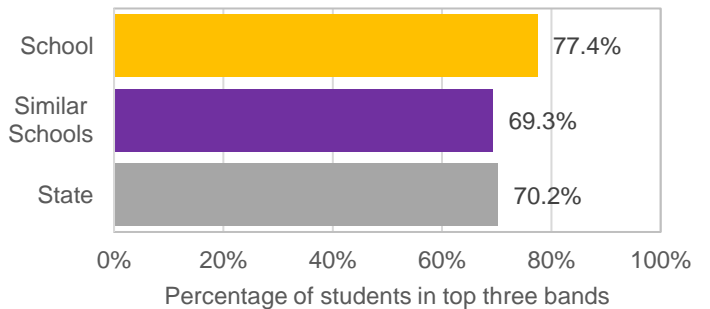
Similar Schools average:

69.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

60.7%

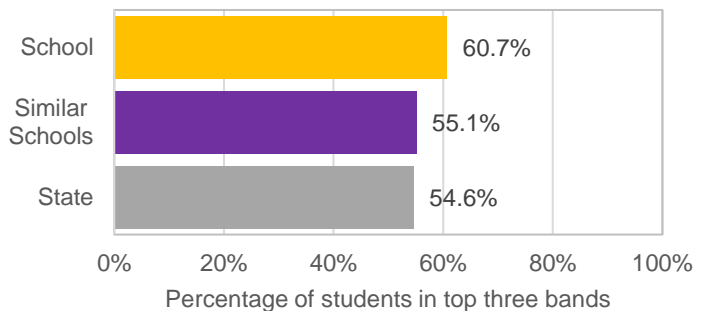
Similar Schools average:

55.1%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

52.1%

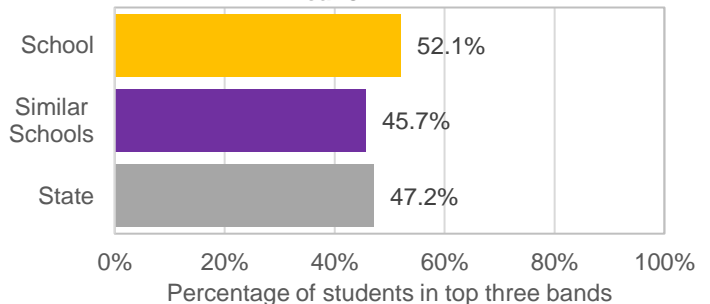
Similar Schools average:

45.7%

State average:

47.2%

#### NAPLAN Reading (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.

**NAPLAN (continued)**

**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

45.0%

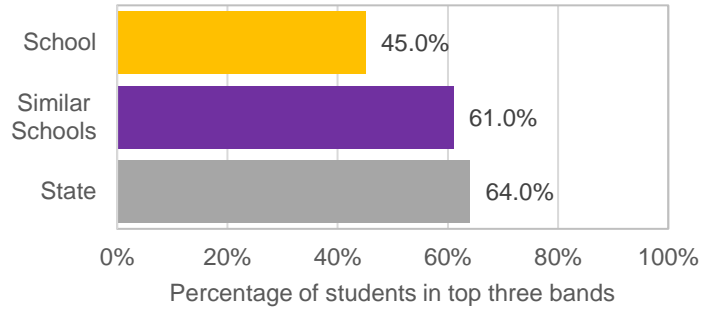
Similar Schools average:

61.0%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

64.5%

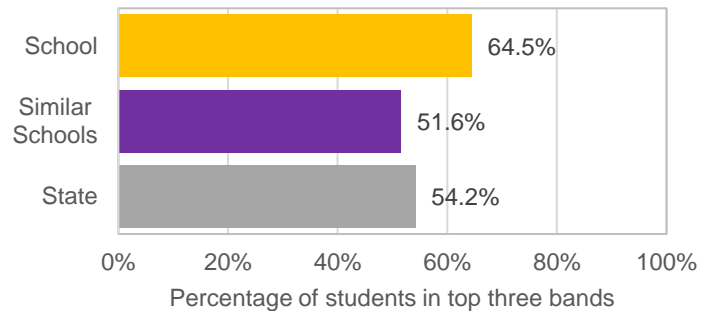
Similar Schools average:

51.6%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

57.8%

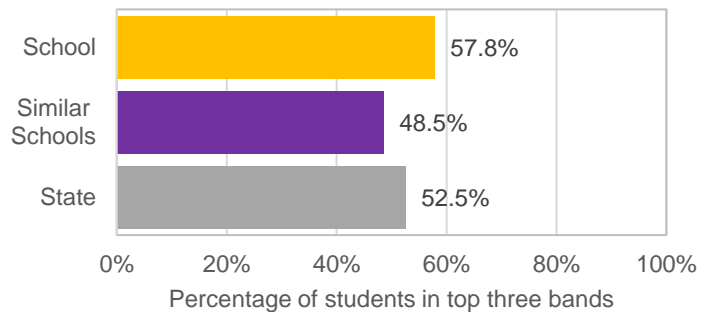
Similar Schools average:

48.5%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

52.4%

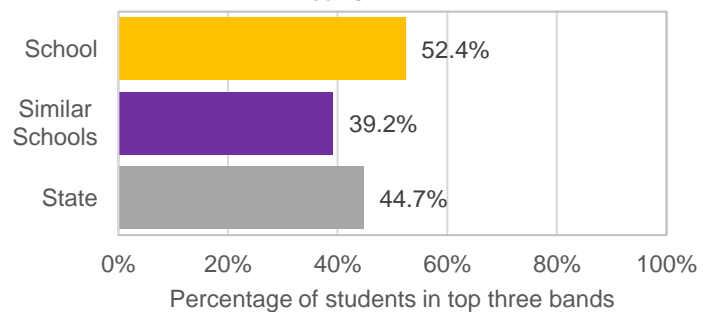
Similar Schools average:

39.2%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

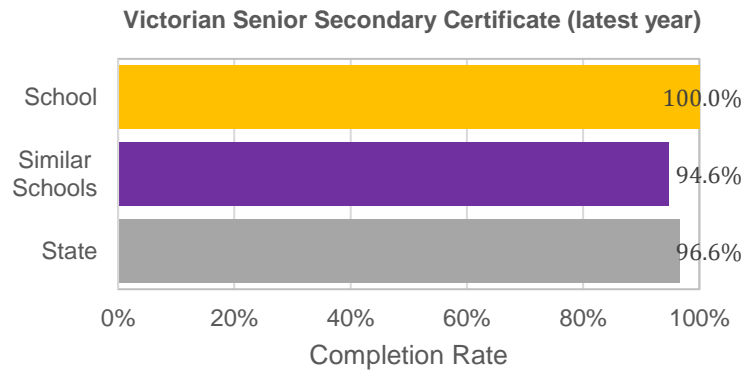
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	100.0%	98.6%
Similar Schools completion rate:	94.6%	95.8%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:

27.3

Number of students awarded the VCE Vocational Major

8

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:

30%

Percentage VET units of competence satisfactorily completed in 2023:

65%

## 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 4 to 6

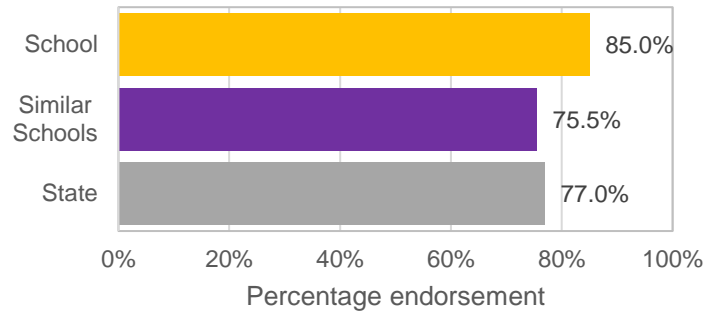
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
85.0%	82.8%
75.5%	76.9%
77.0%	78.5%

Sense of Connectedness (latest year) Years 4 to 6



#### Sense of Connectedness Years 7 to 12

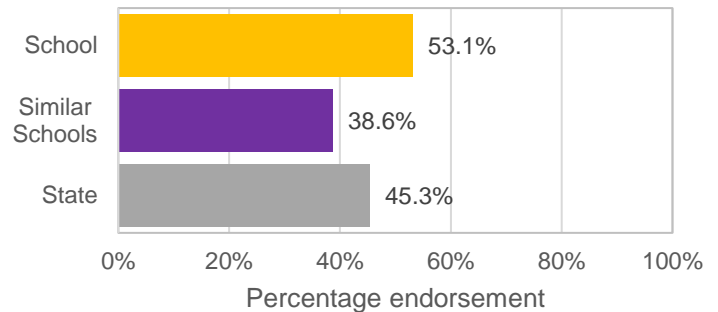
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
53.1%	54.6%
38.6%	43.2%
45.3%	49.9%

Sense of Connectedness (latest year) Years 7 to 12



**WELLBEING (continued)**

**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 4 to 6**

School percentage  
endorsement:

Latest year  
(2023)      4-year  
average

79.1%      77.1%

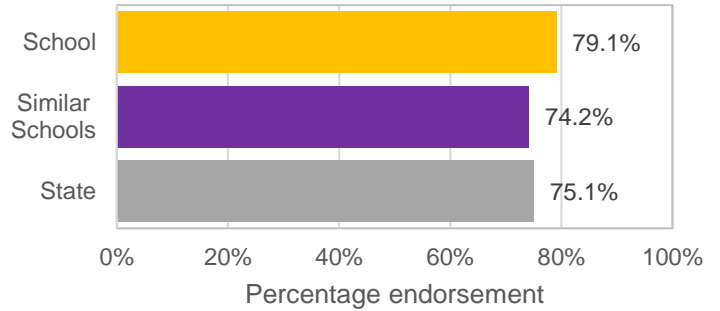
Similar Schools average:

74.2%      75.5%

State average:

75.1%      76.9%

**Management of Bullying (latest year)  
Years 4 to 6**



**Management of Bullying  
Years 7 to 12**

School percentage  
endorsement:

Latest year  
(2023)      4-year  
average

55.3%      56.3%

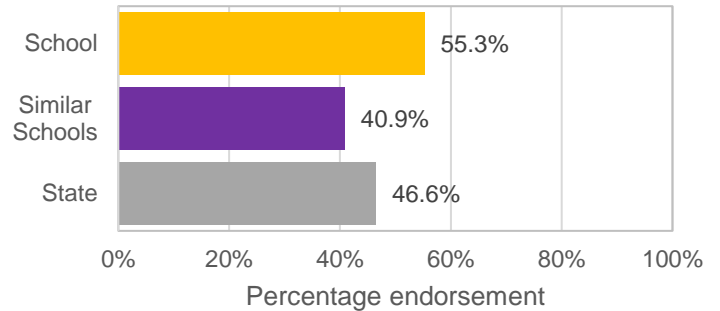
Similar Schools average:

40.9%      45.4%

State average:

46.6%      51.0%

**Management of Bullying (latest year)  
Years 7 to 12**



## ENGAGEMENT

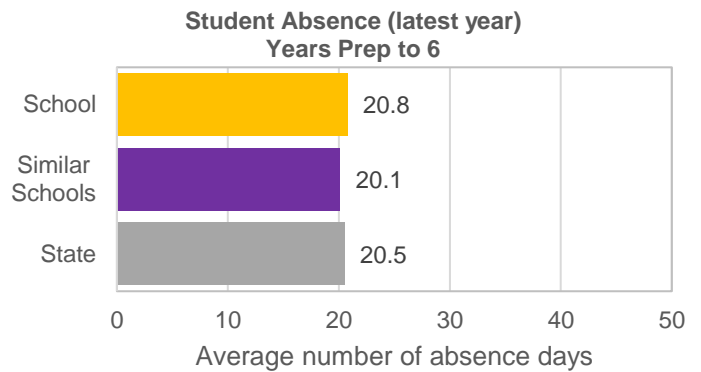
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

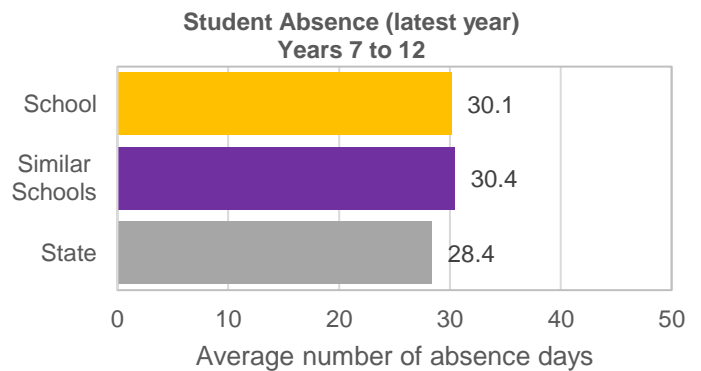
#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.8	22.3
Similar Schools average:	20.1	18.5
State average:	20.5	18.1



#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	30.1	31.3
Similar Schools average:	30.4	25.4
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	88%	91%	91%	88%	87%	87%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	85%	84%	82%	81%	89%



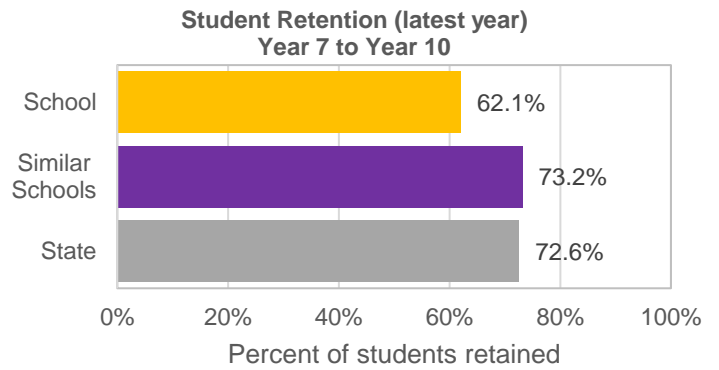
## ENGAGEMENT (continued)

### 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 (2023)	4-year average
School percent of students retained:	62.1%	64.0%
Similar Schools average:	73.2%	73.3%
State average:	72.6%	73.8%



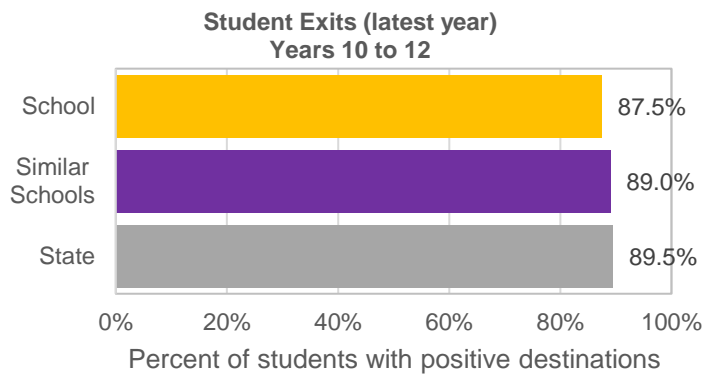
### Students exiting to further studies or full-time employment

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:	87.5%	90.8%
Similar Schools average:	89.0%	89.1%
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	\$8,252,197
Government Provided DET Grants	\$1,076,347
Government Grants Commonwealth	\$4,985
Government Grants State	\$12,737
Revenue Other	\$44,972
Locally Raised Funds	\$434,093
Capital Grants	\$51,531
<b>Total Operating Revenue</b>	<b>\$9,876,862</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$202,944
Equity (Catch Up)	\$26,151
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$229,095</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,692,656
Adjustments	\$0
Books & Publications	\$11,551
Camps/Excursions/Activities	\$183,242
Communication Costs	\$10,268
Consumables	\$172,563
Miscellaneous Expense <sup>3</sup>	\$78,753
Professional Development	\$35,565
Equipment/Maintenance/Hire	\$239,841
Property Services	\$347,528
Salaries & Allowances <sup>4</sup>	\$35,622
Support Services	\$315,934
Trading & Fundraising	\$37,389
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$133
Utilities	\$64,485
<b>Total Operating Expenditure</b>	<b>\$9,225,531</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$599,800</b>
<b>Asset Acquisitions</b>	<b>\$39,812</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 16 Apr 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	\$902,722
Official Account	\$64,648
Other Accounts	\$26,794
<b>Total Funds Available</b>	<b>\$994,163</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$204,703
Other Recurrent Expenditure	\$6,738
Provision Accounts	\$0
Funds Received in Advance	\$50,904
School Based Programs	\$1,388
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,545
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$5,690
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$296,968</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.*