

# 2023 Annual Report to the School Community

School Name: Boronia K-12 College (8913)



- 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 29 April 2024 at 04:50 PM by Paul Broecker (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 29 April 2024 at 07:33 PM by Susie Colling (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

The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community.

At Boronia K-12 College we are "proudly learning together". Our College values of Community, Achievement, Respect and Life Long Learning underpin all that we do.

**Community:** We collaborate and share with others, we are positive role models, we value our community and are proud to contribute, we support and care for each other.

**Achievement:** We have high expectations for all that we do, we set goals and take risks to achieve our personal best, we seek feedback to reflect and improve, we celebrate and are proud of our successes.

**Respect:** We listen to one another's ideas with an open mind, we value our diversity as we learn and grow together, we treat everyone with honesty and empathy, we take responsibility for our actions.

**Lifelong Learning:** We participate in our learning in an open-minded and flexible way, we are inquisitive and seek out new knowledge and skills, we are enterprising, show initiative and use our creative abilities, we are not afraid of making mistakes and constantly seek to improve. Boronia K-12 College is committed to developing our students into responsible members of the local, national and global communities that they live in.

The college comprises of three sub-schools – Junior School (Kinder to Year 6), Middle School (Year 7 to Year 9) and Senior School (Year 10 to Year 12). The Principal Team consists of the College Principal and three Assistant Principals who oversee the Primary Years, Secondary Years and Wellbeing & Inclusion. The Principal Team is supported by a strong School Improvement Team consisting of three Leading Teachers, three Learning Specialists, our Business Manager and Wellbeing Leader. The college employed equal to 49 fulltime teaching staff and 17.5 Education Support staff.

**Enrolment Profile** A total of 583 students were enrolled at this school in 2023. Primary school enrolments were 208 and secondary enrolments were 375. **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 0.4815 is: Medium

Our Primary school curriculum at Boronia K-12 College reflects the International Baccalaureate (IB) model. The IB encourages critical problem solvers, cultural awareness, independence in their learning and engagement in the global world. We also provide specialist programs in the visual arts, physical education, Spanish and STEM classes. The secondary school reflects the Victorian Curriculum framework.

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

### Learning

In 2023, learning at Boronia K-12 College focused on 'Improving student learning, with an increased focus on numeracy' and continued focus on literacy. During the year we employed a Numeracy Learning Specialist who worked with the maths staff to establish a research-based approach to the teaching of numeracy. He investigated different online numeracy tools (Mathspace and Mathletics) to support classroom teaching, different models of practice.

In 2023, we were invited to participate in the early Adopter program which focused on teaching and learning. From the Interim Reflection Resource, the following areas were identified as areas of opportunity:

- Collaborative approach to IEPs (focus on strengths, long term & short-term goals, and strategies/adjustments).
- Differentiated curriculum & learning
- Use data to monitor student progress (focus on how it will be used to track progress and inform planning; how often progress will be monitored to ensure students are meeting their goals).
- Staff built knowledge through professional learning sessions and participated in regular classroom observations to give and receive feedback on the implementation of new skills.

We set up the Tutor Learning Initiative (TLI), with the aim of reducing potential learning gaps in literacy experienced due to the impact of COVID. We deployed two ES staff supported by learning specialists to run small group sessions with students across year levels F-10. The staff worked closely with teachers to align classroom and literacy, share high impact teaching strategies, and

discuss student progress. By the end of Term 4 the following Year 7 PAT reading data was achieved: In Term 1 the data shifted from a mean of 123 to 128 which is higher than similar and just below state. Even greater growth in Year 8 was achieved from a mean score of 114 to 131 which is equal to state. Our mean study score for all VCE subjects was 22.8 and 78% of the students studying a Vocational Education and Training (VET) subject, successfully completed all the subject requirements.

By the end of 2023, we increased the proportion of students achieving above expected level F-6 in Number and Algebra from 9% to 11.4% in teacher judgements.

By the end of 2023, unfortunately the proportion of students achieving below expected level 7-10 in Number and Algebra went from 51% to 69.5% in teacher judgements. However, PAT Maths mean data for Year 7 and 8 shows positive growth similar to PAT reading.

## Wellbeing

Our responsibility at Boronia K-12 College is about educating the whole child. Student Wellbeing refers to the promotion and maintenance of effective learning and the promotion of a positive mental, physical and social wellbeing state for all students within our care. The College is committed to a culture that nurtures and encourages ongoing development of resilient, responsible, respectful and most importantly happy young people.

Our Wellbeing focus for 2023 was to develop a 3-tiered support response to wellbeing. At the **universal** level we created a positive, inclusive and supportive school climate by reinforcing the existing frameworks of restorative practice and Berry Street Educational Model. We extended this to include School Wide Positive Behaviour. Working collaboratively with staff we developed the behaviour expectation matrix, staged response for major and minor behaviour and developed explicit lessons to teach the behaviours expectations. We continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program and refined our scope and sequence documentation. The Wellbeing Hub website provides information on all matters wellbeing to the whole community.

**Targeted** interventions complement universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities. Our targeted interventions included individual interventions for a cohort (Cohort days, Building Better Brains resilience workshops and Man Cave to support the Year 9 males transitioning to Senior school). Finally, we implemented **individual** interventions designed for students who are identified as requiring intensive tailored support to engage positively in education (improved IEP'S and SSG's, wider external support options and alternative pathways). In response to increasing individual needs we extended the working hours of our Mental Health Practitioner. The wellbeing teams work is reflected in the Model of Service document.

The programs and supports have not delivered the impact on our Attitudes to School Survey results, as we had hoped with only 46% of our students reporting feeling connected to school last year, compared to 45% in 2022. The Sense of inclusion data remains high at 84%. The data for normal resilience has decreased from 55% to 53% but high resilience has increased from 5% to 7%.

## Engagement

In 2023, we continued our focus on improving our attendance processes and outcomes. We used three approaches by beginning with action-research workshops with Year 8 and Year 9 students run by Kate Wilde; evidence-based support with Glenn Melvin from Deakin University. He reviewed our policies and procedures which we then represented in flowcharts for easier implementation. Glenn presented a Webinar for parents around Anxiety and School Refusal. He aimed to support and educate families with evidence-based parenting strategies. The key messaging was:

- De-stigmatizing of the issue
- Encouraging parents to Create stronger links with the school
- Re-engaging families to keep trying to encourage and support their child to attend

We continued our focus on student transitions in 2023 to support students as they entered secondary school. We invited local primary schools to immersion days to familiarise them with our programs and facilities. We invited neurodiverse students, students from single schools to attend an additional transition day. The Boronia K-12 Grade 6 students spent time in the secondary classrooms being taught English and Humanities by secondary teachers. The students also completed the START program to prepare them for their transition.

The careers and pathways counsellor has worked closely with students across Years 9-12, providing relevant and consistent advice and information about pathways, tertiary courses and careers. All Year 9 students complete Morrisby testing. Year 8 students complete a term of careers and complete an action plan.

The Student Voice Team has grown from strength to strength. It collaborated closely with the Wellbeing team to deliver whole school recognition and celebrations days such as Diversity week, NAIDOC week, International Women's Day, Wear it Purple Day and Mental Health week.

The attendance data in 2023 shows a slight decrease in the attendance rate from 88.9% to 86.7%. However, attendance improvement remains a high priority and we continue to strengthen our processes and support.

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## Financial performance

At Boronia K-12 College funds received from the Department of Education and raised locally by the school have been expended throughout 2023 or committed to subsequent years, to support the achievement of educational outcomes for our students. Funds have been expended consistent with Department policies, School Council approvals and for the content and purpose for which the funding was provided or raised. The basketball courts were re-surfaced during 2023 using funding received from the Active Schools program as well as some funds received by way of fundraising. Artificial turf was replaced in a large section of the playground to ensure we were compliant with OHS. Equity funding was used to support our Wellbeing program in order to continue to provide Wellbeing support across the College. Tutor Learning Initiative (TLI) funding continues to support our students in both literacy and numeracy to ensure we are allocating funding where it is making the most impact.

For more detailed information regarding our school please visit our website at <https://www.boroniak-12.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 602 students were enrolled at this school in 2023, 291 female and 309 male.

4 percent of students had English as an additional language and 6 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.

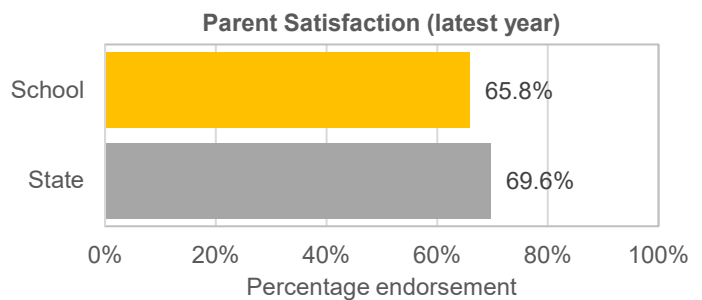
This school's SFOE band value is: Medium

### 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:	65.8%
State average (P-12 schools):	69.6%



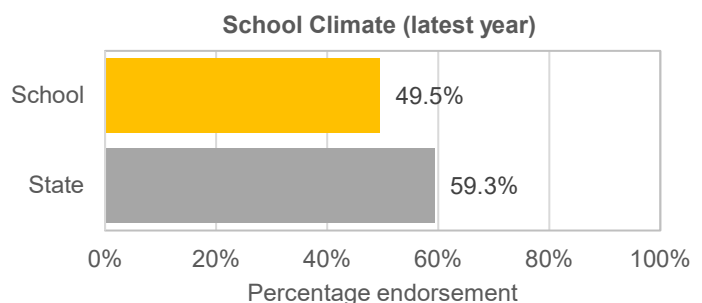
### School Staff Survey

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:	49.5%
State average (P-12 schools):	59.3%





## LEARNING

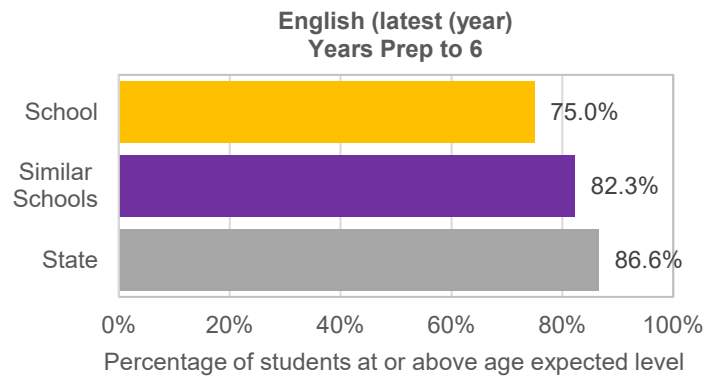
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

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

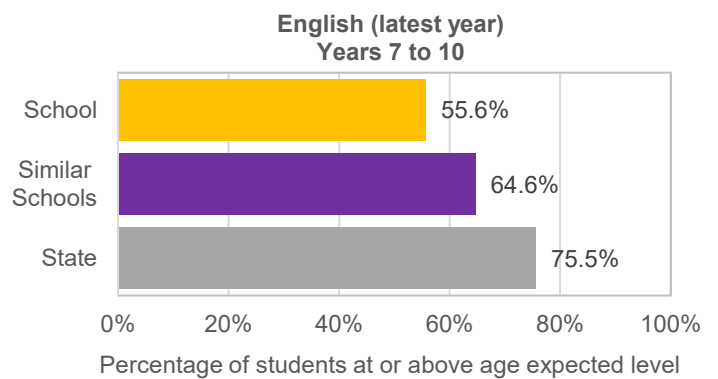
#### English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	75.0%
Similar Schools average:	82.3%
State average:	86.6%



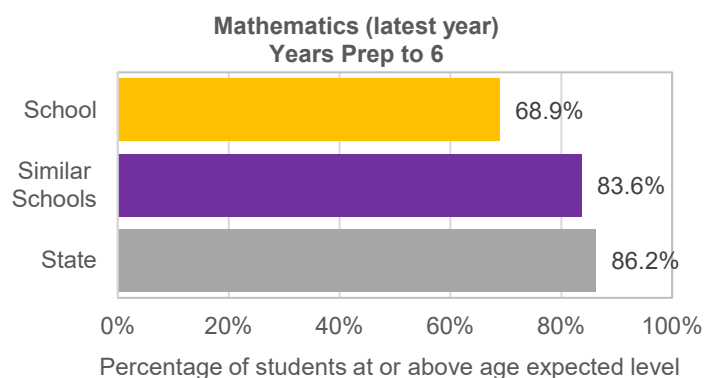
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	55.6%
Similar Schools average:	64.6%
State average:	75.5%



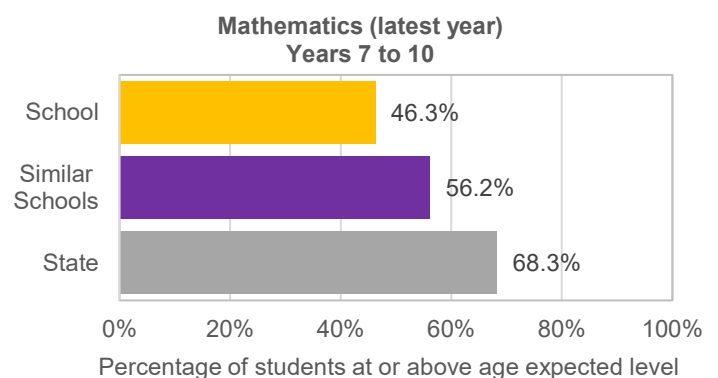
#### Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	68.9%
Similar Schools average:	83.6%
State average:	86.2%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	46.3%
Similar Schools average:	56.2%
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:

56.5%

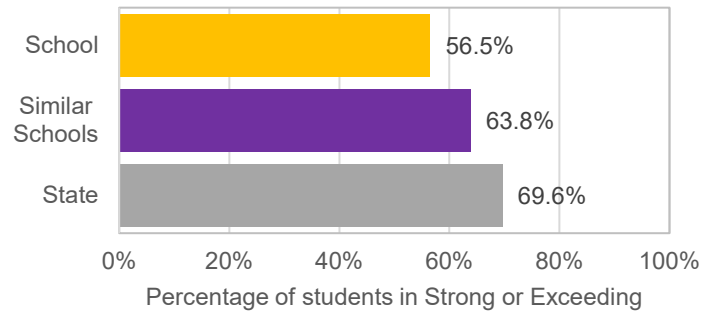
Similar Schools average:

63.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.0%

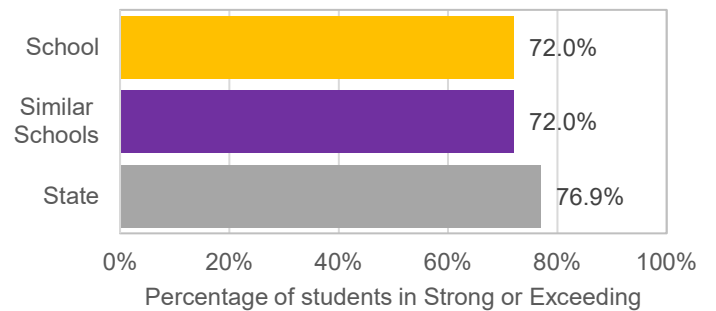
Similar Schools average:

72.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.3%

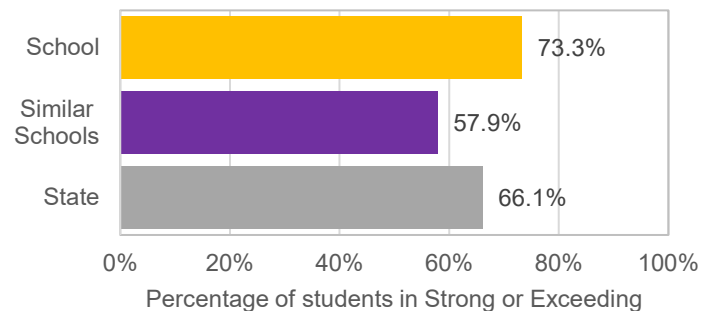
Similar Schools average:

57.9%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.1%

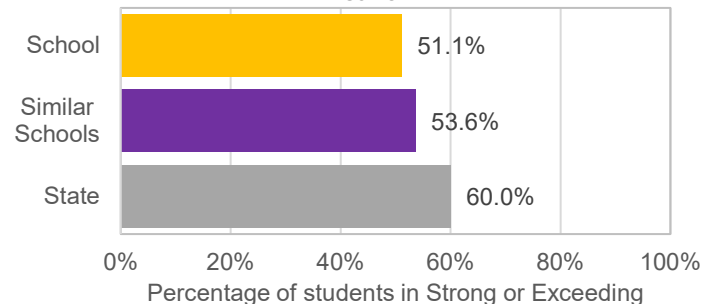
Similar Schools average:

53.6%

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:

66.7%

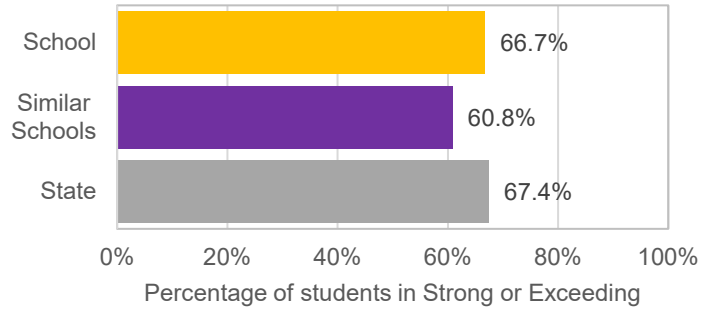
Similar Schools average:

60.8%

State average:

67.4%

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



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

43.5%

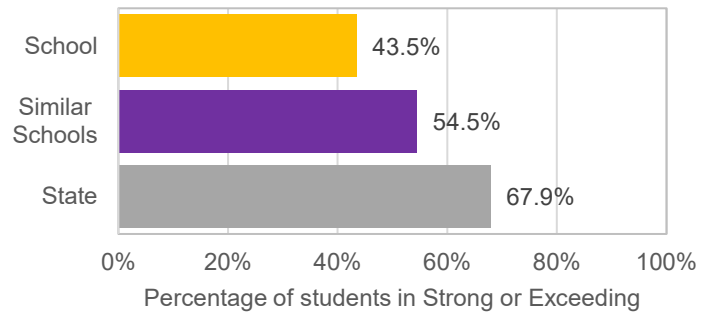
Similar Schools average:

54.5%

State average:

67.9%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

53.3%

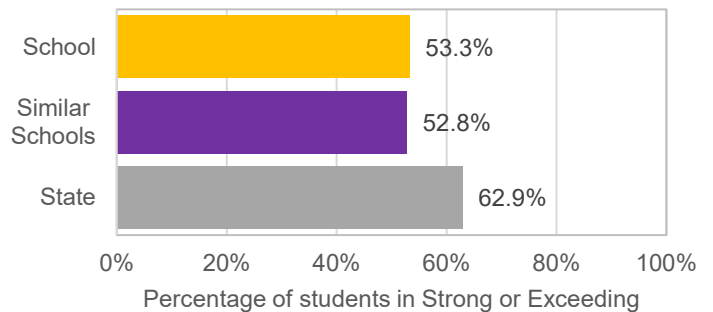
Similar Schools average:

52.8%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

40.4%

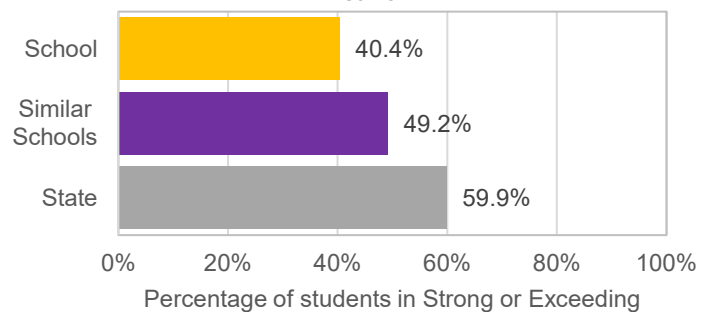
Similar Schools average:

49.2%

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:

70.0%

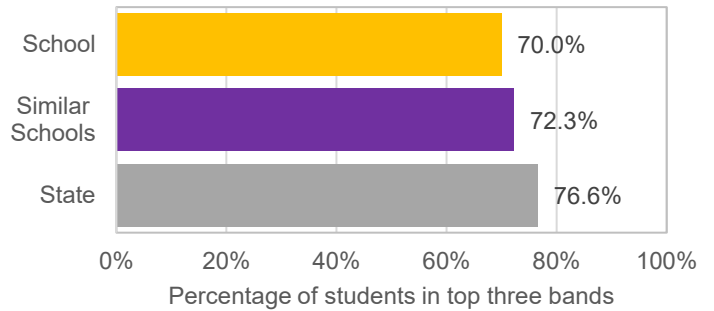
Similar Schools average:

72.3%

State average:

76.6%

**NAPLAN Reading (2022) Year 3**



**Reading Year 5**

Latest year (2022)

School percentage of students in the top three bands:

48.6%

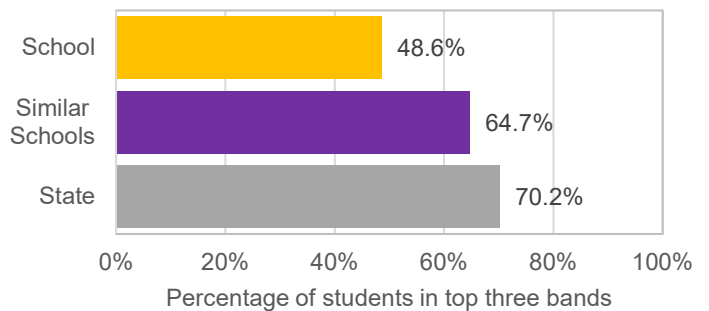
Similar Schools average:

64.7%

State average:

70.2%

**NAPLAN Reading (2022) Year 5**



**Reading Year 7**

Latest year (2022)

School percentage of students in the top three bands:

43.2%

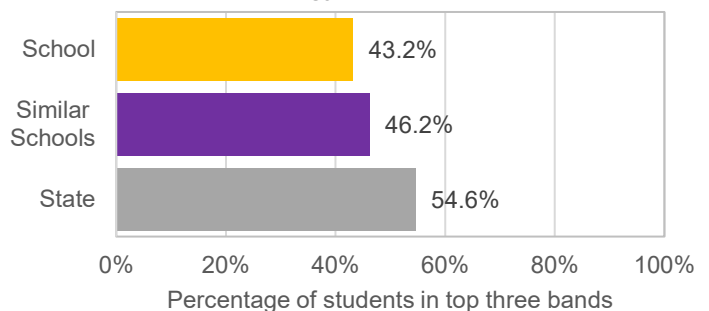
Similar Schools average:

46.2%

State average:

54.6%

**NAPLAN Reading (2022) Year 7**



**Reading Year 9**

Latest year (2022)

School percentage of students in the top three bands:

27.0%

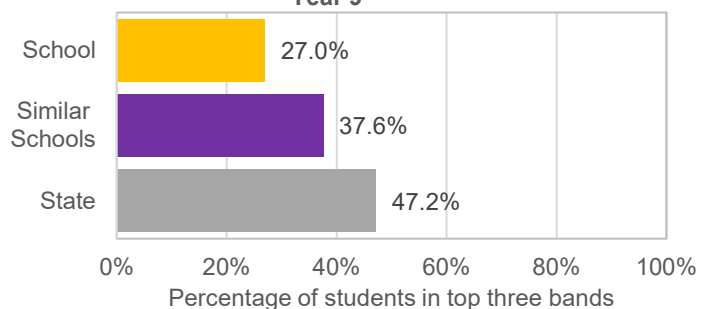
Similar Schools average:

37.6%

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:

46.4%

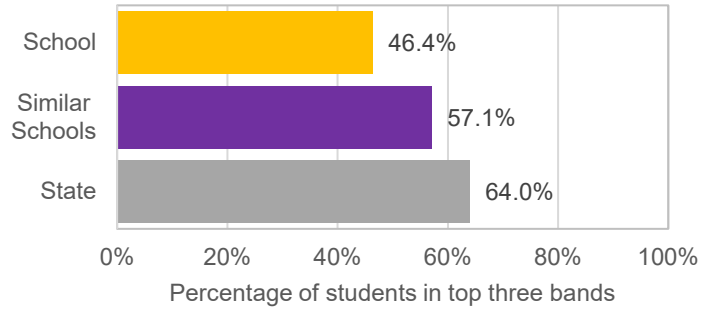
Similar Schools average:

57.1%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

21.2%

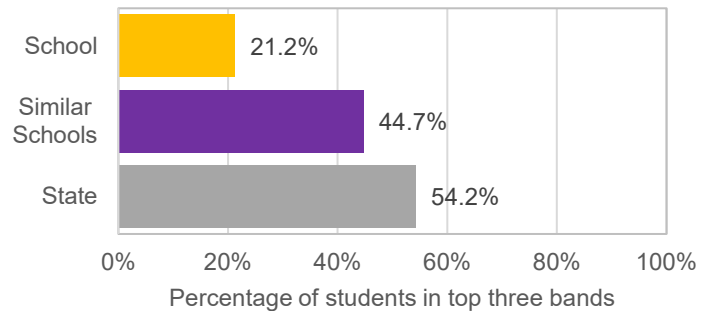
Similar Schools average:

44.7%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

33.3%

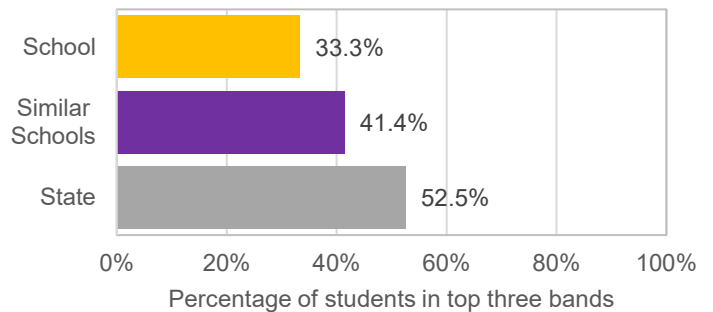
Similar Schools average:

41.4%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

27.5%

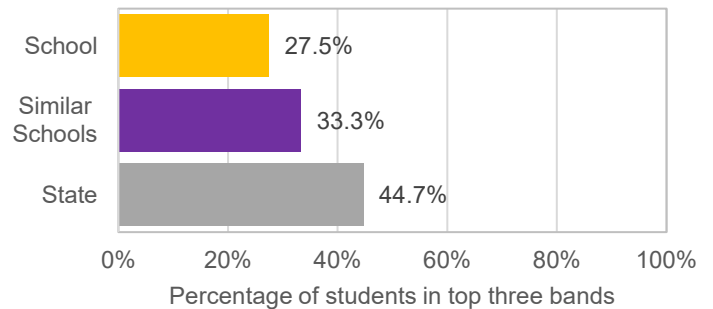
Similar Schools average:

33.3%

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.*

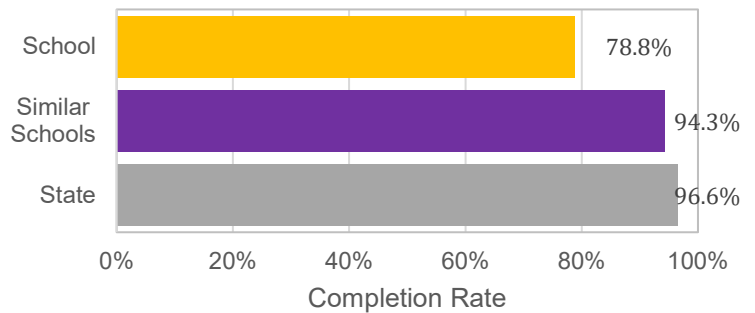
### Victorian Senior Secondary Certificate

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:	78.8%	86.6%
Similar Schools completion rate:	94.3%	95.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.8

Number of students awarded the VCE Vocational Major

11

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:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

69%

## 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

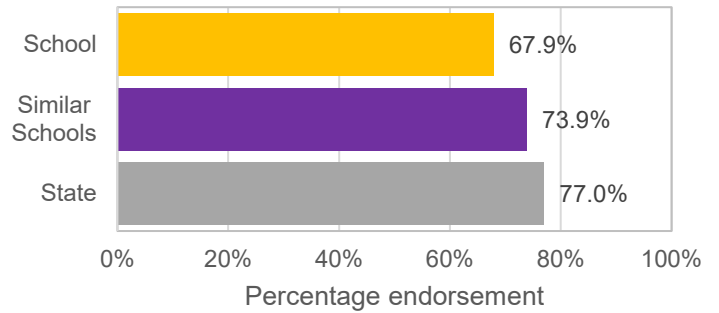
School percentage endorsement:

Latest year (2023)	4-year average
67.9%	65.7%
73.9%	75.8%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



#### Sense of Connectedness Years 7 to 12

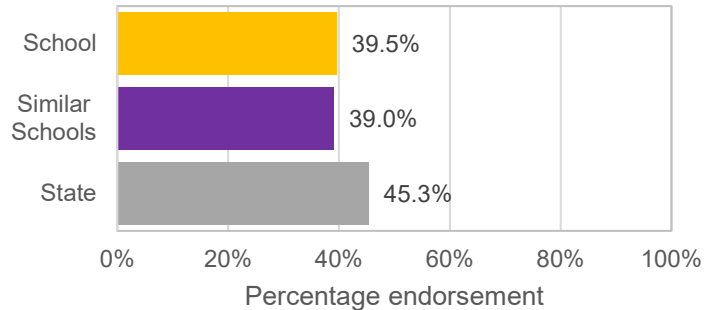
School percentage endorsement:

Latest year (2023)	4-year average
39.5%	41.6%
39.0%	43.2%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



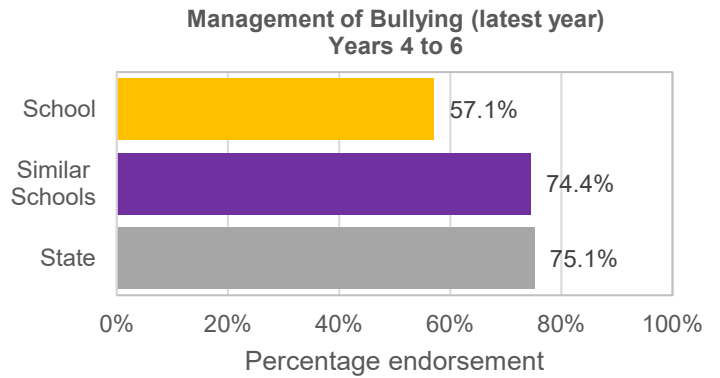
**WELLBEING (continued)**

**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).

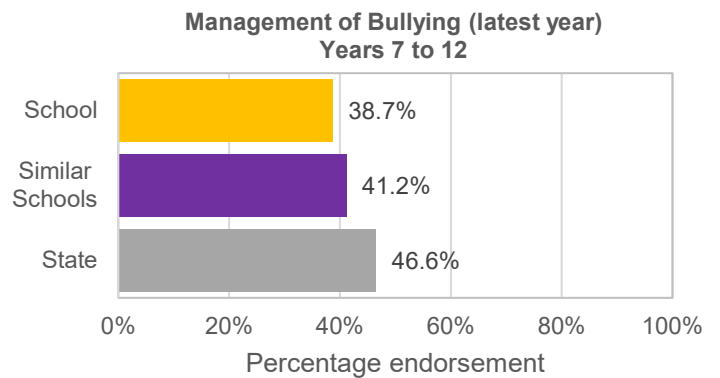
**Management of Bullying  
Years 4 to 6**

	Latest year (2023)	4-year average
School percentage endorsement:	57.1%	62.4%
Similar Schools average:	74.4%	75.9%
State average:	75.1%	76.9%



**Management of Bullying  
Years 7 to 12**

	Latest year (2023)	4-year average
School percentage endorsement:	38.7%	42.2%
Similar Schools average:	41.2%	46.2%
State average:	46.6%	51.0%





## ENGAGEMENT

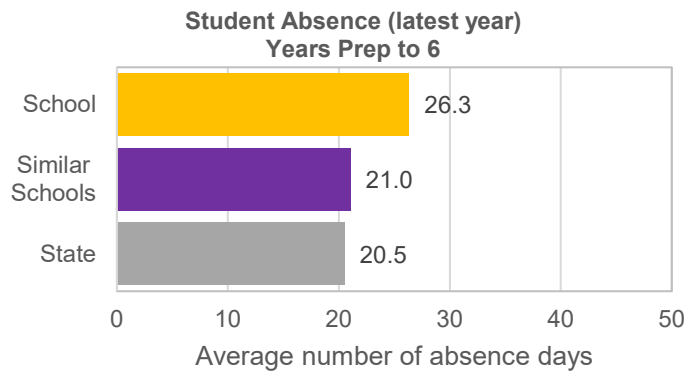
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

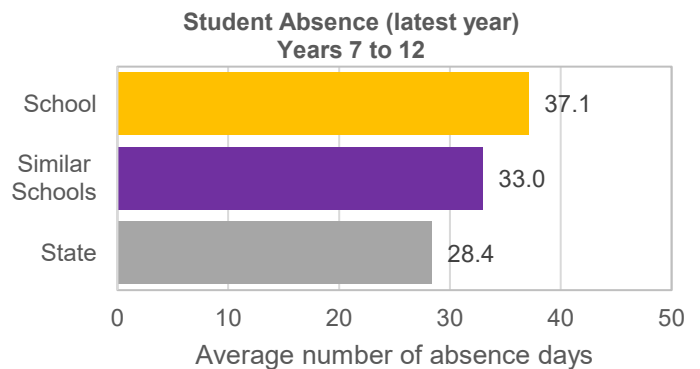
#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	26.3	19.8
Similar Schools average:	21.0	19.8
State average:	20.5	18.1



#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	37.1	29.1
Similar Schools average:	33.0	27.9
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):	91%	92%	90%	84%	85%	86%	82%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	79%	79%	80%	84%	83%

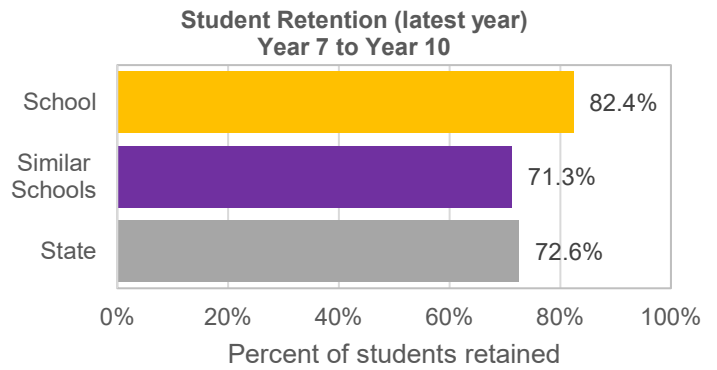
## ENGAGEMENT (continued)

### 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:	82.4%	71.6%
Similar Schools average:	71.3%	69.7%
State average:	72.6%	73.8%



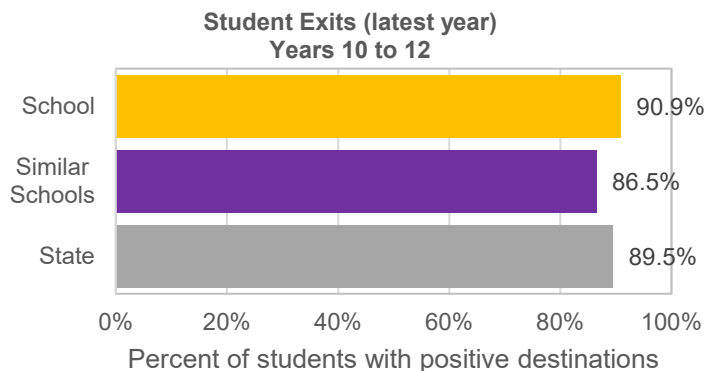
### Students exiting to further studies or full-time employment

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:	90.9%	81.0%
Similar Schools average:	86.5%	86.2%
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	\$7,484,990
Government Provided DET Grants	\$1,546,325
Government Grants Commonwealth	\$31,502
Government Grants State	\$9,800
Revenue Other	\$97,293
Locally Raised Funds	\$253,350
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,423,258</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$512,549
Equity (Catch Up)	\$23,270
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$535,819</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,562,130
Adjustments	\$0
Books & Publications	\$14,310
Camps/Excursions/Activities	\$179,713
Communication Costs	\$13,601
Consumables	\$131,164
Miscellaneous Expense <sup>3</sup>	(\$18,266)
Professional Development	\$55,595
Equipment/Maintenance/Hire	\$119,514
Property Services	\$235,294
Salaries & Allowances <sup>4</sup>	\$316,182
Support Services	\$455,991
Trading & Fundraising	\$11,650
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$100,829
<b>Total Operating Expenditure</b>	<b>\$9,177,706</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$245,552</b>
<b>Asset Acquisitions</b>	<b>\$254,639</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 26 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	\$1,290,860
Official Account	\$34,419
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,325,279</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$234,788
Other Recurrent Expenditure	\$4,515
Provision Accounts	\$28,147
Funds Received in Advance	\$115,650
School Based Programs	\$504,789
Beneficiary/Memorial Accounts	\$8,228
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$85,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$344,965
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,326,082</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.*