

2023 Annual Report to the School Community

School Name: Whittlesea Secondary College (7408)



- 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 18 April 2024 at 07:12 PM by Kathy Mourkakos (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 22 April 2024 at 03:29 PM by Meghann Lilley (School Council President)

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

Whittlesea Secondary College is a school of around 800 students, located on the northern urban fringe of Melbourne, with Year 7 students coming from over 30 primary schools – drawing from Whittlesea, Kilmore, through Wallan, Beveridge, Craigieburn, Micklemham, South Morang and into the Kinglake Ranges. This brings a diversity to the College that is valued by our community of students, staff and families. The Principal and 3 Assistant Principals lead a team of 7 Leading Teachers, 2 Learning Specialist and 80 teaching staff, with 17 EFT Education Support Officers.

At Whittlesea Secondary College, our vision is to empower students to become successful, confident and responsible contributors in a 21st-century community. This was developed with our new strategic plan and innovative changes, our College values are Application, Attitude and Achievement. Teachers are working in Professional Learning Communities to develop an inclusive, positive and productive learning environment where student learning is targeted to the point of need.

The school changed to a new model known as 'Empower' in 2018. This model incorporates a vertical structure with a wide range of electives at different levels called Explore, Evolve and Emerge. Students have a great deal of choice surrounding their pathways and all students have an individualised learning plan. The core purpose of this College is to provide a broad and challenging education in order to develop students' 21st Century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

At WSC students have increased student agency and choice when selecting subjects in Year 8 - 10. This vertical offering of subjects creates greater student choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need.

Whittlesea Secondary College retains a strong connection with its local community, and we work with them and local primary schools to ensure that we are meeting the needs of our students and the communities they come from.

The College has a range of flexible teaching spaces. Set on 33 acres of beautiful grounds, the College has a university feel, enhanced by a modern cafeteria and state of the art Trade Training Centre, Performing Arts Centre and maintained indoor and outdoor sporting facilities.

The College aims to be the school of choice for our community, providing all students with the capacity to experience success through a range of pathways that lead to further education, employment and training post secondary schooling.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the College's AIP focused on the implementation of Key Improvement Strategies related to the FISO 2.0 dimensions of Building

Practice Excellence, Curriculum Planning and Assessment, this included:

- Continued development of the whole school literacy program and numeracy strategies
- Strengthening Mathematics staff capacity to deliver a high quality and evidence informed curriculum
- Building Mathematics capacity and knowledge of data to support the delivery of the quality Mathematics curriculum
- Numeracy Learning Specialist to work alongside the Learning Specialist of Literacy to develop a whole school Numeracy program identifying numeracy opportunities and demands across all learning domains.
- Documenting mathematics curriculum of high quality and evidence informed practices.
- Curriculum documentation to include numeracy opportunities and demands that is domain relevant.
- Feedback from learning walks to show evidence of staff embedding high quality and evidence informed practices in the mathematics classroom

A lack of qualified and permanent Math teachers in 2023 impeded the consistent teaching of school adopted pedagogy in Mathematics. Some classes relied predominantly on Math IT programs to support learning during classes without a Maths teacher. NAPLAN results show 38.7% of students in Year 7, (30.3%) in strong or exceeding and 40.4% (2022 -24.6%) in Year 9 in Numeracy compared to 47.5% for Year 7, (2022 - 38.1%) and 44.6% of Year 9 students, (2022 - 25%) achieving at the strong or achieving level in Reading.

Staff continued to strengthen the Professional Learning Communities structures to support teacher collaboration and strengthen teaching practice, including up skilling of Domain Leaders and the Leadership Team to lead effective PLCs.

Leaders in 2023 continued consistent implementation of the Whittlesea Secondary College Instructional Model, along with increased student feedback through student agency allowing students the opportunity and voice to contribute to what they are learning, why they are learning, and what they need to do to demonstrate their success.

Staff survey results for school climate percentage endorsement at 51.3% compared to State average of 57.2%. Staffing challenges and increased casual relief teachers contributing to the increased workload of staff.

Wellbeing

Respectful Relationships (RR) and School Wide Positive Behaviour Support (SWPBS)

WSC is part of a community of practice with a cluster of schools. We share good practice and strategise to help improve the implementation of RR. We have embedded RR and School Wide Positive Behaviour Support (SWPBS) into the SWEAP program (Social Emotional Learning) curriculum (7-12). The curriculum documents can be accessed by staff. This ensures consistency of practice across the whole school in the delivery of the RR and SWPBS. Feedback from the NWVR Region is that the College is close to achieving fidelity in its implementation of the SWPBS. Our results in 2023 show an increase to 75% fidelity. Whole year level consent workshops and wellbeing workshops were delivered focusing on building community strength. Continuing with RRRR program to increase positive interactions amongst peers data for 2023 of managing bullying from year 7 - 12 at 31.1% SWPBS practices are built into our response to student behaviour. We have the SWPBS toolkit that was presented to staff during Term 1 to help improve responses to minor behaviours. Visual displays of SWPBS matrices are in all classrooms and key areas around the school. Minor and major behaviours are documented on Compass. During staff meetings and in PLC's, our Leading Teacher in charge of SWPBS presented workshops on what minor and major behaviours looked like and how to document these on Compass. The expansion of the Whittlesea Cash System (College recognitions) associated with students exhibiting pro-social behaviours aligned with the College values has been successful. Nearly 15,000 College recognitions were allocated to students for the year. The College recognitions can be exchanged for tangible rewards such as canteen vouchers, puzzles, fidget toys, sporting equipment or stationery. The SWPBS student of the year is presented at the Awards and Graduation ceremonies.

Wellbeing

Student wellbeing continued to be an important focus in 2023. The Wellbeing team liaised with the student managers to provide supports for students and whole school programs through the SWEAP program every Monday session 1. Programs vary for year levels and cohorts of students depending on the needs identified. The programs that the Wellbeing team implemented include: IDAHOBIT day, Wear it Purple day, Reconciliation week, Harmony week, I Can program, Butterfly foundation, Spin Chat, Man Cave, Reach and Backflips to Bullying.

Inclusion

We have the Rainbow Alliance which runs once a week and creates a safe and inclusive space where students can be who they want to be. We fly the Aboriginal and Torres Strait Islander flags and we acknowledge country at all meetings and events on and off site. For NAIDOC week we ran lunchtime activities that included damper making and kangaroo tasting.

Introducing supports and approaches to build student connectedness (school percentage endorsement from Year 7 - 12 at 34.6%). Students competed in inter-house competitions during SWEAP such as sporting activities. Students also competed at the whole school College Athletics day.

Developing capacity of staff to identify mental health triggers and signs in students so as to respond effectively to critical situations.

The Wellbeing and Engagement team were trained in Youth Mental Health First Aid.

Berry Street continued to be a focus in 2023. New staff were trained across two days of training.

Engagement

The student connectedness data along with other student well-being data was factored in as a priority in the development of the new strategic plan and school values. The Wellbeing Centre staffed by youth workers, social workers, psychologists, along with the use of the Doctors in Schools program

and school nurse all continue to work together to improve student wellbeing. Ongoing training is a priority to continue to promote positive relationships between students and staff. The emphasis on student voice and choice in selecting subjects and pathways has continued in 2023 through the implementation of Co-Design through the PLCs.

In 2023 student absences are higher, school average number of absence days for 2023 was 39.8, above state average of 28.4, the Student Well-being team and Attendance Officer continue to work with students and families to address student absences and support student return to school full time. Further department support is engaged when required. The Respectful Relationships program and School Wide Positive Behaviour Supports are utilised by staff to work on issues of student wellbeing and student management.

We have made significant progress in student wellbeing over the past years and this has been reflected in ongoing improvements- retention rates of students from Year 7 to 10 have increased, completion rate of VCE is at 94.9% compared to like schools' completion rate of 94.2%. The VET completion rate at WSC is at 99% and increased uptakes of students undertaking HEADSTART opportunities while at school, which saw WSC listed in the top 3 schools in Victoria in students gaining an apprenticeship pathway. Student wellbeing continues to be a focus. Our pedagogical model was developed to incorporate Berry street practices such as brain breaks and we prioritise coaching for staff in this area.

Student retention rates for 2023 of students from Year 7 to 10 was 77% compared to state average of 72.6% and School percentage of students to further studies or full time employment at 86%.

Other highlights from the school year

There are a number of College highlights to be celebrated for 2023:

1. School production Chicago - the school and students were nominated for three awards at the 2023 Musical Theatre Guild Awards. Over 100 students across all year levels participated in a variety of roles which included onstage, set designs and hospitality events.
2. Senior girls netball team came third in the SSV State Netball Competition and made it to the Netball Victoria School Champion state finals.
3. Arts and Technology show successfully showcased student work and prototypes this supported our continued involvement with the Whittlesea Agriculture show.
4. Community program - College students paired with local kindergarten students to provide residents at TLC Aged Care with socially engaging activities for 10 weeks.
5. Year 12 Graduation ceremony and dinner which showcased student achievements with over 400 attendees.
6. Year 7-10 awards evening again showcasing and celebrating the commitment to learning at WSC.
7. Each term we had whole school assemblies where we celebrated student success. This included having our student leaders run the assemblies and school bands performing.
8. The school was given \$11.7 million for a building project and started the process of actively seeking feedback on design ideas.
9. WSC continued its links with the Raise mentoring which will continue its longstanding partnership with the College.
10. Each term we had a number of clubs running at break times, these included Lego, Chess, Yoga/Pilates, Girls group, Rainbow space along with English, Math, Science and VCE homework clubs.

Financial performance

The College is working through the reconciliation of a previous deficit, due largely to previous maintenance of the staff profile despite declining student numbers, overfunding of some programs, and a financially unviable timetable. Older facilities and buildings also require regular maintenance which impacts the overall school budget. Changes to the timetable and programs delivered were made to decrease the impact of these costs demands. All funds received from the Department were expended 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. The deficit figure is stated in the annual report data as \$21,310.00 and the College is continuing to work through it. This lower number was possible largely to the 11 unfilled permanent staff positions required to run the school program in 2023. Staff shortages and increased reliance on Casual Replacement Teachers and digital programs/platforms have added to the financial challenges on the College. The school has secured \$11.7 million from the Victorian State government in 2023, to build a new STEAM building for improved delivery of learning programs at WSC.

For more detailed information regarding our school please visit our website at
<https://whittleseasc.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 765 students were enrolled at this school in 2023, 340 female and 425 male.

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

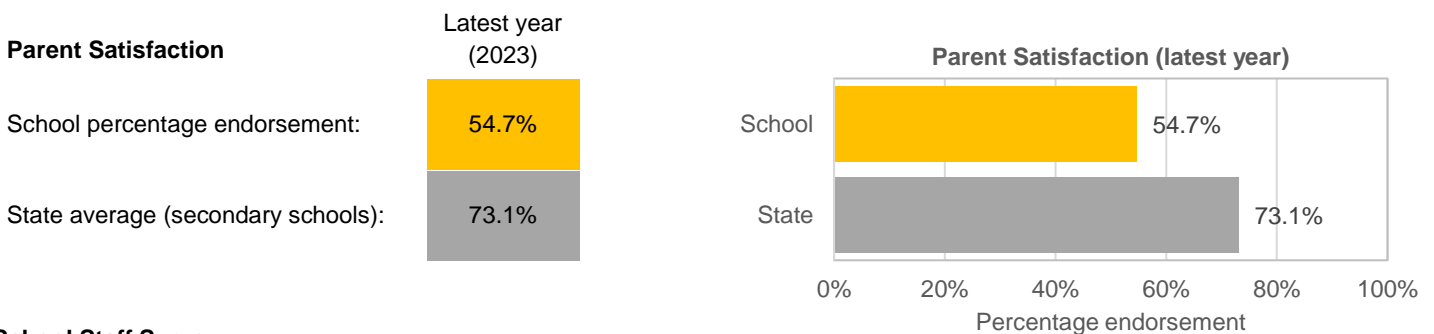
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

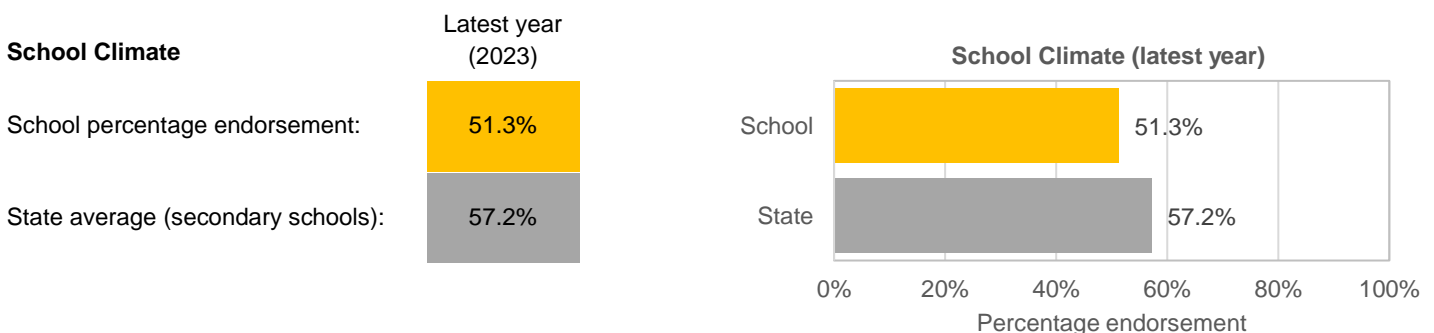


School Staff Survey

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

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

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



LEARNING

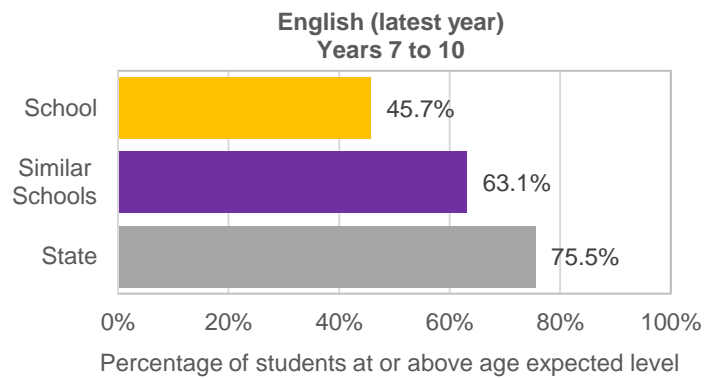
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

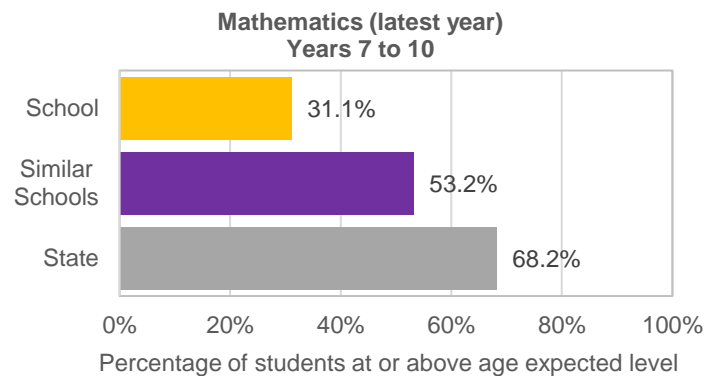
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 45.7% |
| Similar Schools average: | 63.1% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 31.1% |
| Similar Schools average: | 53.2% |
| State average: | 68.2% |



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.5%

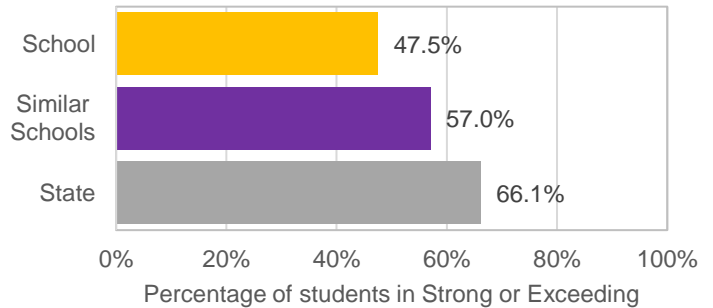
Similar Schools average:

57.0%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.6%

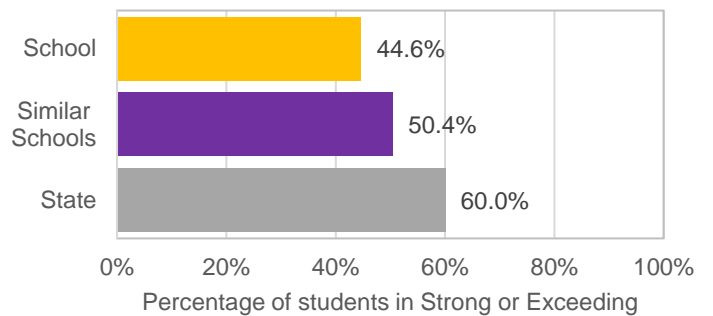
Similar Schools average:

50.4%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.7%

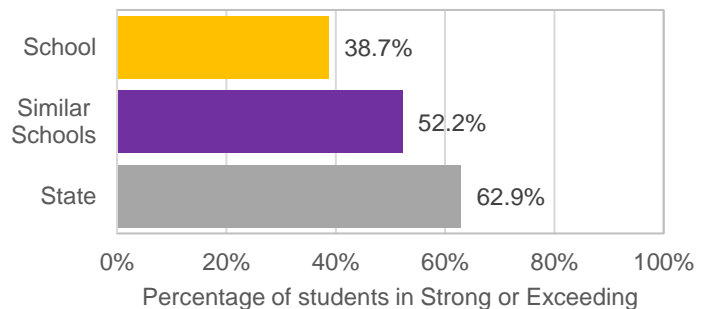
Similar Schools average:

52.2%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.4%

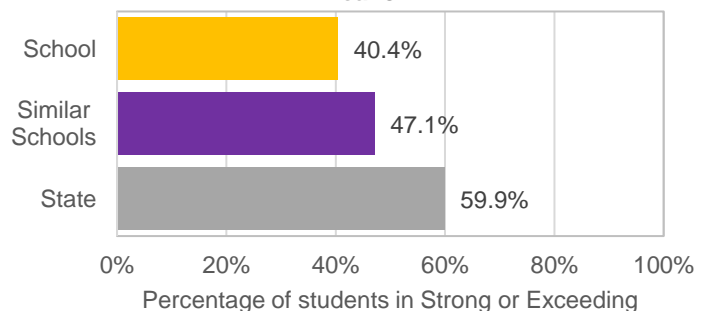
Similar Schools average:

47.1%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

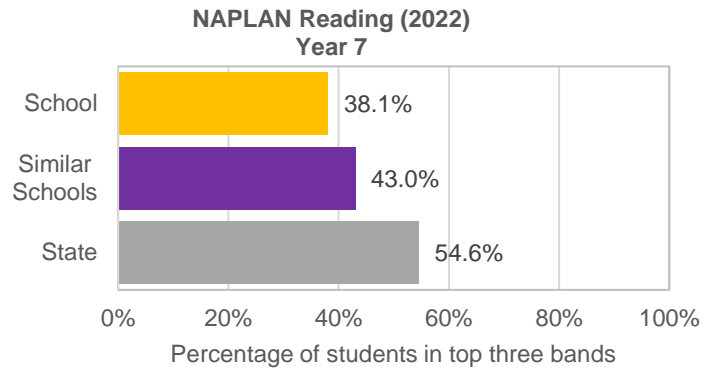
38.1%

Similar Schools average:

43.0%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

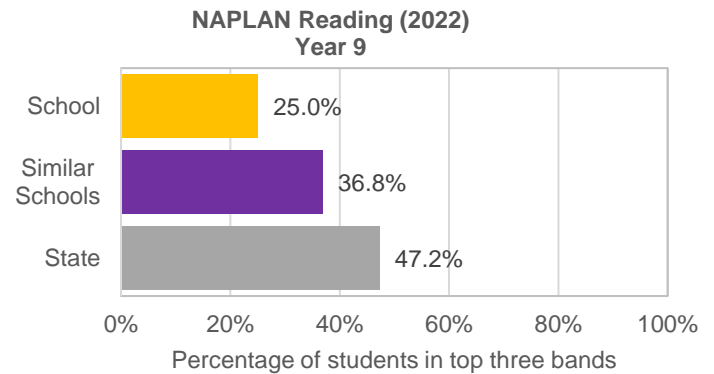
25.0%

Similar Schools average:

36.8%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

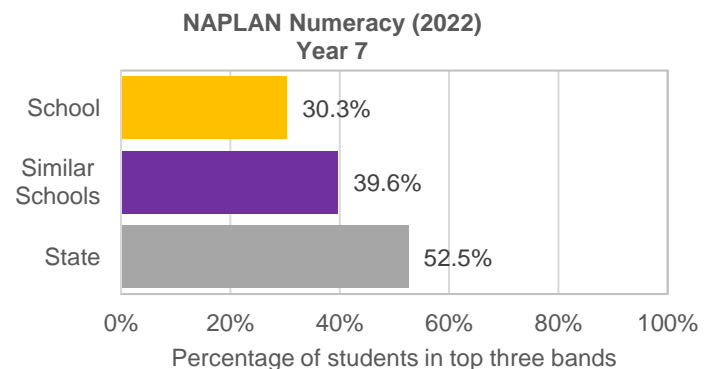
30.3%

Similar Schools average:

39.6%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

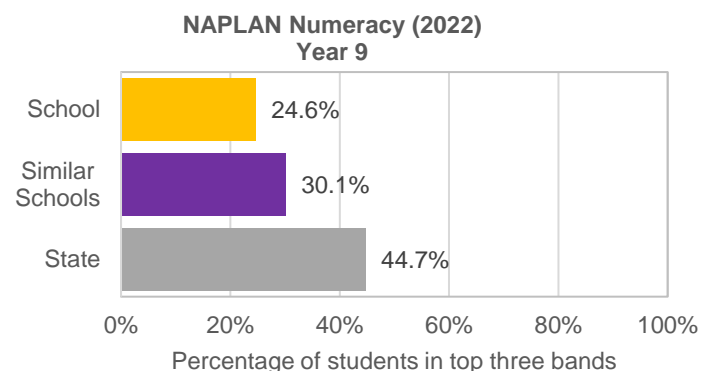
24.6%

Similar Schools average:

30.1%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

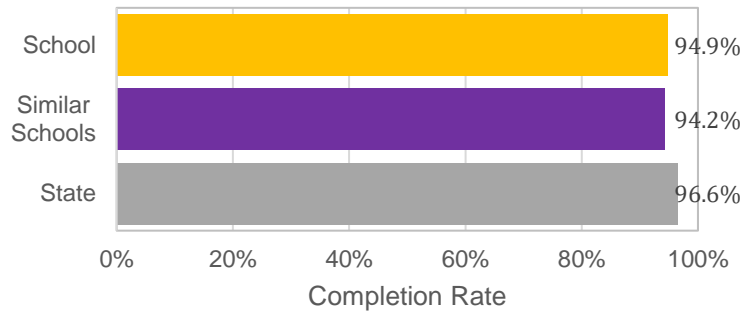
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

| | Latest year (2023) | 4-year average |
|----------------------------------|--------------------|----------------|
| School completion rate: | 94.9% | 98.4% |
| Similar Schools completion rate: | 94.2% | 95.5% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.3

Number of students awarded the VCE Vocational Major

10

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:

51%

Percentage VET units of competence satisfactorily completed in 2023:

99%

WELLBEING

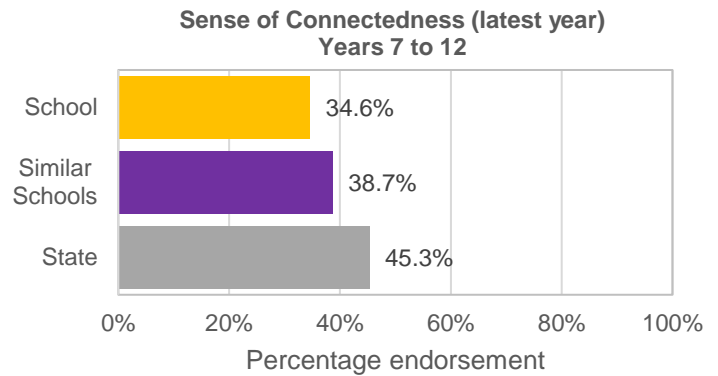
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 34.6% | 42.1% |
| Similar Schools average: | 38.7% | 42.6% |
| State average: | 45.3% | 49.9% |

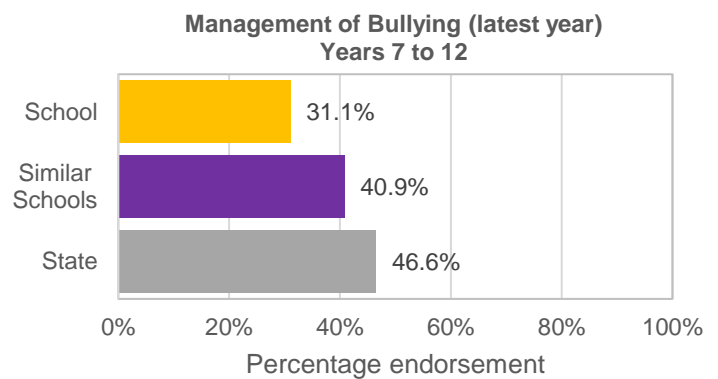


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 31.1% | 40.0% |
| Similar Schools average: | 40.9% | 44.6% |
| State average: | 46.6% | 51.0% |



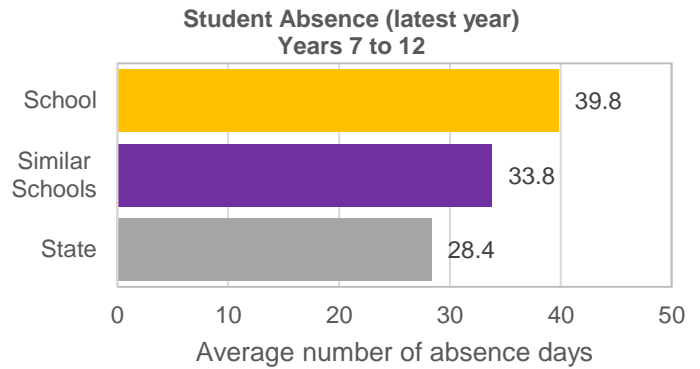
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

| Student Absence Years 7 to 12 | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 39.8 | 29.2 |
| Similar Schools average: | 33.8 | 28.3 |
| State average: | 28.4 | 23.8 |



Attendance Rate (latest year)

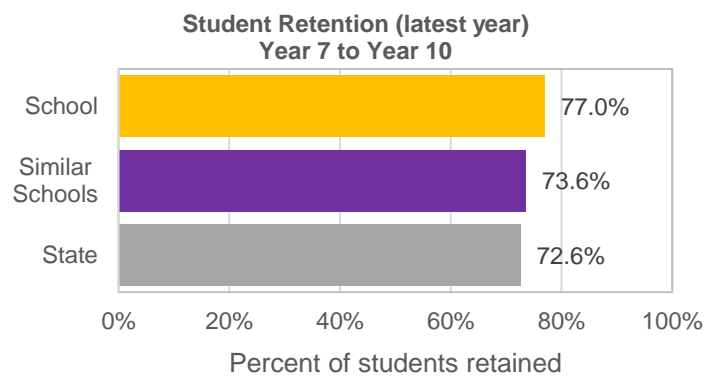
Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 80% | 79% | 79% | 79% | 82% | 84% |

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: | 77.0% | 76.7% |
| Similar Schools average: | 73.6% | 73.5% |
| State average: | 72.6% | 73.8% |



ENGAGEMENT (continued)

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

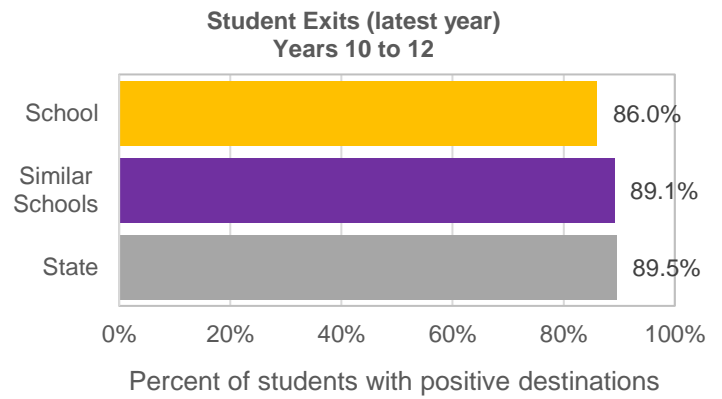
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 86.0% | 87.1% |
| Similar Schools average: | 89.1% | 87.5% |
| 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 | \$9,661,158 |
| Government Provided DET Grants | \$1,630,814 |
| Government Grants Commonwealth | \$30,010 |
| Government Grants State | \$0 |
| Revenue Other | \$191,185 |
| Locally Raised Funds | \$363,139 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$11,876,306 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$639,098 |
| Equity (Catch Up) | \$81,928 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$721,026 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$9,639,803 |
| Adjustments | (\$236,035) |
| Books & Publications | \$6,406 |
| Camps/Excursions/Activities | \$83,334 |
| Communication Costs | \$8,046 |
| Consumables | \$373,520 |
| Miscellaneous Expense ³ | \$41,441 |
| Professional Development | \$58,637 |
| Equipment/Maintenance/Hire | \$143,295 |
| Property Services | \$311,145 |
| Salaries & Allowances ⁴ | \$460,727 |
| Support Services | \$479,111 |
| Trading & Fundraising | \$42,159 |
| Motor Vehicle Expenses | \$9 |
| Travel & Subsistence | \$0 |
| Utilities | \$144,796 |
| Total Operating Expenditure | \$11,556,395 |
| Net Operating Surplus/-Deficit | \$319,911 |
| Asset Acquisitions | \$1,707 |

- (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 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$15,558 |
| Official Account | \$32,043 |
| Other Accounts | \$0 |
| Total Funds Available | \$47,601 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$316,800 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$60,000 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$60,000 |
| Asset/Equipment Replacement < 12 months | \$100,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$100,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$636,800 |

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.