

2023 Annual Report to the School Community

School Name: Mullauna Secondary College (8744)



- 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 19 April 2024 at 09:31 AM by Harald Ruff (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 19 April 2024 at 12:05 PM by Liesl Coulthard (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

Mullauna College is a co-educational, Year 7–12 state secondary college located in Mitcham. We are committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna College is committed to child safety; all members of the Mullauna College community are reminded of and required to observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.

Our college motto, *Success through learning together*, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful. We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of wellbeing, engagement and learning outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.

Our vision for our students is that they will model our college values of *'Curiosity, Courage & Community'*, and thus grow to be courageous, respectful and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their community. The Mullauna College Vision for Learning & Teaching is *'We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities.'* This will be achieved through the implementation of the Mullauna College Instructional Model, which underpins our pedagogical practice, and sets clear expectations for learning and teaching practices for our staff, students and parents. It guides staff in implementing more consistent, responsive, high quality and innovative curriculum and programs.

The college operates in two sub-schools: Junior and Senior. In the Junior School, Mullauna College has an engaging curriculum that includes core, elective and inter-disciplinary programs: Challenge at Years 7 and 8, and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 10. The Senior School structure promotes the acceleration (advanced placement) of Year 10 students into one or more VCE Studies. Senior School students undertake an academic VCE or the new VCE Vocational Major (VCE VM), both with access offered in VET subjects through the Mullum cluster. Thus, all students have access to a successful future pathway. The college offers a long-established International Students Program with homestay placements, specialist English language teachers and tutors both in class time and after school.

The student enrolment grew in 2023 with 538 students and a gender mix of slightly more boys (281) than girls (254). There are 19% of students with English as an Additional Language (EAL) background and 14 students (2%) from an Aboriginal or Torres Strait Islander background. The number of international students enrolled increased over the year to 13 students. Current enrolment applications suggest we will have over 30 international students by the end of 2024.

The socio-economic profile of the school, based on the school's Student Family Occupation & Education index (SFOE) remained in the Low - Medium band in 2023, the same as for 2022 and 2021. This continued steady trend of a decrease in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The Parent, Caregiver and Guardian Opinion Survey (PCGOS) continued to reflect strong parent satisfaction and endorsement of the college and our programs, with Parent Satisfaction School percent endorsement at 89.1%, fifteen percent higher than the State average, and a pleasing improvement on the most recent high-water mark of 86.1% in 2021. The response rate was also higher again, and thus likely far more accurate.

The annual School Staff Survey (SSS) returned a similarly pleasing School Climate percent endorsement of 74.7%, an increase on 2022's 65.3%, and 62.4% in 2021, and well above the State average of 57.2%. It is pleasing to add that the School Staff Survey response rate had increased to over 91%, up on the already high 80% in 2022.

In 2023, the college employed 61.8 equivalent full time staff: 37.9 teachers, four (4) Leading Teachers, three (3) Learning Specialists, three (3) Principal Class and 13.9 Education Support (ES) staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 saw the college establish new processes to support our focus on the core business of an academic learning and teaching program. The data from 2023 reflects that while our improvement work is ongoing, there have already been some clear successes. The 2023 School Performance Report again saw Mullauna's overall performance placed in the category of 'Renew'. This categorised the school's performance and improvement as consistently strong over a three-year period, but remaining static and with minor decline in some aspects. Pleasingly, we achieved 'Influence' level performances in the Domains of 'Achievement – Numeracy' and 'School climate', and in the Measure Performance Groups of Year 9 NAPLAN Reading (both for achievement and participation), Staff Participation in the SSS, and the mean VCE English study score of 31.5 (2022).

Teacher Judgements of student achievement against the Victorian Curriculum standards in Years 7-10 still present an issue to tackle. The percentage of students rated 'at or above standard' for English declined slightly from 86.5% to 83.3% (continuing a downward trend) which is below the Similar Schools rating of 87.2% but above the State average of 75.5%. For Numeracy, the percentage rated 'at or above standard' by the teaching staff also declined, from 83.1% in 2022 to 78.8% in 2023. This, however, is very similar to Similar Schools at 79.0% and well above State at 68.2%.

As explained in the 'Updates' section of the preamble, the NAPLAN tests have been revised in 2023 and the results are no longer comparable to previous years. However, they reflect a similar trend in Reading to previous years, with the school percentage of students in the Strong or Exceeding categories in both Year 7 (76.8%) and Year 9 (70.2%) Reading outcomes slightly below Similar Schools (78.3% and 73.5% respectively), but also still significantly above state. Our School Performance Report placed this percentage of Year 9s in the Influence level. Year 7 Numeracy, with 79.3% in the Strong or Exceeding category, is now above Similar Schools (76.8%) and still well above the state average (62.9%). Year 9 Numeracy, at 70.7% in the Strong or Exceeding category, remains below Similar Schools at 73.9%, so this leaves another clear target for improvement in student achievement growth, particularly in Numeracy. However, our School Performance Report finds this Numeracy outcome and its associated relative growth from Year 7 to 9 to be at the Influence level.

The college has already begun to address these results in 2023, including through: the appointment of a *Leading Teacher – Head of Numeracy & Maths* and a new Numeracy Improvement Strategy; increases to the curriculum time allocations for English and Mathematics in the Junior School as well as in Year 10 (the Wednesday Period 5 block); and a focus on instructional practice in terms of the Narrative & Pace component of our Instructional Model and the Department's High Impact Teaching Strategies.

A point of celebration and pride were the VCE cohort's outcomes for 2023, achieving a school mean study score of 30 and a median study score of 31 (improving on 2022's 30.5), so another coveted +30 median score result. This is above the four-year average of 29.2 and also above Similar Schools at 29.4. Achieving the school mean study score of 30 by 2026 is a target in our current School Strategic Plan.

The only blemish to our VCE outcomes is the significantly lower school VCE completion rate of 86.8%, considerably lower than our four-year average of 94.8% and the Similar Schools at 97.7% and state at 96.6%. Our rate was impacted by a substantial number of students changing pathways and/or discontinuing their studies.

Wellbeing

Student Wellbeing data is gathered through the Student Attitudes to School Survey (AtoSS). A focus on student wellbeing was a core component of our 2023 Annual Implementation Plan, and we are very pleased with the students' view of our college programs. The Years 7 to 12 Sense of Connectedness component received a school percent endorsement of 53.1%, which is above our four-year average at 52.4%, and almost ten percent higher than Similar Schools at 44.5%.

The school percent endorsement of Management of Bullying across Years 7 to 12 was similarly positive, achieving a rating of 58.5%. This is down on 2022's 64.5% and just under our four-year average of 59.4%, but well above Similar Schools at 45.8% and State at 46.6%; thus, we bucked the trend that saw Similar Schools' averages drop below the state average. This is a vindication of our strong and consistent application of processes and our renewed focus on clear and high expectations.

Please also refer to the Other Highlights section below for targeted Wellbeing initiatives.

Engagement

Engagement data is based on Year 7-12 Student Absence, Year 7-12 Student Attendance and Year 7-10 Student Retention data. Our Student Absence data was again affected by the lingering challenges that post-pandemic learning presented for many students, as well as our college community's strong support for keeping ill children home.

The Average Number of Student Absence Days increased slightly to 25.3 in 2023 from 25 in 2022, and this has seen our four-year average rise again from 16.6 in 2022 to 18.8 in 2023. These outcomes are higher than Similar Schools on 23.5 (19.2 the four-year average). We continue to put steps in place to improve the situation, with a targeted program undertaken by the Wellbeing Team, a partnership with the City of Whitehorse School Focus Youth Service team, proactive follow-up by the Junior and Senior Sub-School teams of Year level Coordinators, and additional support to the Sub-School teams being provided by the administration team.

The Attendance Rate ranged from a low of 85% in Year 8, through to a high of 91% at Year 7, with Year 12 having a concerning rate of 86%. This outcome is disappointing but not surprising given the low VCE Completion rate referred to in the Learning section above. To have Year 12 at almost the lowest attendance rate is unusual, but this level was clearly affected by a small but significant group of students who particularly struggled to re-engage and/or persist in learning due to the impact of mental health issues, identifying and securing suitable pathways, and the still-limited work experience / placement options.

Student Retention measures the percentage of Year 7 students who remain at school through to Year 10. Our School percent of students retained was 75.6%, a slight decrease on the four-year average of 77.5%, but still above Similar Schools at 74.7% and State at 72.6%. This is a pleasing outcome considering the challenges of the past four years and the outcomes of attendance described above.

Student Exits Years 10 to 12 measures the percentage of students from Years 10 to 12 going on to further studies or full-time employment. Our school percent of such students was disappointing, dropping to 86.1% from 2022's high of 96.6%. This saw our four-year average drop to 91.3%, and placed us below both Similar Schools at 94.% and State at 89.5%. We remain hopeful that a number of new or recent strategies, like the opportunity for greater subject choice at Year 10 in 2024, including an expanded Advanced Placement program, along with the extension of the new VCE Vocational Major into Year 12 in 2024 and its growing reputation as a viable alternative (including School-Based Apprenticeships & Training or SBAT) will improve school retention and also enhance pathways to further study or gainful employment.

Please also refer to the Other Highlights section below for targeted Engagement initiatives.

Other highlights from the school year

2023 proved to be another wonderful year of learning and teaching, and community life, at Mullauna College. The year saw us dive head-first into the first Annual Implementation Plan (AIP) of the new School Strategic Plan (SSP).

Highlights we wish to share include:

- A focus on leadership capacity and aspiration, with the formation of two School Improvement Teams (SITs) to guide the improvement work, a focus on the 'leadership of learning' by the Heads of Faculty through Team Action Plans (TAPs), a focus on team-based Professional Learning opportunities, and the re-introduction of an in-house Aspirant Leaders Program
- The successful introduction of the new schedule of five 60-minute periods per day and the move to the 19-hour teaching week for staff.
- A return to offering our community the 'Subject Expo' for Year 9 and 10 students and parents prior to subject selection time.
- Introduction of Year 10 Psychology and the Year 11 Vocational Major in the Senior School program.
- A stronger investment in the English as an Additional Language (EAL) program, with the employment of an extra teacher and adding a focus to the work of a Learning Specialist, and also in the Tutor Learning Initiative (TLI), with the program being spread over a broader team of staff for greater impact.
- Creation of the Head of Senior School position, along with the appointment of (and being the base school for) the new Head Start coordinator role, leading to our first ever students undertaking SBATs (School-Based Apprenticeships & Training).
- Appointment of an Education Support (ES) Daily Organiser to allow for more flexibility in responding to staffing needs and programs.
- Our German Language Assistant, Josi Schneider, shared with Rangeview Primary School.
- The addition of Ruby, the wellbeing dog, to the Wellbeing Team, and creation of the new Wellbeing Centre.
- The smooth and rapid construction of the new Stage 1 F Block, and confirmation of Stage 2 STEM & Food technology buildings with funding of \$17.6 million.
- Relaunch of the very collegiate and productive Professional Learning Community (PLC) team process, with a focus on Literacy and writing, which ended with a 'bang' in the final team presentations in December.
- A new focus on Voice and Agency in the Student Representative Council (SRC), including a group looking to improve the running of and response to the AtoSS data, and the new roles of Wellbeing and Social Justice leaders.
- Appointing our first Marrung Lead teacher and holding our first Campfire Conversations for our indigenous families, one jointly with Mitcham PS, the second exclusively for Mullauna families.
- Fabulous student successes in:
 - Debating – progressing to the top eight teams!
 - Ryan Harrison of Year 11 being selected for Top Screens for his Year 12 advanced placement subject Media
 - Lauren Baker of Year 11 being awarded a coveted Spirit of Anzac Prize (SOAP)
 - Caitlin Fankhauser being appointed a Shrine Ambassador (and reciting the ode at the Shrine Dawn Service with live TV coverage)
- Enrolment growth in the college and the successful reduction in our deficit.

- Creating and launching our new Parent & Community Association.

Financial performance

All funds received from the Department of Education, or raised locally by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of our school consistent with Department policies, School Council approvals and the intent / purposes for which funding was provided or raised. The College Leadership team undertook a particularly focussed review to ensure funds for targeted programs were used to directly support those programs, for example in the Program for Students with Disabilities (PSD) or EAL.

The Mullauna College Total Operating Revenue for 2023 was \$8,168,742 and the Total Operating Expenditure was \$8,299,891. The Net Operating Deficit of \$131,149 was again inflated in part by Casual Relief Teacher (CRT) costs covering staff absence due to Covid-19 isolation during the year, and also the strategic appointment of a new substantive *Leading Teacher – Head of Numeracy & Maths* to aid our Numeracy improvement strategy, in line with the North East Victoria Region (NEVR) region-wide focus. A further expenditure challenge for the college was our determination to run a best-fit VCE Vocational Major class at Year 11. Additional funding sources, such as the Equity (Social Disadvantage and Catch Up) funding, remains limited due to the low Student Family Occupation and Student Family Occupation & Education index of the college's community.

Locally Raised Funds offer the college an opportunity to secure additional resources to defray the deficit, as does the growing International Student Program enrolment, and the increasing interest in the college generally, with a steady stream of enrolment enquiries over the 2023 school year and increased enrolment applications for Year 7 in 2024. Two highlights include the college again exceeding its budget target of 60% of Parent Contributions being collected, and the small but socially significant formation of the *Mullauna College Parent & Community Association (MC P&CA)*, which will seek to engage parents more actively in the college and its fundraising efforts. The college will continue to maintain a strong financial position through prudent financial management of our financial reserves, along with ongoing judicious management of our workforce and expenditure.

For more detailed information regarding our school please visit our website at
<https://mullauna.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 538 students were enrolled at this school in 2023, 254 female and 281 male.

19 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).

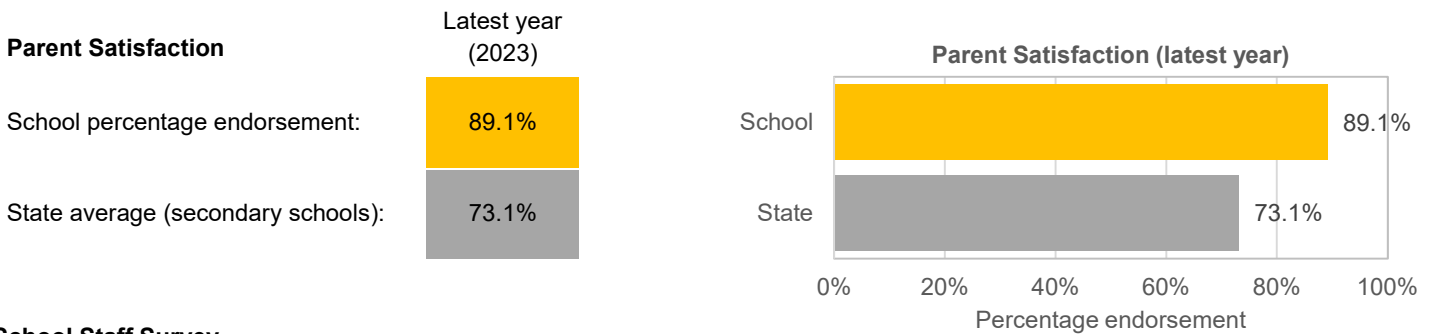
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

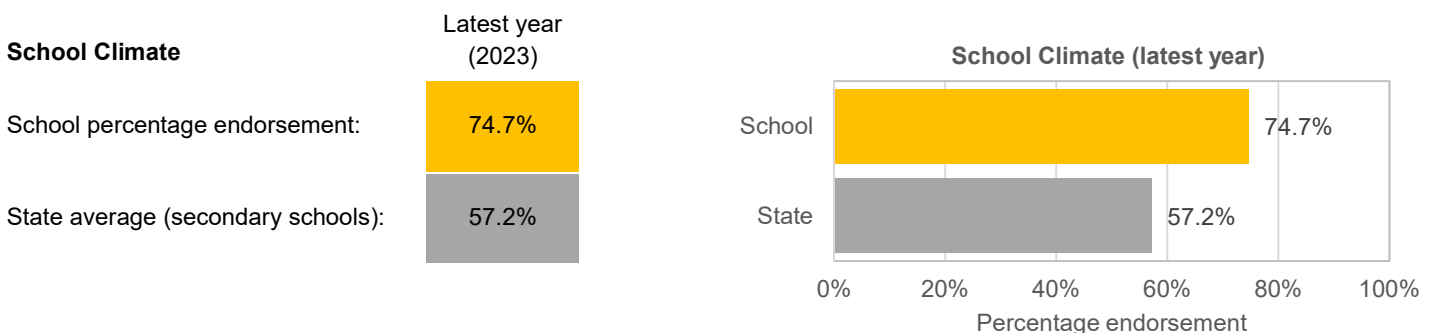


School Staff Survey

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

School percentage of students at or above age expected standards:

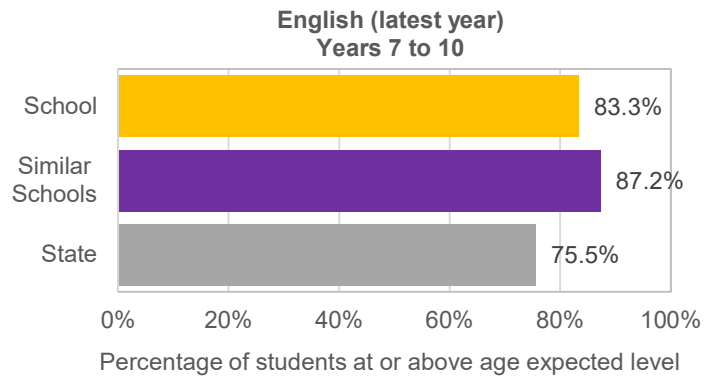
Latest year
(2023)
83.3%

Similar Schools average:

87.2%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

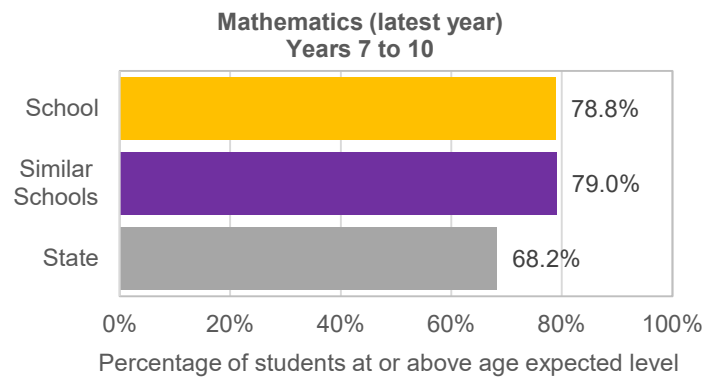
Latest year
(2023)
78.8%

Similar Schools average:

79.0%

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:

76.8%

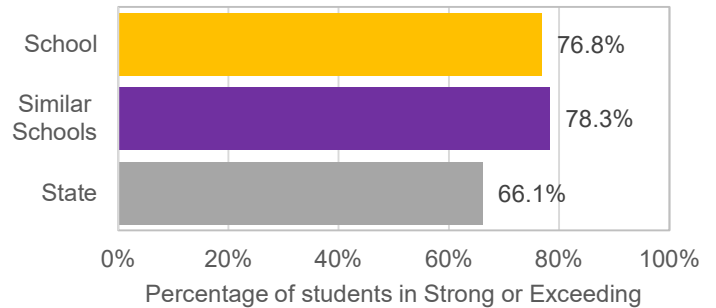
Similar Schools average:

78.3%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.2%

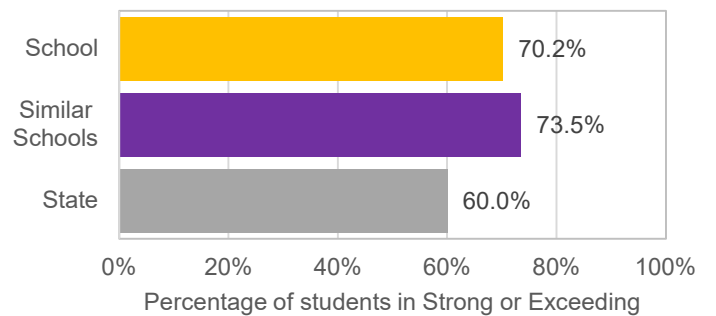
Similar Schools average:

73.5%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

79.3%

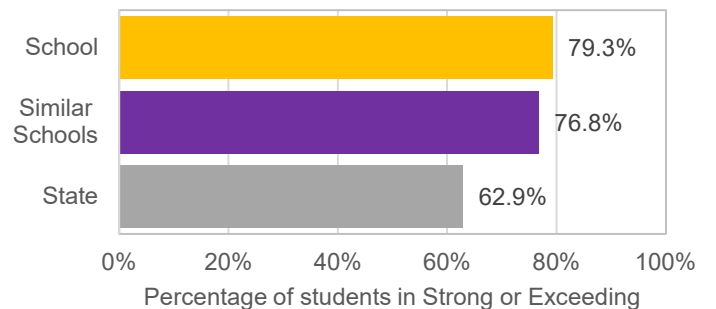
Similar Schools average:

76.8%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.7%

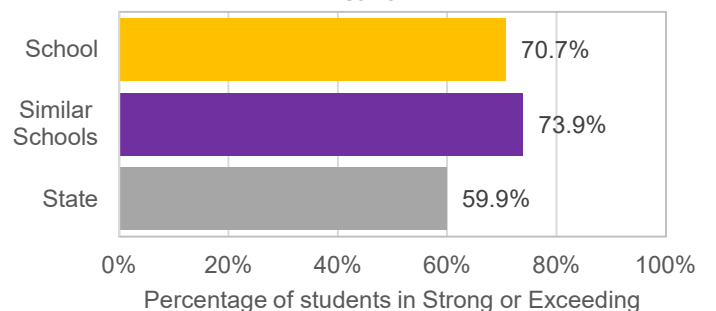
Similar Schools average:

73.9%

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:

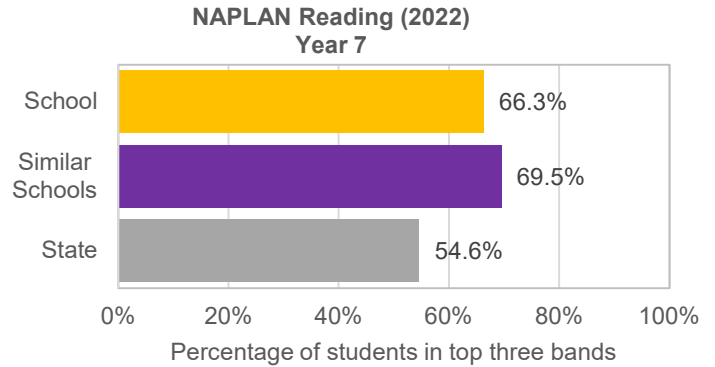
66.3%

Similar Schools average:

69.5%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

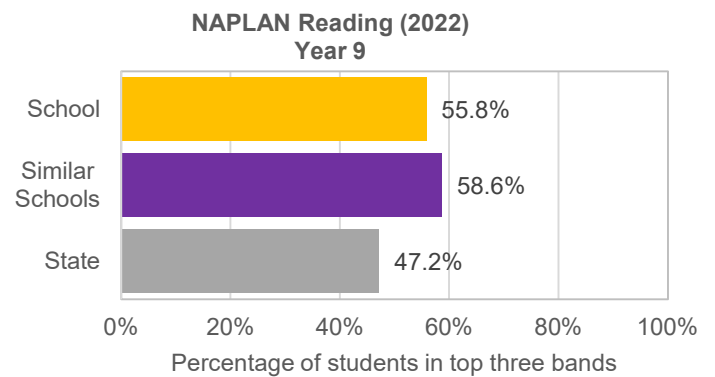
55.8%

Similar Schools average:

58.6%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

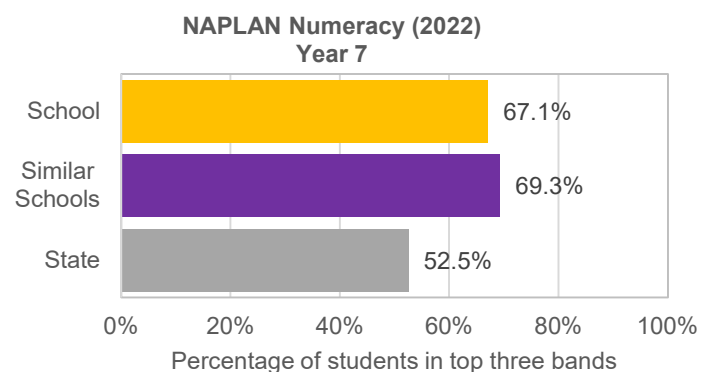
67.1%

Similar Schools average:

69.3%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

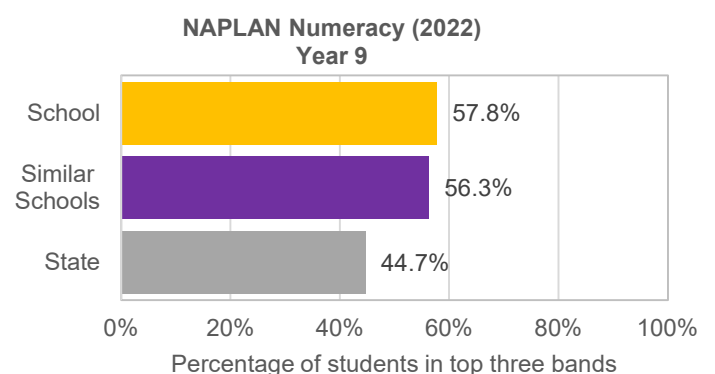
57.8%

Similar Schools average:

56.3%

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

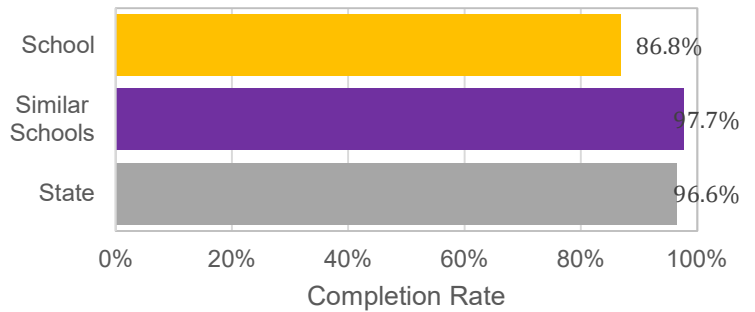
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	86.8%	94.8%
Similar Schools completion rate:	97.7%	97.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.0

Number of students awarded the VCE Vocational Major

NDA

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:

18%

Percentage VET units of competence satisfactorily completed in 2023:

79%

WELLBEING

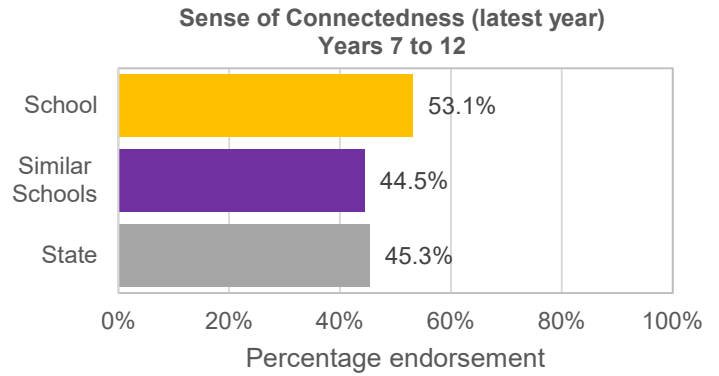
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	53.1%	52.4%
Similar Schools average:	44.5%	49.4%
State average:	45.3%	49.9%

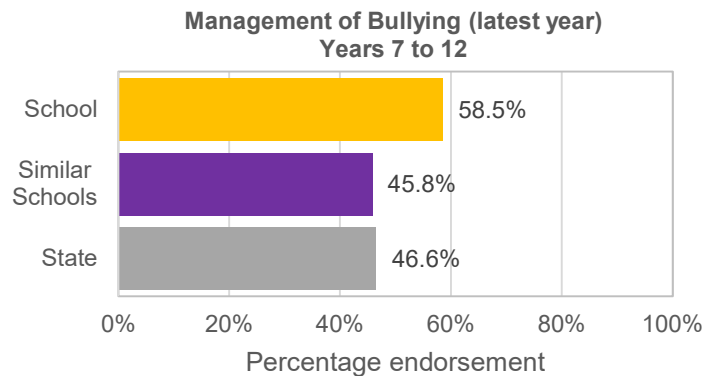


Student Attitudes to School – Management of Bullying

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:	58.5%	59.4%
Similar Schools average:	45.8%	50.7%
State average:	46.6%	51.0%



ENGAGEMENT

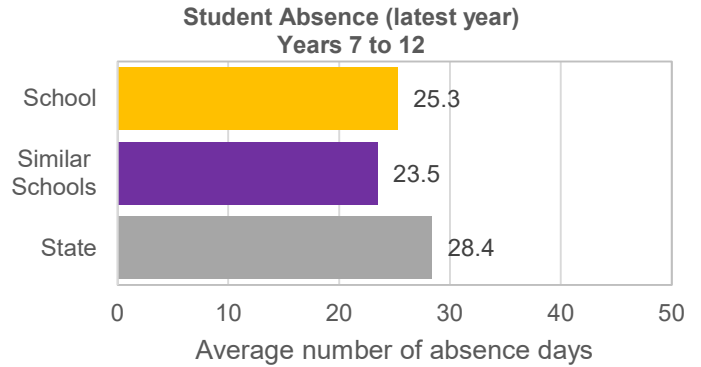
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.3	18.8
Similar Schools average:	23.5	19.2
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.

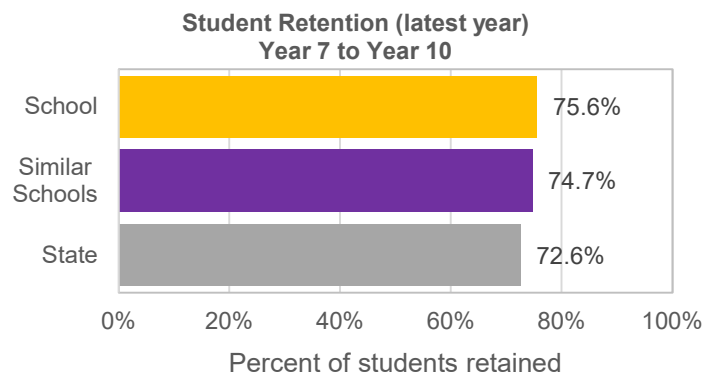
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	85%	86%	87%	87%	86%

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:	75.6%	77.5%
Similar Schools average:	74.7%	75.9%
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.

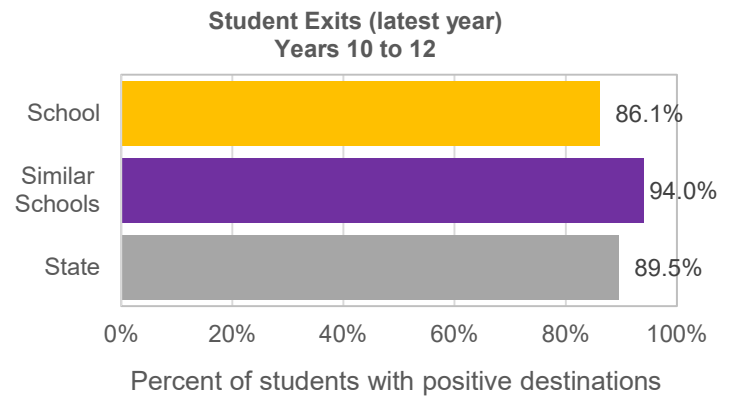
Students exiting to further studies or full-time employment

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:	86.1%	91.3%
Similar Schools average:	94.0%	95.1%
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	\$6,665,687
Government Provided DET Grants	\$629,244
Government Grants Commonwealth	\$1,894
Government Grants State	\$0
Revenue Other	\$110,099
Locally Raised Funds	\$761,819
Capital Grants	\$0
Total Operating Revenue	\$8,168,742

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,093
Equity (Catch Up)	\$20,631
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$81,725

Expenditure	Actual
Student Resource Package ²	\$6,813,818
Adjustments	\$0
Books & Publications	\$6,641
Camps/Excursions/Activities	\$147,773
Communication Costs	\$12,544
Consumables	\$123,188
Miscellaneous Expense ³	\$381,641
Professional Development	\$27,960
Equipment/Maintenance/Hire	\$130,504
Property Services	\$305,127
Salaries & Allowances ⁴	\$156,849
Support Services	\$117,221
Trading & Fundraising	\$2,445
Motor Vehicle Expenses	\$3,390
Travel & Subsistence	\$0
Utilities	\$70,789
Total Operating Expenditure	\$8,299,891
Net Operating Surplus/-Deficit	(\$131,149)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,302,361
Official Account	\$77,913
Other Accounts	\$1,056
Total Funds Available	\$1,381,330

Financial Commitments	Actual
Operating Reserve	\$203,473
Other Recurrent Expenditure	\$23,274
Provision Accounts	\$0
Funds Received in Advance	\$75,421
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$248,581
Asset/Equipment Replacement < 12 months	\$248,581
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$32,000
Total Financial Commitments	\$1,381,330

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.