

# 2022 Annual Report to the School Community

School Name: Mount Beauty Secondary College (8100)



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

Attested on 26 April 2023 at 06:45 PM by Simone Roy (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 08:36 PM by Bronwyn Gray (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 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)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Mount Beauty Secondary College's vision is to have a child safe culture, where all students feel optimistic, secure and confident, with teachers that are happy and confident, to accommodate the diverse needs of all our students, provide a quality educational service, valued by the community to ensure all students realise their full academic and personal potential. We value a school which is safe, caring, enjoyable, challenging, cooperative and positive. Our school should provide a broad curriculum and have an environment that seeks to prevent harm and neglect and does not in any way discriminate. We value meeting the needs of all our students and we value diversity. Our 3 school values of aspiration, confidence and respect underpin this vision and we work towards developing students that have the "confidence to aspire ever upwards". 2022 was the first year of our 4 year Strategic Plan (SP). Goal 1 was to optimise each student's achievement and learning growth, with a particular focus on developing their literacy and numeracy. The Key Improvement Strategies (KIS) for this goal were to 1) develop an organisational climate that promotes role clarity, responsibility and shared accountability to support learning growth; 2) build school wide capability to effectively use assessment data in planning and teaching; and 3) build all teachers' capability to integrate high impact teaching strategies (HITS) within an agreed, evidence based instructional model. Goal 2 was to optimise each student's wellbeing and engagement in learning. The Key Improvement Strategies (KIS) for this goal were to 1) build organisational capability to respond to individual students' wellbeing, engagement and learning needs; and 2) empower students as active agents in their learning.

With a large number of part time staff, we had a total of 36 staff working various time fractions, with a total of 21.51 Effective Full Time (EFT) teachers and 5.6 EFT Education Support Staff (ES). Our staff consisted of 1 Principal, 1 Acting Assistant Principal, 23 teachers including 1 Learning Specialist, 1 graduate and 1 paraprofessional, 2 Middle Years Literacy and Numeracy Strategy (MYLNS) Staff Capacity Builders (0.8 EFT), 2 MYLNS Direct Instruction Teachers (0.4 EFT), 2 Learning Tutors (0.5 EFT) and 9 Education Support Staff in various support roles including a Business Manager, Careers Practitioner, Lab Technician, Librarian, Office Administration, a Mental Health Practitioner (0.3 EFT), a Student Safety and Wellbeing Coordinator (0.4 EFT) and 2 student aides. No staff in 2022 identified as being Aboriginal or Torres Strait Islander (ATSI).

Our school is a small, remote, rural college in the North East of Victoria. In 2022, we had a total of 176 students enrolled. Although a small school, we believe that our students should be offered access to a broad range of subjects. Our school offers a wide range of subjects, catering for the senior levels as a priority, and what we can't offer, students are assisted to complete these subjects through a 'distance education' model; through Virtual School Victoria, Victorian School of Languages, or Bendigo Senior Secondary College's Victorian Virtual Learning Network, creating the '0.8 part' of a student. To produce well rounded citizens, we believe that being remotely located should not be a disadvantage for our students, so we offer and encourage our students to experience a wide range of activities to complement their academic education. Our core Year 7 program ensures that students new to the school experience all of the different learning areas contained within the Victorian Curriculum. Our elective program in Years 8-10 allow students to focus on areas of interest within the different learning areas, while still maintaining a broad coverage of the curriculum. In 2022, we offered 27 VCE units in total, as well as 6 VET units and a VCAL program, with separate literacy, numeracy, personal development skills and work related skills classes for those wishing to complete a more hands style on program.

In 2022, our School Family Occupation and Education index slightly increased (from 2021 by 0.0031), to 0.2634, placing us in the low category (state median was 0.4043, low-medium). This places us high in the socio-economic profile, meaning we had advantaged families and do not receive much additional funding support to help with educational supports. In 2022, our student profile had 1.2% English as an Additional Language students (EAL), 0.6% Out of Home Care (OOHC) students and 0.6% Aboriginal or Torres Strait Islander students.

While 2022 was the first 'normal' year of school since the pandemic, it was anywhere from being normal. Many students struggled to return to the expectations of being at school, after having had the previous 2 years of disrupted learning. While there were no more lockdowns, being in a classroom again and managing expectations from staff and students was challenging for many students and staff alike. Social norms had been disrupted and the emotional development of students was delayed. Prolonged exposure to stress during the pandemic also saw staff and students return who showed signs of fatigue after having had 2 years of 'pivoting' in and out of remote learning and insecurity at home, with constantly changing rules and financial stresses for many. Added to this, we had 5 staff leave during the year, both ES and teachers, with the majority leaving the education system altogether. This caused large disruptions for the students' learning, as well as flow on effects for the staff remaining, some who picked up the classes that were left without a teacher.

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

## Learning

The 2022 Annual Implementation Plan (AIP) supported the Department's Priority goal of focussing on student learning, with a focus on literacy. Students needing support were helped through MYLNS and the Tutor Learning Initiative (TLI) and through the Victorian High Ability Program (VHAP) and TLI for those students needing extension. The school continued to use the strategy of focussing on academic vocabulary, where subject specific terms were brought to students' attention in classes. Using the school's instructional model in classes aimed to ensure that students knew what they were learning and how they were progressing as setting learning intentions and success criteria were part of the model.

In spite of the difficulties of education that came from the pandemic, all of the learning results shown in the Annual Report's Performance Summary placed our school's percent of students in their learning above similar schools and the state average.

All teacher judgement results of student achievement in English placed our Year 7 - 10 students well above (at 90.6%) the average of similar schools (at 66.6%) and the state average (at 76.3%).

NAPLAN results showing the percent of students achieving in the top 3 bands were also positive in 2022.

YEAR 7: Year 7 reading showed 60.9% of our students achieving in the top 3 bands, compared to 53.6% for similar schools and 54.6% for the state average. Year 7 numeracy showed 63.6% of our students achieving in the top 3 bands, compared to 50.4% for similar schools and 52.5% for the state average.

YEAR 9: Year 9 reading showed 58.6% of our students achieving in the top 3 bands, compared to 42.6% for similar schools and 47.2% for the state average. Year 9 numeracy showed 46.4% of our students achieving in the top 3 bands, compared to 37.3% for similar schools and 44.7% for the state average.

The 2022 AIP set an aspirational target of increasing the school's mean study score from 25.5 in 2021 to 27 in 2022. This target was met with the mean study score being 27.9 in 2022. This result was very close to the similar school's average of 28.1 and not far off the state average of 28.9. Also in 2022, 100% of eligible students satisfactorily completed their VCE and VCAL certificates.

In 2023, we will work to improve student learning by:

1. Engaging in whole school professional learning and teacher collaboration through Professional Learning Communities (PLCs), to embed evidence based approaches to support all students at their point of need. Why? To provide formal collaboration structures for teachers to explore their teaching practice, to better support all students, including those with additional needs and /or disabilities in the classroom.
2. Developing a school wide literacy strategy focussed on improving writing. Why? To target improvement in literacy, with a focus on writing.

## Wellbeing

Wellbeing of students and staff was a priority in 2022, being the first full year back at school after the pandemic. Re-implementing and reinvigorating the school's existing positive behaviour approach (roughly based on the School Wide Positive Behaviours Strategy, SWPBS) was a target in the 2022 AIP. This was designed to ensure that staff had clear processes to follow, to acknowledge positive behaviours of students, while dealing with inappropriate behaviours with a consistent manner. This strategy was worked on throughout the year, but with mixed uptake by staff. While staff worked on getting students used to being back at school, the regular and continued focus on the wellbeing of students throughout the year was strongly promoted and encouraged to be a regular part of the work in a classroom. The school also continued to strengthen the processes in place for monitoring and responding to students' mental health and wellbeing concerns, with a mental health practitioner working alongside the Student Safety and Wellbeing Coordinator. Unfortunately, both of these personnel left the school during 2023 to pursue careers in private industry and we were unable to replace them by the end of the year. This lack of dedicated wellbeing staff may have had an impact on many of our students, coupled with students being back at school full time, likely had an impact on the students' happiness to be back at school.

The Attitudes to School Survey data for 2022 met, and slightly exceeded, the targets set in the 2022 AIP aimed at improving wellbeing. Student voice and agency reflects the extent to which students perceive they are heard and have a say at their school. The target of increasing 'student voice and agency' from 28% in 2021 to 35% in 2022 was met with an overall score of 37% in 2022. Teacher concern reflects the student perception of the extent to which teachers are empathic to students. The target of increasing 'teacher concern' from 21% in 2021 to 30% in 2022 was met, with an overall score of 32%.

However, the wellbeing results in the Annual Report's Performance Summary focussed on different factors. Sense of connectedness reflects the extent to which students feel they belong and enjoy attending school. In 2022, positive endorsement of sense of connectedness was 37% positive (with 29% being neutral and 34% not positive), compared to 49.3% positive for similar schools and 48.1% as the state average. This was a 2% positive increase from 2021. Management of bullying reflects the extent to which students perceive their school handles bullying and harassment appropriately. The positive endorsement of this factor was 37.9% in 2022 (with 23% neutral and 38% not positive), compared to 53.4% positive in similar schools and 48.6% as the state average. The

result in 2021 was also 38%, so had not declined and 'students not experiencing bullying' was at 84% positive (ie. not bullied), 1% above similar schools and 3% below the state average.

In 2023, we will work to improve student outcomes by:

1. Establishing student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health. Why? So students feel supported, engaged, seen, heard and valued.
2. Establishing and embedding the School Wide Positive Behaviour Support (SWPBS) framework. Why? To create a common approach to building relationships and expected standards by supporting positive behaviours.

## Engagement

Student engagement is a large part of having students with good wellbeing and also good student learning. In 2022, re-engaging students in their learning was also a big focus for the classroom teachers. The student absence results in the Annual Report's Performance Summary don't really support the students' Attitudes to School Survey (ATOSS) data relating to their engagement. Absence rates in 2022 were still quite high, possibly due to the isolation rules which continued throughout the year, as well as an observable amount of general sickness, possibly due to students mingling again.

Again, many normal excursions and activities didn't occur in 2022 and this may have had an impact on the engagement of students in their classes. Students also returned to school questioning the purpose of school and what they were learning. If students can't see the importance of learning something, they are less inclined to want or work towards learning it. In order to combat this, the Instructional Model was adjusted slightly for 2022, with the Learning Intentions including a reason why they were learning the work ("We are learning...so...").

The average number of days absent for students in Years 7 - 12 was 35.4% days of absence. This was above similar schools' absence rates of 32.2% and the state average being 27.7%. However, the attitudes of the students towards attendance, reflecting the extent of students' attitude towards absenteeism, was 70% positive, 14% neutral and 16% not positive, showing that students have a positive attitude towards attendance. While absence rates were higher at our school in 2022, they increased by 5.3 days on average per student in 2022 (from 30.14 to 35.44 days), while the state average increased by 6.56 days in 2022 (from 21.15 to 27.71 days).

In 2022, the reasons for absence with the largest average across Years 7 - 12 included: 'medical/illness' with an average of 11.71 days (8.98 in 2021), 'parent choice unauthorised' with an average of 8.23 days (5.41 in 2021), 'family holiday' with an average of 5.89 days (2.17 in 2021) and 'unexplained' with an average of 5.86 days (8.02 in 2021).

Attendance rates were highest in Year 12 (92%), followed by Year 11 (86%), Year 7 (85%), Year 10 (83%), Year 8 (78%) and finally Year 9 (77%). This was similar to attendance rates in 2021: Years 7, 10 and 12 were at 86% and Years 8, 9 and 11 were at 83%. While a good increase for Year 12s, this was a decrease for Year 8s and 9s, traditionally the year levels where engagement is an issue. However, while absence rates continued to be high in 2022, as a positive, 'Motivation and interest' results for all students in the 2022 ATOSS were at 52% positive, 25% neutral and 23% not positive, and increase from 44% positive in 2021, up by 8%.

In 2023, we will work to improve student engagement by:

1. Promoting student voice. Why? So students have a say in their learning.
2. Continue to reintroduce activities and excursions into the curriculum. Why? To promote interest in subjects and help build positive relationships with peers and school staff.

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## Other highlights from the school year

Extra curricular activities were reintroduced in 2022, however there were many new rules that made them more difficult to organise than in the past, as well as the floods towards the end of the year, which added an extra layer of complexity to the planning and prevented a number of activities from going ahead, due to new flood zone rules. (NB: All changes were designed and implemented to enhance the safety of students, but it increased the organising teacher's workload). These activities are so important for our students, many who are fairly isolated in our town, to help further develop the relationships with their peers and school staff and assist with engagement with school.

The instrumental music and band program was reinstated face to face in 2022. Students were able to complete a parent performance and opened the 2022 Presentation Evening with a rousing performance. The Youth Crew program managed to run the program and end of year camp, however there was a large number of students who decided to leave the program; the Year 9 Future Makers program was able to run throughout the year, with students participating in the Hoppet set up day as a focus on volunteering and complete their journey as part of the onsite program at Outdoor School - Bogong. 6 Year 9 students participated in the School

for Student Leadership (SFSL) program, during Term 2 at the Snowy River campus. These students also completed their Community Learning Project on their return, by assisting Landcare to run a tree planting day. Taking advantage of the environment we live in, the 2022 ski program ran in its entirety for the first time since 2019, having all 5 downhill days and 5 cross country afternoons run, with all available spots in the program filled. Difficulties with overseas travel meant the school's Indonesian Cultural Exchange Trip, postponed in 2020 and 2021, was again postponed in 2022, however the cultural excursion to the Indonesian Consulate in Melbourne was able to go ahead. The drama class was able to put on the annual school performance, with performances running for 2 nights, in front of packed audiences. The Year 12, 7 and 11 year level camps ran, swimming, cross country running and athletics sports days, and Outdoor Ed camps were all reintroduced. The Year 12's 'end of school celebrations' and the activities program ran at the end of the year for Year 7 - 9 students and the annual Presentation Evening ran 'normally' as per in past years. Overall, the major school based events were able to run, but the subject based excursions that help supplement the learning in a subject may have been somewhat curtailed.

The Shade Sails grant of \$25,000 saw a shade sail planned to be installed in front of the Art room portable, with ground works accompanying the sail to make an additional outdoor learning space. The sail was not installed by the end of 2022, occurring early in 2023.

At the end of 2022, a major upgrade in the main building saw new carpet and paint work throughout the main building's corridor and carpet laid in 2 other rooms.

## Financial performance

Mount Beauty Secondary College maintained a sound financial position again throughout 2022, as planned for in our budget planning at the end of 2021, with a net operating surplus of \$312,755.

Utilities costs were under budgeted for in our 2021 planning, as the increase in gas prices was not predicted. While the quite new gas heaters were used for heating in 2022, looking into the efficiency of the new air conditioners as a source of heating may be investigated for 2023.

Due to the school becoming a BYOD school in 2022, where students were required to have their own device for school use, the need to introduce more security, especially as the lockers don't lock, was obvious. The existing security camera system was upgraded and increased to be able to increase the level of security, as well as being future proofed, so it can be added to over time. The deposit replacing the carpet in the main corridor was paid for in 2022, with the remainder coming from the 2023 budget. Lots of plumbing repairs/upgrades were also completed in 2022, adding extra external taps for ease of grounds and facilities maintenance. The school council entered into a contract to replace and increase the existing solar system. The old system was found to be faulty and had to be decommissioned. The new panels will increase the system's size to 45kWh and hopefully help to offset electricity prices into the future, with an overall cost of \$63,295.23 over 5 years (\$12,659.05 per year).

School council offered a further one year contract to our cleaning provider, whose contract finished at the end of 2022. We also found ourselves without a canteen service provider halfway through 2022, with the existing provider, the Mount Beauty Neighbourhood Centre, being unable to continue their contract. Luckily, a former employee of the Mount Beauty Neighbourhood Centre, who had been running the school canteen, offered to run the business privately for the remainder of the year, to see if it was a financially viable business. At the end of 2022, the contractor determined that they were happy to continue in the position in 2023, to gain a full year of financial records, before making a decision about continuing to run the canteen as a personal business. The school also continued in its long standing partnership with the Mount Beauty Community and District Band, with a continued agreement that the Band could rehearse in the Jessie Hollonds' Studios, providing access to a range of musical instruments. Equity funding in 2022 totalled to just over \$24 000. This funding was again used to run the Literacy Consolidation class for students at Year 7 who were placed below their expected level in literacy. The program was also extended (as much as it could be) to continue working with past students of the program for generalised curriculum support. As the level of funding did not cover the salary costs for running this class and extra support hours, the remaining salary cost was budgeted for and covered out of the School Resource Package (SRP).

Funding grants received at the end of 2021 assisted with some school renovations. The Minor Capital Works Fund provided \$145,000 worth of roof repairs to stop leaks in all buildings and saw the majority of the aging air conditioner units upgraded in the main building. The second amount of \$350 000 from the Planned Maintenance Program started to be used in 2022 to meet maintenance requirements listed in the condition assessment report (CAR) and the Shelter In Place assessment, identified during the Rolling Facilities Evaluation. Revision lecture funding provided by the Department was again utilised by students and staff to assist with the costs of attending VCE subject based exam lectures. The Bushfire Vegetation funding also assisted the school to make the site safer, by removing trees that posed bushfire threats to infrastructure. The Mental Health Practitioners in Schools program funding was utilised for a short time in 2022, with 0.3 EFT Mental Health Practitioner employed briefly.

Our total funds available were healthy at the end of 2022, however the majority of our surplus was received for the specific purposes above and therefore carried forward to 2023 as a financial commitment.

Financial plans for 2023 involve:

1. Continuing to monitor the computer network and internet, maintaining maintenance, improvements and technical support.
2. Continuing with clean outs and replacing storage, attending to buildings/grounds maintenance.
3. Upgrading lockers so they can be locked, due to the large costs of student owned devices.
4. Continuing with the renovation of the school's interior, now that leaks have been fixed, by painting and recarpeting various areas.

**For more detailed information regarding our school please visit our website at [www.mbsc.vic.edu.au](http://www.mbsc.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 176 students were enrolled at this school in 2022, 86 female and 90 male.

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

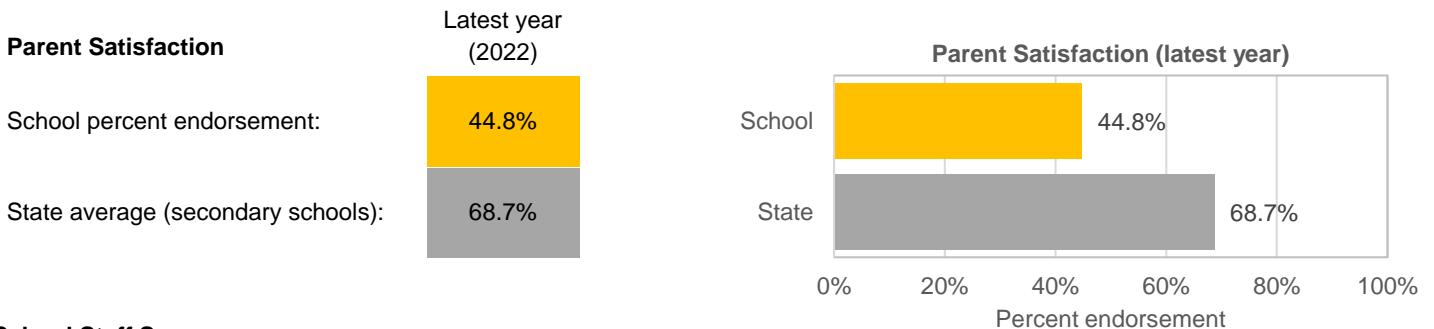
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

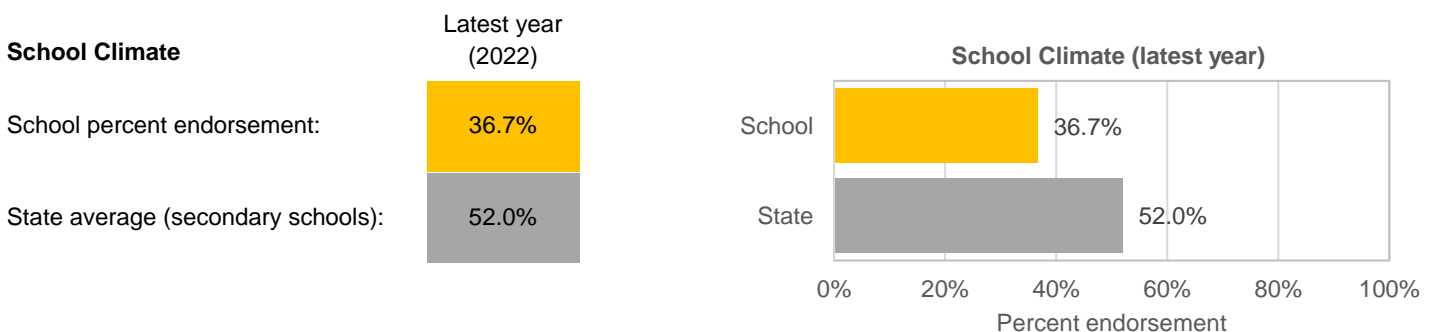


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

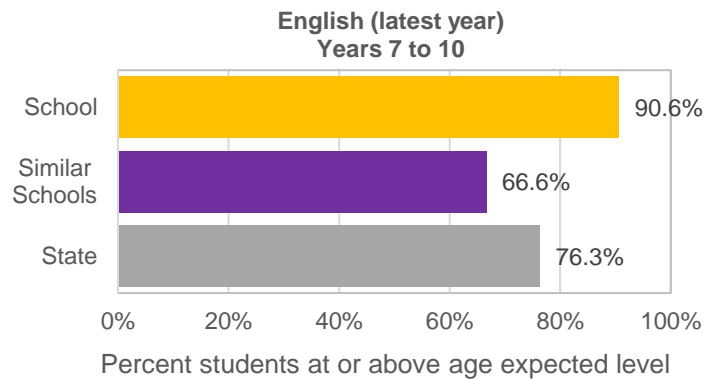
90.6%

Similar Schools average:

66.6%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

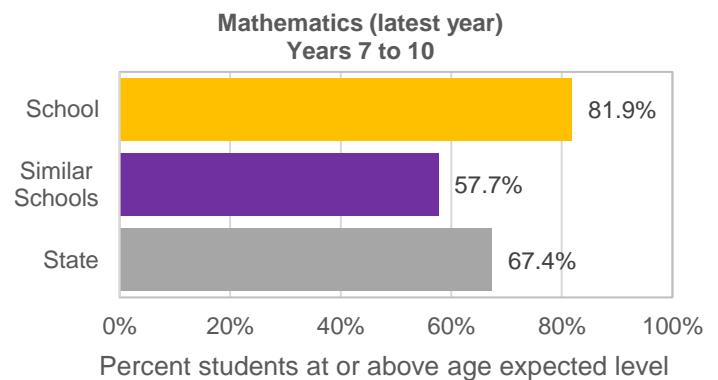
81.9%

Similar Schools average:

57.7%

State average:

67.4%



## LEARNING (continued)

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

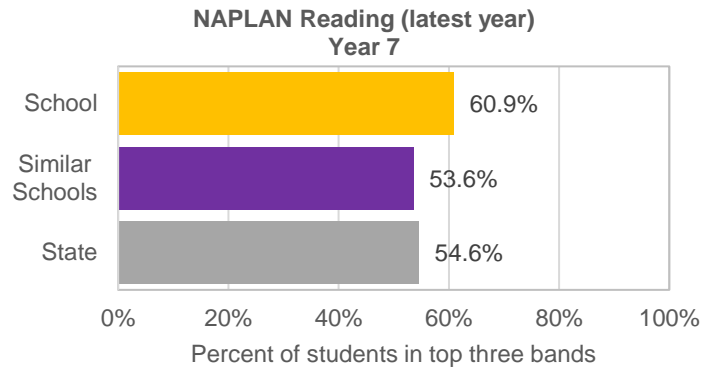
### NAPLAN

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

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

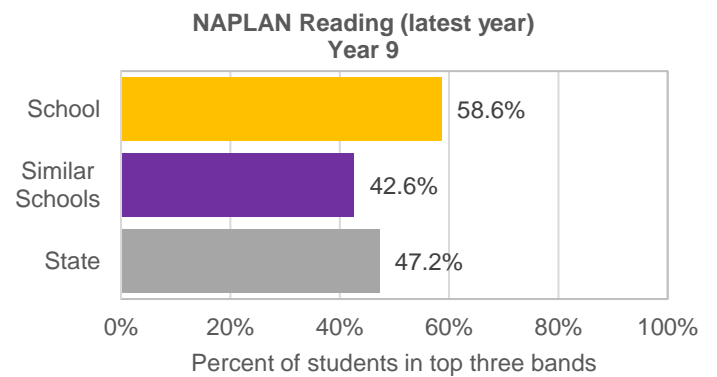
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	64.4%
Similar Schools average:	53.6%	53.9%
State average:	54.6%	55.3%



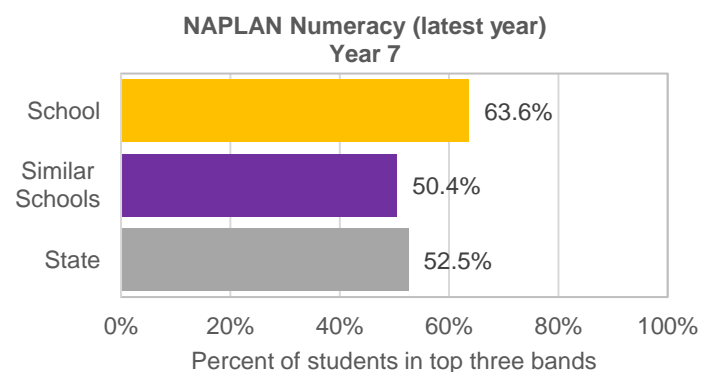
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	50.7%
Similar Schools average:	42.6%	43.7%
State average:	47.2%	46.0%



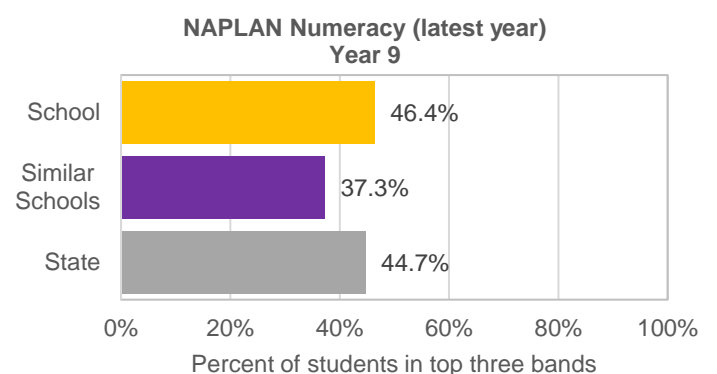
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	60.7%
Similar Schools average:	50.4%	54.0%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.4%	45.8%
Similar Schools average:	37.3%	42.7%
State average:	44.7%	45.6%



## LEARNING (continued)

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

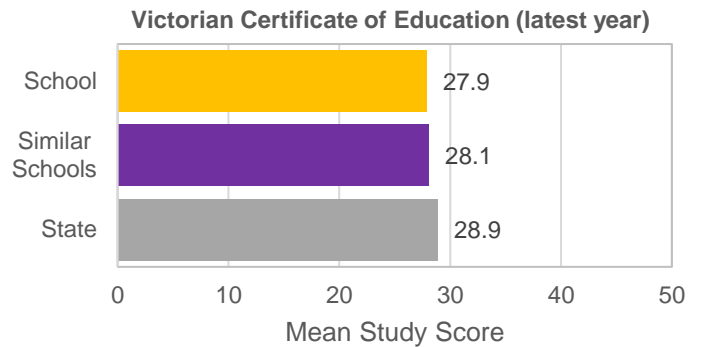
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.9	27.1
Similar Schools average:	28.1	28.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

46%

VET units of competence satisfactorily completed in 2022:

70%

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

100%

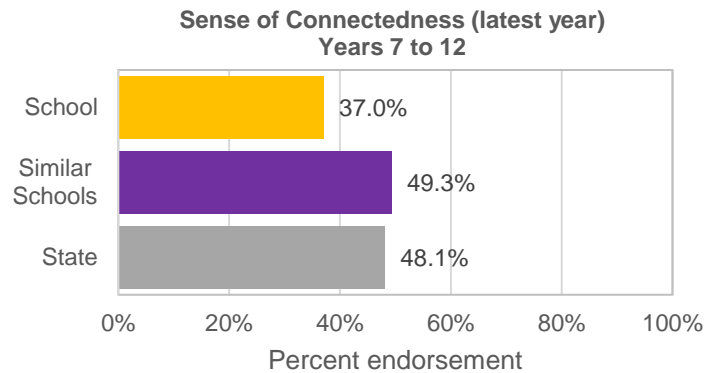
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

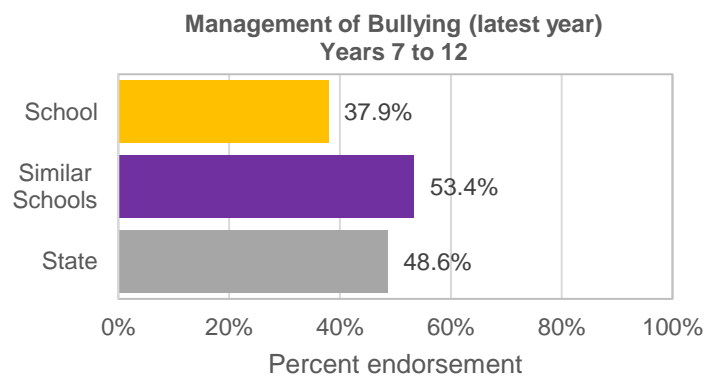
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	37.0%	43.4%
Similar Schools average:	49.3%	52.9%
State average:	48.1%	52.5%



### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	37.9%	48.9%
Similar Schools average:	53.4%	58.9%
State average:	48.6%	54.0%



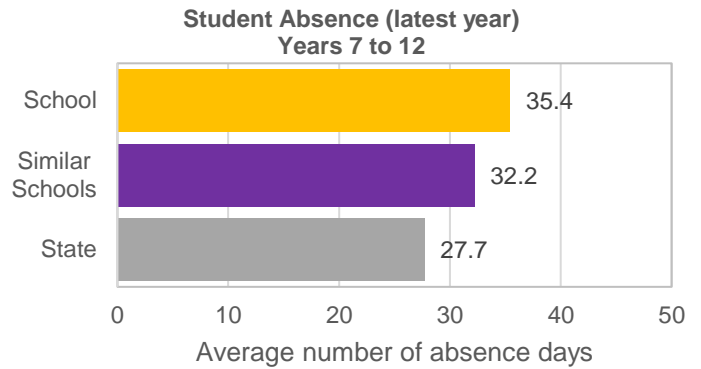
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	35.4	27.1
Similar Schools average:	32.2	25.1
State average:	27.7	21.8



### Attendance Rate (latest year)

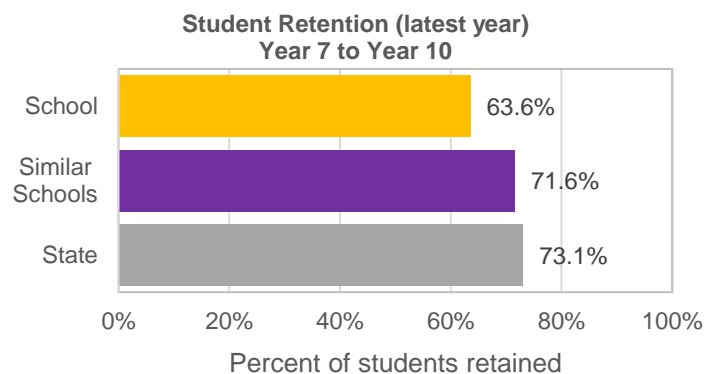
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	78%	77%	83%	86%	92%

### Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	63.6%	75.6%
Similar Schools average:	71.6%	71.6%
State average:	73.1%	73.0%



## 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.

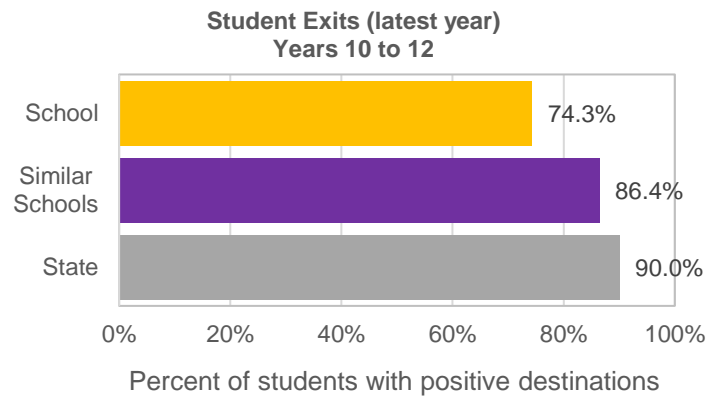
### Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	74.3%	84.3%
Similar Schools average:	86.4%	87.2%
State average:	90.0%	89.3%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$3,483,677
Government Provided DET Grants	\$427,345
Government Grants Commonwealth	\$0
Government Grants State	\$4,509
Revenue Other	\$25,522
Locally Raised Funds	\$150,930
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,091,982</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,369
Equity (Catch Up)	\$11,780
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$24,149</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,141,306
Adjustments	\$0
Books & Publications	\$2,293
Camps/Excursions/Activities	\$91,079
Communication Costs	\$5,673
Consumables	\$83,215
Miscellaneous Expense <sup>3</sup>	\$12,262
Professional Development	\$5,981
Equipment/Maintenance/Hire	\$62,457
Property Services	\$156,931
Salaries & Allowances <sup>4</sup>	\$94,436
Support Services	\$49,107
Trading & Fundraising	\$17,749
Motor Vehicle Expenses	\$6,240
Travel & Subsistence	\$0
Utilities	\$50,498
<b>Total Operating Expenditure</b>	<b>\$3,779,227</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$312,755</b>
<b>Asset Acquisitions</b>	<b>\$26,721</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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$372,204
Official Account	\$20,215
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$392,419</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$89,931
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$120,000
Beneficiary/Memorial Accounts	\$24,342
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$52,372
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$85,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$392,645</b>

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