

# 2023 Annual Report to the School Community

School Name: Bellarine Secondary College (8250)



- 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 22 April 2024 at 08:35 PM by Wayne Johannesen (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 23 April 2024 at 11:42 AM by Sally Edgerton (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)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

### Victorian Senior Secondary Certificate

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

# About Our School

## School context

The Mission of Bellarine Secondary College is to provide a high-quality education in a safe, respectful and inclusive environment so that students are empowered to meet current and future challenges and lead a fulfilling life within our local and global community.

The College is a vibrant learning environment where student individual learning needs are central to our purpose. Students develop as respectful, responsible and resilient individuals who grow in confidence to make a positive contribution to their community with the skills to sustain positive pathways.

The College values provide a foundation for Bellarine Secondary College's commitment to preparing students for a lifetime of learning. The values of Respect, Resilience and Responsibility aim to develop independent learners with the skills and attributes to be effective, adaptive lifelong learners prepared for the challenges of our ever-changing world.

Bellarine Secondary College is the only public secondary college on the Bellarine Peninsula, approximately 20km south-east of Geelong, and is one of 23 schools in the Barwon Network. The College is located in a rural coastal community which is experiencing significant growth and change with the establishment of new housing estates and a population that is increasing dramatically.

As the demographics of the communities across the peninsula continues to change, the demands and responsibility of the school too continues to evolve. The school is committed to meeting the needs of its community so continues to look for ways to do this most effectively.

The College is situated on two campuses; the Ocean Grove Campus (Year 7 and 8) and the Drysdale Campus (Year 9 to 12), with a confirmed enrolment of 1169 students in 2023. This reflected a decline from 2022 as a result of a smaller cohort graduating from Partnership (neighbourhood) Primary Schools and a cohort of students in the Later Years not returning post COVID as a result of opportunities in the workplace for labour given workforce shortages. The latter had a significant unexpected impact on the College's financial performance in 2023 as for the first time in many years the return of students at or around the legal leaving age was significantly lower than predicted. This is reflected in the retention rate of 65.7% from Year 11 2022 to Year 12 2023, which is lower than the State average of 76.9%.

Of the students enrolled at the College in 2023, 630 (54%) identified as male and 539 (46%) female with a small number non-gender identified students.

20 students (2%) identified English as an additional language and 31 students (3%) identified as Aboriginal or Torres Strait Islander.

282 (24%) students were identified as experiencing a level of social disadvantage and received equity funding in 2023.

350 (30%) of students across the College were identified as requiring some classroom adjustments to access learning in 2023. Cognitive, physical, sensory or social-emotional adjustments were largely facilitated by quality differentiated teacher practice with further supplementary adjustments to access the learning and a further 54 students requiring substantial adjustments and 21 students requiring extensive adjustments in the classroom.

The structure of the College is largely informed by its dual campuses (Junior and Senior) and has a strong and evolving House Structure, which underpins the support of the College learning environment, student support and wellbeing.

The Student Support Hubs at each sub-school across the College were embedded in 2023. This has further strengthened the consistency of practice across the sub-schools within the College and in so doing, the support provided for students to ensure they are ready to learn. Learning in Year 7 and 8 focused on providing students with a common breadth of essential learning in each of the 8 learning areas of the Victorian Curriculum. Students at Year 9 continued to exercise some choice in their learning by selecting from a range of elective subjects, essentially in the Arts and Technology and student pathways continued to be increasingly individualized at Year 10 as students chose from a diversity of units to study in each of the key areas of learning including the addition of further electives at Year 10 including the newly introduced Farm My School elective in 2023.

The diversity of pathways enjoyed by students at Years 11 and 12 was highlighted by the range of options available for students to study in VET (Vocational Educational and Training) and the VCE pathways in the Later Years (Year 11 and 12). The introduction of the Vocational Major Certificate in Year 11 in 2023 signalled the College engaging in the state-wide Later Years Reform. 2023 saw the final year of the delivery of the Victorian Certificate of Applied Learning (VCAL).

The College prides itself on being an inclusive educational setting, as the only public secondary school serving the local Bellarine Peninsula community and in 2023 continued to be very flexible in providing explicit programs for students with disabilities and diverse needs in order to meet the needs of these vulnerable students. The Disability and Inclusion Reform, was very visible in its impact on the College in 2023 as the College supported students to transition from the Program for Students with Disabilities to the strength-based Disability and Inclusion framework. By the end of 2023, 13 students had received Disability and Inclusion funding to support their learning in 2024 and beyond.

The Student Family Occupation and Education index in 2023 places the College in the mid band at 0.4055 (SFO .4502). The Colleges socio[1]economic band value is considered to be medium and remains consistent to fluctuating values recorded between 2019-2023. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). The 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. Student enrolments in 2023 were from the designated neighbourhood area (DNA) which covers the Bellarine Peninsula encompassing 11 Partnership Primary Schools. Further enrolments in 2023 included students from families re-locating onto the Bellarine Peninsula. In 2023 the College had a total of 136.6 staff. This figure included 92.6 equivalent full-time teachers and 44.0 non-teaching staff.

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

### Learning

Teacher Judgements Teacher Judgement of student achievement against the Victorian Curriculum in 2023 reflected that 69.4% of Year 7 to 10 students were performing at or above age expected standards in English. This compares to 74.7% in Similar Schools and the State average of 75.5%. Teacher Judgement of students in Year 7-10 Mathematics reflected that 59.3% of students were performing at or above age expected standards, compared to the Similar School average (66.8%) and State average (68.2%). The capacity of teachers to judge student performance against the Standards of the Victorian Curriculum has been enhanced through staff collaboration as they have developed a common, viable and agreed curriculum and in so doing have developed a deep and agreed understanding of both the curriculum and what it means to achieve standard. Professional learning has enhanced the use of formative assessment and differentiation of learning which has supported teachers to be responsive to student needs, challenge them at their point of need and bring continuous improvement in student outcomes.

NAPLAN It is worth noting that the NAPLAN test was revised in 2023 and the results are not comparable to previous years. The percentage of Year 7 students in the Strong or Exceeding proficiency levels in NAPLAN Reading was 66.5% in 2023, compared to the 67.6% Similar Schools average and 66.1% State average. The figures at Year 9 in NAPLAN Reading showed that the School percentage of students in the Strong or Exceeding proficiency levels of 58.2% in 2023 was comparable to the Similar School average of 58.8%, although below the State average of 60.0%. The Year 7 NAPLAN Numeracy School percentage of students in the Strong or Exceeding proficiency levels was 63.3% in 2023. This compared to the Similar School average in 2023 of 62.3% and the State average of 62.9%. The Year 9 NAPLAN Numeracy School percentage of students in the Strong or Exceeding proficiency level was 59.2% in 2023 which was greater than the Similar School average of 58.2% and comparable to the State average of 59.9%.

Student achievement in relation to reading has been actively supported by the College's Reading Intervention at Years 7&8 which has seen the delivery of MacqLit which is an explicit and systematic reading intervention program for small groups of older low-progress readers. This program has seen explicit reading instruction with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension.

Later Years The School mean study score in VCE in 2022 was 28.2 which was greater than the College's four year average of 27.75, although slightly below the State mean study score of 28.90 in 2023. The Mean Study Score in VCE English continued to increase from 24.50 in 2018 to 27.76 in 2023. This reflects the sustained efforts of English staff in identifying the essential learning and delivering a guaranteed and viable curriculum explicitly aimed at preparing students for success in the VCE. While it is difficult to quantify, there is also the belief that the tutoring aimed at supporting Year 12 VCE English again in 2023 and the College's Bellarine Scholars program also contributed to this further improvement. A strong collaborative team of VCE English teachers has seen the active sharing of resources and the targeted use of English tutoring to support students to collaborate and deepen their understanding of key concepts and skills. The English curriculum at Years 7-10 has been reviewed to ensure that it progressively builds the knowledge, skill and understanding for success in the VCE. The support of an external VCE English consultant has further enhanced teacher capacity as well as supporting students to experience success.

The School Mean Study in Further Mathematics in 2023 was 29.53 which was greater than the four-year average of 28.94. The Mean Study Score in Mathematical Methods (CAS) was 23.78 which was lower than the four-year average of 27.6. Results in Specialist Mathematics showed a similar trend in that the 2023 average study score of 23.33 was lower than recent years. In order to support improvement, teachers are interacting actively with student learning data, including VCE data, to understand student needs and provide appropriate supports and interventions. Teachers of Mathematics are focussing on number skills and worded questions in the junior years as they seek to provide a foundation for further improvement in the VCE. The use of VCE data to backward map curriculum and prioritise essential learning in all subjects areas at Years 7-10, has seen a stronger focus on preparing students for success in the VCE. The introduction of 'hurdle tasks' in all VCE subjects supported teachers to monitor student progress against the expected outcomes and allowed for timely interventions to support students to meet these outcomes. This has contributed to 99% of the students who attempted VCE in 2022 satisfactorily completed the VCE certificate. 47% of Year 12 students in 2022 undertook at least one Vocational Education and Training (VET) unit of competence. 53% of the VET units of competence were satisfactorily completed in 2023. 24 students were awarded the VCE Vocational Major certificate. 77.6% of the VCAL units were satisfactorily completed by VCE-VM students in 2023 compared to 71.4% in 2021 and 71% in 2022.



## Wellbeing

The College Wellbeing Team is comprised of 3 Wellbeing staff with 1.0 FTE at the Year 7 and 8 Ocean Grove campus and the equivalent of 2.0 FTE (1.0 plus 0.8) at the Year 9-12 campus at Drysdale. Alongside these staff the College employs a School Nurse (0.4 FTE) and two Mental Health Practitioners (1.1 FTE) who support student wellbeing across the College.

The College continues to be well supported by Head Space which is situated alongside the Drysdale Campus and within close proximity of the Ocean Grove Campus and which support the College Wellbeing staff to meet the needs of students of the College. The College's Wellbeing Improvement Plan continues to guide the improvement agenda informing the ongoing development of the provision of wellbeing services across the College. Importantly this plan is data informed and sets a very clear path for: - building mental health literacy and resilience amongst students, - increasing staff capacity to support mental health and wellbeing, - developing the active use of data to inform priorities and actions related to improving student wellbeing, - developing a consistent school-wide tiered approach to supporting student wellbeing, engagement and academic progress, - increasing student voice related to wellbeing. 2023 saw the Learning for Life curriculum embedded at Years 7-9. This curriculum has a strong wellbeing focus and seeks to build student connections with peers and a significant teacher. The College has continued its partnership with The Resilience Project and integrated curriculum resources into the Learning for Life curriculum.

The College Wellbeing Team delivered a comprehensive calendar of events and programs to support student wellbeing across the College which included whole school celebrations, awareness days and structured small group work aimed to improve the social and emotional development of students with a focus on executive functioning, social development, the explicit teaching the Social Thinking program and building and enhancing social relationships. The College also developed a partnership with MELI through the Connect Ed program, which aims to support increased student attendance and engagement.

The 2023 Student Attitude to School survey showed that the connectedness that students feel to the school remains an opportunity for further growth. The Sense of Connectedness Years 7-12 (percent positive endorsement) in 2023 was 41.9% which is higher than the Similar Schools average (38.3%) but lower than the State average (45.3%) and below the College's four-year average of 43.4%. and remains a challenge for the College. The re-introduction of Home Groups incorporating learning of trauma informed practices from the Berry Street program, the College's commitment to School Wide Positive Behaviours and initiatives such as 'Know My Student' and scheduled positive home contacts will continue seek to enhance student connectedness in 2024 and beyond. The Student Attitude to School survey in 2023 also indicated that the Management of Bullying remains as an area requiring continued focus despite the College's positive endorsement of 46.3% being greater than the four-year average of 44.7% and greater than Similar schools (40.5%).

## Engagement

The College continues to prioritise supporting student attendance after the disruption of the past three years (COVID and post-pandemic). The challenge of engaging the students whose attendance leaves them at academic and social risk is one that remains for a cohort of students whose absence remains of concern.

While the staff in the Student Support Hubs continue to prioritise monitoring and responding to student absences, there remains a cohort of students that remain dis-engaged.

In 2023, the College continued to promote attendance, noting that 'every day counts'. The College has significantly reduced the number of unapproved absences as a result of this being of particular focus. While absences are largely approved by parents and carers, the extent of absence of some students remains of concern. The average number of absence days for students Years 7-12 in 2023 was 34.1, which compares to the previous two pandemic disrupted years of 34.2 in 2022 and 32.2 in 2021. The 4-year average of 29.9 days is significantly higher than that of Similar School (29.8%) and the State Average of 21.8 days. This reflects the challenge the College faces in its unique circumstances with a very large proportion of the student population travelling to the school by bus and the challenge of the bus service across the Bellarine Peninsula if students miss their school bus. It also suggests a challenge remains around the perception of the College community to the importance of being at school every day.

The ACE Program (Attend, Connect and Engage) continued to be very successful in engaging a cohort of students who have a history on poor attendance. The program continued to target students who engaged online during periods of remote and flexible learning but who found it difficult to attend onsite for face-to-face teaching and learning, for a variety of reasons. This initiative has been very successful for this cohort of students in 2023 in re-engaging students with on-site teaching and learning. Student retention from Year 7 to Year 10 reflects that 73.2% of Year 7 students who join the College in Year 7 remain at the school at Year 10. This is greater than the State average of 72.6%, although lower than Similar Schools 76.6%. The College's 4-year average of 77.1% is greater than the State average of 73.8% although lower than the average of Similar schools at 78.6%. The percentage of students exiting to further studies or full-time employment was 87.3% in 2023 which was lower than the average percentage in Similar Schools and State Schools (89.5%). The four year average of 90.4% is, however, higher than both the Similar Schools average of 88.7% and the State average of 89.5%.

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## Financial performance

Bellarine Secondary College finished 2023 with a Net Deficit of \$366,749. This is largely attributable to a staffing deficit as a result of the College developing structures to support both the organisation of the College as well as providing additional support to the Student Support Hubs in each of the Sub-Schools.

In 2023 Bellarine Secondary College saw an unexpected decrease in overall student enrolments not seen for a number of years. While the lower enrolments at Year 7 were predicted as a result of a smaller Primary School Grade 6 cohort in Partnership Primary Schools in 2022, the reduced retention from Year 11 (2022) to Year 12 (2023) was not predicted. The resulting decrease in funding in the Core Student Learning Allocation further added to the College's deficit.

The College received \$480,762.00 in Equity Funding in 2023, comprised of \$399,553.00 (Social Disadvantage) and \$81,209.00 (Catch Up) which was actively used to support students to be 'Ready to Learn' through the provision of laptops, uniform and classroom learning resources as well as enable literacy and numeracy interventions to bridge literacy and numeracy gaps through the College's Literacy (MacqLit) and Numeracy (QuickSmart) Intervention Programs.

Targeted funding such as the Tutor Learning Initiative, the VCE Revision Fund and the Student Excellence program were powerful funding streams that have been strategically employed by the College to further support students post pandemic to bridge learning gaps as well as supporting our students to access programs that support them to extend them to achieve their full potential.

The Disability and Inclusion Reform and the transition to the associated funding framework added significantly to the College's support for students with inclusion needs with \$750,000 additional to the Program for Students with a Disability Funding of \$602,000 which is very welcome support for the College's most vulnerable students.

**For more detailed information regarding our school please visit our website at**  
<https://bellarinesc.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 1187 students were enrolled at this school in 2023, 534 female and 649 male.

2 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).

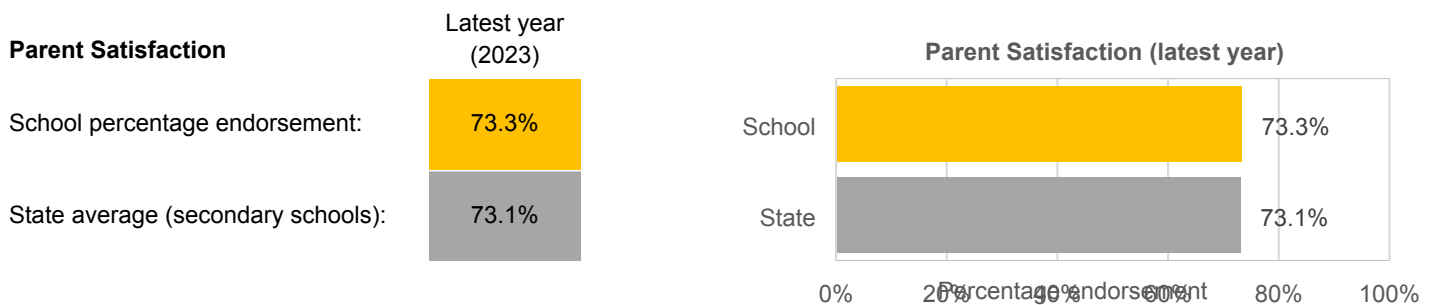
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

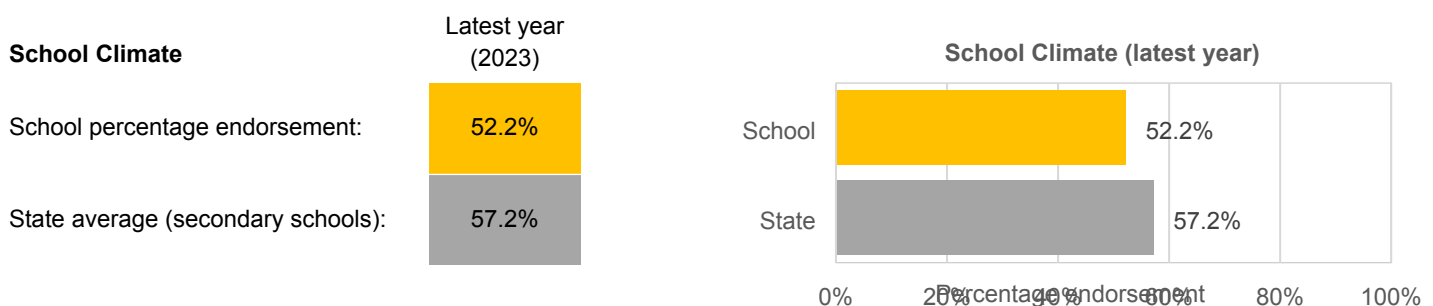


### School Staff Survey

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

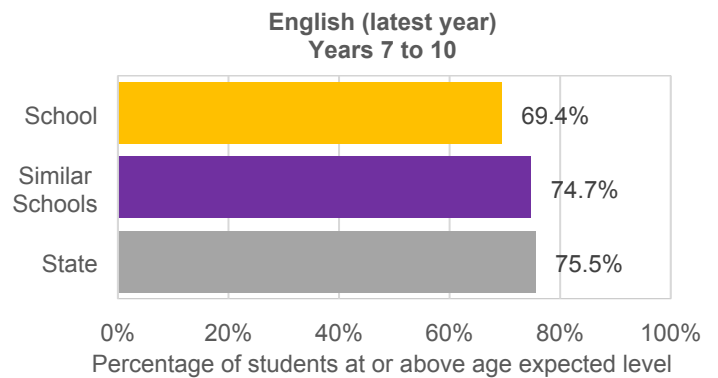
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

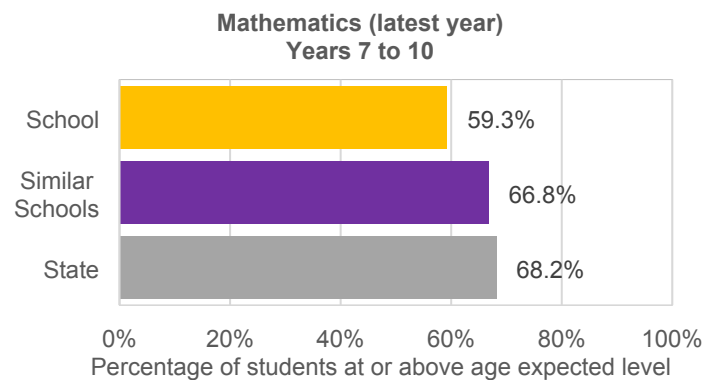
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.4%
Similar Schools average:	74.7%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	59.3%
Similar Schools average:	66.8%
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:

66.5%

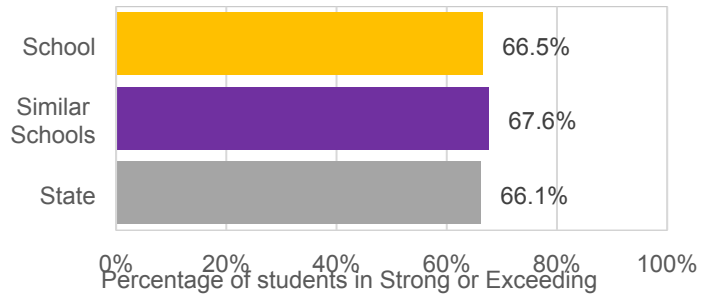
Similar Schools average:

67.6%

State average:

66.1%

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



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.2%

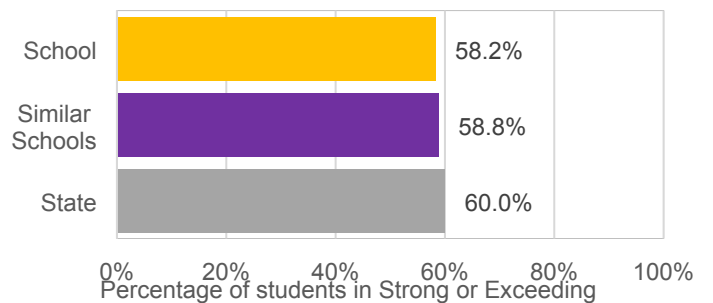
Similar Schools average:

58.8%

State average:

60.0%

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



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.3%

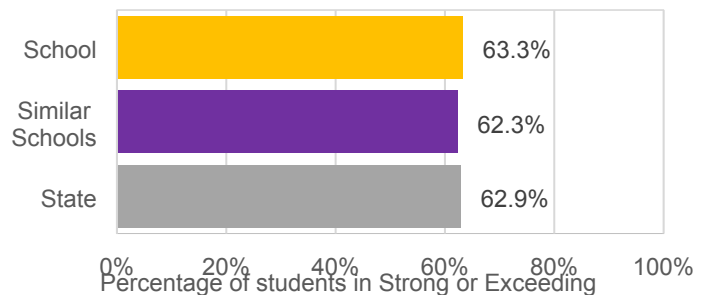
Similar Schools average:

62.3%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.2%

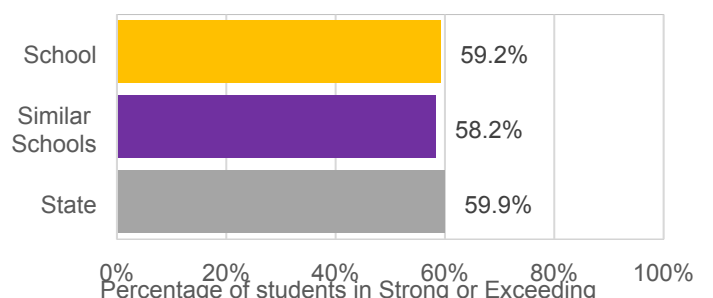
Similar Schools average:

58.2%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

44.4%

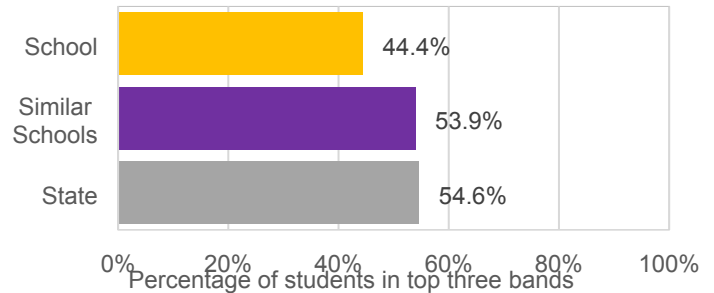
Similar Schools average:

53.9%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

37.1%

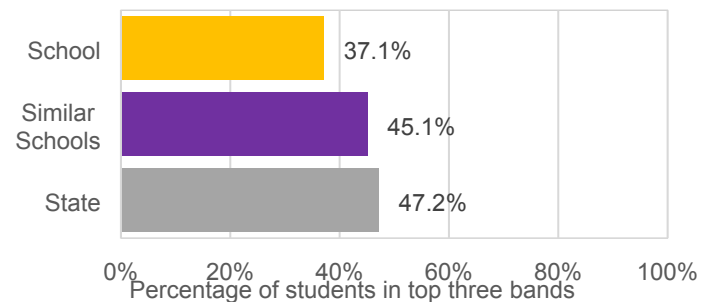
Similar Schools average:

45.1%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

41.2%

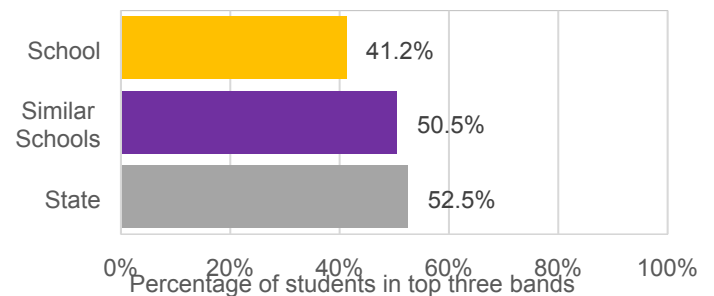
Similar Schools average:

50.5%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

33.9%

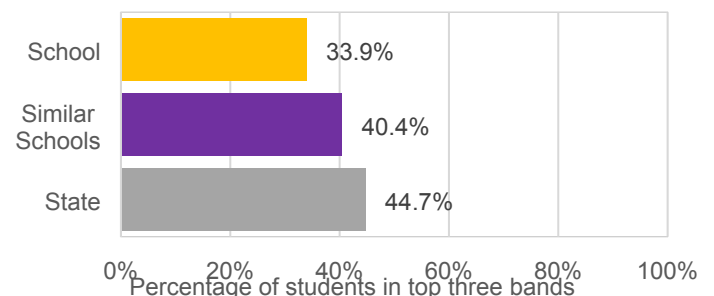
Similar Schools average:

40.4%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

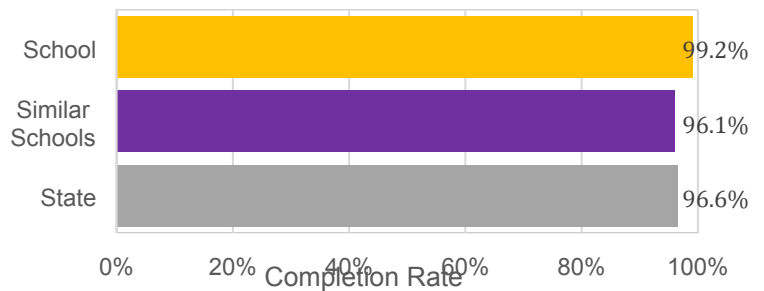
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	99.2%	98.8%
Similar Schools completion rate:	96.1%	96.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.2

Number of students awarded the VCE Vocational Major

24

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:

44%

Percentage VET units of competence satisfactorily completed in 2023:

76%

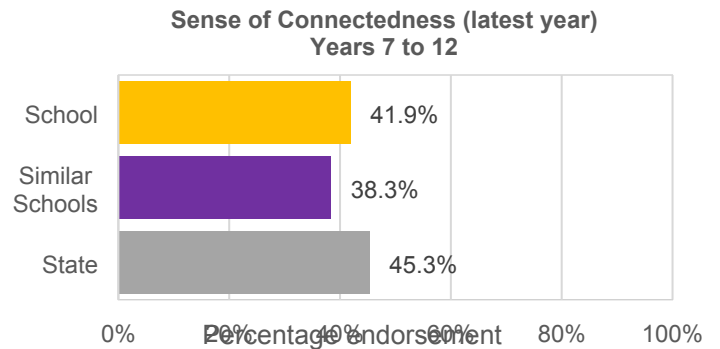
## WELLBEING

**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).

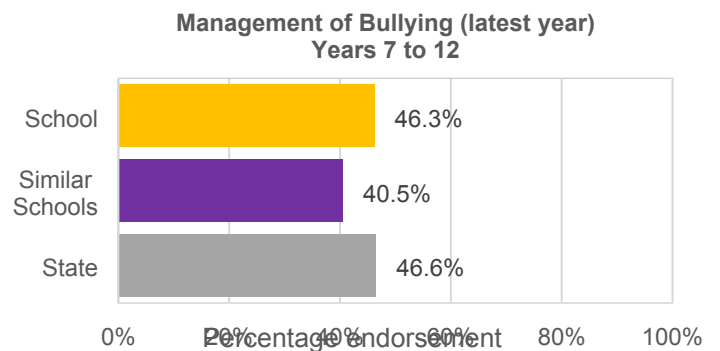
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	41.9%	43.4%
Similar Schools average:	38.3%	44.2%
State average:	45.3%	49.9%



### 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:	46.3%	44.7%
Similar Schools average:	40.5%	46.5%
State average:	46.6%	51.0%



## ENGAGEMENT

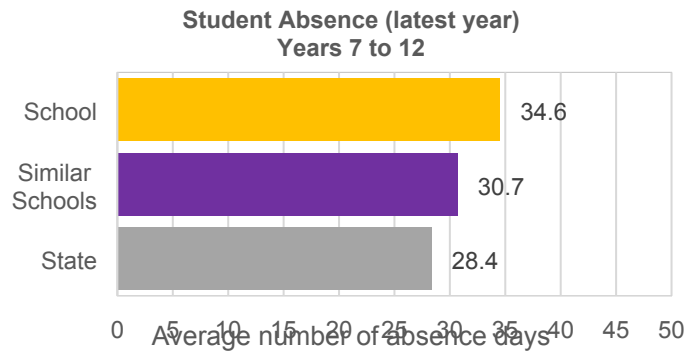
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	34.6	32.0
Similar Schools average:	30.7	24.9
State average:	28.4	23.8



### Attendance Rate (latest year)

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

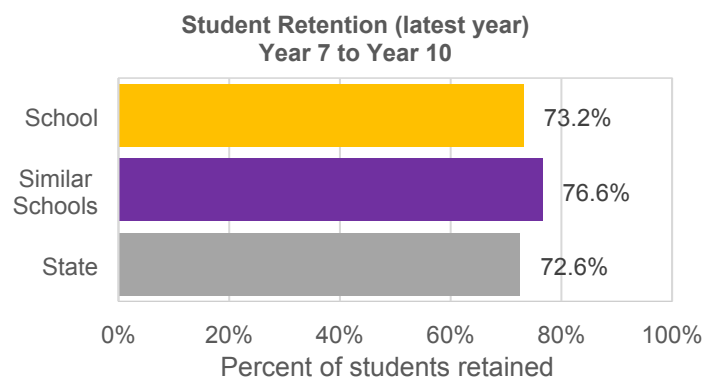
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	82%	79%	78%	87%	90%

### 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:	73.2%	77.1%
Similar Schools average:	76.6%	78.6%
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.

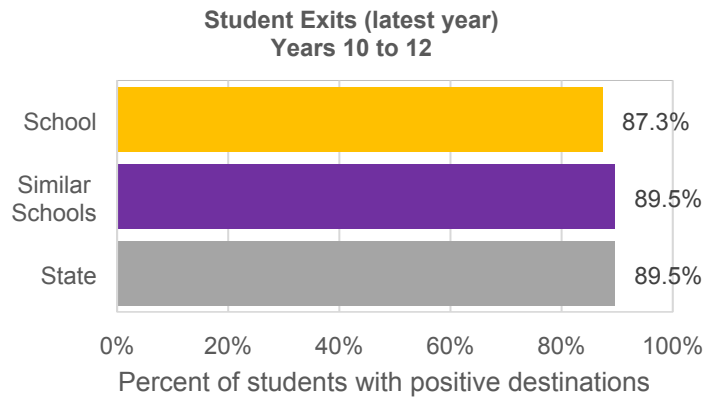
### Students exiting to further studies or full-time employment

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:	87.3%	90.4%
Similar Schools average:	89.5%	88.7%
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	\$15,595,959
Government Provided DET Grants	\$2,394,303
Government Grants Commonwealth	\$4,641
Government Grants State	\$63,885
Revenue Other	\$101,974
Locally Raised Funds	\$958,401
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$19,124,164</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$399,553
Equity (Catch Up)	\$81,209
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$480,762</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,977,285
Adjustments	\$0
Books & Publications	\$7,201
Camps/Excursions/Activities	\$393,391
Communication Costs	\$34,214
Consumables	\$370,688
Miscellaneous Expense <sup>3</sup>	\$129,808
Professional Development	\$71,160
Equipment/Maintenance/Hire	\$267,648
Property Services	\$783,184
Salaries & Allowances <sup>4</sup>	\$744,290
Support Services	\$286,251
Trading & Fundraising	\$232,102
Motor Vehicle Expenses	\$7,430
Travel & Subsistence	\$941
Utilities	\$180,321
<b>Total Operating Expenditure</b>	<b>\$19,485,913</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$366,749)</b>
<b>Asset Acquisitions</b>	<b>\$39,414</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,394,197
Official Account	\$195,833
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,590,030</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$514,998
Other Recurrent Expenditure	(\$684)
Provision Accounts	\$3,704
Funds Received in Advance	\$246,147
School Based Programs	\$72,545
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$269,483
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$71,708
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,257,901</b>

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