

2023 Annual Report to the School Community

School Name: Bayswater Secondary College (7560)



- 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 26 February 2024 at 11:26 AM by Elizabeth Swan (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 28 February 2024 at 05:35 PM by Ben Graham-Nellor (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

Founded in 1961, Bayswater Secondary College is a growing secondary school located in the City of Knox in the eastern suburbs of Melbourne, approximately 34 kilometres from the Melbourne Central Business District. The College is a centre of the community and we value our strong relationships with students, parents, carers, local primary schools and the wider community, including tertiary partnerships. Our core focus is providing a wide variety of options and opportunities to our students in a boutique setting, to ensure that every student at Bayswater Secondary College has every opportunity to succeed throughout and beyond their secondary school years. Bayswater Secondary College currently has an enrolment of 240 students, with growth to increase to above 270 students in 2025 with a built capacity of 550 to be reached by 2030. Our staffing profile includes a Principal and 2 Assistant Principals, 4 Leading Teachers, 2 Learning Specialists, 21 teachers and 11.5 full-time equivalent Education Support (ES) staff.

Our College values of Honesty, Excellence, Acceptance, Respect and Teamwork are at the H.E.A.R.T. of everything we do at Bayswater Secondary College, and underpin the culture of support and inclusivity that we continually work to achieve. We believe in a supportive and inclusive school community where all students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

The organisational structure for students is one that is arranged into sub-schools (Junior - Years 7-9; and Senior - Years 10-12) where students are supported by engagement and wellbeing leaders within the College including their Home Group teacher, Sub School Coordinator, Sub School Leader and Assistant Principal. Further engagement and wellbeing supports are enacted through our College wellbeing team comprising of a Student Wellbeing Coordinator, Mental Health Practitioner, Psychologist, Occupational Therapist and Chaplain. Regular support from the regional Student Support Services team, in addition to strong links with the Occupational Therapy program of La Trobe University round out the team and ensure the wellbeing and engagement needs of students are met. Our learning community is welcoming and highly diverse and we celebrate and acknowledge the broad range of strengths, skills and attributes that all members of our school community possess.

Bayswater Secondary College currently offer a structured core curriculum (Victorian Curriculum / VCE / VCE-VM), as well as Accelerated Learning opportunities for students at all year levels, an Instrumental Music program from Years 7-12 and a wide variety of VCE, Vocational Education and Training in schools (VETis) and School Based Apprenticeships and Traineeships (SBATs) options for senior students. The College offers a variety of elective choices in Years 8-10, which are vertically grouped to provide students a wide range of options in a small setting. The College is part of the Bayswater Education Plan, and is currently working with the local Bayswater primary schools to improve educational outcomes for students in the Bayswater area.

The College has also received \$12.4 million to fund the redevelopment of the buildings and grounds, with work commencing in Term 4 2022 and students commencing learning in the new facilities at the beginning of 2024.

All students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023 the College continued the implementation of the Teaching and Learning model developed in 2021, in addition to an increased focus on teachers working in Professional Learning Communities (PLCs) to plan for student learning, document curriculum, plan for and implement effective assessment strategies and build capacity to effectively differentiate the learning to support the range of student learning needs in each class. Further to this, we embedded our Literacy and Numeracy tutoring programs to supplement and support classroom learning with a combination of in class and withdrawal sessions for students needing additional support as well as extension. This has continued to support growth in student achievement data, with greater than 45% of our Year 9 students in the Strong or Exceeding categories of NAPLAN Reading, 39% in the same categories for Writing and 42% for Numeracy, putting us within range of similar schools in each of these categories. The addition of increased leadership in the Teaching and Learning area from 2024 onwards will see us continue to grow in these areas. We will continue to implement and refine these strategies in 2023 and look forward to continued improvement in this data.

Throughout 2021 and 2022, the College refined processes around course counselling for students entering Senior School, with a focus on careers, pathways and the most effective course selection through Years 11 and 12 to facilitate the best outcome for each student, with these processes continuing to be refined and embedded throughout 2023. These processes, coupled with work

undertaken to develop more effective teaching and learning strategies throughout Senior School and the rest of the College saw us achieve the highest median VCE study score in recent history. Our 2023 median score of 28 puts us ahead of most secondary schools in the area and is demonstrative of the hard work and dedication of both our students, staff and families, with the culture of excellence we have been building in recent years permeating throughout the College. Further to this, 2023 saw a significant increase in the number of students with a study score of 37 or above in English, with 20% of our students achieving this result, placing us significantly above similar schools, as well as network and state levels.

Wellbeing

Throughout 2023, the College continued to refine and embed the core wellbeing and engagement strategies and priorities that commenced back in 2021. The work undertaken in this space has not only seen a significant transformation of the culture and learning environment at the College, it is an ingrained and visible part of our practice, with visitors to the College frequently and consistently remarking on the calm and orderly learning environment that has been established here. Further to this, our collective efforts to ensure that each student is seen as an individual and supported appropriately to engage in their learning journey was acknowledged as a highlight in the 2023 school review, and has also seen our College being specifically sought out by many families seeking a safe and supportive environment for their children, where everyone is supported to succeed in their education. Evidence of this is visible not only in the ways in which our students engage at the College and the dedication of our staff to supporting our students to achieve, but in the responses of our students, staff and families to the various DET surveys throughout the year, in addition to academic results such as the 2023 VCE Median Study Score of 28.

Continuation of key partnerships, such as the one we have with La Trobe University that sees the College host high achieving Occupational Therapy and Social work students, as well as the continuation of programs such as Hands on Learning, and the addition of other support programs to the Wellbeing range, including Art Therapy, Equine Therapy and other specifically targeted programs has also contributed to levels of student satisfaction that remains better than the similar school and state averages, and continues to grow. Particular highlights in this area are the continued growth of positive endorsement for Sense of Connectedness (49% in 2022, up to 66% in 2023. State average 45%) Advocate at School (72% in 2022, up to 82% in 2023. State average 61%) Managing Bullying (52% in 2022, up to 76% in 2023. State average 47%) Respect for Diversity (48% in 2022, up to 66% in 2023. State average 42%) Student Voice and Agency (48% in 2022, up to 62% in 2023. State Average 40%) and Sense of Inclusion at 93% positive endorsement for 2023.

Effectively supporting the wellbeing of students, staff and our College community is an area that requires continual focus and dedication, particularly with the addition of new students and families throughout the year and it is particularly heartening to see the continual growth, not only in our data, but more importantly, in how it is demonstrated in the day to day operation of the College and the overall positive impact on our students and community.

Engagement

While 2023 saw absence rates continue to increase across the state and in similar schools, the College saw an increase in our attendance data, moving from an average of 85.3% attendance in 2022, to 87% attendance across the year in 2023. This is particularly significant, given the number of students the College attracts who are returning to mainstream school after periods of school refusal, home learning or education in alternate settings. While these students will generally have a higher number of absences than their peers, what we are seeing upon enrolment here is a significant reduction in their absences when compared to their previous setting, which is a highly positive outcome for them, but remains outside of the thresholds of DET data.

The improvement in our attendance data saw us move from being one of the top five schools in our network for absenteeism in 2021 to being one of the leaders for attendance, resulting from a number of factors including the implementation of the Hands on Learning program, as well as work undertaken to continue to improve the level of student voice and agency in relation to curriculum programs at the College. Student input continues to enact meaningful change to the College elective and personal best programs, resulting in a continued improvement in students attending school for electives, and engaging positively in those programs. This is work we have continued year on year. Additionally, significant work was undertaken to ensure a rigorous course counselling process at Year 10 to ensure all students were engaged in the right pathway for their desired post-secondary destination. This not only continues to improve attendance and engagement, but academic achievement as well.

Further to this, 2023 saw us implement a wider variety of acceleration options at Year 10, with early entry to VCE, VCE-VM and VET for students who had demonstrated the skills and dispositions that would enable them to engage in advanced studies earlier than their peers, in addition to a clear career goal and supported pathway through our accelerated programs. 2023 has seen the maintainence of high standards and expectations when it comes to positive exit destinations for our Year 12 students, with more than 90% going on to further education at University or TAFE, engaged in traineeships or apprenticeships, or engaged in full time work.

Other highlights from the school year

2023 was a year of significant growth and a number of firsts for the College in many ways.

Our Year 9 and 10 cohort travelled to Central Australia at the beginning of Term 3, learning a great deal about our indigenous heritage, country and traditions, as well as learning a lot about themselves as people. This journey was one that many thought would not be possible in a small school like ours, so was significant in showing our community just what we can and will do to ensure that our students have access to opportunities such as this one.

Our Year 11 and 12 students toured Japan in November, again broadening their horizons and learning a great deal about Japanese culture and language as well as themselves. It is worth noting that a significant number of students attending this trip were neurodivergent and reported great pride in the personal growth and independence they developed by being part of this trip, remarking that this opportunity was one they felt they would only get in a school like ours as we go the extra mile to ensure all students are supported and included in everything we do.

Our school review in Term 4 was a fantastic opportunity to reflect on just how far we have come since 2021, with many students, staff, families and community members remarking on just how visibly different Bayswater Secondary College is now - from the culture and environment, to the social and emotional wellbeing of our students, staff and community, to the academic achievement, the welcoming and inclusive environment. It is a place where everyone feels they can belong, grow and achieve. Having said that, there is always room for growth and improvement and we will continue to seek new and more effective ways to ensure our students are supported in their academic and personal growth journeys.

Our transition processes and relationships we have established with our feeder primary schools have continued to strengthen, with 2024 seeing us have the largest intake of Year 7 students in the past 12 years at the College - a clear indicator of the faith that the Community now has in the work we are doing here. We will continue to work to grow these numbers and remain highly engaged with our local primary schools.

Our VCE median study score of 28 is something that cannot be celebrated enough - growing from 25 in 2022. The College struggled to achieve a median study score of more than 23 until 2020-21 where it grew to 25 and 26 respectively. A median of 28 is highly significant, as it places us at or above the same level as the Secondary Colleges in our area and many state-wide, and is a clear indicator to our Community of the results our students are able to achieve by being part of the College, and through the support and dedication of our high-quality staff. This is an area that we aim to continue to improve in the coming years.

Finally, for the second year in a row we have experienced minimal staff turnover at the College, a clear indicator of the positive and supportive working environment we have cultivated in recent years. Low turnover is significant for a number of reasons. Firstly, it reduces the impact of recruitment challenges during a period of teacher shortages, but most importantly, it provides us with the opportunity to continue to grow, develop and build the skills of our staff while providing consistency and stability for our students, leading to improved outcomes across the board.

Financial performance

The College continued to work strategically and frugally throughout 2023 to be out of deficit. This was achieved by careful management of budgets and strategic planning around staffing to ensure the needs of all students were met within the SRP budget allocation. The College \$30,000 from the Active Schools Grant which was used to build an outdoor fitness centre for the Junior School students. The College engaged in an increased program of fundraising throughout the year which included two Bunnings BBQs, the sale of fresh produce and plants grown and cultivated by our Hands on Learning students and a number of other initiatives. Our fundraising efforts raised almost \$10,000 which will contribute towards the construction of a bike shed in 2024.

For more detailed information regarding our school please visit our website at

<https://www.bayswatersc.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 174 students were enrolled at this school in 2023, 75 female and 98 male.

3 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).

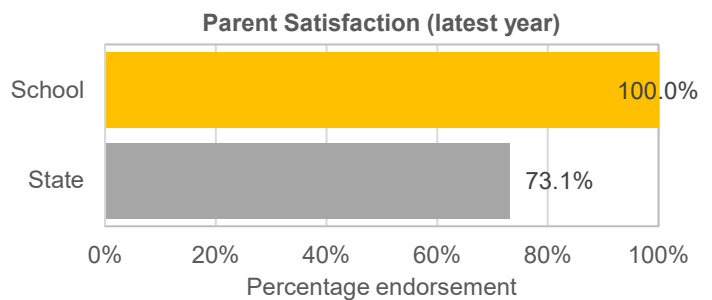
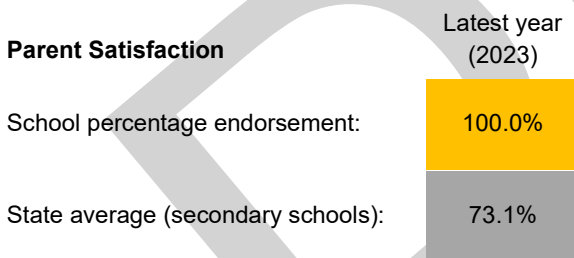
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

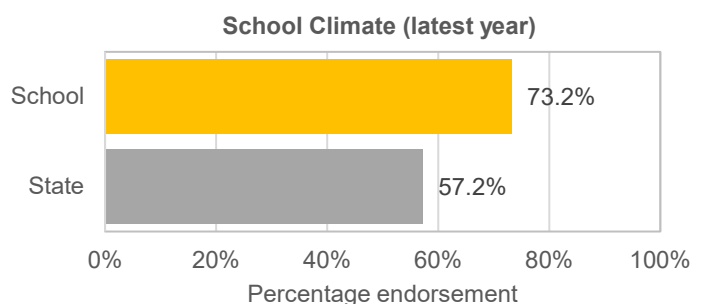
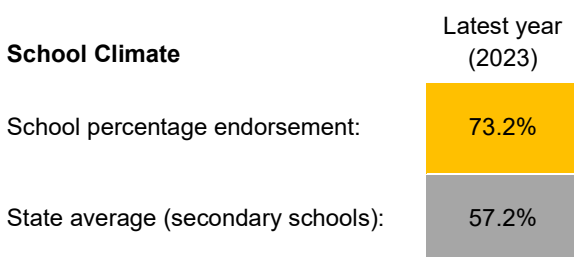


School Staff Survey

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

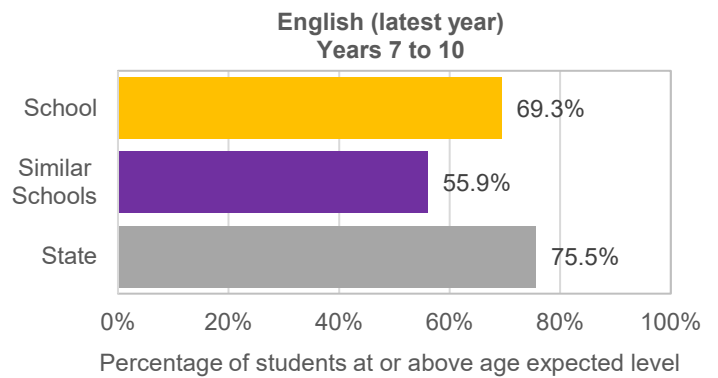
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

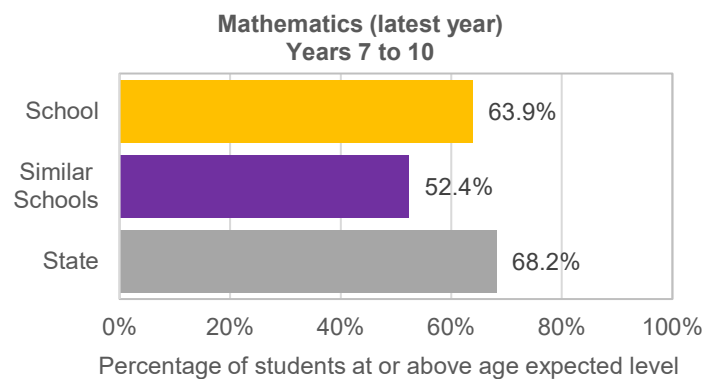
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.3%
Similar Schools average:	55.9%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	63.9%
Similar Schools average:	52.4%
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:

53.8%

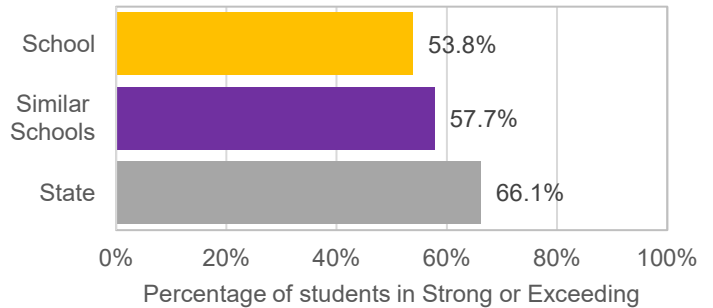
Similar Schools average:

57.7%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

45.2%

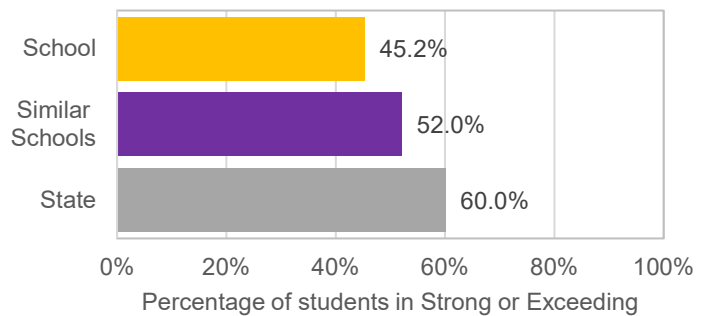
Similar Schools average:

52.0%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.8%

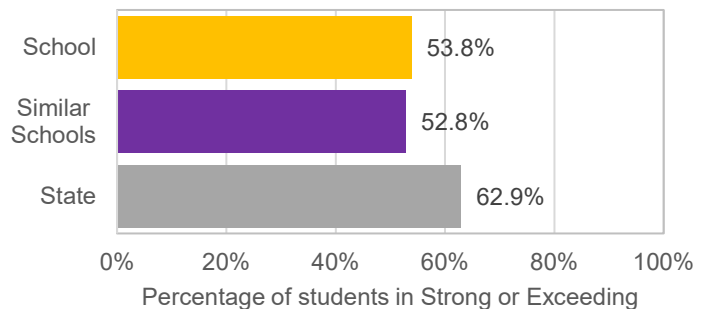
Similar Schools average:

52.8%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

41.9%

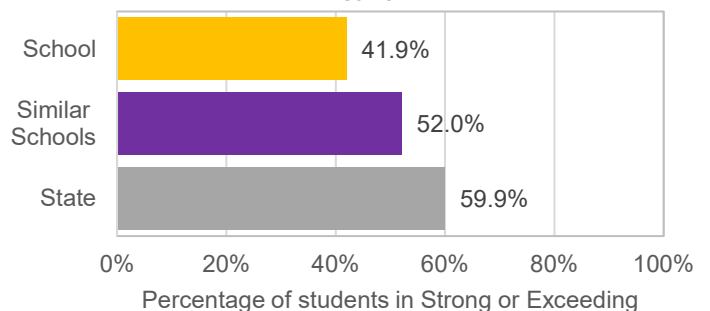
Similar Schools average:

52.0%

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:

47.6%

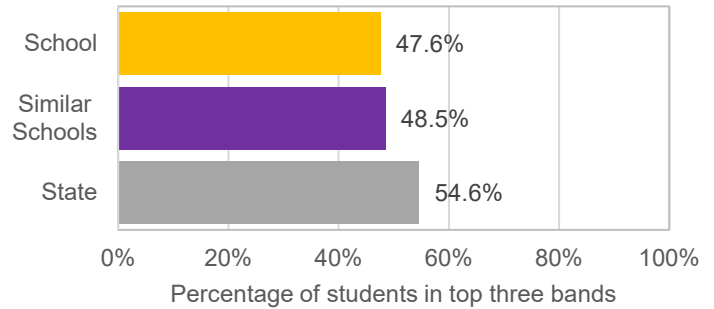
Similar Schools average:

48.5%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

40.0%

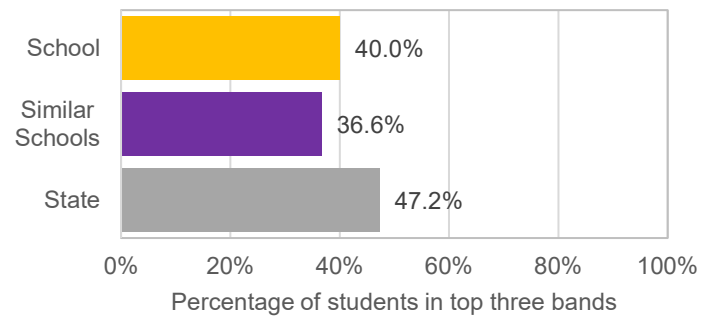
Similar Schools average:

36.6%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

25.0%

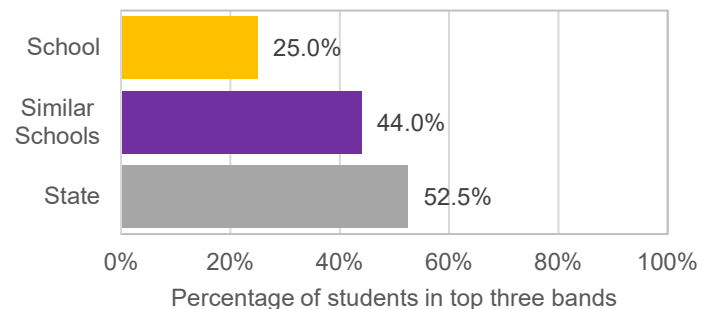
Similar Schools average:

44.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

34.1%

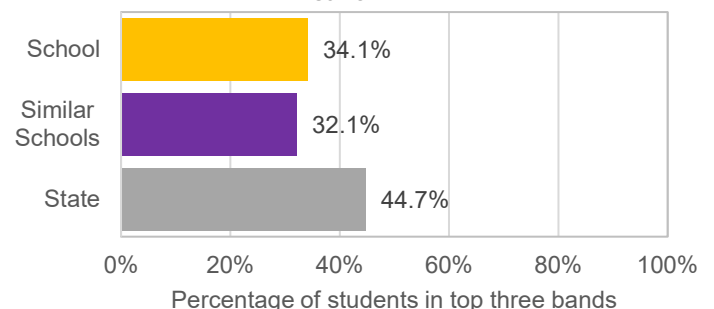
Similar Schools average:

32.1%

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

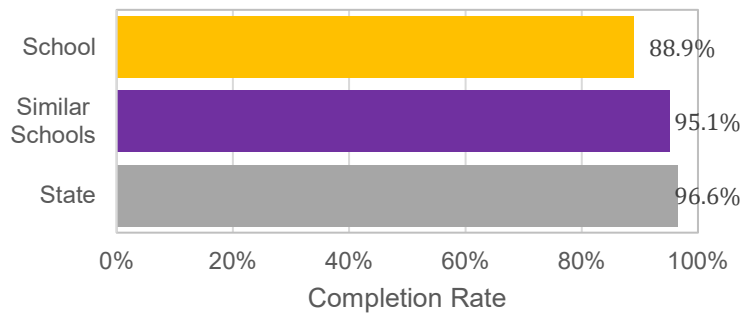
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	88.9%	95.6%
Similar Schools completion rate:	95.1%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.7

Number of students awarded the VCE Vocational Major

8

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:

71%

Percentage VET units of competence satisfactorily completed in 2023:

56%

WELLBEING

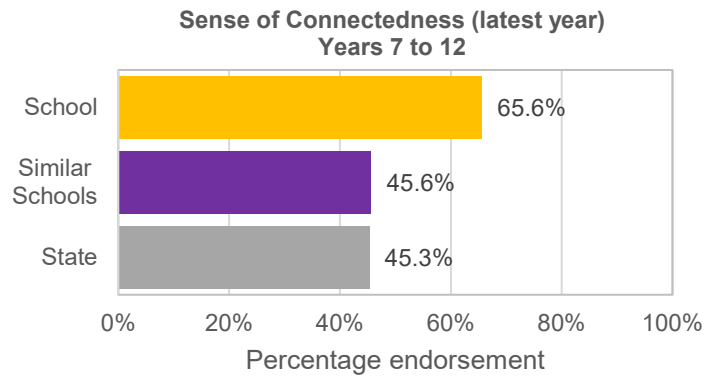
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	65.6%	55.5%
Similar Schools average:	45.6%	49.0%
State average:	45.3%	49.9%

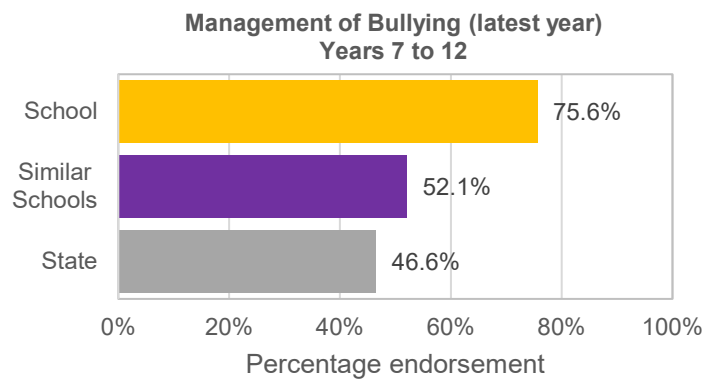


Student Attitudes to School – Management of Bullying

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:	75.6%	59.7%
Similar Schools average:	52.1%	54.5%
State average:	46.6%	51.0%



ENGAGEMENT

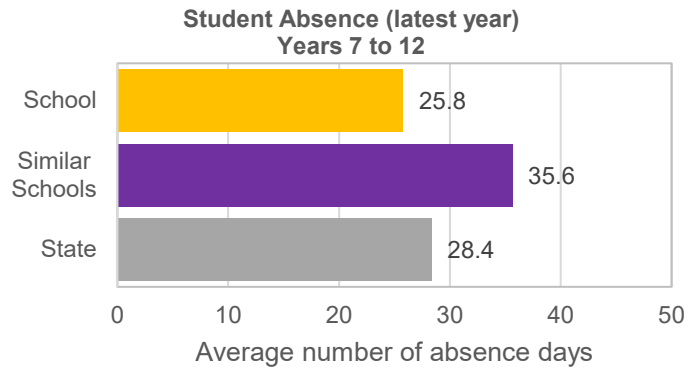
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.8	31.2
Similar Schools average:	35.6	30.7
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.

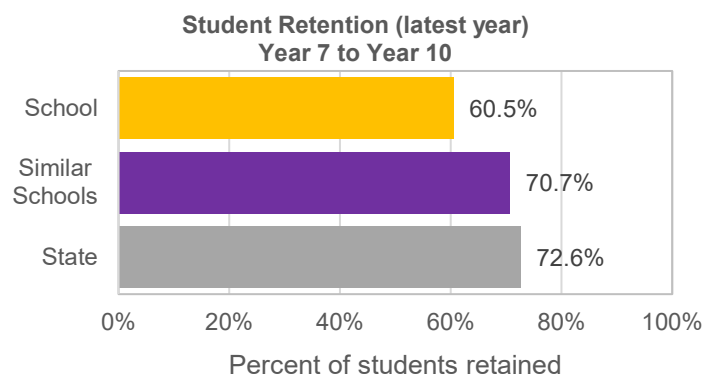
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	82%	85%	88%	93%	91%

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:	60.5%	66.7%
Similar Schools average:	70.7%	70.0%
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.

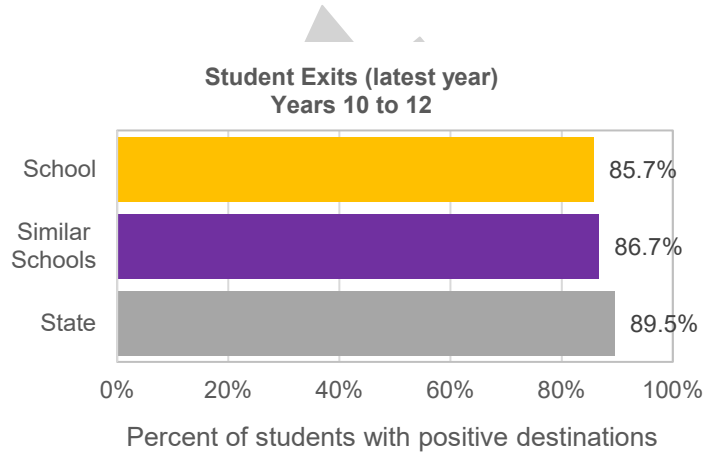
Students exiting to further studies or full-time employment

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:	85.7%	84.0%
Similar Schools average:	86.7%	85.5%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$2,984,826
Government Provided DET Grants	\$717,367
Government Grants Commonwealth	\$9,284
Government Grants State	\$25,444
Revenue Other	\$26,265
Locally Raised Funds	\$256,426
Capital Grants	\$220,255
Total Operating Revenue	\$4,239,866
Equity ¹	Actual
Equity (Social Disadvantage)	\$180,237
Equity (Catch Up)	\$18,952
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$199,189
Expenditure	Actual
Student Resource Package ²	\$3,221,480
Adjustments	\$0
Books & Publications	\$10,230
Camps/Excursions/Activities	\$195,797
Communication Costs	\$5,307
Consumables	\$72,738
Miscellaneous Expense ³	\$89,651
Professional Development	\$57,758
Equipment/Maintenance/Hire	\$74,154
Property Services	\$151,877
Salaries & Allowances ⁴	\$111,720
Support Services	\$76,007
Trading & Fundraising	\$59,310
Motor Vehicle Expenses	\$5,636
Travel & Subsistence	\$16
Utilities	\$52,915
Total Operating Expenditure	\$4,184,596
Net Operating Surplus/-Deficit	(\$164,985)
Asset Acquisitions	\$243,032

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$502,298
Official Account	\$14,962
Other Accounts	\$0
Total Funds Available	\$517,259

Financial Commitments	Actual
Operating Reserve	\$139,328
Other Recurrent Expenditure	\$110,682
Provision Accounts	\$585
Funds Received in Advance	\$28,314
School Based Programs	\$67,275
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$391,984

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.