**2023 Annual Report to the School Community**

|  | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | --- | | Attested on 15 March 2024 at 09:32 AM by Paul Dawson (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 | | To be attested by School Council President | |
| --- | --- | --- | --- | --- | --- |

School Name: North Geelong Secondary College (7856)

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](https://nap.edu.au/naplan/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** |
| --- |
| North Geelong Secondary College (NGSC) is a single campus, academic Year 7–12 College. It is a creative, caring and diverse College, where students grow into autonomous learners by engaging in our imaginative and intellectually rigorous programs. Our students develop into mature and independent individuals, fully prepared for a life of meaningful achievement and active participation in our local and global community. The school values "Respect, Excellence, Achievement and Diversity" (READ) are the bedrock of all school activities and are continuously promoted on the broader school community. The school has successfully implemented School Wide Positive Behaviors (SWPBS) and Respectful Relationships, which complement these values. Most student enrolment is drawn from the northern and western suburbs of Geelong. The school's zone is minimal with less than 200 high school age students, therefore, 83% of the students come from outside the very limited school zone, classifying NGSC as 'a school of choice'. The school provides for a culturally diverse community.  The school enrolment in 2023 was 989 SRP-funded students and 22 international students. 22% of students had English as an Additional Language (EAL), and 33.7% were from a LBOTE background, including 8% of students from a refugee background. The ATSI enrolment was 3%. The school’s socio-educational band (SFOE) is High which means high level of socio-educational disadvantage. NGSC provides an English as Additional Language (EAL) program (withdrawal EAL program) from Year 7 to Year 12, which includes an MEA (Multicultural Education Aides) program for ongoing classroom support to EAL and refugee background students in the mainstream classes. The College is a campus for the Geelong English Language Centre (GELC) open to students from all other secondary schools in Geelong. The College receives Equity/Disadvantage funding which provides an enhanced focus on Teaching & Learning; in particular Literacy, Numeracy intervention programs, integration of ICT across the curriculum, building Teacher and Leadership Capacity, Homework and Tutorial programs, a well-resourced Well-being Team including; 2.6 x Social Workers, 0.6 x ES Wellbeing Assistant, 1 x Sick Bay Officer, 0.4 School Nurse, 0.4 School Chaplain and 0.8 Mental Health Practitioner. The equity funding enables the school to implement Literacy and Numeracy intervention programs such as: STAR and ACE Literacy and Numeracy programs. The Strive To Achieve Results (STAR) Program is an innovative, intervention Literacy and Numeracy program addressing the learning gaps of students in Years 7 to 8 who are performing at level, and have potential to perform above expected levels. The ACE (Achieving Core Education) Literacy & Numeracy intervention Program is for students in Years 7 to 8, who perform well below expected levels; ACE Tutors are employed and work with the students eligible for the ACE program. The school implements a Year 7 low class size (average of 22 students per class); small VCE classes such as Physics, Specialist Mathematics, Accounting, English Literature. The school maintains a three sub-school system (Junior, Middle and Senior), including a Leading Teacher and an ES Attendance Officer/Sub-school Assistant for each sub-school. An Assistant Principal oversees each sub-school. The school implements the DET MYLNS Literacy and Numeracy and Victorian High Achievers Student Excellence (VHAPL) programs. In 2023 the school focused on improving the Literacy and Numeracy of the students in the areas of Reading, Writing and Numeracy. In 2023, the school continued to provide the following specialist programs: Chromebook Program Years 7 to 9; and BYOD (Apple device/ Google Chromebooks) for Years 10 to 12; The Select Entry Accelerated Learning Program (SEAL) addresses the needs of high performing students; the Scholarship Program recognizes the considerable achievements of children in our community and provides them with the opportunity to experience exciting curriculum opportunities at NGSC, e-Learning and STEM; Nao Robot, Robotics, Drones, Makeblock STEAM education kits, Arduino Project Kits, 3-D printers, resin printer, 'Spheros' and iLeaders programs; Excellence in Sports Program (Soccer/Football/Volleyball); The school provides a Homework Club and the Library is available to students from 8.30 am to 4.30 pm; an extensive Performing Arts and Instrumental Music Program, and Student Leadership Program. The VCE/Vocational Major Program integrated Work Related Skills and Personal Development addressing the needs of VCAL kinesthetic students whilst still allowing students to experience the VCE subjects. The NGSC International Student Program continued in 2023 and there has been a sharp increase in enrolments with numbers heading back up to pre Covid levels. The school continues to provide a full time Breakfast Club, for approximately 150 to 170 students in attendance daily. The percentage of parents who endorsed their school satisfaction level, as reported in the annual Parent Opinion survey for Parent Satisfaction, was 78.4%, which was above the state average of 73.1%. The percentage of staff who endorsed their school climate level, as reported in the annual Staff Opinion survey, was 64.9%, which was way above the state average of 57.2%. NGSC prides itself on continuing to address student individual needs. We place the student at the centre of everything we do (Curriculum, Extracurricular activities, Engagement and well-being, Values Education, Student Leadership, Student Agency). We make it a priority to work with our parents to guide our students in the right direction. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| North Geelong Secondary College School Strategic Plan (2021 – 2024 SSP) and 2023 Annual Implementation Plan (AIP) focused on Teaching & Learning, aiming to improve student outcomes. The Tutor Learning Initiative (TLI) continued to be implemented in 2023 and expanded our A.C.E. and S.T.A.R. programs. The teacher judgments of student achievement at or above age-expected standards in English and Mathematics were lower than the state mean and below similar schools' mean. The English and Mathematics KLA Leaders, their staff, the curriculum, and leadership teams continue to focus on implementing consistent strategies in student assessment. The moderation of Year 7 to 10 student work remained the focus to ensure consistency with evaluation. Work has been done on Professional Learning, and curriculum time has been implemented to extend students' incluing the S.E.A.L. program.  Reading and comprehension will be a focus in PLC across the college.  There has been an expansion of extra Learning Specialists to support teachers in Teaching and Learning.   The staff focuses on implementing the NGSC consistent instructional model (Hattie's Visible Learning and Gradual Release), including HITS and a consistent and documented curriculum across all 7 to 10 curriculum areas.  Ensure that Learning Tasks are on Compass with due dates to keep parents and students informed. Our E.I.S. Volleyball, Soccer and Football program includes elite coaches Tom Lonergan (Premiership Geelong player, former Geelong Falcons Manager and current Carlton Assistant Coach, Steve Lustica (Western United player) and Rob Struabe, who is a State Volleyball coach and local Geelong Volleyball legend.  Our E.I.S. program is designed to complement our student learning and ensure we cover all aspects of the Victorian Curriculum and meet their Literacy and Numeracy needs.  NAPLAN tests in 2023: Reading: The school Year 7 percentage of students in the top three bands (Reading) was above similar schools and below state schools average. The school Year 9 percentage of students in the top three bands in Reading was well below the state average and well below similar schools. Numeracy: The school Year 7 percentage of students in the top three bands (Numeracy) was below similar schools and the state schools average. The school Year 9 percentage of students in the top three bands (Numeracy) was well below the state average and well below similar schools. The school will assess all Year 9 students together and the students will be informed of the importance of Naplan testing. The school’s VCE mean study score improved in 2023 and was above similar schools (28.9) above the state average (28). This was the school's best results in VCE. The percentage of students receiving a 40+ VCE study score was maintained at 4.2% up from 3.6% in 2022. 100% of our students satisfactorily completed their VCE. The Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed was 75%. In 2023 48% of the Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence. The VET units of competence satisfactory completion was 85%.  This was an improvement on the 56% from 2022. These VCE results are a testament to the work put in by all teachers at all year levels. Classes for Unit 3-4 students ran up to their exams, allowing students to receive support from their teachers in an environment conducive to learning. It is important to note that these student's 2019 Year 9 Naplan results were not high when they were in Year 9 and reflect the programs and strategies  for all of our students. . |
| Wellbeing |
| The Student Attitude to Schools data derived from the Year 7 to 12 student survey completed annually, measuring the connectedness to school percentage. The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed in 2023 was above (49.9%) compared to 46.2% and state average (45.3%). The 4-year average was also well above similar and state means. Similarly, the Students Attitudes to School survey results in 2022 in relation to Management of Bullying were above (51.5%) similar (48.0%) and state (46.6%) means. The 4-year average school percent endorsement (management of bullying Years 7 to 12) is above similar and state means. These are good results reflecting the work performed in the area of Berry St., Respectful Relationships, and School-Wide Positive Behaviours Strategy. (SWPBS).  The SWPBS has been further developed with dedicated whole school meeting time twice a term and introducing a combined school approach called "improving Classroom Systems". These programs together with the implementation of strategies to improve Student and Learner Agency (Year Level SRC, School Captains, Sports Houses, iLeaders, Be Bold Be Heard) will continue to be consolidated in the school community enhancing the school culture and ethos that all our students belong irrespective of their diverse backgrounds. In 2023, the school continued to employ a team of Well-being professionals (2 x1.0 Psychologists/Social Worker, 0.4 x school nurse, 0.4x School Chaplain, 1.0 x Youth Worker, .8 xSSSO support, Doctors in Schools Program, 0.8 Mental Health Practitioner) ensuring the well-being needs of all students were addressed. In addition a 0.4 Catholic Care Counsellor is working with some of our refugee background students and families. In 2022, the Student Well-being Team continued to work closely, during challenging times (Covid-19 aftermath and increase in mental health issues amongst our students) with the well-structured Student Management Teams (Sub-School Leaders, Year Level and Assistant Year Level Coordinators, Home Group Teachers, Sub-School Assistants, North Geelong Secondary College Principal Class Officers) and the families of students deemed to be ‘at risk’. This has maintained, and in some cases improved, student engagement and well-being at the school.  In 2023 Positive Green Entries, SSGs, and Communication home all increased leading to enhanced relationships with staff and students.  All Students in the Program for Students with a Disability (PSD program) have had Individual Education Plans (IEP) supported by SSGs, demonstrating progress at satisfactory levels in achieving their individual goals. |
| Engagement |
| In 2023, the student attendance deteriorated on average by two days per student, well below the state mean, despite the COVID-19 pandemic challenges aftermath. (school's average number of absence days was 19.3 with a 4-year average of 15.5 days; similar schools' average was 28.7, and the state average was 28.4. It shows a trend that attendance has dropped off across the state despite the recovery from the pandemic. The school is concerned by the drop off in attendance and will make a concerted effort to implement strategies to stop this trend. In 2023, the school continued to build on its strengths (student wellbeing programs, student voice and agency), ensuring student engagement was prioritised as per the SSP/AIP. This work was aided through the Student Management and well-being structure, which included Junior, Middle and Senior Sub-schools, each supported by an Assistant Principal and headed by a Leading Teacher, working within a team of Year Level Coordinators, Well-being staff: including two Social Workers, a Mental Health Practitioner, Doctors in Schools, a School Nurse, a Chaplain, Sub-School Assistants/Attendance Officers and several external providers such as: The Geelong Project, BCYF/MELI, Emerald Tree Counselling- Mental Health Services, and allied health practitioners linked to individual student's NDIS plans. During 2023, the school continued to be focused on vulnerable and at-risk students, in particular, students with high anxiety levels and mental and emotional issues. The school experienced an increase in student mental health incidents and a 20% increase in well-being entries. The student-led "multicultural appreciation club" and"Be Bold Be Heard" (BH) continued to improve student voice and agency. The BBBH is a Community of Practice (COP), led by NGSC, organised and ran many activities/forums to enhance student voice and agency. Students from most of the Geelong secondary schools (including non-government schools) participated in these activities, raising issues and providing solutions for a more engaging school environment for all students, particularly female Middle Years students. Part of the Sub-School Assistants’ role is to contact parents/guardians daily and liaise with the Student Managers and Well-being staff regarding students at risk of not attending. All student absences are followed up by the Student Managers or Wellbeing Officers and support is provided to students “at risk”. Last year, it was below similar schools by 2% and the state average by 1.2%. student retention of Year 7 students who remain at the school through to Year 10  The percentage of students from Years 10 to 12 going on to further studies or full-time employment (100%) is well above similar schools (89.2%) and also above the state mean (89.5%). The four-year average is above similar schools and the state means. In 2023, the school continued to employ an SBAT Coordinator, working within the Careers/Pathways Team, improving the number of students gaining school-based apprenticeships. The Pathways counselling process implemented at the school (student, parents & careers counsellor working together and parents/carers attending a final counselling meeting/session) encouraged students to choose the right pathway and has contributed to the significant improvement in the subject selection and pathways process.  This has contributed to improved VCE results, with students being counselled into courses that meet their prerequisites and then their interests.   In 2023, all students who left the school from Year 10 to 12 have had a pathway to further studies, apprenticeships or sustainable employment. |
| **Other highlights from the school year** |
| Last year, our school achieved its best-ever VCE results. While we are proud of this and the consistent improvement in our academic results over the years, we are conscious of our students being respectful members of the school community. We do this through our curricular and extracurricular opportunities. The students continued to participate in Mathematics, Science, and English competitions. Debating continued to be a key aspect of the school.Interschool sport was a key part of their experiences. The 2023 VCE results were outstanding with an all study score mean reaching 29, including 4.2% scores over 40+.The annual school production was "High School Musical," which proved to be very popular, with three sold-out shows.Year 7, 9, 10, 12, Outdoor education and student leadership camps were a highlight for the participating studentsRACV Energy Breakthrough HPV camp - Students enhanced their sporting and leadership skillsNGSC Multicultural Day celebration was again a success with a definite highlight being the Maori performances and the biggest multicultural parade.  The win by the students over the staff in the interschool football also proved to be popular. |
| **Financial performance** |
| In 2023 the school had a net operating surplus which has been committed to the following programs; • School improvement buildings/grounds/sporting facilities and materials • School Based programs: Excellence in Sports (Soccer/Football/Volleyball), Chaplaincy, Youth worker, Advance HPV Program, fundraising money, Sickbay Officer. • Implementation of ACE and STAR Literacy and Numeracy innovative programs.• Implementation of Disability Inclusion (DI) initiative (employment of DI Leader, DI Learning Specialist and DI teaching, DI assistant and ES classroom support staff)• Equity Funding (STAR and ACE Literacy and Numeracy programs, Building Teacher capacity, EAL program including an EAL transition program and MEAs, 3 x sub-schools structure (Junior, Middle and Senior including; 3 x Leading Teachers/Sub-School Leaders and 3 x PCOs), Full time School First Aid Officer, ES Librarians providing a Library Resources and Support Program from 8.30am to 4.30pm non-stop, expanded Instrumental Music Program, Youth Worker). •  International Student Program excursions • Local works including;  Outdoor Education Teaching Area, Front of school window renovation, C wing floor restump,  Further Technology Wing refurbishment, installation of electric doors in A and L blocks, maintenance of the synthetic courts, asphalt driveway and downball courts, "Sports shack" (lunchtime borrowing), purchase of new classroom equipment |
| **For more detailed information regarding our school please visit our website at** [**https://ngsc.vic.edu.au/**](https://ngsc.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 989 students were enrolled at this school in 2023, 426 female and 559 male.

22 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

**Overall Socio-Economic Profile**

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

This school’s SFOE band value is: High

**Parent Satisfaction Summary**

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

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

| **Parent Satisfaction** | Latest year (2023) |
| --- | --- |
| School percentage endorsement: | 78.4% |
| State average (secondary schools): | 73.1% |

**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.

| **School Climate** | Latest year (2023) |
| --- | --- |
| School percentage endorsement: | 64.9% |
| State average (secondary schools): | 57.2% |

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: | 60.2% |
| Similar Schools average: | 67.6% |
| State average: | 75.5% |

| **Mathematics**  **Years 7 to 10** | Latest year (2023) |
| --- | --- |
| School percentage of students at or above age expected standards: | 48.0% |
| Similar Schools average: | 58.2% |
| State average: | 68.2% |

LEARNING (continued)

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

**NAPLAN**

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

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

| **Reading**  **Year 7** | Latest year (2023) |
| --- | --- |
| School percentage of students in Strong or Exceeding: | 55.1% |
| Similar Schools average: | 57.0% |
| State average: | 66.1% |

| **Reading**  **Year 9** | Latest year (2023) |
| --- | --- |
| School percentage of students in Strong or Exceeding: | 34.4% |
| Similar Schools average: | 47.9% |
| State average: | 60.0% |

| **Numeracy**  **Year 7** | Latest year (2023) |
| --- | --- |
| School percentage of students in Strong or Exceeding: | 55.8% |
| Similar Schools average: | 52.4% |
| State average: | 62.9% |

| **Numeracy**  **Year 9** | Latest year (2023) |
| --- | --- |
| School percentage of students in Strong or Exceeding: | 42.9% |
| Similar Schools average: | 47.6% |
| State average: | 59.9% |

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: | 44.8% |
| Similar Schools average: | 43.9% |
| State average: | 54.6% |

| **Reading**  **Year 9** | Latest year (2022) |
| --- | --- |
| School percentage of students in the top three bands: | 28.5% |
| Similar Schools average: | 36.1% |
| State average: | 47.2% |

| **Numeracy**  **Year 7** | Latest year (2022) |
| --- | --- |
| School percentage of students in the top three bands: | 36.6% |
| Similar Schools average: | 41.5% |
| State average: | 52.5% |

| **Numeracy**  **Year 9** | Latest year (2022) |
| --- | --- |
| School percentage of students in the top three bands: | 25.9% |
| Similar Schools average: | 31.8% |
| State average: | 44.7% |

LEARNING (continued)

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

**Victorian Senior Secondary Certificate**

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

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

| **Victorian Senior Secondary Certificate** | Latest year (2023) | 4-year average |
| --- | --- | --- |
| School completion rate: | 100.0% | 96.7% |
| Similar Schools completion rate: | 95.7% | 96.3% |
| State completion rate: | 96.6% | 97.1% |

| Mean study score from all VCE subjects: | 28.9 |
| --- | --- |
| Number of students awarded the VCE Vocational Major | 28 |
| Number of students awarded the Victorian Pathways Certificate | NDP |
| Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence: | 48% |
| Percentage VET units of competence satisfactorily completed in 2023: | 85% |



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: | 49.9% | 55.7% |
| Similar Schools average: | 46.2% | 50.8% |
| 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: | 51.5% | 54.1% |
| Similar Schools average: | 48.0% | 51.9% |
| 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: | 19.3 | 15.5 |
| Similar Schools average: | 28.7 | 23.7 |
| 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): | 90% | 89% | 90% | 90% | 91% | 94% |

**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: | 71.4% | 74.1% |
| Similar Schools average: | 73.4% | 74.6% |
| 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: | 100.0% | 95.2% |
| Similar Schools average: | 89.2% | 90.2% |
| 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 | $13,187,674 |
| Government Provided DET Grants | $3,235,518 |
| Government Grants Commonwealth | $7,876 |
| Government Grants State | $18,238 |
| Revenue Other | $208,146 |
| Locally Raised Funds | $408,355 |
| Capital Grants | $0 |
| Total Operating Revenue | **$17,065,807** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $1,590,323 |
| Equity (Catch Up) | $127,988 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$1,718,311** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $12,484,350 |
| Adjustments | $0 |
| Books & Publications | $4,244 |
| Camps/Excursions/Activities | $322,152 |
| Communication Costs | $54,750 |
| Consumables | $376,290 |
| Miscellaneous Expense 3 | $286,866 |
| Professional Development | $92,588 |
| Equipment/Maintenance/Hire | $331,914 |
| Property Services | $437,212 |
| Salaries & Allowances 4 | $837,421 |
| Support Services | $408,986 |
| Trading & Fundraising | $68,788 |
| Motor Vehicle Expenses | $385 |
| Travel & Subsistence | $10,688 |
| Utilities | $106,164 |
| Total Operating Expenditure | **$15,822,797** |
| Net Operating Surplus/-Deficit | **$1,243,010** |
| Asset Acquisitions | **$241,215** |

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 | $2,383,354 |
| Official Account | $391,380 |
| Other Accounts | $0 |
| Total Funds Available | **$2,774,734** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $514,015 |
| Other Recurrent Expenditure | ($12) |
| Provision Accounts | $20,486 |
| Funds Received in Advance | $39,938 |
| School Based Programs | $876,969 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $92,246 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $156,750 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $250,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $500,000 |
| Total Financial Commitments | **$2,450,392** |

*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.*