

2023 Annual Report to the School Community

School Name: Sunbury Downs Secondary College (8723)



- 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 21 March 2024 at 02:29 PM by Warwick Beynon (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 26 April 2024 at 01:55 PM by Neil Christie (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

The Sunbury Downs College motto is 'Confidence to Achieve'.

The College has developed an agreed "Vision Statement": Sunbury Downs College is a progressive, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations.

The College Motto and Vision are supported by the educational philosophy below.

This underpins classroom practices and teaching actions across the College.

Our Educational Philosophy is: · We believe outstanding teaching produces high quality learning outcomes. · A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning. · The positive learning environment fosters collaboration and cooperation with shared expectations of educational success. · Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning. · We create confident, resilient and reflective independent life long learners. ·

Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential. ·

Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

The College has four Values: Respect, Resilience, Ambition and Community.

Sunbury Downs College is situated in the regional town of Sunbury. Our confirmed student enrolment in 2023 was 662; 299 females and 363 males. The College is organised via Year Levels and Mini Schools. The College had 7 International students as part of the International Students Program in 2023. Nine percent of students had English as an additional language and three percent were Aboriginal or Torres Strait Islander. The College had 83 FTE staff - 22 non teaching and 61 teaching. The College is not aware of any staff identifying as being Aboriginal or Torres Strait Islander.

We offer a rich educational experience in an environment with excellent educational outcomes, high expectations and strong student management. The College regards itself as a school where students achieve high academic outcomes within a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in Arts/Technology, Performing Arts, Health and Languages (Italian). We offer a range of VCE subjects, including some VETIS studies and a structured Vocational Major program in Years 11 and 12. We have a reputation for helping students achieve outstanding VCE results, demonstrating that our students have the Confidence to Achieve.

The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools for students in Years 7-9. The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Later Years. The College is an accredited International Student Program provider. In 2023 there were 7 International students enrolled at Sunbury Downs College. This program is continuing to attract further interest from local and overseas families post COVID as the College works with the local community to engage in cultural immersion and understanding.

Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students from Years 7-12. Some of these include Debating and Public Speaking, Maths Club, School production and Choir. The College also has a House and Sports program along with whole school carnivals for athletics and swimming. There are Year Level and specialised camps and excursions. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its local community organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses, community health organisations and TAFE / universities. We acknowledge that it is the links with the outside world that extend the offerings for our students and community.

The Student Family Occupation Education (SFOE) rating in 2023 was .3987 (Medium).

Future Challenges for the College: · Maximising the achievements and learning growth of every student, particularly in literacy and numeracy. · Continuing to prioritise the improvement of student cognitive engagement and personal wellbeing.
· Strengthening and further developing Student Voice and Learner Agency. ·

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2023 Annual Implementation Plan listed three FISO areas of focus: Student Achievement, Learning catch-up and extension and Student Engagement and Wellbeing

1. The student achievement goal focussed on maximising the achievement and learning growth of every student, particularly in literacy and numeracy.
2. The student engagement and wellbeing goal focussed on implementing an engagement and wellbeing framework and policy that establishes a rights and responsibilities culture.
3. The learning, catch-up and extension priority supported the College to work towards the goal of maximising the achievement and learning growth of every student, particularly in literacy and numeracy.

Strategies used to implement the student achievement goal were:

- PLC structure to build teacher capacity to explicitly address AIP goals across Domains.
- Learning Specialists mentor and coach individuals and/or teams of staff to develop their capacity to implement high impact teaching strategies.
- Teaching staff use student assessment data in their PLC and Domain planning of Curriculum Implementation and Assessment to improve student achievement. • NAPLAN data is referred to which demonstrates growth of more than one year/per year of teaching between year 7-9.
- The use of consistent practices (LEMAR Instructional Model) to deliver curriculum which improves and maximise student outcomes. • Teachers in Domains develop a further understanding of pedagogy that is targeted to provide student learning growth.
- VCAA program data is reviewed and accessible for Year 12 Teachers. • Individual, class year level and whole school data is identified, discussed and used to inform teacher curriculum delivery and pedagogy.
- A Professional Learning plan for staff to build the staff capacity to understand, analyse and utilise data was developed.
- MYLNS has been incorporated into the teaching and learning program to provide point of need intervention for identified students in Years 7 -10.
- The Tutor Learning Initiative continues to be implemented to provide catch up/point of need instruction to identified students.

Senior Student Data Students in 2023 who satisfactorily completed their VCE was 93.5% .In 2023 the new VCE Vocational Major (VM) program was introduced by the Victorian Curriculum and Assessment Authority and completion rate for this program is included with the overall data result. Year 12 students in 2023 undertaking at least one VET unit of competence was 34% a slight increase from 2022. VET units of competence satisfactorily completed in 2023 was 62.% a decrease from 2022. There were 15 students awarded the VCE Vocational Major certificate in 2023. Victorian Certificate of Education Latest year (2023) 4-year average School mean study score is 29.5. Our result is above similar schools and similar to the State mean. Similar Schools average is 26.7 and the state average: 28.9 Year 7- 10 English : In 2022 the percentage of students at SDC in Year 7 - 10 who were progressing at or above age expected standards was 73.9 % compared to 71.2% for similar schools. The State average was 76.3%. Year 7-10 Mathematics: In 2022 the percentage of students at SDC in Year 7-10 who were progressing at or above age expected standards was 58.9% compared to 61.8 for similar schools. The State average was 71.4%

Wellbeing

In 2023 the College continued working towards meeting the goals of the 2019 - 2023 Strategic Plan. In 2023 the Annual Implementation Plan focused our work on three goals: 1. Maximise the achievement and learning growth of every student, particularly in literacy and numeracy 2. Improve Student Cognitive Engagement and Wellbeing 3. Strengthen and further develop student voice and learner agency

Strategies used to implement the student engagement and wellbeing goal were:

- Reviewing Student and Parent attitudes to school opinion data with staff and students related to the following: classroom behaviour, student safety, student morale, school connectedness, teacher effectiveness, teacher empathy

- All funded students have individual learning plans and SSG meetings were conducted to provide a review and update of learning needs and assessment which is reflected in the documented reporting program •
 - School Wide Positive Behaviours (SWPBs) initiative becomes embedded. The training of leaders and teachers in SWPBs continues
 - Respectful Relationships implementation in the core curriculum • Student Services team collaborate with and support Mini School teams to coordinate the support of the wellbeing needs of students.
 - Provide the opportunity for students to participate in student forums and provide input into SWPBs implementation/development
 - Student Voice and Agency leaders support and facilitate leadership development of students across all year • Relevant school policies were updated - eg. Student Engagement and Wellbeing, Attendance and Uniform
 - The Inclusion Coordinator role is expanded and resourced at a Leading Teacher level to support the student learning needs at the College (in addition to PSD funded students) commencing in 2023.
- Professional Learning by all staff on the topic of "Trauma Informed Practices" has continued in 2023. The training has been facilitated by the Berry Street Organisation (BSEM)
- Students are actively supported by the Student Services team which consists of a team leader who is a youth worker, social worker, mental health practitioner, chaplains and adolescent school nurse.

Engagement

Sunbury Downs College has data which is higher than other Victorian schools in relation to student absence. The 2023 absence data was above the state average and above similar schools in our network. The 4 year average days of absence for students from Year 7- 12 inclusive of 2023 is 25.3 compared to similar schools (23.5) and the state average of 21.8 This represents a slight increase from previous years. The average number of days absent in 2023 is 36.8 days across the College which is above the state average.

The attendance data across all year levels for students is close to or above 80%, the highest being Year 7 which is 85%.

The College's reporting of exit destination data or continued education or full time employment by students in 2023 has improved from 2022 (91.9% versus 84.4%). This result is above like schools(88%) and other Victorian government schools (90.0%). The data remains slightly lower when compared to other Victorian government secondary schools when four year trend data is referred to however the trend is moving in a positive direction . Year 7-10 Student retention data for our College is equivalent to like school and the same as State (70%). The College continues to implemented a SMS messaging system to notify parents of student absences. The College continues to use Attendance Student Support Group meetings and daily phone communication with families to support improved student attendance. The College's implementation of the Attendance Policy and SMS message system to parents continues to support the college with promoting a positive message about school attendance by students. The use of Compass to record, monitor and track student attendance has continued to be effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students including daily phone calls to families regarding children who are absent. Student retention remained a focus in 2023 with curriculum provision, welfare and curriculum programs and in particular the expansion of Later Years pathways (Headstart program) continuing to be of interest to students in Year 10 and 11. The post compulsory follow up and work of the Careers/MIPs Coordinator is evident. Also the continued investment into VCE early commencement, VCAL and VETiS supports students to continue their studies and stay at school. The positive working relationship with local community businesses has supported some school based apprenticeships, VCAL work placements, Headstart Program and also work readiness for Year 12 students. The attitude to school student survey in 2023 shows a 39.3 % sense of connectedness to school by students which is slightly lower from the previous year and slightly below that of similar schools (40.9%). The parent opinion survey reported an improved endorsement result by 10% in the domain of Community Engagement for 2022 (73.4 versus 63.7%) This is also more favourable compared to the state result (68.7%). The staff opinion survey continued to report a positive improvement in the school climate for 2023. The percent endorsement by staff is 52.8%. These results are favourable considering the impact on teaching and learning programs due to remote and flexible learning.

Financial performance

2022 Financial Performance and Position Commentary:

The Financial Report information indicates that the College is in a strong surplus position at the end of the 2023 year. This is consistent with the previous year's result. Expenditure on classroom materials and resources was slightly higher during 2023 as the regular teaching and learning programs expanded. The demand on maintenance items and repairs to teaching and learning spaces was higher in 2023 as building projects that and self managed projects by the College recommenced (Asphalt basketball court

resurfacing, locker replacement, student amenity upgrade). Salaries and allowances managed via local payroll were higher than the previous year.

Strategic governance and budgeting has kept expenditure increases at a low level which has meant that revenue increases were similar to expenditure increases. College held funds were lower as of 31 December 2023 compared to the same time in the previous year. This in part can be attributed to the minor Capital Works and Building Programs (listed above) commencing. According to the data operating revenue for the year was \$9,048,597.00. It is anticipated that the financial position of Sunbury Downs College for 2024 will continue to be favourable. At the end of 2023 a surplus of \$208,000.00 was held in the College bank account. With increased student enrolments the financial position of the College is expected to remain favourable. Rectification works continue to be undertaken to correct roofing leaks, improve underground drainage infrastructure and painting of classrooms.

Our student enrolment base in 2023 was slightly lower than what was expected at the end of 2022 which required the use of some savings to support the Student Resource Package.

No significant self-funded building projects are planned to be undertaken in 2024. As discussed previously the College has been successful in obtaining a minor capital works grant to upgrade the Middle Years and Later Years student amenities(499,000.00) This project has taken longer to complete than expected and is due for completion in April 2024. The College has completed work on minor and medium sized projects in respect of facilities restoration including finishing heating and cooling upgrades to the remaining classrooms. Painting and classroom window replacement, student locker replacement, grounds beautification, classroom furniture replacement, ICT provision, repairs and replacement of building roofing are other areas being attended to.

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

<https://www.sunburydowns.vic.gov.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 662 students were enrolled at this school in 2023, 299 female and 363 male.

9 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.

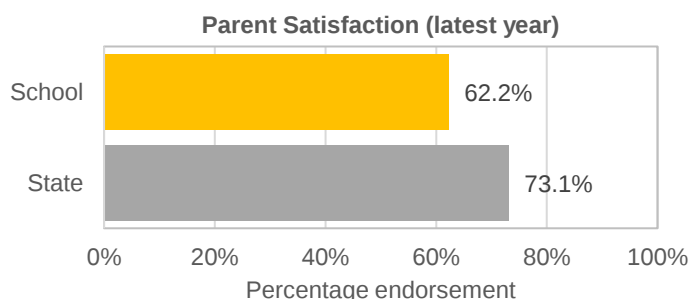
This school's SFOE band value is: Medium

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	62.2%
State average (secondary schools):	73.1%



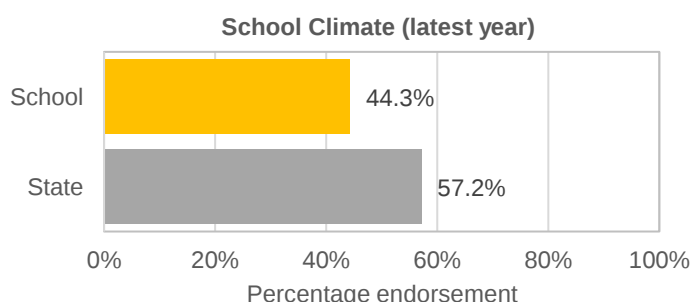
School Staff Survey

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:	44.3%
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:

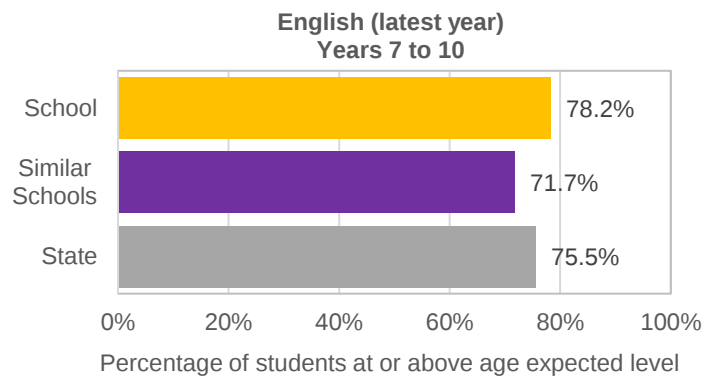
78.2%

Similar Schools average:

71.7%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

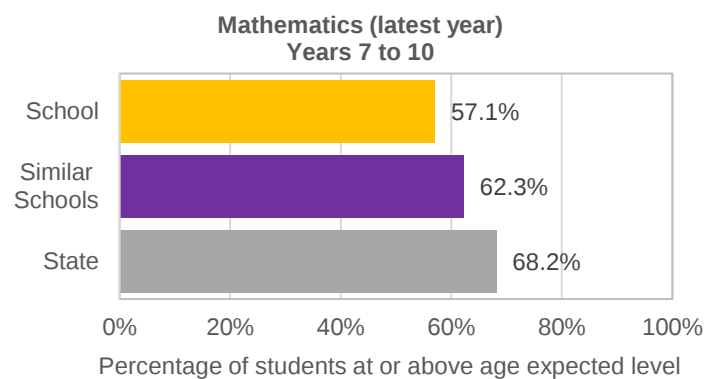
57.1%

Similar Schools average:

62.3%

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:

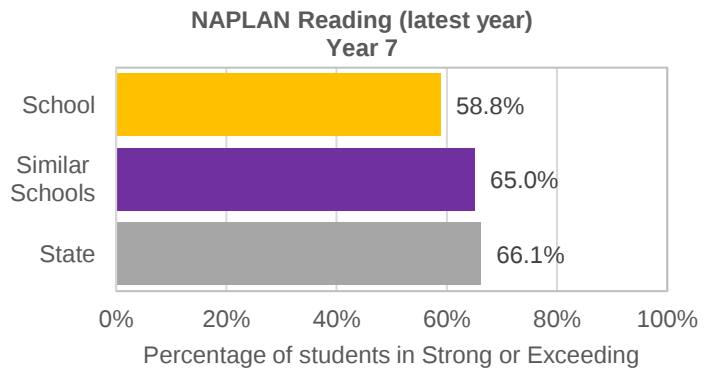
58.8%

Similar Schools average:

65.0%

State average:

66.1%



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

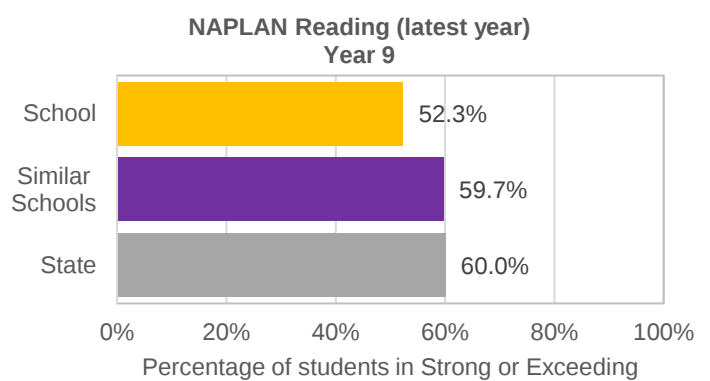
52.3%

Similar Schools average:

59.7%

State average:

60.0%



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

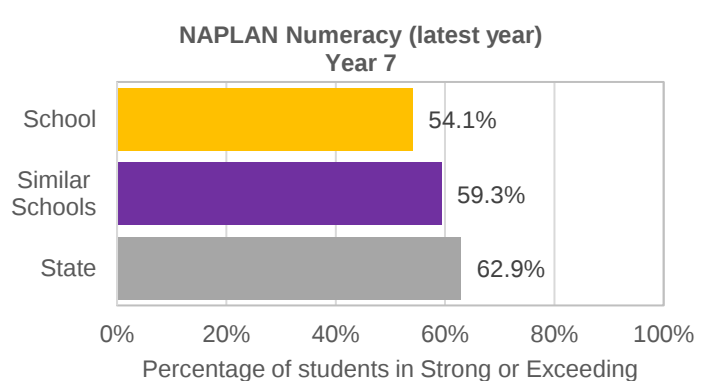
54.1%

Similar Schools average:

59.3%

State average:

62.9%



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

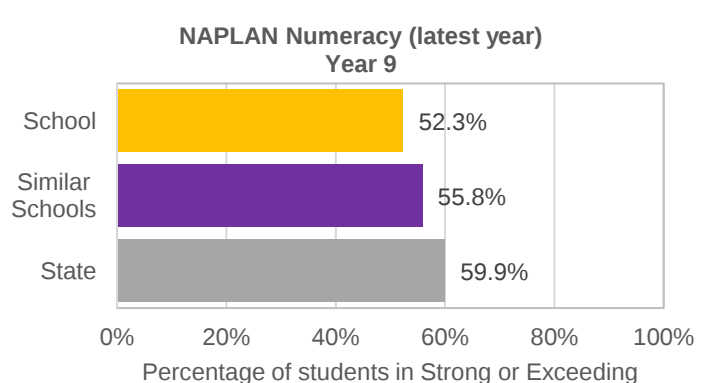
52.3%

Similar Schools average:

55.8%

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:

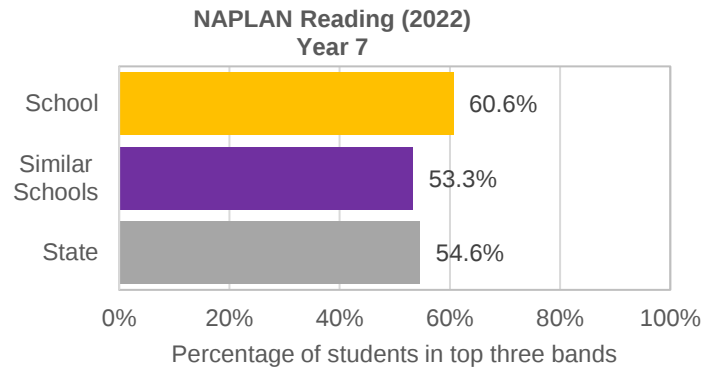
60.6%

Similar Schools average:

53.3%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

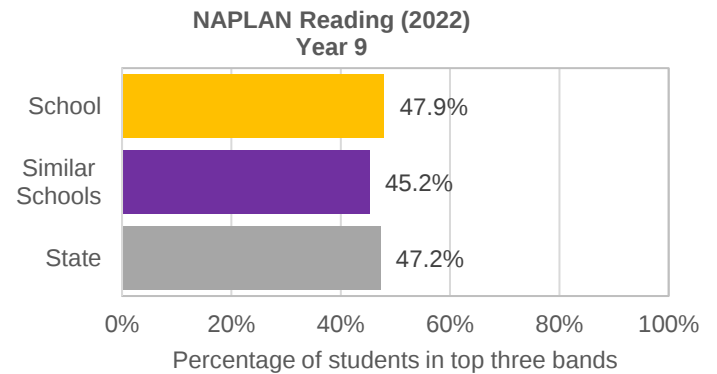
47.9%

Similar Schools average:

45.2%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

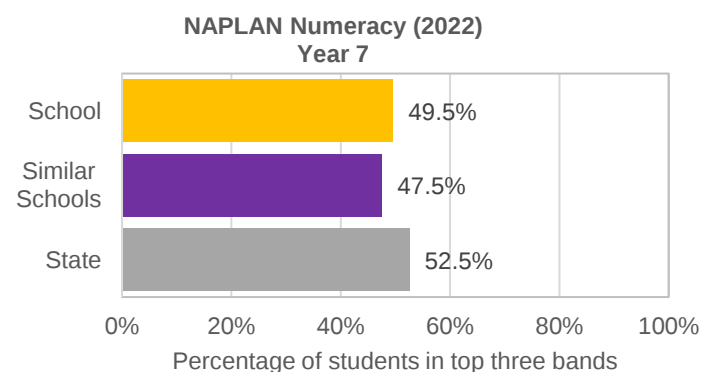
49.5%

Similar Schools average:

47.5%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

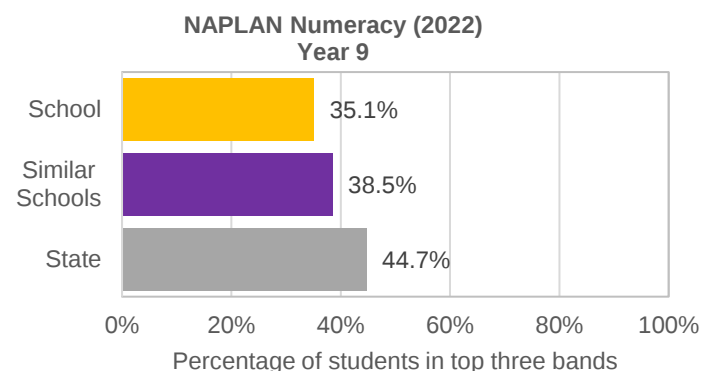
35.1%

Similar Schools average:

38.5%

State average:

44.7%



LEARNING (continued)

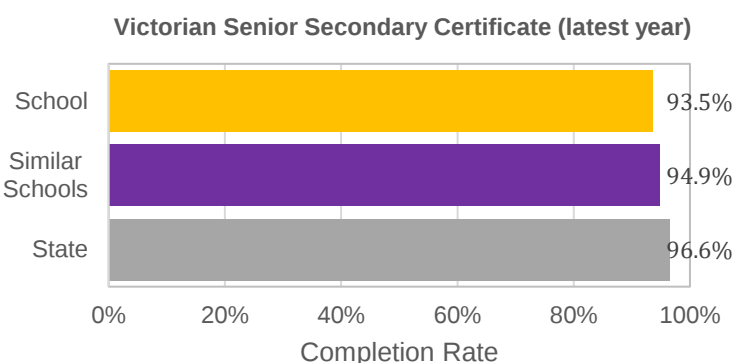
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	93.5%	95.3%
Similar Schools completion rate:	94.9%	95.8%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:

29.5

Number of students awarded the VCE Vocational Major

15

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:

34%

Percentage VET units of competence satisfactorily completed in 2023:

62%

WELLBEING

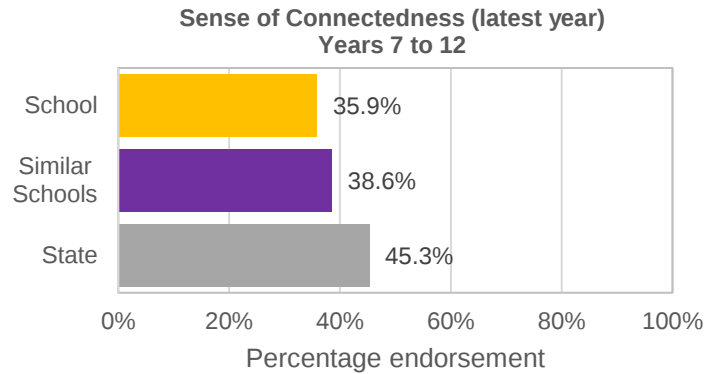
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	35.9%	38.5%
Similar Schools average:	38.6%	43.4%
State average:	45.3%	49.9%

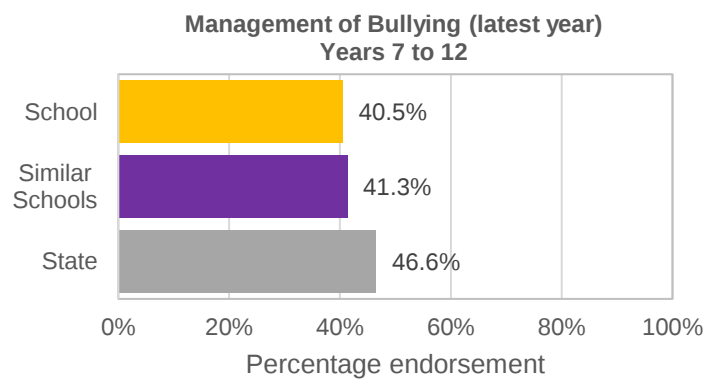


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	40.5%	44.8%
Similar Schools average:	41.3%	46.1%
State average:	46.6%	51.0%



ENGAGEMENT

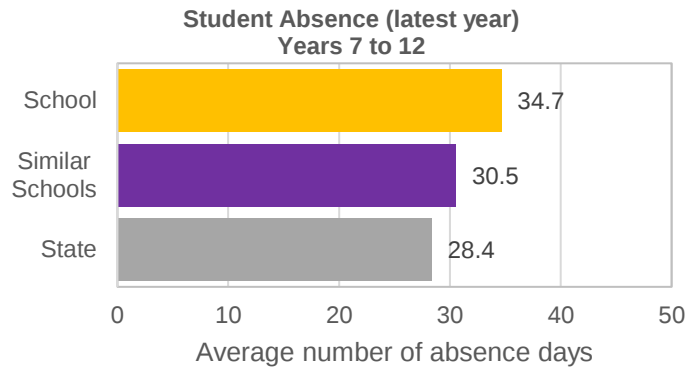
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	34.7	28.2
Similar Schools average:	30.5	25.7
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.

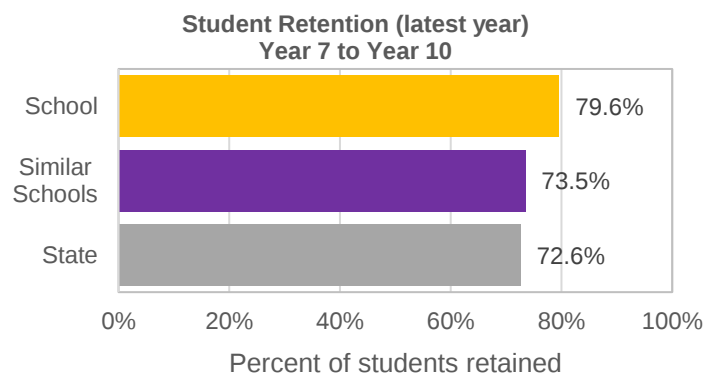
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	84%	79%	82%	82%	88%

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:	79.6%	75.3%
Similar Schools average:	73.5%	73.5%
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:

84.9%

86.6%

Similar Schools average:

88.1%

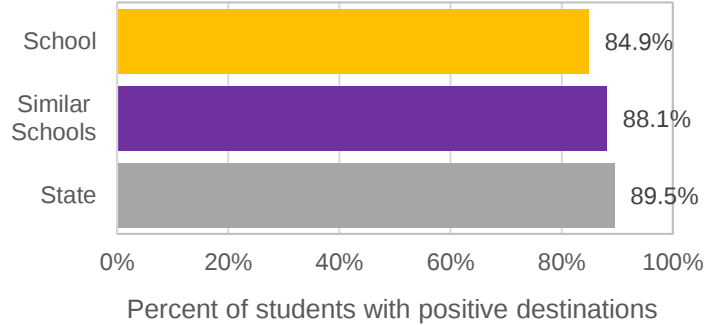
88.2%

State average:

89.5%

89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,675,469
Government Provided DET Grants	\$601,864
Government Grants Commonwealth	\$6,002
Government Grants State	\$74,478
Revenue Other	\$58,634
Locally Raised Funds	\$394,265
Capital Grants	\$0
Total Operating Revenue	\$8,810,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$190,863
Equity (Catch Up)	\$47,021
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$237,885

Expenditure	Actual
Student Resource Package ²	\$8,247,532
Adjustments	\$0
Books & Publications	\$9,230
Camps/Excursions/Activities	\$173,589
Communication Costs	\$22,333
Consumables	\$95,599
Miscellaneous Expense ³	\$387,257
Professional Development	\$53,296
Equipment/Maintenance/Hire	\$191,929
Property Services	\$218,871
Salaries & Allowances ⁴	\$270,664
Support Services	\$168,201
Trading & Fundraising	\$17,764
Motor Vehicle Expenses	\$1,284
Travel & Subsistence	\$439
Utilities	\$81,953
Total Operating Expenditure	\$9,939,942
Net Operating Surplus/-Deficit	(\$1,129,230)
Asset Acquisitions	\$87,488

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$174,232
Official Account	\$25,426
Other Accounts	\$925
Total Funds Available	\$200,583

Financial Commitments	Actual
Operating Reserve	\$250,874
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$250,874

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.