2022 Annual Report to the School Community

School Name: Rowville Secondary College (8734)

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

Attested on 16 March 2023 at 12:52 PM by Julie Kennedy (Principal)

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

Attested on 26 July 2023 at 10:32 AM by Gavin Nash (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

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

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Rowville Secondary College's (RSC) mission is "Nurture strengths to grow curious and powerful learners". We believe everyone can reach their full potential when they feel supported within their community. We know that all of us have skills, talents and passions that represent our individual strengths that we must use to reach our potential. We believe that a growth mindset allows individuals to understand that the journey of learning and trying to improve is more important than the final destination. We believe that curiosity drives motivation for life-long learning. We believe that powerful learners have agency and ownership of their own learning which allows them to adapt and grow in a changing world. We care about students' academic growth as well as their physical, social and emotional health and well-being. We put the student at the centre of everything we do. We have developed structures and processes for ensuring that each child is well known, empowered and part of a vibrant, caring community. RSC's moral purpose is to give young people the knowledge and skills they need to be successful in a rapidly changing world and prepare them for the possibility of having a range of different jobs, some that don't exist yet, using technology that hasn't been invented yet. The workforce of the future will need to be creative, collaborative and resilient problem-solvers. That is why RSC has adopted a strength's-based approach to education that values diversity and uses students' passions to motivate individuals to be curious and powerful learners. RSC provides a multitude of pathway options for every student, ensuring that each individual is provided with the opportunity to fulfil his or her potential. Our focus is on high expectations, mastery and a strong sense of the importance of learning. Working through an individual's strengths increases confidence and promotes self-esteem. This enables students to take risks with their learning, even in subject areas and disciplines that they find challenging. Students enrol in one of four learning programs: Rowville Institute of the Arts (RIA) based at the Eastern Campus offers an integrated arts and academic education for talented and aspiring students who love dance, drama, media, music and/or visual art. Students spend one-third of the curriculum completing specialist and broad arts subjects that are enriched in a variety of ways including Artists in Residence, workshops led by industry professionals and regular excursions and incursions. The 500 seat Performing Arts Centre and specialist dance studios allow students to participate in authentic performance and exhibition opportunities at an industry acclaimed standard. Rowville Sports Academy (RSA) based at the Eastern Campus is a full time integrated academic and sporting program for students that love Football (Soccer), Basketball, Golf, Australian Rules Football, Volleyball, Tennis, Cricket and Netball. Students spend one-third of the curriculum working with highly qualified sporting coaches to develop their skills, talent, strength and conditioning. The exceptional facilities available in the RSC Sports Precinct allow students to be supported by physiotherapists, exercise psychologists, dieticians, and podiatrists. An intensive leadership program is also an integral part of the development of our young athletes. Rowville Maths and Science Academy (MSA) based at the Western Campus promotes academic excellence and innovative thinking through an integrated, themed and practical curriculum for students who love Science, Technology, Engineering and Mathematics (STEM). Students spend one-third of the curriculum completing innovative mathematics and science curriculum including design and exploration through extended and immersive projects. Research and real-life application of scientific method combined with an integrated robotics program underpins acceleration, enrichment and promotion of STEM from year 7 to year 12. Rowville General Excellence (GE) based at the Western Campus is an academic program that provides for diversity of talent and interest. It has the broadest range of both core curriculum and elective subjects and allows students to explore and discover their strengths and passions. It provides curricula and extra curricula opportunities for students who love a combination of arts, sports, mathematics, science, language, literature, technology and humanities subjects. In year 11 and 12, students can select to complete VCE, VOCATIONAL MAJOR, HEADSTART or VET. All 'Program for Students with a Disability' students have an individual learning plan developed. These students are supported by an Integration coordinator and team of Integration aides to assist them in working towards achieving their goals. A new assistant principal position with the role of Director of Inclusion and School Wide Positive Behaviour was introduced in 2022. This enabled a strong focus on building capacity and aligning resources and supports around inclusive practices. Our vertical house model supports the development of strong and positive connections between students and teachers; and to ensure that each and every one of our students feel safe and connected at school. Introduced in 2018, our houses include Mabo Dingos, Aston Kangaroos, Stynes Sharks and Walton Eagles. Student Leadership and SRC are responsible for arranging a variety of activities and events throughout the year for everyone to be part of. All of our students are supported to embrace their strengths, to nourish their sense of self, and to always tackle life's many challenges with a growth mindset and a curious outlook. Every student has a Learning mentor who is their advocate at school. Learning Mentors are committed to knowing students as an individual and as a learner. Learning Mentor Groups run every morning with students across all year levels forming strong friendships and interaction through mindfulness activities, building learning strengths, celebrating birthdays and sharing student success stories. Activities are designed to build student confidence and encourage them to take risks, shaping their identity as curious and powerful learners in a range of contexts. In 2023 students will be participating in group and individual conferences once a week during Learning Mentor time. These conferences are designed to further enhance student agency in their learning. At Rowville Secondary College, we know that if our students are empowered as learners, actively contributing to both their own education and whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing

and achievement. As such, student agency is a fundamental component of both our culture within each and every classroom, as well as across our house system more broadly. Our school offers a comprehensive program for International Students, from Years 7 to 12 and in our four programs. We support students through local homestay as well as an effective wellbeing program provided by regular celebrations and gatherings of our International Student Community. The College employs 168.11 FTE staff and 3 Aboriginal or Torres Strait Islander staff members. In 2022, there were 1780 students across two campuses. Rowville Secondary College is situated in the Eastern suburbs of Melbourne, Victoria.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we continued our journey towards full implementation of Professional Learning Communities. PLCs are a vehicle through which we achieve improved student outcomes through improving teacher practice and will integrate with SWPBS to support a disciplined and collaborative approach to achieving social, emotional and academic growth of students. As a School Improvement Team, significant time was invested so that all Leading Teachers and Aspirant Leaders were able to engage in professional learning and a scaffolded inquiry cycle. This has created the necessary foundation to empower our middle leaders to continue building their capacity as co-learning, adaptive instructional leaders. We are now in a position to introduce PLCs to all teaching staff in 2023.
We have increased the median study score of 25.4 in 2020 to 25.8 in 2021 and then to 26 in 2022. We have maintained a very strong pass rate at the completion of Year 12 with a pass rate increasing again from 97% in 2021 to 98.7% in 2022. We have increased the percentage of students achieving an ATAR over 80 from 9.26% in 2021 to 11.26% in 2022. NAPLAN growth data is not available due to no testing done statewide in 2020. We look forward to reviewing and reflecting on this data in 2023.
Our Assessment and Reporting Framework was re-written considering our planned focus on formative assessment. This focus supports our continued attention to student agency through increased teacher capacity to enable students to know where they are at in their learning, where they are going and how to get there. Curriculum days were used to adjust curriculum documentation to focus on formative assessments. In addition, a range of new electives at Years 9 – 10 have been designed to focus on increased student agency. Teachers have designed curriculum with a skills focus so that students can learn and grow whilst engaging with content of value and interest to them. This planning aims to ensure that we have a positive learning culture by considering student voice and agency which builds motivation and enthusiasm.

Wellbeing

In 2022, we continued to support students to re-engage in on-site schooling, and to rebuild strong social and emotional literacy, resilience, and protective factors. We further refined and built an holistic, transdisciplinary approach to TAL student supports which linked wellbeing, School-wide Positive Behaviour Support, Inclusion, and forged stronger links with SSS Regional supports. We created systems to better track and analyse student data to assist in making data-driven decisions. This included multiple sources of data from social, emotional, behavioural and academic areas. The creation of a bespoke tool 'Halo' allows us to further identify the Team around the Learner
Increased screening for early identification of students was trialled using the Saebrs tool, which enabled us to be able to provide early intervention for students with low attendance, and social and emotional risk indicators. This increased our ability to identify students by almost 50% comparable to previous years. The wellbeing team now currently support around 20% of the student population with individualised or small-group support mechanisms.
The development of more consistent IEPs continued via higher quality SSGs, with input from wellbeing as key stakeholders has been key to supporting our students across all tiers. This included systems to increase student agency. Staff PL was run and moderation processes undertaken. We have increased both the number of identified students for IEPs, and the quality of IEPs as moderated with the IEP Quality Rubric.
The wellbeing team was expanded with the inclusion of two engagement officers, with a focus on attendance and engagement. We formed an attendance working party, to identify and respond to attendance issues, and the student engagement officers are now integral to that team, with the ability to provide rapid response to students. Attendance remains a strong focus into 2023. The wellbeing team has engaged a MHP with Educational Psychology qualifications to better enable us to administer testing as the school level.

Engagement

The year focused on a return to on-site schooling and as such re-engaging many students who were more familiar with remote learning. We mobilised our resources to provide a range of supports for our students to match points of need with individuals and small groups. We continued to implement School Wide Positive Behaviour Support with high fidelity, and our Inclusion team continued to work to engage the most vulnerable of our student cohort.

The Inclusion team created a long-term implementation plan to identify student needs via whole-school screening and thus to match supports to point of need. The first action in this plan was to improve staff understanding of strategies to support effective inclusion. Teaching and relevant education support staff undertook professional learning to develop a better understanding of Student Support Group processes and to ensure the creation of rigorous Individual Learning Plans. There was a significant focus in this professional learning on ensuring student voice and agency in these processes.

Attendance remained a strong focus of the work of both teachers and educational support staff. We continued to work closely with students and their families to improve both engagement and attendance at school. A working party was created to develop a set of strategies to increase attendance for implementation in 2023.

The School Wide Positive Behaviour Support Team continued to collect and use relevant data to direct their actions to proactively respond to patterns of student behaviour. Teaching staff improved consistency of practice with effective school wide class room routines. The ongoing emphasis on praise, both contingent and non-contingent, through these shared routines and the merit process reinforced the explicit teaching of the positive behaviour matrix which occurred in Learning Mentor sessions. We continued to build a clear sense of culture and belonging through the School Wide Positive Behaviour program.

Other highlights from the school year

With careful preparation - including planning contingencies - 2022 saw a return to the wonderful extra curricular events at Rowville Secondary College,

Firstly, Rowville's transition supports continued to evolve culminating in the Year 7 camp to the Ranch in Cape Schank, which was a huge success.

During the Term 1 break, we welcomed our first multi year level presentation ball, including the usual Year 11 cohort, but also the Year 12 students who missed the opportunity in 2021, due to restrictions and lockdowns in 2021.

Rowville Secondary College's infamous production returned with a play, 'Stories in the Dark'. Rehearsing from Term 1 through to the performance in Term 3, students were involved in not only acting, but also wrote and performed the musical scores, created the visual effects and constructed the various props, costumes and sets.

From a sporting perspective, students turned out for our annual whole school swimming and athletics carnivals, where increased engagement was achieved by increasing the amount of 'House Activities' students could participate in, when not competing in official events. A range of sporting teams qualified for state and national championships, and 2022 saw the return of Interstate travel for some teams to compete in a range of high level tournaments.

Our Year 12 Graduation, held at Caufield Racecourse, was our biggest ever, and saw a record number of staff attend to celebrate this significant milestone. Key note speakers included 4 Alumni Rowville students, ranging from the last 15 years, come back and captivate the audience with tales of their journey's post Secondary school.

Financial performance

In 2022 Rowville Secondary College continued a program of effectively allocating resources to meet the unique requirements of our four strength-based learning programs.

During the year ended December 31, 2022, the effects of a transfer of staff previously paid through the local payroll onto the central payroll paid by the Department of Education which commenced in 2021, combined with the greater efficiency in the use of staff resulted in a reduction in the net operating deficit from $533 820 in 2021 to $256 698 repayable to the department in 2023, a trend which we expect to continue and anticipate a surplus during the financial year 2024.

The repayment of $533 820 to the Department is fully accounted for in the school's FINANCIAL POSITION in December 2022.

While the financial position at December 2022 shows an over commitment of approximately $1 million, this does not take into account locally raised funds and other revenue as shown in the 2022 Operating Statement Summary which amounted to $4 868 010 and $and additional $325

691, which will more than fund the financial commitments in 2023. To this end, the college has budgeted to replace the artificial turf on the soccer pitch and bring it up to FIFA standards at a cost of $675 000.

Parent contributions and earnings derived from hiring out the sporting facilities, performing arts centre and from the Colleges swimming pool joint use agreement have returned to pre Covid 19 levels and we look forward to this growing in years to come.

The differentiated learning model has been streamlined to improve its efficiency without affecting its outcome of improving literacy & numeracy. The Vertical School House system has been further extended to provide students with a sense of belonging and connection to their peers, the school, and the staff. This system, together with the Learning Mentor system has proved extremely successful.

In addition, the College continues to deliver and expand:

- Cutting edge access to online resources whilst providing a platform with enhanced student digital safety, all of which more than proved its worth during the home-schooling time during Covid-19 lockdowns,
- CCTV coverage of substantial parts of both campuses to assist with student management and anti-social behaviour including bullying,
- Additional IT staff to manage and develop the school's IT network and infrastructure as well as assist students where necessary,
- Facilities staff to ensure that the College's infrastructure is a clean, safe, and welcoming place that's students feel secure and enjoy attending school.
- School wide positive behaviour resources

Our School Funds are fully committed in accordance with our approved priorities to achieve the best possible student experience and outcomes, based on community feedback.

For more detailed information regarding our school please visit our website at
www.rowvillesc.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 1780 students were enrolled at this school in 2022, 872 female and 908 male.

7 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
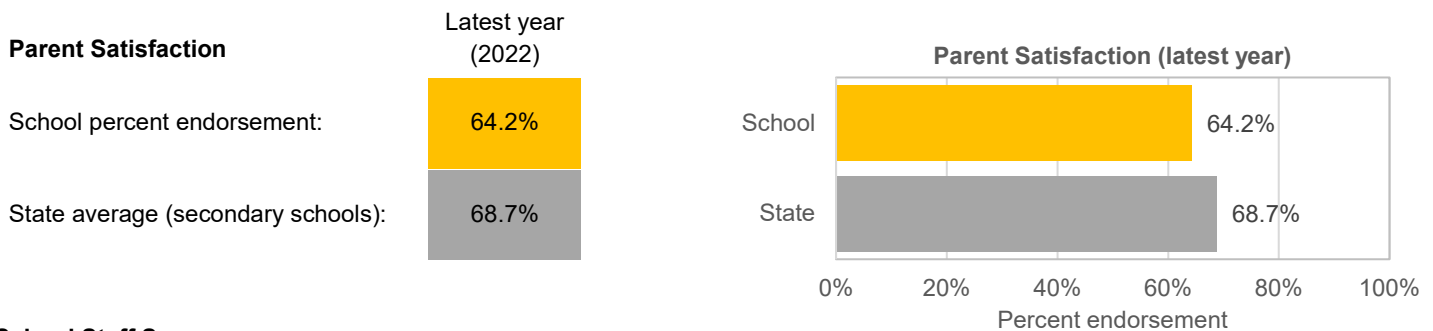
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
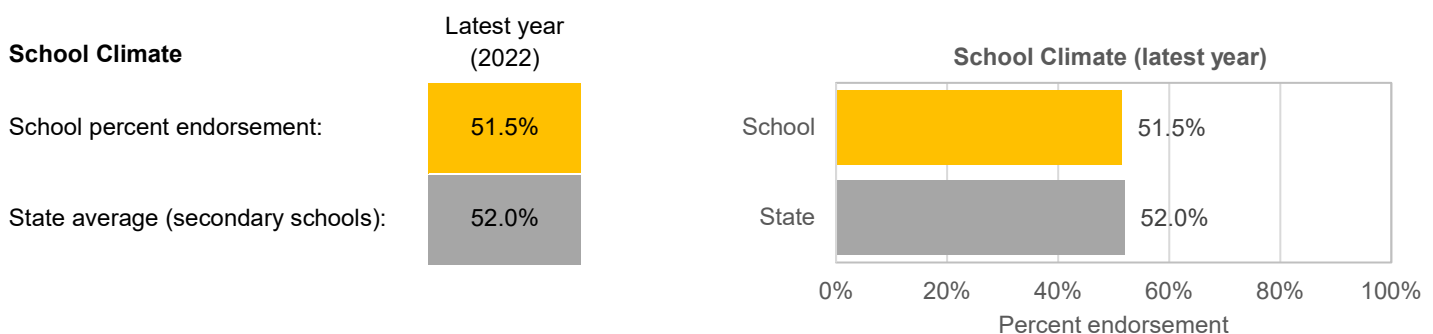
Parent Satisfaction	Latest year (2022)
School percent endorsement:	64.2%
State average (secondary schools):	68.7%

Parent Satisfaction (latest year)

	Percent endorsement
School	64.2%
State	68.7%

School Staff Survey

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

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

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

School Climate	Latest year (2022)
School percent endorsement:	51.5%
State average (secondary schools):	52.0%

School Climate (latest year)

	Percent endorsement
School	51.5%
State	52.0%

LEARNING

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

Teacher Judgement of student achievement

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

English **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	85.9%
Similar Schools average:	81.5%
State average:	76.3%

English (latest year)
Years 7 to 10

School	85.9%
Similar Schools	81.5%
State	76.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
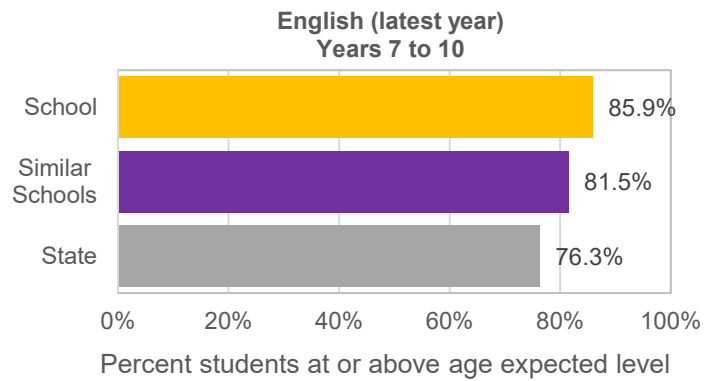
Mathematics **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	75.8%
Similar Schools average:	72.6%
State average:	67.4%
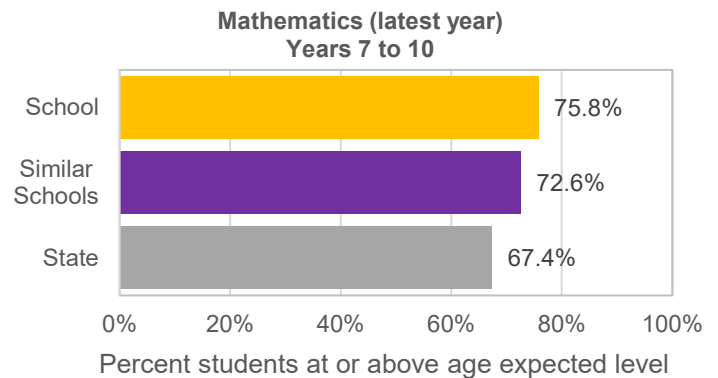
Mathematics (latest year)
Years 7 to 10

School	75.8%
Similar Schools	72.6%
State	67.4%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

LEARNING (continued)

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

NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
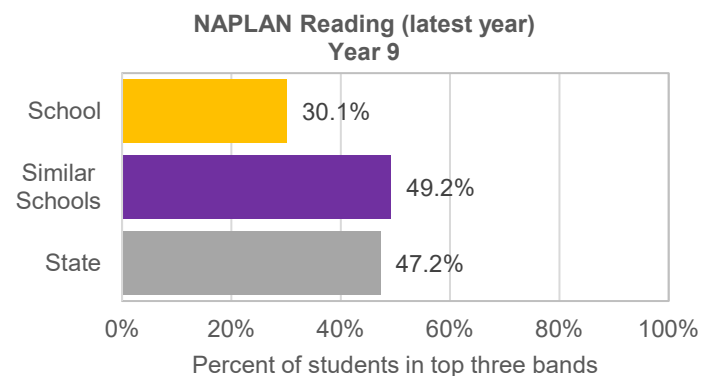
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	54.8%
Similar Schools average:	59.2%	60.9%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

School	46.7%
Similar Schools	59.2%
State	54.6%

Percent of students in top three bands
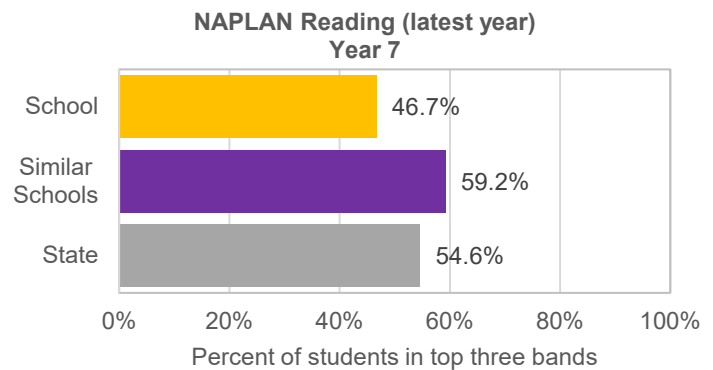
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.1%	35.9%
Similar Schools average:	49.2%	47.4%
State average:	47.2%	46.0%

NAPLAN Reading (latest year) Year 9

School	30.1%
Similar Schools	49.2%
State	47.2%

Percent of students in top three bands

Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.0%	58.7%
Similar Schools average:	57.6%	59.9%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

School	49.0%
Similar Schools	57.6%
State	52.5%

Percent of students in top three bands
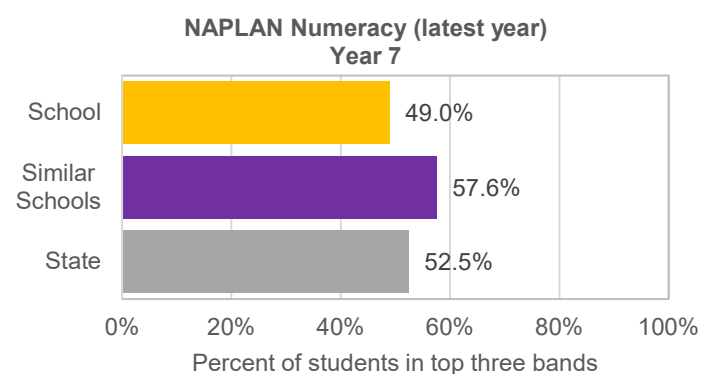
Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.4%	39.1%
Similar Schools average:	46.2%	47.2%
State average:	44.7%	45.6%
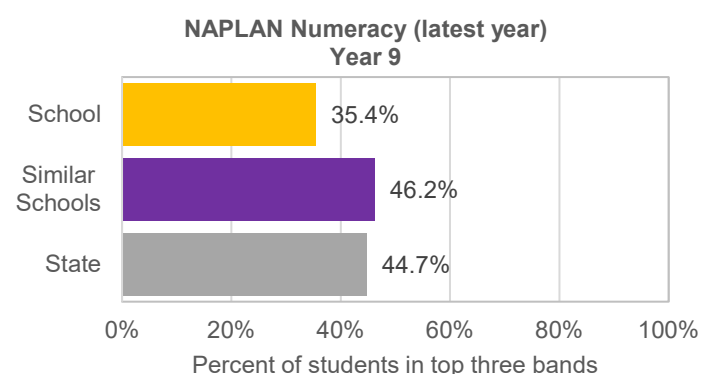
NAPLAN Numeracy (latest year) Year 9

School	35.4%
Similar Schools	46.2%
State	44.7%

Percent of students in top three bands

LEARNING (continued)

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

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	26.3	25.9
Similar Schools average:	28.7	28.6
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	26.3
Similar Schools	28.7
State	28.9
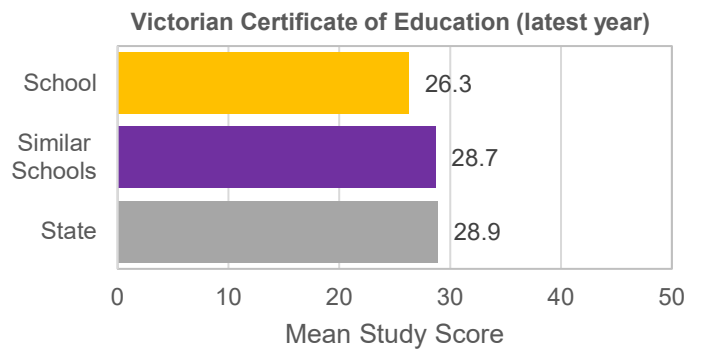
|	
Students in 2022 who satisfactorily completed their VCE:	96%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	39%
VET units of competence satisfactorily completed in 2022:	89%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	79%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

| Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	45.8%	50.2%
Similar Schools average:	45.5%	50.9%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12
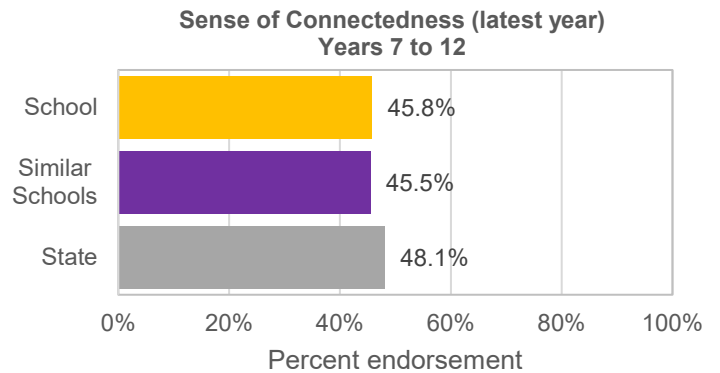
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	42.4%	47.3%
Similar Schools average:	46.6%	53.1%
State average:	48.6%	54.0%

**Management of Bullying (latest year) Years 7 to 12**
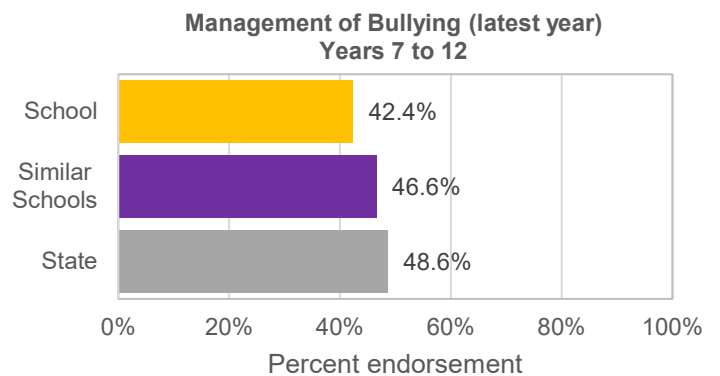
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	31.5	23.0
Similar Schools average:	27.2	20.2
State average:	27.7	21.8

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	31.5
Similar Schools	27.2
State	27.7
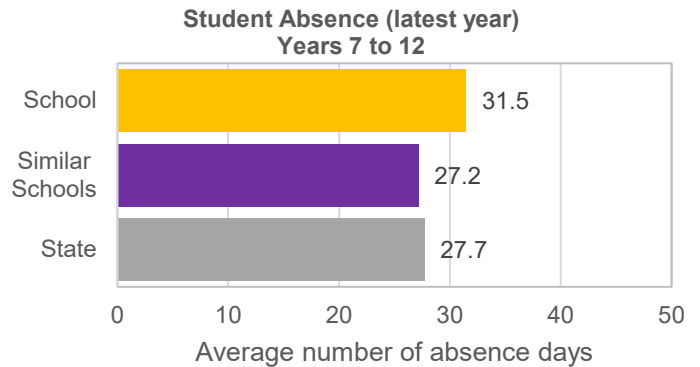
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	84%	81%	83%	85%	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 (2022)	4-year average
School percent of students retained:	74.4%	74.2%
Similar Schools average:	81.2%	80.8%
State average:	73.1%	73.0%

Student Retention (latest year) Year 7 to Year 10

	Percent of students retained
School	74.4%
Similar Schools	81.2%
State	73.1%
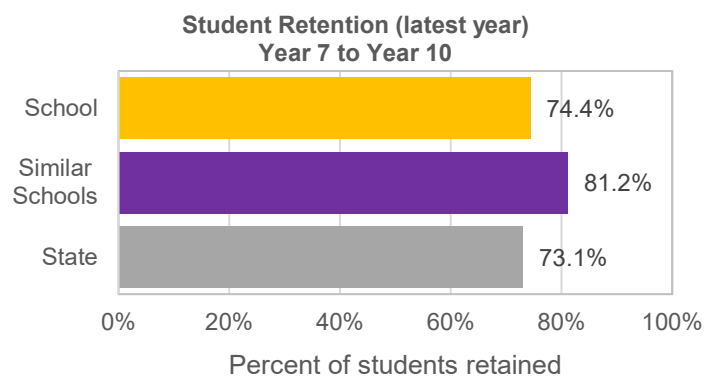
ENGAGEMENT (continued)

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*
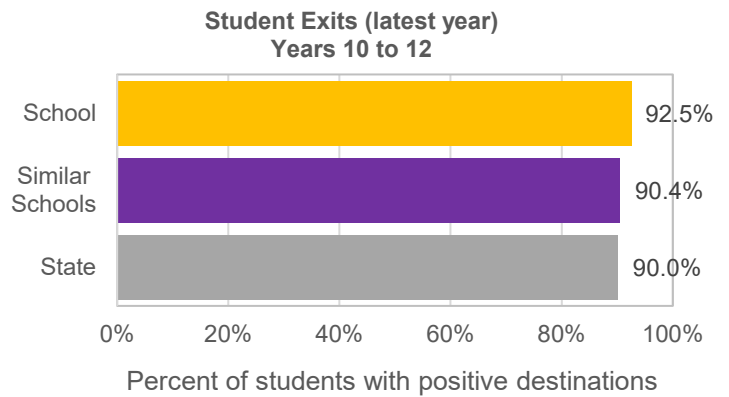
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	92.5%	90.0%
Similar Schools average:	90.4%	90.0%
State average:	90.0%	89.3%

**Student Exits (latest year)
Years 10 to 12**

School	92.5%
Similar Schools	90.4%
State	90.0%

Percent of students with positive destinations

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$18,869,077
Government Provided DET Grants	$1,666,786
Government Grants Commonwealth	$20,474
Government Grants State	$131,304
Revenue Other	$325,691
Locally Raised Funds	$4,868,010
Capital Grants	$0
Total Operating Revenue	**$25,881,343**

Equity [1]	Actual
Equity (Social Disadvantage)	$223,071
Equity (Catch Up)	$97,185
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$320,256**

Expenditure	Actual
Student Resource Package [2]	$19,442,027
Adjustments	$0
Books & Publications	$23,458
Camps/Excursions/Activities	$1,071,894
Communication Costs	$113,163
Consumables	$273,947
Miscellaneous Expense [3]	$321,700
Professional Development	$54,159
Equipment/Maintenance/Hire	$752,166
Property Services	$300,986
Salaries & Allowances [4]	$1,103,066
Support Services	$2,231,899
Trading & Fundraising	$81,122
Motor Vehicle Expenses	$5,642
Travel & Subsistence	$1,252
Utilities	$361,560
Total Operating Expenditure	**$26,138,040**
Net Operating Surplus/-Deficit	**($256,698)**
Asset Acquisitions	**$484,432**

(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 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$2,260,709
Official Account	$209,668
Other Accounts	$273,341
Total Funds Available	**$2,743,719**

Financial Commitments	Actual
Operating Reserve	$1,097,261
Other Recurrent Expenditure	$2,025
Provision Accounts	$41,231
Funds Received in Advance	$639,954
School Based Programs	$65,594
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$687,935
Repayable to the Department	$533,820
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	$675,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$3,742,820**

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