

# 2022 Annual Report to the School Community

School Name: Greensborough Secondary College (8750)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 08 May 2023 at 01:50 PM by Pauline Barker (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 09 May 2023 at 04:51 PM by Kate Lansbury (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- 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
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### 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)

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### 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.

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### 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.

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### 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

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## School context

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our moral purpose is described as "At Greensborough College we CARE". Our vision for learning is "Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see potential for excellence in every student." Our motto is "Strive for Excellence." Our values are, COURAGE, ASPIRATION, RESPECT and EQUALITY. The values underpin the School wide Positive Behaviour Support Framework (SWPBS) and are explicitly taught in the Social Emotional Learning Program called Connect from Years 7 to 9 and in cocurricular programs from Years 10 to 12.

In 2022 we had 466 students enrolled, 196 females and 270 males. 4 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander. Our College enrolments have drawn from a wide and diverse geographic area. Our Year 7 cohort enrolments have increased each year since 2019 and we expect this trend to continue due to the positive changes that have occurred in the College, including over 30 million dollars invested in the buildings, facilities and sporting fields. The positive learning environment will contribute to making Greensborough College, the School of Choice.

In 2022 Greensborough College had a Student Family Occupation and Education (SFOE) band value OF Medium. This describes the socio-economic disadvantage as medium.

Our equity-funded students' category consisted of 136.6 (30%) students. We had 16.5 (5%) PSD (Program for Students with Disabilities) students and 2 students in out of Home Care.

The staffing profile included 1 Principal, 2 Assistant Principals, 36.82 EFT Teachers and 2.03 EFT Education Support Staff. We are an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health. A wide range of Victorian Certificate of Education (VCE) subjects including a strong Vocational Education and Training in Schools (VETis) program runs parallel to our Victorian Certificate of Applied Learning (VCAL) program, offering students diverse futures pathways. We have a fully fitted-out VET automotive centre, which is utilised by the VETis cluster program and students undertaking electives in automotive and engineering. We offer a high level Athlete Development Program (ADP) which had 110 students enrolled in a curriculum program, strength and conditioning training programs and coaching programs (Tennis, Basketball and Australian Rules Football).

We offer a wide range of inter-school sporting and co-curricular activities including a full camps program, Musical Instrumental Program, School Production, Debating, Outdoor Education, Community Involvement, Student Leadership, Student Achievement Celebrations, and a range of new clubs that emerged last year in response to the students returning to school after extended remote learning.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use sms, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time and we have established attendance policies for all students and VCE/VCAL students specifically. We offer a broad curriculum and co-curriculum program as stated, to engage students.

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

### Learning

#### Curriculum Documentation

Templates have been developed to assist all teachers to document curriculum. There is a curriculum map for each learning area, unit planners and lesson plan templates. The Teaching and Learning Team has led this work with the Domain Leaders and teaching teams. A Curriculum Committee has been formed and meets three times a term. The work here feeds into Domain team meetings, which occur more frequently during the term. The Professional Learning Community (PLC) Cycle is also a forum for this work to be done. The process of continually documenting curriculum ensures consistency in teaching and learning across the school.

**Differentiation and Formative Assessment**

When everything was changing we had an opportunity to change things. During remote learning the school began its focus on differentiation and formative assessment. This was the perfect time to address this really critical pedagogy. Professional Learning was delivered to teachers. The conversation has now turned to continuous reporting which will be implemented in 2023. A real focus is on shifting practice away from only summative assessment to formative assessment by providing professional learning for staff around modifying lesson delivery and assessment. Teachers are using formative assessment data in their PLC meetings.

**Student learning growth**

Essential Assessment is being used to monitor student growth and inform planning for learning. Every student in Years 7 to 9 have set student goals and there is a process in place to review and evaluate goals throughout the year.

Middle Years Literacy and Numeracy (MYLNs) students use the Insight template on Compass to set and track literacy, numeracy and social-emotional goals, while students in the Tutor Learning Initiative (TLI) program review their goals in the Connect program.

The new Individual Education Plan (IEP) and the process has refocused teachers and students onto the importance and relevance of IEPs. We are talking more about agency in learning and this is now a part of the narrative around student learning and differentiation.

Sub school meetings focusing on range of student achievement and behaviour data with a collective approach to developing strategies to support students.

**VCE Improvement Strategies**

We continued to focus VCE teachers on analysing student data, by facilitating data conversations with them around past VCE results and setting new teaching goals for the current year. This relentless focus on examining VCE results has led to improvement in the overall school study score. We have supported students by conducting after school study sessions to improve results and to assist some students to achieve satisfactory progress. We introduced intervention processes when students are at risk of not achieving at expected levels and we have changed the language from "risk of failure" to "Possible N (Not Satisfactory)". We supported students with their pathways choices and introduced rigorous application process for non-scored VCE students.

Time has been given to VCE staff to look at changes to study designs and to develop scope and sequence documents. We are starting to mirror the curriculum documentation process required for Years 7-10 in the senior years for both the VCE and Vocational Major.

**Wellbeing****School Wide Positive Behaviour Support (SWPBS)**

This has been the biggest enhancement to the school improvement journey. The matrix is visible and known to all students. They are explicitly taught the values and behaviours in their classes and the values are visible throughout the school. SWPBS practices are built into our response to student behaviour. We have developed a staff handbook to assist staff how to use the SWPBS strategies and there is also a student and parent handbook which can be accessed via the website. Visual displays of SWPBS matrices are in all classrooms and key areas around the school. These need to be reviewed in terms of visual aesthetics and acuity. However, it has been a valuable resource for teachers and students to continually reference the college values and acceptable behaviours. Staff professional learning was delivered on how to build students' wellbeing and how to assist students with minor wellbeing issues in the classroom

Minor and major behaviours are documented on compass. During Sub School Pedagogy Team meetings, the Lead Teachers presented workshops on what minor and major behaviours looked like and how to document these on COMPASS. The implementation of the merits associated with students exhibiting pro-social behaviours aligned with the college values has been really successful. Nearly 10,000 merits were allocated to students for the year. The merits can be exchanged for tangible rewards such as canteen vouchers, books, sporting equipment or stationery. The merit system has also extended to awarding students with certificates and values badges. Students also contribute to who receives a values badge - they vote for their peers in each of the values' categories. This enhances student voice and builds in students the notion of high expectations and high achievement.

### **Respectful Relationships (RR)**

We are a lead school and we have been applauded by the region for our leadership and work in this area. We have embedded RR and SWPBS into the Connect (Social Emotional Learning) curriculum (7-9), in Health and the VCAL/Vocational Major. The curriculum documents are on MS Teams and can be accessed by staff. This ensures consistency of practice across the junior school in the delivery of the RR and SWPBS. Feedback from the NWVR Region is that the College is achieving fidelity in its implementation of the SWPBS. Our results in 2022 show an increase to 80% fidelity.

Whole year level consent workshops and wellbeing workshops were delivered focusing on building community strength. These were the Man Cave Program and She Shed Program. These programs are now part of the Wellbeing Activities Calendar

### **Inclusion - LGBTQ, ATSI**

We are also leaders in this area, flying the rainbow flag creating a safe and inclusive environment where students can be who they want to be. We run a Rainbow Club weekly. We fly the Aboriginal flag and we acknowledge country at all meetings and events on and off site. Staff have had the CUST training and we are investigating using indigenous names for our buildings. We run the Deadly Choices program and we utilise our KESO liaisons in the Department.

### **Wellbeing Team**

The inclusion of Mental Health Practitioner, School Chaplaincy Program and a Youth Worker has enhanced the capacity of the team. A new referral process was developed and being used by staff. There are flowcharts that have been produced describing the process which are located on MS Teams. In 2023 we are implementing the Berry Street Education Model. Implementation of minor and major chronicle entries have also contributed to early intervention. Year Level Leaders are identifying students earlier using the chronicle data and implementing targeted strategies for students. Students' mental health and wellbeing will be improved with resilience (reduced number of minor issues reporting to wellbeing). Help seeking resources are on display - posters have been placed on noticeboards in the junior and senior schools, canteen and wellbeing centre – and this builds student esteem, ownership and resilience around their own wellbeing.

Comparatively our students report high levels of approval in most of the indicators on the Student Attitudes to School Survey. Their connectedness to school is higher than similar schools and their perception of the management of bullying is positive. This is due to our consistent and refined processes within the SWPBS and RR program.

## **Engagement**

### **MS Teams**

Implemented with staff as a platform to communicate and share. Some teachers began using the platform with their classes in 2022 and we aim to increase this in 2023.

### **Implementation of a Social Emotional Learning Curriculum.**

Documented curriculum for Year 7, 8 and 9 Connect Program that includes curriculum around mental health, wellbeing, School Wide Positive Behaviour Support, Respectful Relationships, positive psychology, careers and pathways planning and school values.

### **Athlete Development Program**

A curriculum program for students who want to improve their physical capacity to undertake their sport at a higher level. It is focused on strength & conditioning and it includes coaching in Australian Rules Football, Soccer, Tennis and Basketball. Over 130 students in the school are in the program and the attendance rates of students in this program are the highest in the school. The program is supported by highly credentialled school staff and coaches and outstanding facilities.

### **Individual Education Plans - (IEPS)**

Newly created IEPS and a process that ensures that all students eligible for an IEP actually have one and it is referenced regularly by teachers in classes and families in support group meetings. Students have agency over their own learning and contribute to setting goals and evaluating their own performance.

**Co-curricula engagement programs**

Staff at the College have been amazing in the way they have set about to make school exciting and fun again and to help young people connect to each other. We have relaunched our clubs and programs and they include the following regular lunchtime clubs:

- Rainbow Space
- Book Club
- Dungeons and Dragons
- Electronic Games
- Chess
- Art Club
- Science Club
- Gardening Club

We have rebooted the library program with the employment of new staff and a vision around the library being the centre of the school, not only geographically but spiritually. The library is now a hub hosting many students at recess and lunchtime who are participating in reading, clubs and activities.

We have been strategic with ensuring that we run a school production with students from across all year levels participating. We also relaunched the music concerts, the Art Show and the Valedictory Dinner and increased the number of excursions and camps. Students also asked for a Year 10 formal which is now scheduled for a combined Year 10 and 11 Formal, in May 2023.

We are listening to the students who want to experience the rites of passage that were a valued part of the school program prior to the Covid years.

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**Other highlights from the school year****School Pride Buildings**

Stage 1 and 2 of the building program and the sporting fields have been completed, with a total of over \$30 million spent on the school's facilities. New fences have been installed around the site improving the aesthetics and the safety and security of the students, staff and facilities. The new learning environments include Administration Building, Library with 5 general purpose classrooms, Science classrooms and laboratory, Multipurpose building that houses the Senior Study Centre, general purpose classrooms and Art classrooms, Food Technology Centre, Performing Arts Centre, Canteen and Wellbeing Centre. The Sports Stadium comprises a full court basketball court and electronic scoreboard. The School has provided its own resources to create a High Performance Centre, which is a fully fitted out gym that supports the Athlete Development Program and we have upgraded classrooms, locker bays and created outdoor learning spaces with shade sails. The school has had a complete makeover and this has enhanced student connection, engagement and pride.

**Uniform**

The new uniform was introduced in 2020, comprising of a new colour palette and design and a wardrobe offering flexibility and choice. The PE uniform, in particular, has been complimented by neighbouring schools. We will continue to listen to the students as we embark on some variations in 2023.

**Values**

Our new values were introduced in 2019 and have been embedded in practice. They underpin the School Wide Positive Behaviour Matrix and they are explicitly taught in the Connect Program. The values are referred to everyday and form the conversations with students and families around student engagement and behaviour. The merit system is linked to the values. Students can receive merits for demonstrating behaviours linked to the values. These are recorded on Compass and students can exchange merits for rewards and receive certificates when they have accrued merits.

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## Financial performance

In 2022 the Student Resource Package was in deficit with the College managing this deficit. Student numbers are beginning to grow with numbers increasing in the Year 7 cohorts each year.

To manage the deficit, a number of strategies have been implemented including declaring Teachers and Education Support Staff excess to requirements and developing a new College Organisational Structure. Strategies to increase student numbers include promoting the school in different ways, through primary students spending a Day at Greensborough College, Expos, School Tours and Community Engagement. A greater emphasis was on social media platforms and our website during the pandemic. A virtual tour of the school was created and available on the website. We have also produced a new prospectus and we conducted a letterbox drop in the Greensborough College zone.

The completion of \$30 million building program in February 2022 has enhanced the school's presence and reputation in the local community. There has also been an increase in enrolments into the Athlete Development Program with more than 130 students enrolled in the program in 2022.

In terms of Equity Funding the College received \$184 816 which was acquitted through Instructional Leadership and Assessment tools in Literacy and Numeracy and \$369 855 of Program for Students with Disabilities (PSD) funding acquitted through Staff (Principal Class and Education Support) leadership of the program and classroom support staff. The Middle Years Literacy and Numeracy Support (MYLNS) Program was funded at \$301 383 which was acquitted towards improvement teachers, who worked with targeted students, and capability teachers, whose role it was to provide professional learning and coaching to other teachers in the strategies being implemented. The Tutor Learning Initiative was funded at \$160 856 and this was acquitted towards teachers who tutored identified students in literacy and numeracy.

**For more detailed information regarding our school please visit our website at**  
**<https://www.greensc.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 466 students were enrolled at this school in 2022, 196 female and 270 male students.

4 percent of students had English as an additional language and 5 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).

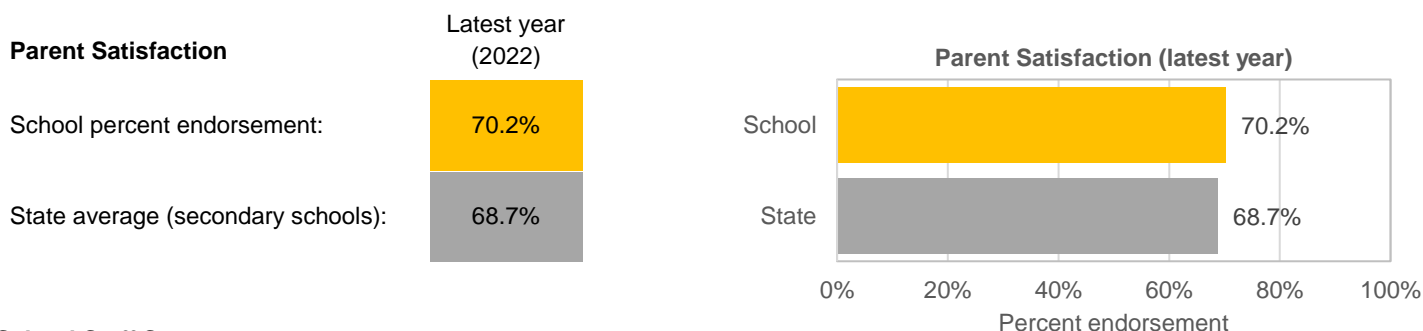
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The 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.

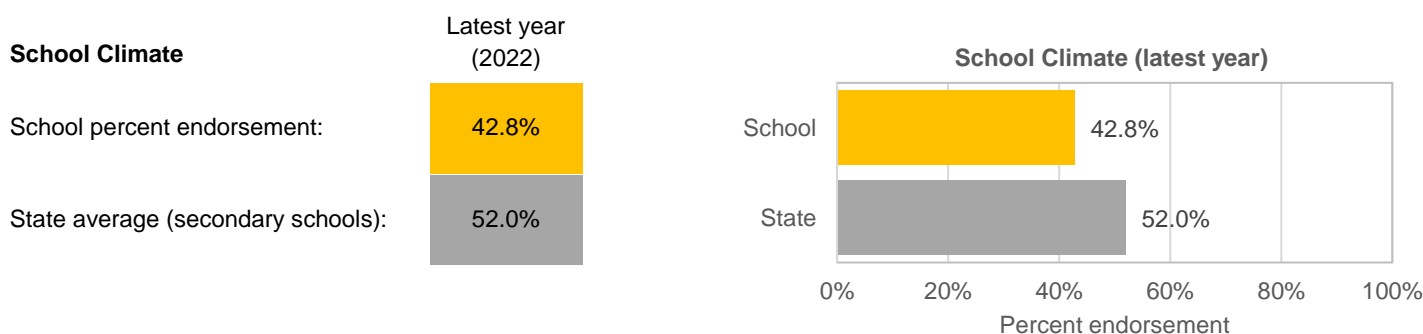


### School Staff Survey

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.



## 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:

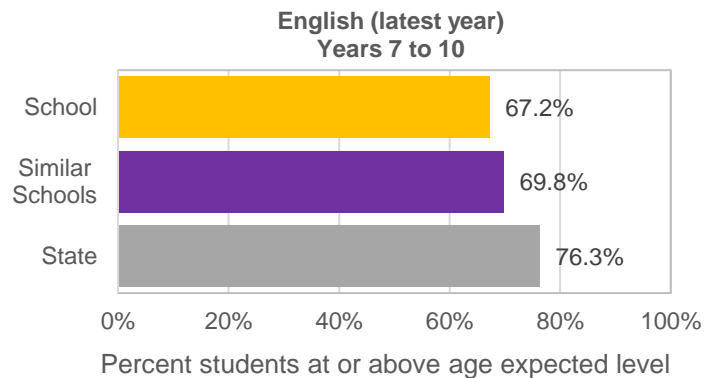
67.2%

Similar Schools average:

69.8%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

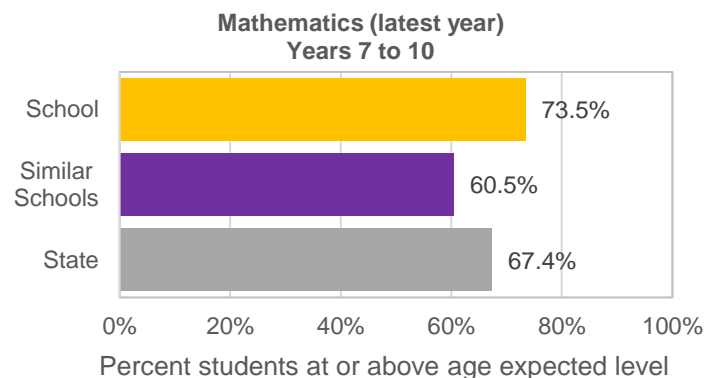
73.5%

Similar Schools average:

60.5%

State average:

67.4%



## 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.

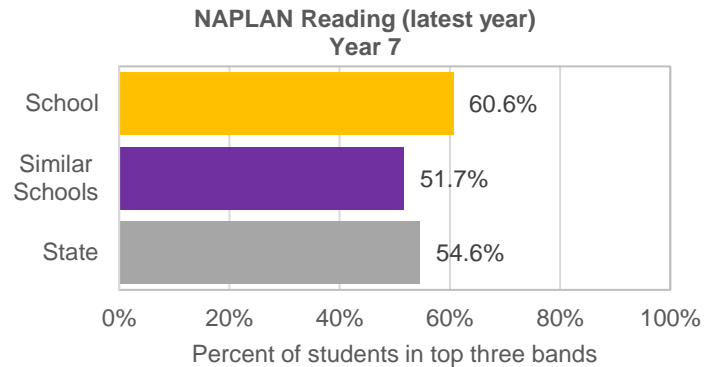
### NAPLAN

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.

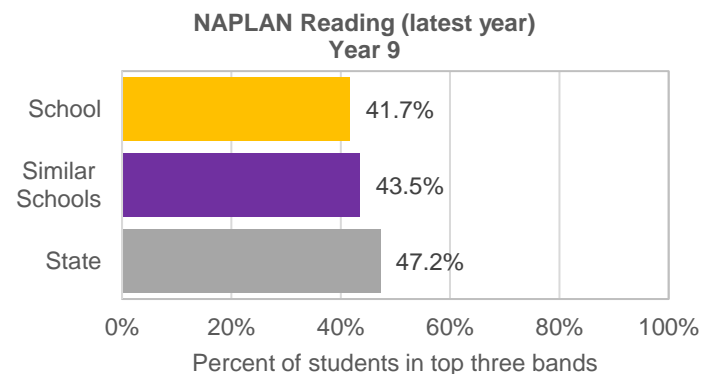
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.6%	55.9%
Similar Schools average:	51.7%	52.1%
State average:	54.6%	55.3%



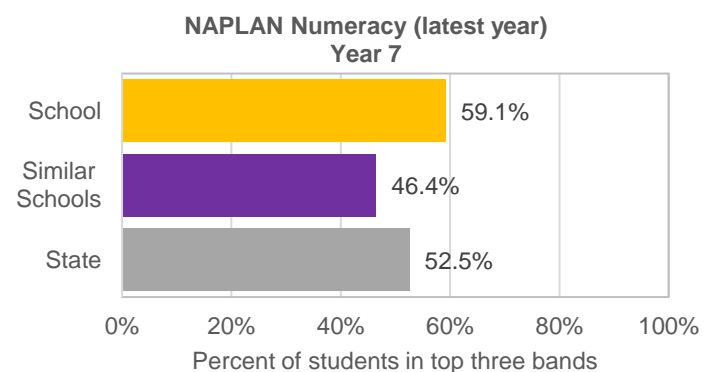
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	42.4%
Similar Schools average:	43.5%	41.5%
State average:	47.2%	46.0%



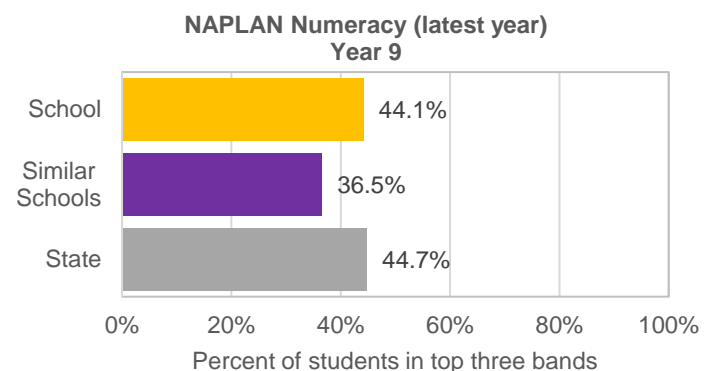
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	51.0%
Similar Schools average:	46.4%	49.6%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	38.8%
Similar Schools average:	36.5%	38.0%
State average:	44.7%	45.6%



## 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

27.5

26.6

Similar Schools average:

26.5

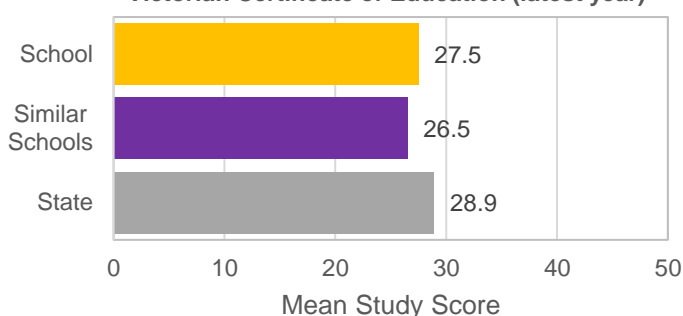
26.5

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

91%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

53%

VET units of competence satisfactorily completed in 2022:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

76%

## WELLBEING

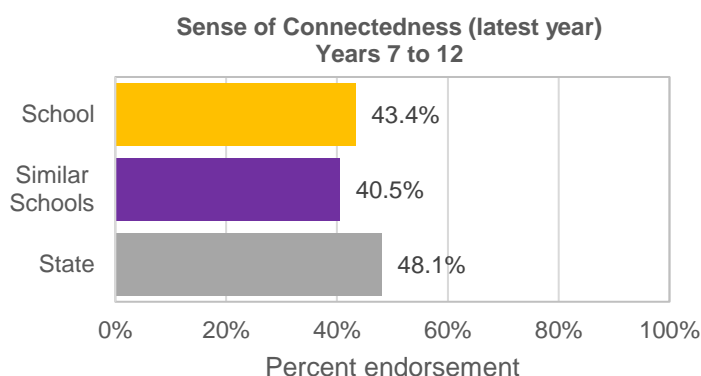
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The 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:	43.4%	52.4%
Similar Schools average:	40.5%	45.5%
State average:	48.1%	52.5%

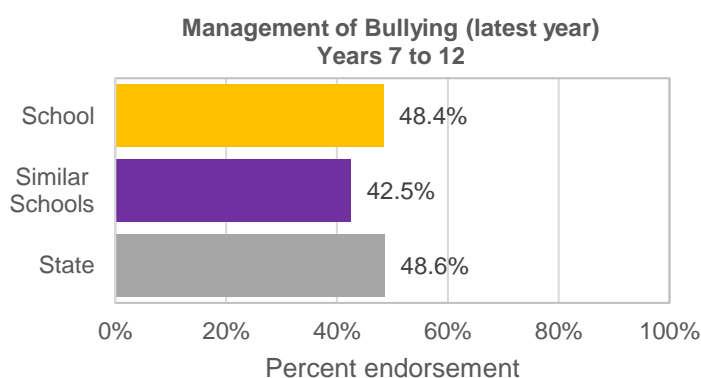


### Student Attitudes to School – Management of Bullying

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:	48.4%	57.9%
Similar Schools average:	42.5%	48.9%
State average:	48.6%	54.0%



## ENGAGEMENT

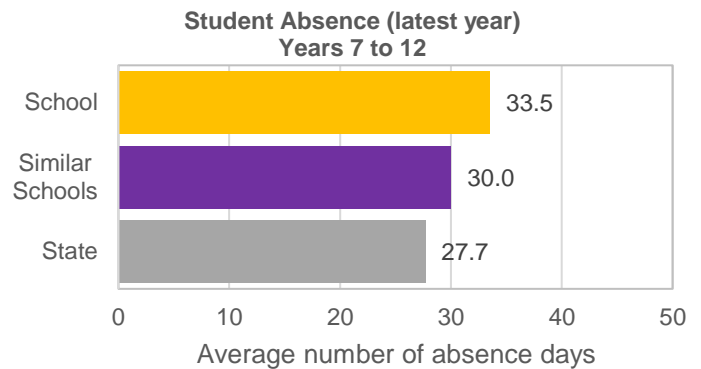
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	33.5	28.5
Similar Schools average:	30.0	24.0
State average:	27.7	21.8



### Attendance Rate (latest year)

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

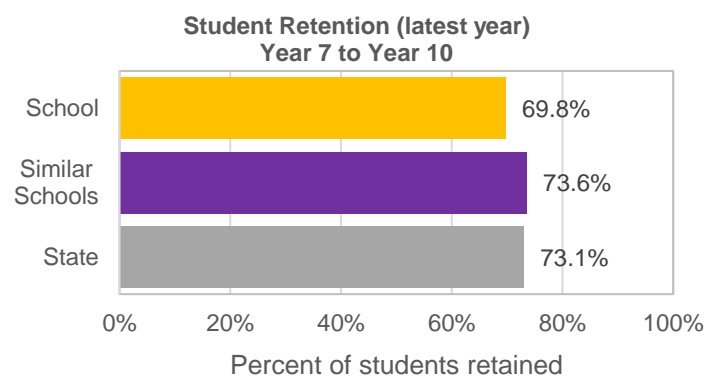
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	86%	81%	80%	83%	84%	85%

### 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:	69.8%	70.4%
Similar Schools average:	73.6%	73.1%
State average:	73.1%	73.0%



## 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:

96.6%

94.6%

Similar Schools average:

87.2%

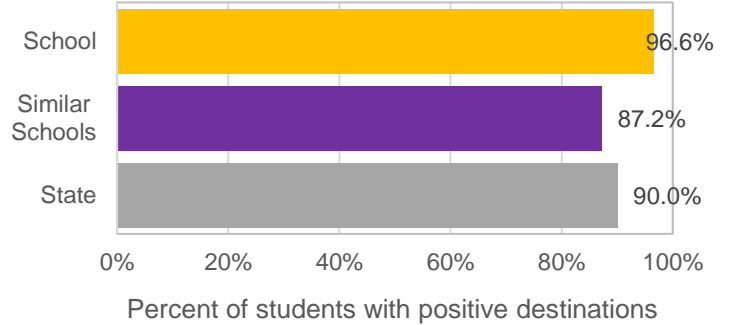
87.2%

State average:

90.0%

89.3%

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





# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,681,528
Government Provided DET Grants	\$860,755
Government Grants Commonwealth	\$10,236
Government Grants State	\$2,500
Revenue Other	\$116,116
Locally Raised Funds	\$491,581
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,162,716</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$151,950
Equity (Catch Up)	\$32,866
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$184,816</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,942,813
Adjustments	\$0
Books & Publications	\$4,990
Camps/Excursions/Activities	\$76,058
Communication Costs	\$15,683
Consumables	\$120,117
Miscellaneous Expense <sup>3</sup>	\$133,434
Professional Development	\$23,141
Equipment/Maintenance/Hire	\$316,052
Property Services	\$69,258
Salaries & Allowances <sup>4</sup>	\$152,483
Support Services	\$217,665
Trading & Fundraising	\$8,435
Motor Vehicle Expenses	\$7,312
Travel & Subsistence	\$0
Utilities	\$100,824
<b>Total Operating Expenditure</b>	<b>\$7,188,265</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$25,549)</b>
<b>Asset Acquisitions</b>	<b>\$36,064</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$728,698
Official Account	\$20,087
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$748,785</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$198,589
Other Recurrent Expenditure	\$31,915
Provision Accounts	\$0
Funds Received in Advance	\$75,369
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,091
Repayable to the Department	\$280,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$155,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$748,964</b>

*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.*