

2023 Annual Report to the School Community

School Name: Cranbourne Secondary College (7747)



CRANBOURNE
SECONDARY COLLEGE

- 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 25 April 2024 at 11:51 PM by David Caughey (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 11:16 AM by Paula Sharp (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

Cranbourne Secondary College is a large single campus, Years 7 to 12 secondary school located in the heart of Cranbourne. In 2023 the College enrolments included 1268 students, with a close to even balance of male (49.5%) and female (50.5%) students. Of the total student population, 39% consisted of a family language background other than English and 2% of students with an indigenous family background.

The vision of the College is *'To develop empowered learners who grow, contribute meaningfully and enjoy life'*. The mission statement of the College is *'To equip learners for a fulfilling life by developing their intellectual, social, emotional and moral intelligence'*. This vision includes the school values of *Learning, Care, Contribution and Community*. Our Vision and Values is also supported by an excellent commitment to School Wide Positive Behaviour Support (SWPBS), where the College was awarded silver recognition in 2022 and is currently awaiting the outcome of an application for gold recognition in 2023.

The overall number of staff at the College in 2023 was 151.5 FTE. The breakdown of this includes 104.5 teaching staff and 47 ES staff. The 'School Family Occupation and Employment' (SFOE) index was 0.6086. This measure indicates that students have a higher likelihood of experiencing disadvantaged circumstances in relation to their educational outcomes. In 2023 the College continued to focus and build on our strong history of forging positive relationships to enable high quality learning and wellbeing outcomes for students. Strategic resourcing of both teaching staff and non-teaching staff supported our focus on local and statewide priority areas of student Learning and Wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College goals and key improvement strategies relating to improved student learning, focus on the following:

- Strengthening the school community understanding and application of student learning data.
- Further embedding of the College instruction model.
- Continuing to build teaching staff professional learning communities (PLC) with enhanced opportunities for peer and classroom observation.

These Key Improvement Strategies have been included in the Annual Implementation Plan (AIP) since 2021 and again provided strategic direction in the 2023 AIP.

Through 2023 the college continued to implement and support a common instructional model as well as common curriculum design, review and moderation strategies across subjects and year levels. Structured and formal moderation sessions for years 7-10 were undertaken quarterly and included direct student voice input with students attending a range of PLC sessions with teachers to discuss curriculum design, pedagogical strategies, assessment methods and deidentified results. Peer and Classroom observations were also implemented with consistency and were used to inform individual, learning area and whole staff professional learning foci.

Our NAPLAN student participation percentage in 2023 was 92%. The relative growth from Years 7 to 9 across Numeracy, Reading and Writing was in line with state and similar school percentages. In terms of national comparison, the My School website indicates that when compared with students of a similar background nationwide, our Year 9 average results are above and well above in all categories. Year 9 Writing results are particularly strong when compared to both state and national similar students and schools.

The Victorian Certificate of Education (VCE) mean study score at the College in 2023 was 25. While this mean score is below the state average mean of 30, the staff and school community is committed to providing an inclusive approach to VCE enrolment as evidenced by a very high percentage of students pursuing a study score for all of their VCE subjects. The percentage of students undertaking VCE with a study score in 4 or more studies was 94%. This figure is 8% higher than the state and 13% higher than similar schools. These figures demonstrate that the College has a very small amount of students completing an 'unscored' VCE. The school climate percentage endorsement of 60% for 2023 was a 23% increase on 2022 and was also above the state average by 3% and 5% above similar schools.

Within the school Climate module there are several categories that are included as specific success measures linked to the College Strategic Plan. Targeted Professional Learning alongside Peer and classroom observations have been key drivers in improvement in practice that is reflected in growth across all of these categories.

The following categories are linked to our College Strategic Plan and with the exception of Instructional Leadership all of them sit with the School Climate module:

Academic Emphasis has risen from 18% positive endorsement in 2019 to 41% in 2023. This figure is now equal to the state average and 3% higher than similar schools.

Collective Efficacy has risen from 23% positive endorsement in 2019 to 52% in 2023. This figure is now equal to the similar schools and 3% below state average.

Collective Responsibility has risen from 45% positive endorsement in 2019 to 77% in 2023. This figure is now 5% above both similar schools and the state average.

Instructional Leadership has risen from 29% positive endorsement in 2019 to 62% in 2023. This figure is now 5% above the state average and 4% above the average of similar schools.

Parent and Community Involvement has risen from 32% positive endorsement in 2019 to 61% in 2023. This figure is now 7% above the state average and 11% above the average of similar schools.

Wellbeing

The College goals and key improvement strategies relating to improved student wellbeing, focus on the following:

Further embedding of the School Wide Positive Behaviour Support framework

Development of a plan to improve Home, College and Community partnerships.

Informed by the Multi-tiered System of Support (MTSS) framework the college continued to implement and strengthen our approach to student wellbeing, intervention programs, supports and processes. This work was awarded a Finalist Victorian Education Excellence Award in 2023.

Our key Tier 1 strategy continues to be School Wide Positive Behaviour Support (SWPBS) where the college was awarded silver recognition for the third year in a row. The college continued to implement prevent, teach, reinforce plans applied to the whole school. In addition to this the college began the implementation of SWPBS Effective Teaching and Learning Practices (ETLPs) into our professional learning program to strengthen the implementation of FISO 2.0 in regard to both the Teaching and Learning and Student Wellbeing and Engagement programs. The SWPBS approach undertaken at the College was also shared with the broader Victorian Education community via a case study completed by the Department of Education. (<https://www.vic.gov.au/SWPBS>) This work was further supported by beginning the implementation of the Berry Street Education Model (BSEM) – see engagement section below.

The Tier 2 Student Wellbeing programs and strategies continued and expanded through 2023. These programs included combinations of external providers and partners as well as college specific and tailored programs to meet the needs identified through data analysis. Tier 3 wellbeing supports were also implemented to meet student needs. Student self-advocacy in the form of self-referrals for individual support continued to steadily grow.

The categories drawn from the Attitude to School Survey (AToSS) data in relation to this report and the College School Strategic Plan include, Sense of Connectedness, Teacher concern, Self-Regulation and Goal Setting, Respect for diversity and Management of Bullying.

Across all of these AToSS categories the college is similar to state levels of percentage endorsement. The most notable improvement is in the Respect for Diversity section where data shows a 9% improvement in student endorsement between 2019 and 2023. Over the same 5 year period, the percentage endorsement for student sense of connection at the College has reduced from 45% to 40%. While this is not the desired or planned result, it is noted that this has occurred in the context of state level averages in this category falling by 10% from 55% to 45%. This pattern also extends to the management of bullying measure where the school was 14 percentage points below the state in 2019, it is now only 2 points below state average.

The School Strategic Plan work related to improving Home, College and Community partnerships also overlaps with engagement improvement - see engagement section below.

Engagement

The College goals and key improvement strategies relating to improved engagement, focus on the following:

- Review the college vision and values to develop a more positive climate for aspirational learning.
- Build teacher capacity to give students an authentic voice in their learning and to become more self-regulated learners
- Review, develop and implement improved pathways and transitions processes for all students
- Embed the whole college SWPBS framework to support improved social and emotional wellbeing
- Develop and implement a whole college plan to enhance the effectiveness of home/college/community partnerships, particularly in relation to improving student wellbeing and connectedness.

Vision and Values revision continued through 2023 with a focus on embedding these into celebrations and assemblies as well as communications with families and the wider community. Student Voice and Agency in learning has continued to be enhanced through introduction of student representation at moderation sessions where students were involved in giving feedback to their teachers about their recent assessments. A Principals Reference group occurred regularly in 2023. Student leaders also used AToSS data to develop a Professional Learning session for staff. Positive Pathways and Transitions education at the College continued to evolve into, through and beyond the College. Our pathways approach with students is reflected in the very strong data

for students exiting to further education or employment. The College improved from 2022, with 94.9% of students exiting to further education or employment in 2023. The College continued to be a Head Start hub in the outer southeast as well as providing a strong range of VET learning pathways for students. The College embedded the Alumni program that began in 2022, in partnership with the 'Our School' attached to the Victorian Association State Secondary School Principals. The Alumni program involved past students returning to the College to work with our current students regarding pathways education - further details of this work is listed in the highlights section of the report. Some key measures taken from our Strategic Plan that relate to engagement include Attendance and Attitude to School Survey data in the following categories: Student Voice and Agency, Self-Regulation and Goal Setting, Motivation and Interest, Differentiated Learning Challenge and Stimulating Learning. All of the AToSS measures remained steady and were comparable with similar schools as well as all being above the state average. Student attendance unfortunately did not improve in 2023 with the College having a higher than average amount of absence days per student. It appears that the rate of this rise is comparable to state and similar school trends. Further refinement of the College Attendance Improvement Plan and procedures is currently being developed and will launch in 2024.

Other highlights from the school year

Cranbourne Secondary College has achieved numerous significant activities and highlights that have brought positive benefits to both the school and its local community. The Show Up talent show provided a platform for students to showcase their diverse talents, fostering a sense of community and celebration within the school. It not only highlighted individual skills but also promoted collaboration and appreciation for the performing arts. The school production, "Indelible Ink," left a lasting impression on both the performers and the audience. Through creativity and teamwork, students brought the homegrown original script to life, entertaining and inspiring their peers and the community. The 4 Cs and Eid Cultural Festivals celebrated cultural diversity and inclusivity, promoting understanding and appreciation among students and the wider community. By showcasing different cultures through performances, food, and activities, Cranbourne Secondary College fostered a sense of belonging and respect for all. The Arts and Media festival highlighted the creative achievements of students in various artistic mediums, providing them with a platform to express themselves and share their talents with others as well as promoting the importance of arts education in the school curriculum.

The Premiers Reading Challenge (PRC) along with a Writers collective was used as vehicles to promote Literacy and a love of reading and writing. With additional promotion and recognition the PRC in 2023 was an outstanding success with the amount of books read tripling from 644 to a little over 2000. The amount of students who undertook the challenge moved from 390 to 555 and the amount who completed the challenge moving from 14 to 40. Successful students enjoyed a celebration event along with a parent.

Celebrating excellence in academic and community achievement through student-led assemblies has been a feature of each school term. These events empower students to recognize and celebrate their peers' accomplishments, fostering a positive school culture built on recognition and encouragement. The Model United Nations conference demonstrated the college's commitment to global citizenship and diplomacy. It provided students with an invaluable opportunity to engage in international issues, develop leadership skills, and collaborate with peers from diverse backgrounds and schools. The ICUP program strengthened the college community ties and created opportunities for students to contribute to the wider community.

These activities and highlights not only showcase Cranbourne Secondary College's commitment to excellence but also its dedication to nurturing well-rounded students who are engaged in their communities and equipped to make meaningful contributions to society.

Financial performance

The overall financial position of the College is positive. Income from the government was supplemented through our parent funded materials services. The collection rate of these contributions from parents XXXXXX percentage?

Equity funding was targeted towards a broad range of programs and initiatives to support improvement in student resourcing and learning and wellbeing outcomes. Equity funding contributed to additional staffing in Literacy and Numeracy, Student Wellbeing staff and programs, as well as additional school leadership and positions of responsibility. Equity funding was also applied to professional learning and student equipment and uniform resourcing. Additional funding beyond the SRP included Middle Years Literacy and Numeracy Strategy, (MYLNS), Tutor Learning Initiative (TLI), English as an Additional Language (EAL) and Career Education Funding (CEP) For each of these areas funding was applied to implement various combinations of, smaller classes, staff resourcing and professional learning.

For more detailed information regarding our school please visit our website at
<https://cranbournesc.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 1268 students were enrolled at this school in 2023, 640 female and 628 male.

39 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

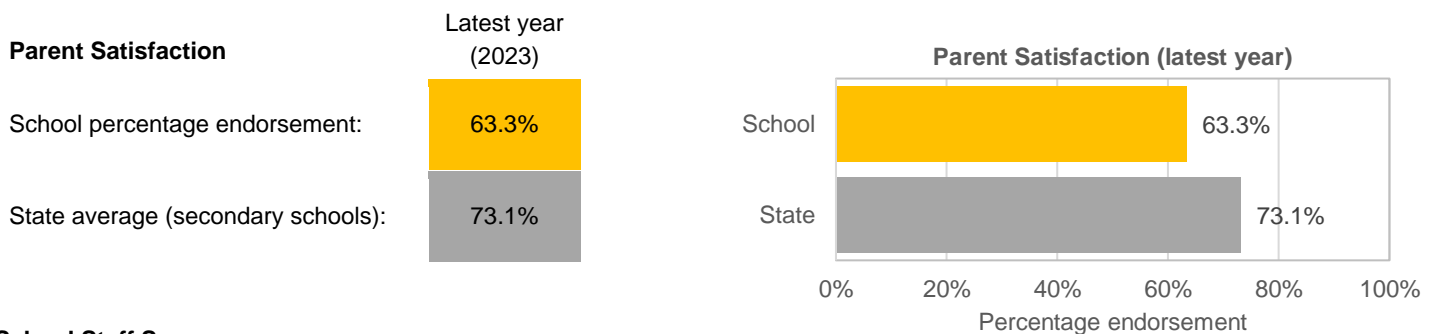
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

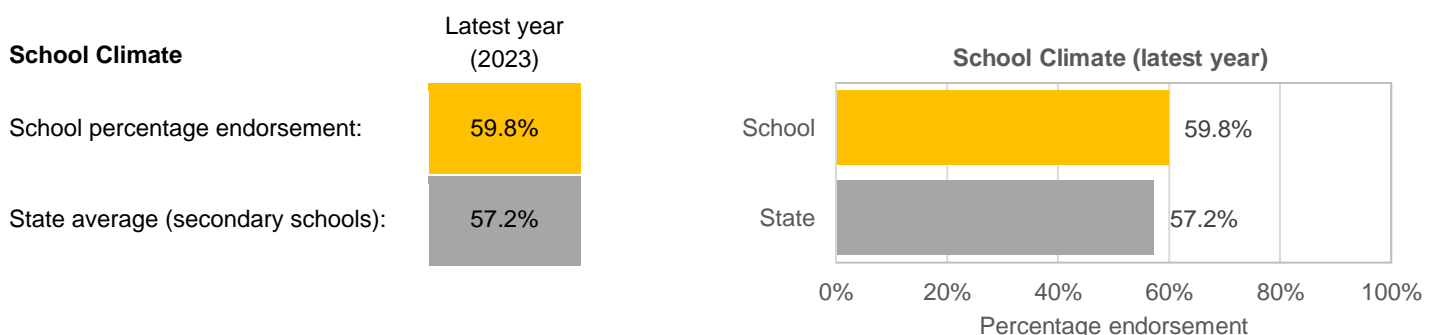


School Staff Survey

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

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

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



LEARNING

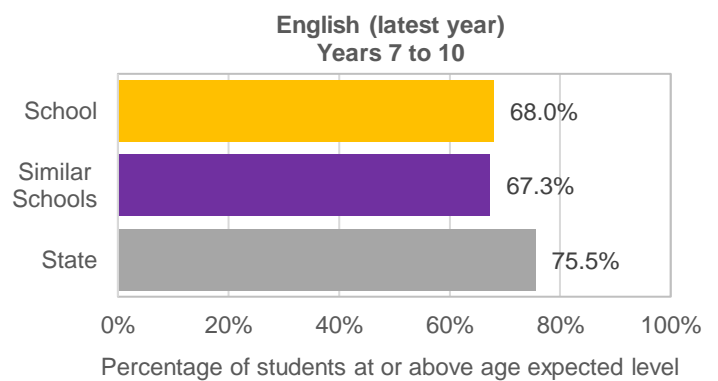
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

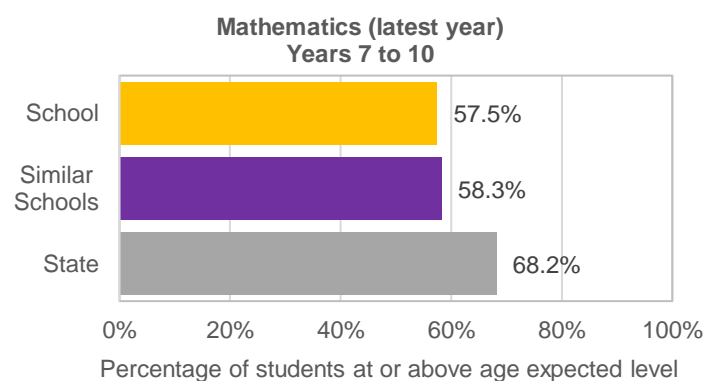
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	68.0%
Similar Schools average:	67.3%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	57.5%
Similar Schools average:	58.3%
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:

60.2%

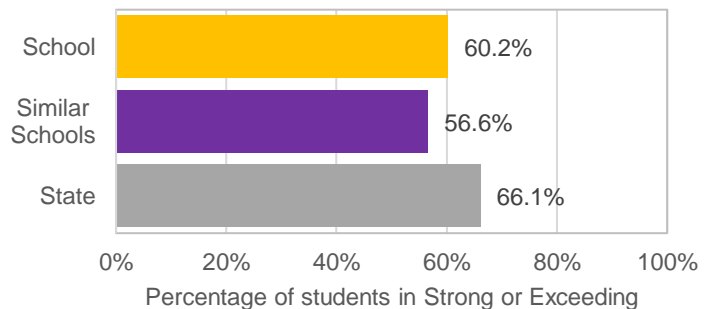
Similar Schools average:

56.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

44.8%

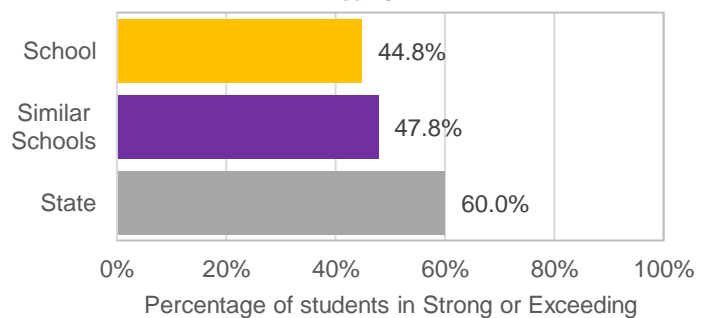
Similar Schools average:

47.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

48.6%

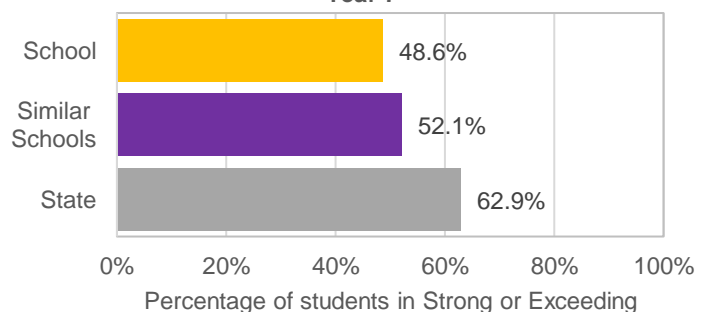
Similar Schools average:

52.1%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

42.8%

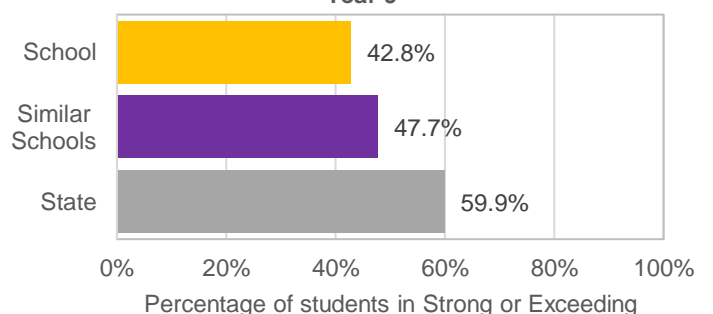
Similar Schools average:

47.7%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

41.9%

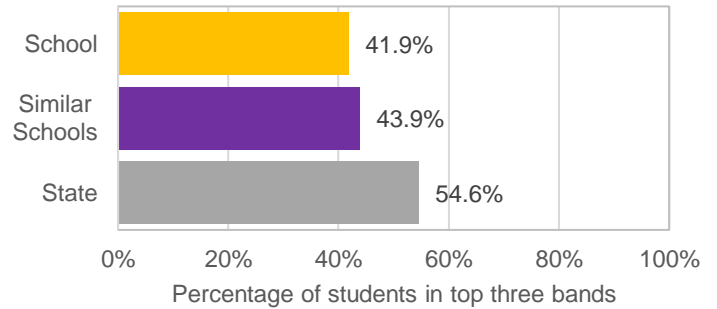
Similar Schools average:

43.9%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

31.4%

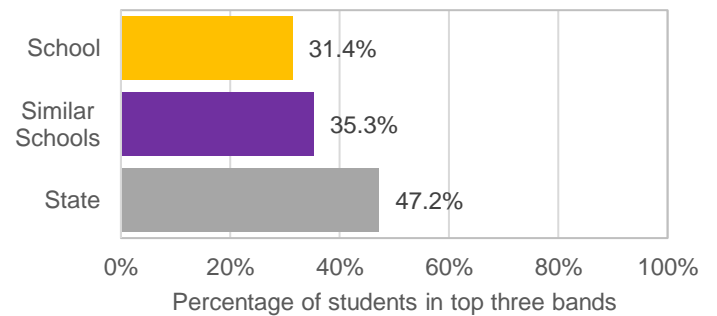
Similar Schools average:

35.3%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

32.3%

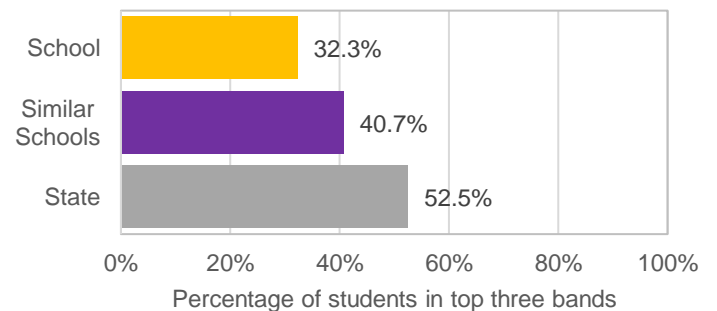
Similar Schools average:

40.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

27.2%

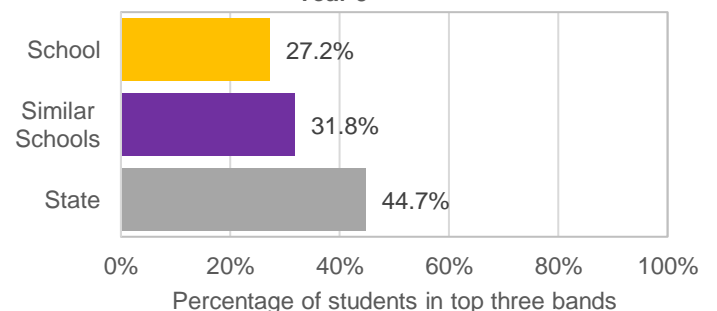
Similar Schools average:

31.8%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

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

Victorian Senior Secondary Certificate

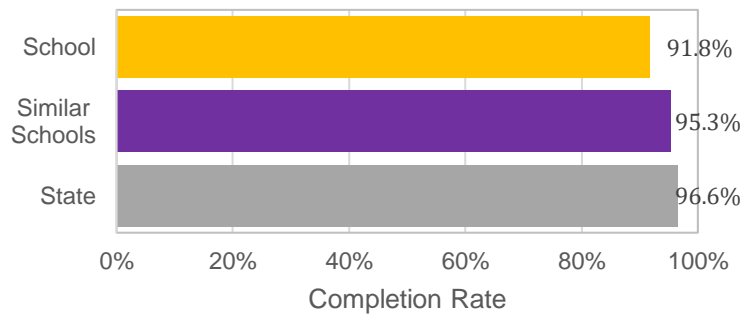
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	91.8%	95.7%
Similar Schools completion rate:	95.3%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.6

Number of students awarded the VCE Vocational Major

57

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

42%

Percentage VET units of competence satisfactorily completed in 2023:

83%

WELLBEING

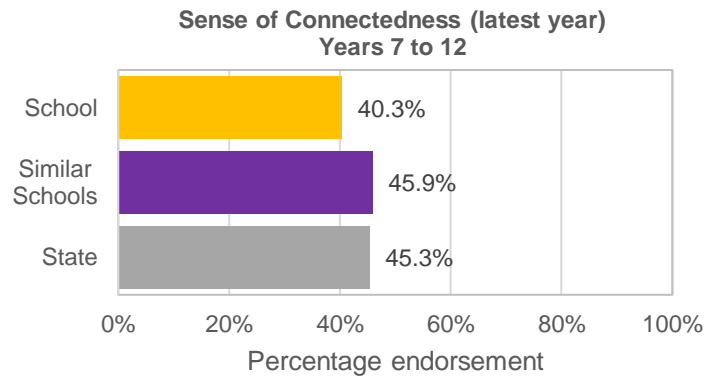
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	40.3%	45.5%
Similar Schools average:	45.9%	50.8%
State average:	45.3%	49.9%

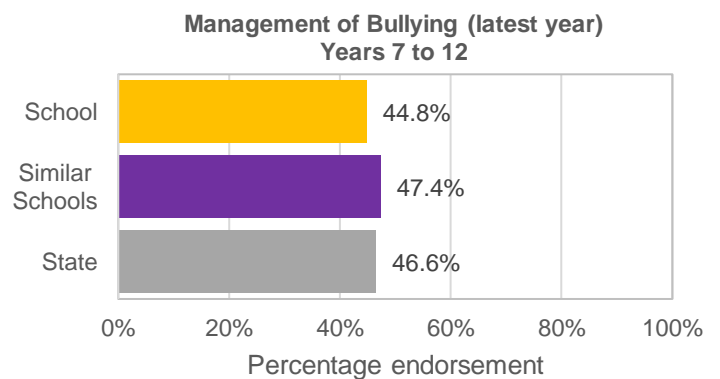


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	44.8%	47.2%
Similar Schools average:	47.4%	51.7%
State average:	46.6%	51.0%



ENGAGEMENT

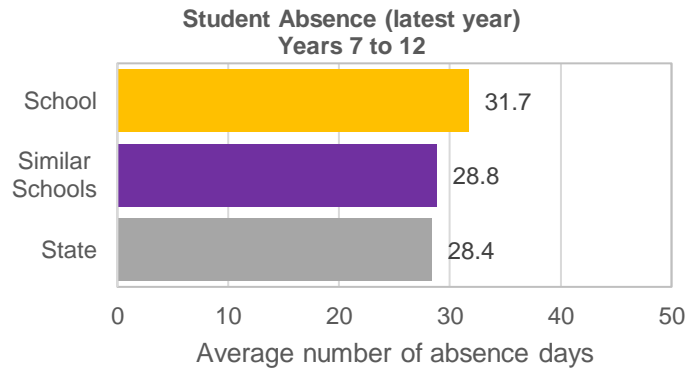
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.7	28.2
Similar Schools average:	28.8	23.9
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.

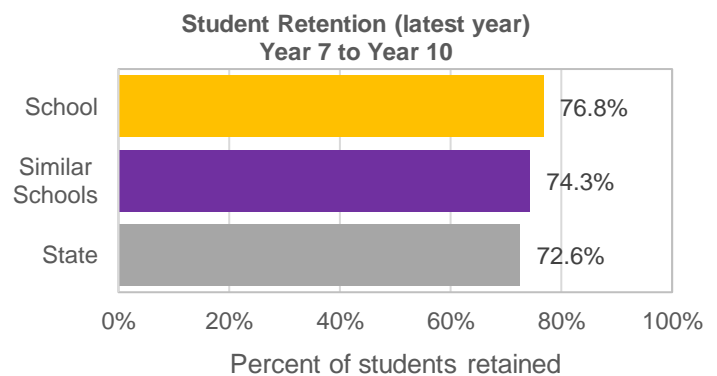
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	80%	81%	83%	88%	89%

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:	76.8%	75.3%
Similar Schools average:	74.3%	75.3%
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.

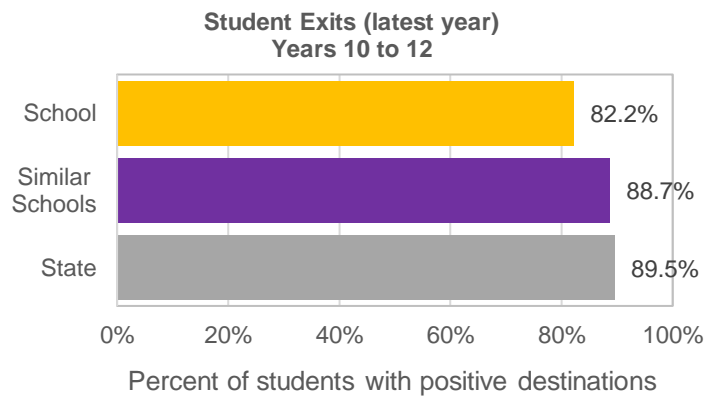
Students exiting to further studies or full-time employment

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:	82.2%	92.1%
Similar Schools average:	88.7%	89.7%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$18,024,752
Government Provided DET Grants	\$3,656,664
Government Grants Commonwealth	\$7,118
Government Grants State	\$16,491
Revenue Other	\$411,471
Locally Raised Funds	\$693,604
Capital Grants	\$0
Total Operating Revenue	\$22,810,101

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,008,697
Equity (Catch Up)	\$176,091
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,184,787

Expenditure	Actual
Student Resource Package ²	\$17,654,336
Adjustments	\$0
Books & Publications	\$16,916
Camps/Excursions/Activities	\$420,545
Communication Costs	\$72,491
Consumables	\$504,123
Miscellaneous Expense ³	\$258,158
Professional Development	\$168,896
Equipment/Maintenance/Hire	\$1,195,862
Property Services	\$496,004
Salaries & Allowances ⁴	\$1,012,639
Support Services	\$924,628
Trading & Fundraising	\$21,357
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$452
Utilities	\$170,505
Total Operating Expenditure	\$22,916,971
Net Operating Surplus/-Deficit	(\$106,870)
Asset Acquisitions	\$587,073

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$2,291,344
Official Account	\$212,675
Other Accounts	\$183,103
Total Funds Available	\$2,687,123

Financial Commitments	Actual
Operating Reserve	\$798,312
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,365
Funds Received in Advance	\$357,106
School Based Programs	\$261,773
Beneficiary/Memorial Accounts	\$300,862
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$300,000
Asset/Equipment Replacement < 12 months	\$284,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$285,326
Total Financial Commitments	\$2,663,744

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.