

# 2023 Annual Report to the School Community

School Name: Thomastown Secondary College (8383)



- 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 16 May 2024 at 12:16 PM by Leonie White (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 17 June 2024 at 04:43 PM by Stevan Kozmevski (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)
- 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').

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## 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

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## School context

### School context

Thomastown Secondary College values are stated and displayed throughout the College under the heading "At Thomastown We". This document articulates a set of expectations, developed, and agreed to by all staff and students and applies equally to staff, students and families. We acknowledge that only where there is mutual respect and acceptance, self-regulation, reflection, and an attitude that strives for continual growth can we create an inclusive learning environment where all students and staff can continue to learn in a safe and supportive environment. Thomastown Secondary College has a unique and proud history. Designed in 1971 on a mini-school model with a strong focus on engagement and student voice, we have retained our core values while responding to the changing needs of our community and that of the broader society. Our motto "Individual Excellence" is embedded in our rich learning environment which values and supports diversity, excellence, and teamwork. We foster a spirit of mutual respect and support, where every student is expected to strive to reach their potential. Students are empowered to build a solid foundation for the future by participating in social, intellectual, sporting, and cultural activities. The College mission is to encourage students to develop strong social, emotional, and academic skills, increasingly essential for all citizens in this global world. Thomastown Secondary College was founded on the understanding that effective schools are centred on the individual student as a learner and as a person. Vertically structured curriculum and distinct teaching teams in each of the 7-10 mini schools allow enrichment at all year levels and in all learning areas. Underpinning this belief is the unique Home Group structure which provides each student with the same teacher-mentor from Year 7 to Year 10. This program supports a dynamic partnership between student, home group teacher and parents and provides continuity and effective monitoring. Our separate senior mini school reflects these same values while encouraging an adult approach to learning. Of our 517 students, 47.72% are female and 52.28 are male. Currently 2.6% of our children identify as Aboriginal or Torres Strait Islander, 74% of our parents and 30% of our current students were born overseas and 63% have English as their second language. The College currently offers 4 LOTE languages which are delivered in the flexible learning spaces of our Language Centre. The language program provides further opportunities to acknowledge and strengthen our sense of community while continuing to celebrate the richness of our diversity. The Victorian School of Languages shares our facilities and offers additional language classes on Saturday morning. Multicultural Day provides another excellent opportunity for the community to join us in the celebration of all that we share.

There is a wide range of extension programs available to students beginning their VCE studies, however this concept of choice begins in Years 7 and 8. There are many opportunities to experience the corporate world through our partnership with The Australian Business and Community Network, CityLink (in Years 7,8,9), work experience in Year 10 and through collaboration with other schools on innovative STEM creations. In response to the increasing complexity of skills and knowledge required by business and industry our pathway program is further enhanced by series of 10-week tasters covering areas which stretch students' skills and knowledge beyond the core curriculum.

The College offers a range of pathways including VCE and VCE Major with both programs providing the opportunity to complete a VET study in combination with an extended workplace learning experience. All Year 10 students complete at least one VCE unit of study in Year 10 and a short two-week work placement. In 2022 the College developed curriculum to meet the requirements of the curriculum designs for the new VCE Major and The Victorian Pathways Certificate. The flexibility and community support for our senior program has meant we have never offered VCAL but have provided all the opportunities in a unique integrated program. Students have had the ability to choose from a wide range of VET studies offered by local secondary colleges and TAFE Colleges and combine these VCE and Vet studies with a weekly hands-on experience in the workplace during Year 11 and for a block of time for the same purpose in Yr. 12. The Victorian Government has made the decision to phase out VCAL starting in 2023 and replacing this with VCE Major and VPC. All students now have increased options and greater flexibility in how they access their Victorian Certificate of Education.

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

### Learning

Thomastown Secondary College focus will always be on the individual, providing each with their own mentor and family contact from Years 7-12 and Parental Satisfaction remains above that of the State and increasing a further 3% in 2023. Teacher judgements of student learning achievements in English and Mathematics for Years 7-10 are below that of similar schools (3% and 5% respectively) and also below the State average. There are similar patterns in the Naplan results for Reading and Numeracy While COVID is well behind us we are still witnessing the impact on learning for those students who are not independent learners. Students in Year 8 and Year 9 are also observed struggling with a greater number of mathematical concepts. Teachers are aware of

this and continue to focus on remediation where necessary. While Year 7 Reading has remained consistent with the previous year, Year 9 Reading has improved. However, both Year 7 and Year 9 Mathematic results indicate a need for even greater intervention. Discussion with feeder schools on ways to improve numeracy outcomes is critical. This data appears to tell us that both primary and secondary students experienced similar barriers in understanding mathematical concepts delivered through the virtual classroom. Our college has a very strong team of staff in addition to classroom teachers who provide support and advice to our PSD students. It is acknowledged that a key contributing factor in securing meaningful employment is the provision of relevant and flexible pathways within a supportive social and academic framework. Thomastown Secondary College data on the percentage of students who remain at school through to Year 10 (78.4) outperformed that of the State (73.1) and the percentage of students who go on to further studies or full-time employment (93.8) is also higher than that of the State (89.5) despite the College's high SFO (0.7569) and SFOE(0.6164) and despite students struggling to close the gap in certain curriculum areas from when they arrive in Year 7. For some students, Covid has increased their determination to achieve a higher ATAR score and so increase their post-school options.

## Wellbeing

Through a holistic approach to wellbeing we continue to support both students and their extended families. With each student's having one key teacher responsible for their social, emotional, and academic growth it is easier to be aware of each student's needs as well as family expectations, available support together with additional support required. Each team of Home Group teachers is led by a Leading Teacher and is supported by the wellbeing and pathway teams. As students sense of connectedness and attitude towards the management of bullying has been in steady decline since Covid lockdown. In 2024 School council made the decision to employ assistant principals to take over this role of student leadership and to train in a range of strategies to lift morale and a sense of ownership and connectedness to it's pre-covid outcomes.

In addition to the benefits of the Australian Business Community Network and middle and senior years pathway, support is provided through an extended work experience program for Year 10 students while a two-week pathways exploration program for Years 7-9 is run in-house during the last two weeks of Term 2. This allows professionals and tradespeople from all areas to share their knowledge and provide hands on experience for all Year 7-9 students. A range of wellbeing discussions are facilitated by the wellbeing professionals and a select number of external experience which support these topics are integrated into the program. Student leaders are selected at all levels and meet weekly at a mini school level and once a week at a school level. They take responsibility for raising both areas of concern and making practical suggestions for improvement. They are encouraged to provide honest and constructive feedback on all programs

## Engagement

The College acknowledges that a key contributing factor in securing meaningful employment is the provision of relevant and flexible pathways within a supportive social and academic framework. The College works with several external organisations to equip our students with essential skills to build confidence in the future and resolute in their endeavours to attain their goals. The Australian Business Community Network, works continuously with the college, providing numerous inspiring programs and experiences. The College recognises how extremely fortunate we are to have this support and access to so many talented leaders. Currently our students can participate in interviews and skill training with senior staff from KPMG, Future Thinkers training with Microsoft, and leadership programs Hewison, FujiFilm, Minter Ellison, Acceptive, Vanguard and Optus. The impact this has on young people's view of the possibilities post-secondary college is extraordinary. The growth in confidence and increased drive to achieve stronger outcome is easy to map. It would be exciting to see these opportunities made available to more schools. We have no doubt that early and constant exposure to these exciting opportunities is reflected in our exceptional pathways data. The College works with several external organisations to equip our students with essential skills to build confidence in the future and resolute in their endeavours to attain their goals. The Australian Business Community Network, works continuously with the college, providing numerous inspiring programs and experiences. The College recognises how extremely fortunate we are to have this support and access to so many talented leaders. Currently our students can participate in interviews and skill training with senior staff from KPMG, Future Thinkers training with Microsoft, and leadership programs Hewison, FujiFilm, Minter Ellison, Acceptive, Vanguard and Optus. The impact this has on young people's view of the possibilities post-secondary college is extraordinary. The growth in confidence and increased drive to achieve stronger outcome is easy to map. It would be exciting to see these opportunities made available to more schools. I have no doubt that early and constant exposure to these exciting opportunities is reflected in our exceptional pathways data. Thomastown Secondary College data on the percentage of students who remain at school through to Year 10 (78.4) outperformed that of the State (73.1) and the percentage of students who go on to further studies or full-time employment (93.8) is also higher than that of the State (89.5) despite the College's high SFO (0.7569) and SFOE(0.6164) and despite students struggling to close the gap in certain curriculum areas from when they arrive in Year 7. For some students, Covid has increased their determination to achieve a higher score and so increase their post-school options. Equally notable, are those

students who understand the impact that restricted immigration has had on the selection criteria for tertiary entrance and are choosing not to sit final exams removing a stress that can impact negatively on their engagement with learning, allowing them to concentrate more on their love of learning. The number of tertiary institutions now taking students without ATAR scores and the increased availability of employment opportunities with improved remuneration is also influencing student long term planning. This is a pattern not only seen in our school but around Australia and across the world. However, many students also understand that these windows of opportunity will not remain open indefinitely.

## Other highlights from the school year

Thomastown Secondary College provides a comprehensive set of pathway programs, collaborating with the Australian Business and Community Network (ABCN) to empower and prepare students for future challenges. These initiatives focus on skill development, broadening horizons, and igniting students' passion for their aspirations.

1. **Innovate:** Innovate bridges the gap between STEM subjects and real-world careers. Students work with mentors, emphasising skills like creativity and problem-solving.
2. **Goals:** Goals encourages high school completion and broadens the aspirations of students. They work with mentors on goal setting, communication, values, and personal strengths, empowering them to make informed decisions about their futures.
3. **Future Thinkers:** This program enhances problem-solving and design thinking skills. Students work with mentors to create solutions to real-world problems using design thinking.
4. **My Career Rules:** My Career Rules is a digital program connecting students with professionals from specific jobs and industries. Students gain insight into the skills and mindsets required for successful careers. It serves as a link between classroom learning and real-world career opportunities.
5. **Interview to Impress:** This interactive workshop equips students with essential interview skills through realistic scenarios. Mentors with interview experience offer direct feedback, boosting students' self-confidence and employability.
6. **Focus :** Focus empowers young women with essential leadership skills and aims to address the underrepresentation of women in the workforce. Female executives serve as mentors and role models, typically targeting young women who demonstrate leadership potential.

These transformative pathway programs have expanded students' horizons, inspired them to pursue their dreams, and equipped them with the skills needed to navigate the challenges of the future.

The college is currently in conversations with ABCN management to further strengthen our partnership providing mentoring for some students through a six year program. The benefits for these students should be life changing.

## Financial performance

Thomastown Secondary College ensures the efficient allocation of resources to optimize the achievement, engagement, and wellbeing of all students. The College prioritises professional development of our teaching staff to ensure their continual learning can best support the goals as stated in the current Strategic Plan. Despite the limited access to trades and major building projects, the College continues to support families with suitable learning resources, make significant improvements to both internal and external recreating facilities and modification to the student toilet blocks. These are in need of a major upgrades. Built in the 1970s they are no longer fit for purpose. Through acquired and expended grants from Active Schools for equipment and access to fitness training before and after school and improvement to the classroom environment by finally installing efficient heating/cooling. Equity funding is expended on programs and additional support for families focusing on significant disadvantage and as noted, those impacted by the flow-on effects of Covid.

We have major projects on our planning list and look forward to working closely with USBA to establish a responsible and agreed planning document. Being the only secondary school in the area that has not attracted Major Maintenance funding, we look forward to removing the remaining asbestos dust under the Science wing so that the facilities may reflect the talent and ambitions of both our staff and students to work and learn in 21st Century facilities. We are in a position to contribute to do this and are very willing to do so when it is deemed to be our turn

# 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 517 students were enrolled at this school in 2023, 252 female and 265 male.

63 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).

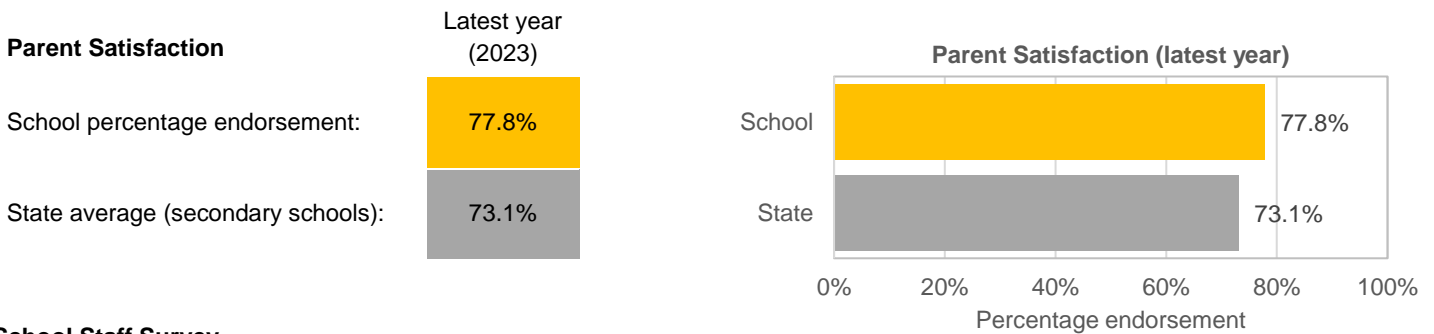
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

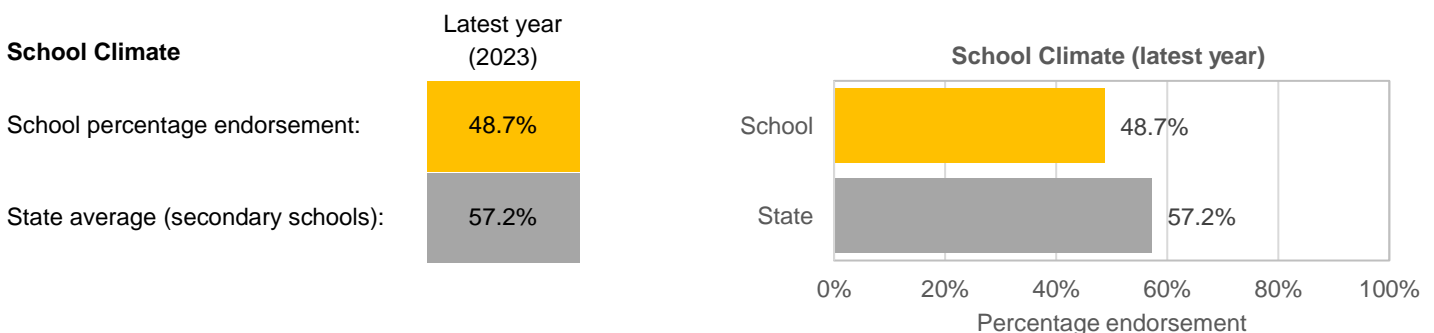


### School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year  
(2023)

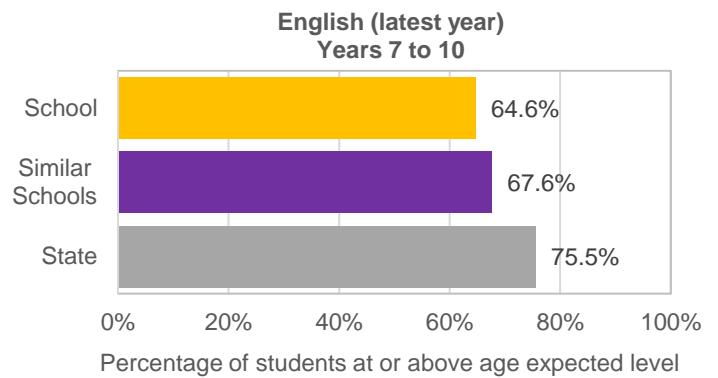
64.6%

Similar Schools average:

67.6%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

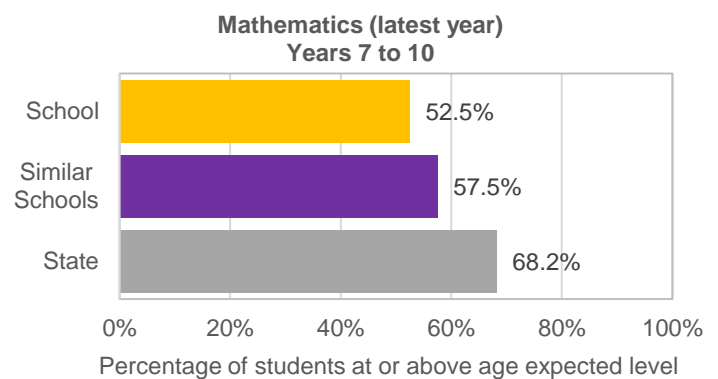
52.5%

Similar Schools average:

57.5%

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:

45.3%

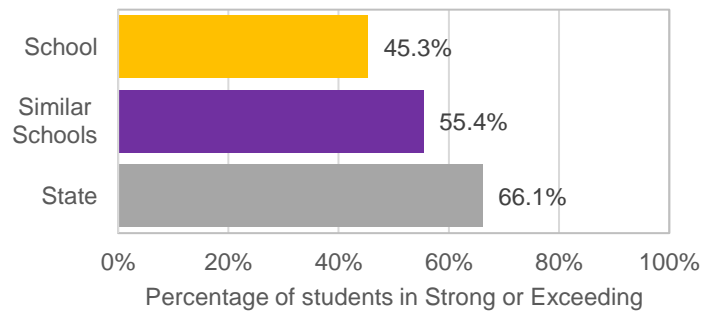
Similar Schools average:

55.4%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

34.1%

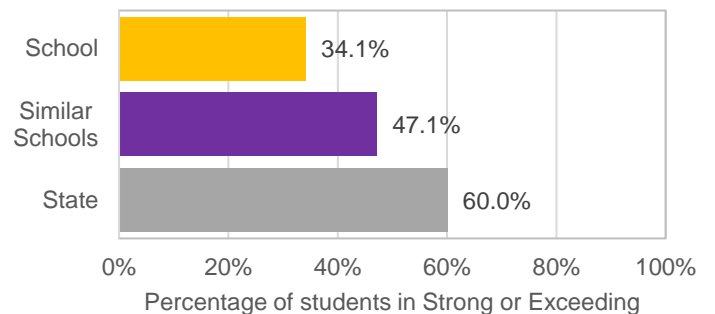
Similar Schools average:

47.1%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

41.3%

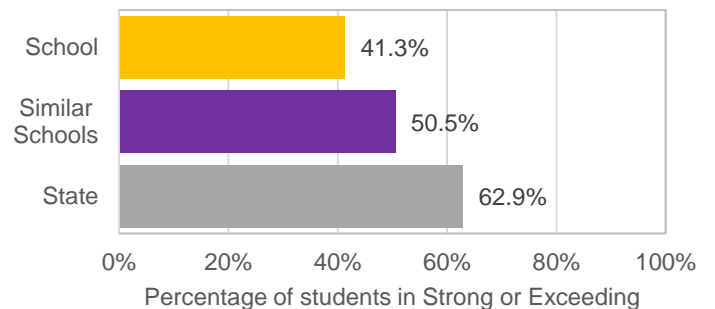
Similar Schools average:

50.5%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

30.1%

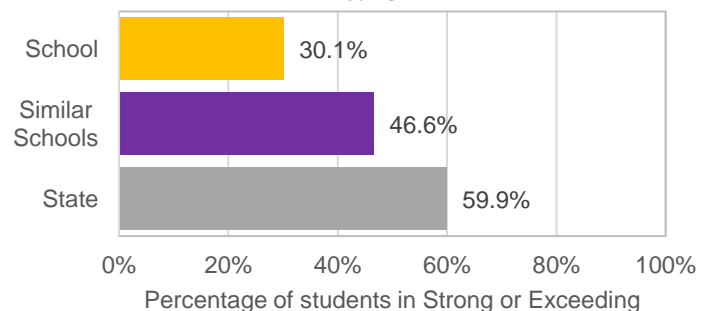
Similar Schools average:

46.6%

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:

29.9%

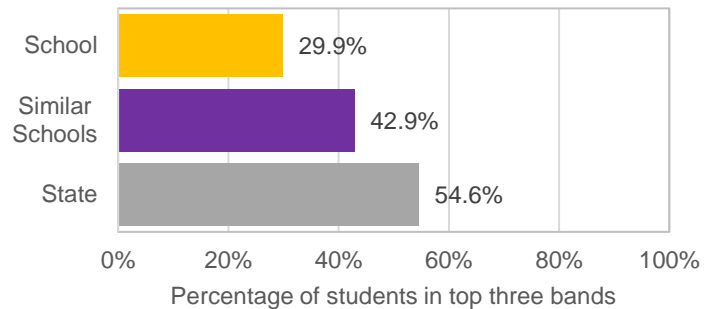
Similar Schools average:

42.9%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

27.0%

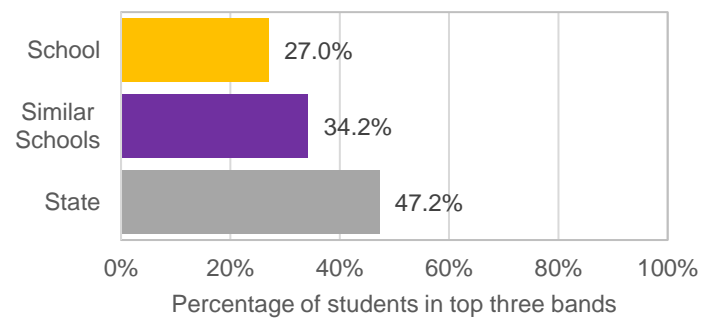
Similar Schools average:

34.2%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

20.6%

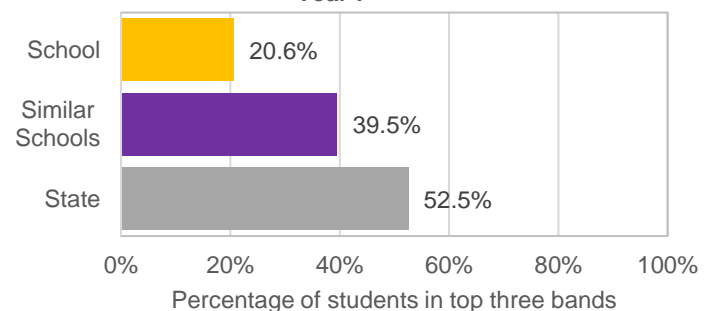
Similar Schools average:

39.5%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

16.0%

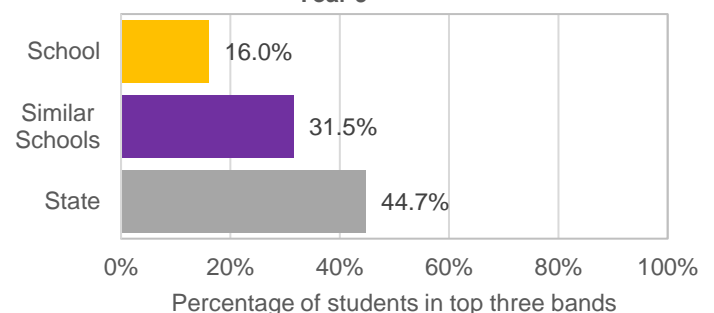
Similar Schools average:

31.5%

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

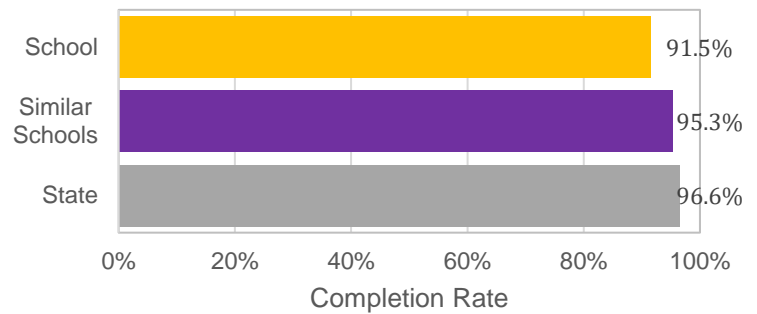
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	91.5%	90.9%
Similar Schools completion rate:	95.3%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.0

Number of students awarded the VCE Vocational Major

NDA

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:

11%

Percentage VET units of competence satisfactorily completed in 2023:

77%

## WELLBEING

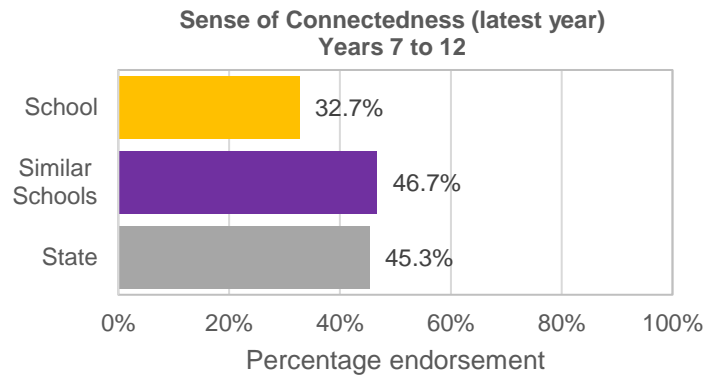
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	32.7%	36.2%
Similar Schools average:	46.7%	51.9%
State average:	45.3%	49.9%

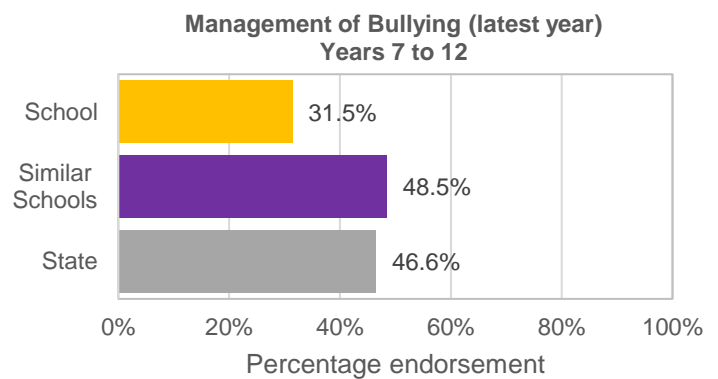


### Student Attitudes to School – Management of Bullying

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:	31.5%	36.1%
Similar Schools average:	48.5%	53.2%
State average:	46.6%	51.0%



## ENGAGEMENT

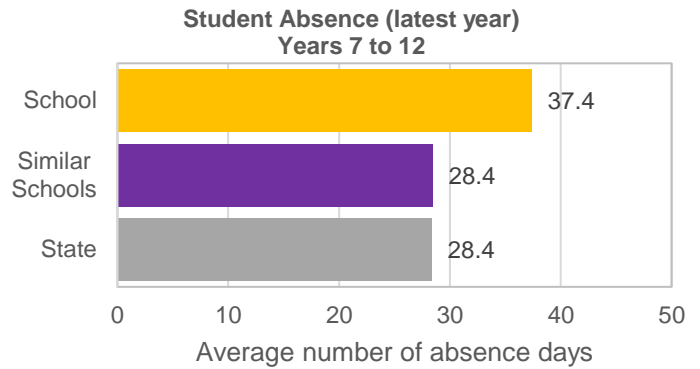
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	37.4	28.3
Similar Schools average:	28.4	24.0
State average:	28.4	23.8



### Attendance Rate (latest year)

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

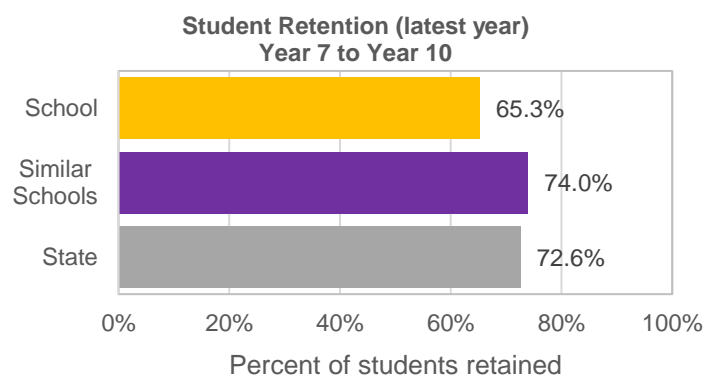
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	80%	74%	79%	85%	89%

### 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:	65.3%	69.9%
Similar Schools average:	74.0%	74.5%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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

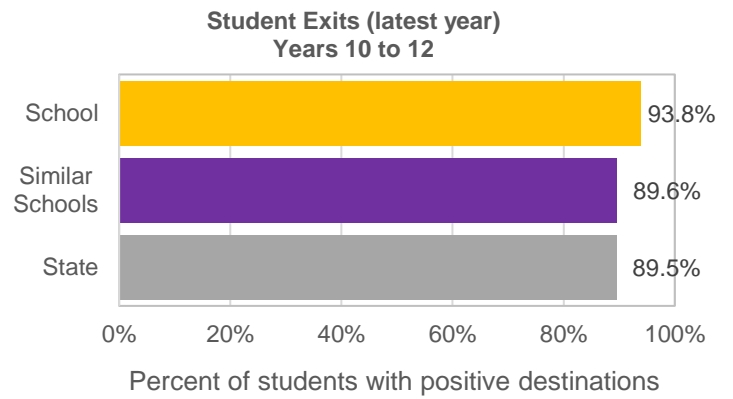
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	93.8%	94.3%
Similar Schools average:	89.6%	89.9%
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	\$7,533,323
Government Provided DET Grants	\$1,687,722
Government Grants Commonwealth	\$0
Government Grants State	\$1,485
Revenue Other	\$263,972
Locally Raised Funds	\$177,768
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,664,269</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,408,639
Equity (Catch Up)	\$73,650
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,482,289</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,280,524
Adjustments	\$0
Books & Publications	\$4,133
Camps/Excursions/Activities	\$111,139
Communication Costs	\$11,057
Consumables	\$158,355
Miscellaneous Expense <sup>3</sup>	\$15,218
Professional Development	\$25,161
Equipment/Maintenance/Hire	\$180,173
Property Services	\$283,946
Salaries & Allowances <sup>4</sup>	\$252,505
Support Services	\$120,286
Trading & Fundraising	\$21,705
Motor Vehicle Expenses	\$4,373
Travel & Subsistence	\$0
Utilities	\$106,526
<b>Total Operating Expenditure</b>	<b>\$8,575,101</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,089,168</b>
<b>Asset Acquisitions</b>	<b>\$63,930</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 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$5,930,396
Official Account	\$121,043
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$6,051,439</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$177,606
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$177,606</b>

*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.*