

2023 Annual Report to the School Community

School Name: Monbulk College (8065)



- 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 18 March 2024 at 09:36 AM by Mark Quinlan (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 29 April 2024 at 04:59 PM by Naomi Hammett (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

School Vision and Values

Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

- Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.
- Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen.
- Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

School Size and Structure

Monbulk College has built an educational model around the stages of learning comprising Middle Years - Years 7 to 9 and Senior School - Years 10 to 12. Within this model of education, we are better able to meet the holistic needs of our students. The staffing profile comprises approximately 70 staff, including 3 Principal Class, 3 Leading Teachers, 3 Learning Specialists and 40 teachers, 12 equivalent full time Education Support Staff and 1 Mental Health Practitioner.

Geographic Location

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community.

Social and Enrolment Characteristics

A total of 568 students were enrolled at this school in 2023 and 1% were Aboriginal or Torres Strait Islanders. Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index (0.3159) for Monbulk College indicates a low to medium level of social disadvantage.

Features of the College

The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to explore Japan and develop their language skills, hosting students from sister schools, engaging in inter-school sport such as Volleyball or studying Instrumental Music. Monbulk College offers the Senior School Certificate options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate Education Vocational Major (VM). Students can study Vocational Education and Training (VET) subjects within these certificates.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Monbulk College continued to focus on the priority goals of:

Student learning - with an increased focus on pedagogical practices, literacy and numeracy. Our teachers have continued to focus on building pedagogical practices, the science of learning, literacy and numeracy skills. The development of the pedagogical practices and the science of learning to improve literacy and numeracy outcomes was discussed and trialled in our regular professional learning communities. In 2023 we achieved the following:

VCE - Twelve % (12%) of our students studying English received a subject study score of 37+ and 88% of our students receiving a subject study score greater than 20. Twenty-Two % (22%) of our students studying Psychology received a subject study score of 37+ and 89% of our students receiving a subject study score greater than 20. A Year 11 Student studied two Year 12 subjects, obtaining a 50 (perfect score) in Biology (top 0.2% in the state) and a 49 in Psychology (top 0.3% in the state). Two students received scores above 90+ and 24% of our students were in the top 30% of the state. The percentage of students with 37+ scores was 10% and the percentage of students with 40+ scores was 5%.

NAPLAN - Seventy-Eight % (78%) of our Year 7 students were ranked as strong or exceeding for reading compared to 66% in the state and 76% of our Year 9 students were ranked as strong or exceeding for reading compared to 60% in the state. 75.3% of our Year 9 students had medium or high relative growth (Years 7 to 9) for reading and 59.8% of our Year 9 students had medium or high relative growth (Years 7 to 9) for numeracy. 60.2% of our Year 9 students were ranked as strong or exceeding for numeracy compared to 60% in the state and 54% in the network. 92% of students participated in the NAPLAN (Year 9, Reading) program.

Instructional Model - We developed a unique Instructional Model (LEARN) with staff and students. Our model is grounded in contemporary educational methodologies, including the Gradual Release of Responsibility, Cognitive Load Theory, formative assessment, and the High Impact Teaching Strategies. The development of the instructional model was supported by extensive whole-school professional learning. The Instructional Model will be embedded in 2024.

Learning Support Programs - Students were targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS) and had Individual Education Plans (IEPs) developed and utilised throughout the year. The College's cohort of Program for Students with Disability (PSD) students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

Professional Learning Communities (PLC) - The Numeracy PLC worked on several inquiry cycles related to improving teacher practice around using tools in several different learning areas. Observations took place and teachers shared the feedback. A Numeracy Across the Curriculum model and statement of value was developed by this group. Numeracy skills began to be Identified and mapped across all Learning Areas for sharing of pedagogical content knowledge from the Mathematics Learning Area to all other Learning Areas.

Wellbeing

In 2023, Monbulk College continued to focus on the priority goals of:

Student wellbeing - Happy, Active and Healthy Kids. Our achievements and highlights were:

Wellbeing Team - The Wellbeing Team continued with foodbank to provide healthy breakfast, two days a week and food snacks throughout the day for all students. This is extremely popular for our students. The college continued to access the regional nurse program two days a week and a Yarra Ranges funded counsellor to improve education in the areas of drug and alcohol education. Our students had full access to support programs throughout the school day. External agencies were organised to provide additional support. The various support teams continually informed our students, through posters/assemblies/classrooms, where students could access help. The percentage of students who found it easy or very easy to seek help, improved from 46% to 50%. The school conducted regular wellbeing intake meetings facilitated by senior staff and wellbeing team and used weekly support from School Support Services (SSS). The team also conducted various seminars and workshops organised for students and/or staff. For example, vaping, harm minimisation, consent, cyber-safety, gender identity, dealing with trauma students and anxiety to name a few. For example - The Man Cave Team presented to our Year 8 and 9 students. Our student wellbeing team have conducted various focus groups and small group counselling sessions to better support our students.

Sub-School Teams - In 2023, we introduced Middle Years (7 to 9) and Senior Years (10 to 12) year level teams. The teams were overseen by two Leading Teachers. These teams worked with the Wellbeing Team and various students/classes/year levels with a focus on building relationships, resilience and inclusion to name a few. The percentage of students with a sense of inclusion was at 88% and students with positive peer relationships was at 75% in 2023.

Marrung Lead - Our Marrung Lead facilitated a community 'Campfire' Yarning Circle attended by our Koorie students and families. Reconciliation Week was acknowledged and celebrated with a Welcome to Country with Aunty Joy, Ganga Giri concert, writing competition and a yarn with an leader for our school leaders.

Staff Professional Learning - Our Staff undertook various professional learning programs including Man in the Box, Dealing with Severe Behaviour Students, Supporting with Trauma-Informed students.

Engagement

In 2023, Monbulk College continued to focus on student engagement. Our achievement and highlights were:

Attendance - Attendance is a key indicator of students' engagement with the school and with their learning. Specific re-engagement programs for individual students were utilised, including the introduction of an attendance officer. The percentage of students with a positive attitude to school attendance was maintained at 68%. An analysis of student attendance showed that 22% of students had less than 10 days absent but 30% of students had 30 plus days absent. This was an improvement from 2022.

Student Leadership Framework - The college developed a new leadership framework -This multi-tiered framework was developed with student, staff and community input which allows for a variety of student leadership strengths and commitment. The framework consists of Senior and Middle School Captains, 5 student led committee Captains, 4 Senior House Captains and 4 Middle School

House Captains. The tier below consists of Senior and Middle School Sports Captains and Vice Captains to the 5 student led committees.

School Wide Positive Behaviour Support (SWPBS) - After multiple staff meetings and student workshops the College implemented our SWPBS initiative. This year the College developed our SWPBS common philosophy and purpose, a SWPBS leadership team (which met on a fortnightly basis) and an agreed upon behaviour matrix. The behaviour matrix is based on our school values which clarified the behaviour expectations that we want to see around the College in various school settings.

Camps - Year 7 camp - successfully conducted a Year 7 camp with a focus on building relationships, building resilience and self-confidence, teamwork and character building within Year 7. Continued access to the "School for Student Leadership (SSL) program - The School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. Our college sent 6 students and have focused on their challenging project of developing an indigenous mural within the school. This project is not completed at this stage.

Excursions - The college has developed a strong partnership with the Yarra Ranges TECH school to conduct various STEM projects for Years 7 to 9. A number of workshops are conducted at the Yarra Ranges TECH School throughout the year. The college conducted a number of incursions, excursions, whole school sport carnival days, sports competitions (School Sport Victoria and Sporting Association special competitions)

Clubs - Many student organised clubs were available to the all Year 7 to 12 year levels. For example - we can't sit straight group, chess club, dungeons and dragons, music bands to name a few.

Other highlights from the school year

Monbulk Parent Club - A Monbulk College Parent Club was established in 2023 and conducted various working bees, parent forums, morning teas, BBQs and fund-raising events. The club organised our inaugural Hilltop Music Festival was held on Sunday the 10th of September 2023, at the Olinda Community House from 12-7:30pm. It was a day jam packed with wonderful music, community connectedness, joy and celebration. We had 600+ tickets sold, 23 acts, two stages, 4 student/teacher MCs, 7 stalls, 40 silent auction items, 4 raffle prizes, countless other donations, 1000+ volunteer hours and raised funds for the school.

Art & Technology Show - The Art & Technology teams conducted the Art & Technology Exhibition on Thursday 1st November 2023. The Art and Technology Teams along with other staff and the Monbulk College Parents & Friends Club made the exhibition such a success. The exhibition was a wonderful display of student work from Years 7 to 12.

Sports - Our Year 8 Girls became the 2023 State Volleyball Runners Up. We had continued success with the school volleyball program. In the Volleyball Victoria Junior Open, our Year 7 & 8 Girls won a Bronze medal and our standout team was the Year 9 Boys who won a Gold medal.

Financial performance

Monbulk College maintained a sound financial position throughout 2023. The 2020 to 2024 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

In 2023, the College building program continued Stage 3B, with the completion of the bus road. The renovation of the theatre was delayed due to the completion of the bus road taking longer than expected. The College looks forward to the completion of Stage 3B of the Building Program in 2024, with the completion of the theatre renovation. Much of the College's funds were committed to projects such as classroom furniture and equipment for the new classrooms, MYLNS/Tutoring teacher funding is provided in the cash grant, and the College engages with a range of memorandum of understanding (MOU) to support student engagement (MDLC, Box Hill TAFE, CFA). Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers. of support. The effective use of the school's resources for 2023 was reflected in two main components; the use of allocated SRP funding and locally raised funds. With the new facilities, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. Acquisition of subject-specific learning materials, additional furniture and provision of technology infrastructure across the College was extensive.

For more detailed information regarding our school please visit our website at
<https://www.monbulkcol.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 579 students were enrolled at this school in 2023, 256 female and 321 male.

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

Overall Socio-Economic Profile

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

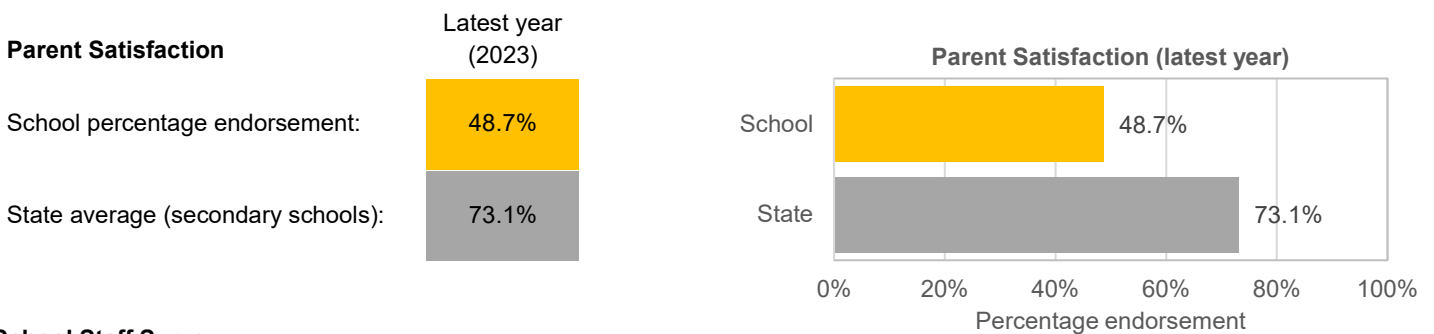
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

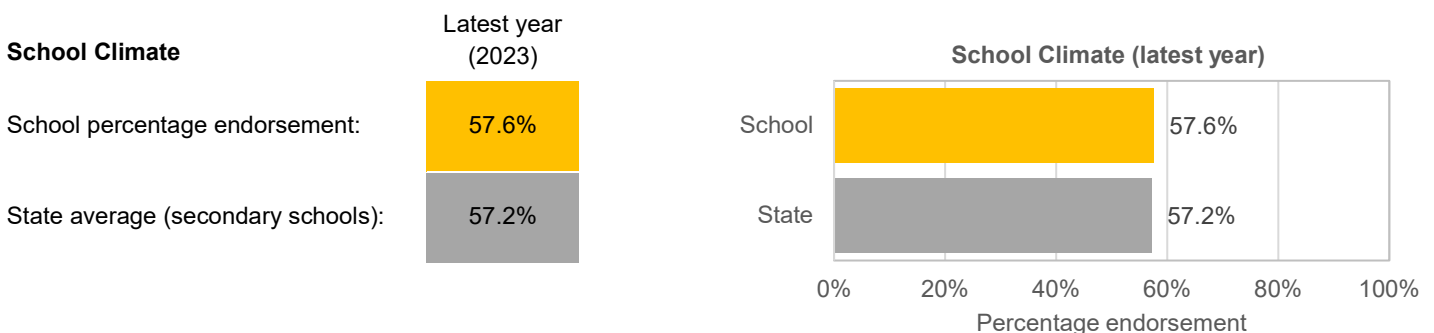


School Staff Survey

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)

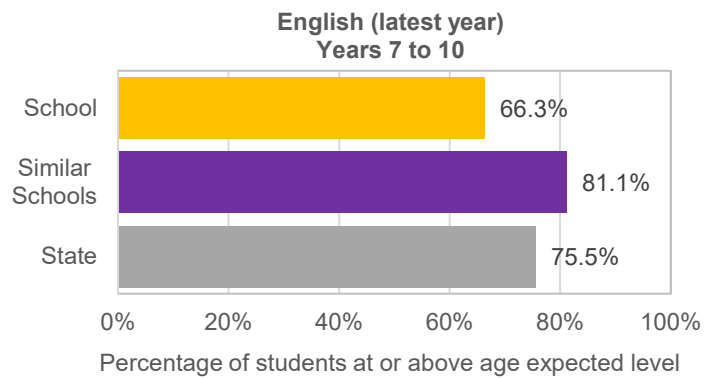
66.3%

Similar Schools average:

81.1%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

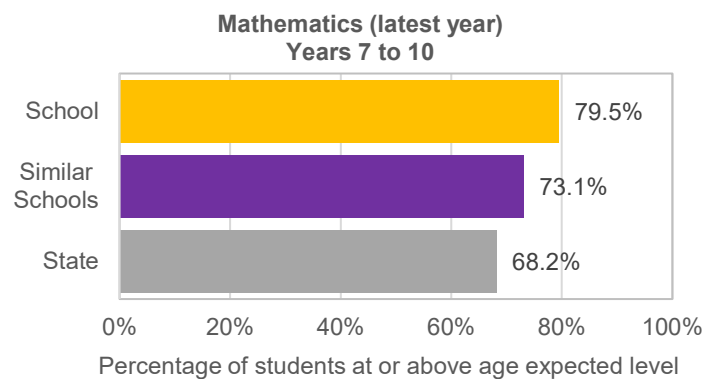
79.5%

Similar Schools average:

73.1%

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:

78.3%

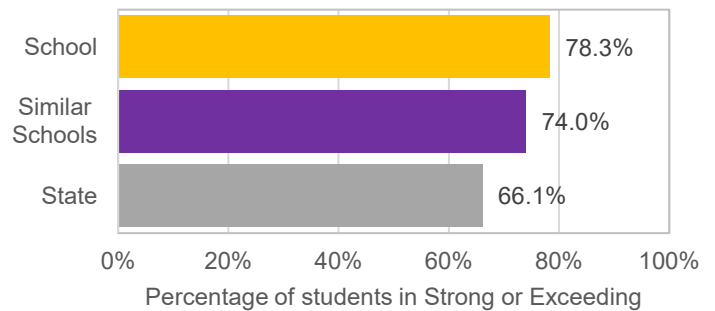
Similar Schools average:

74.0%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

67.0%

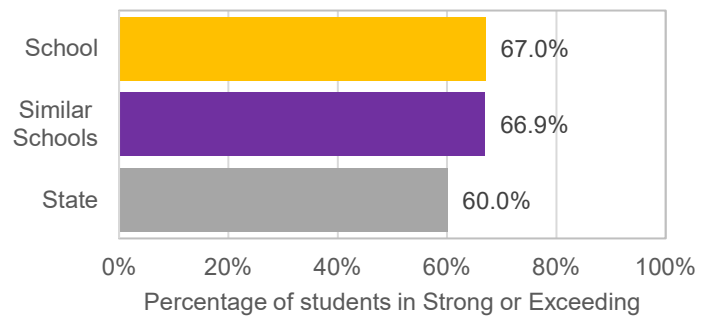
Similar Schools average:

66.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

68.1%

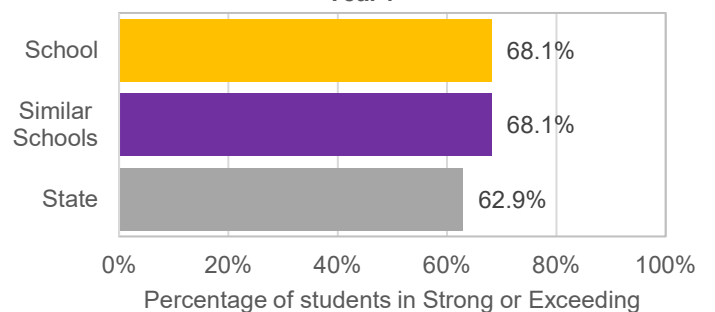
Similar Schools average:

68.1%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

60.2%

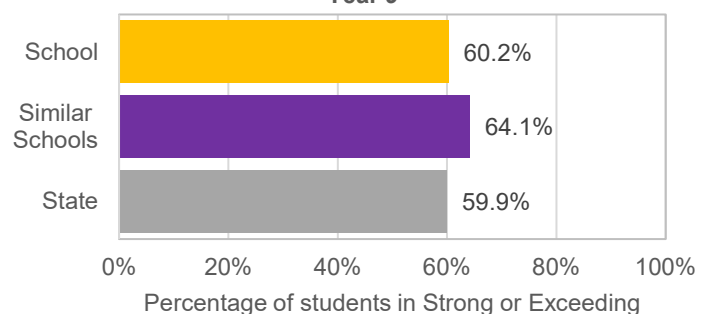
Similar Schools average:

64.1%

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:

59.6%

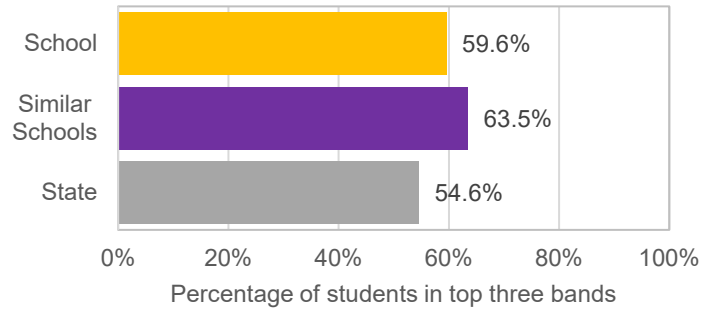
Similar Schools average:

63.5%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

44.1%

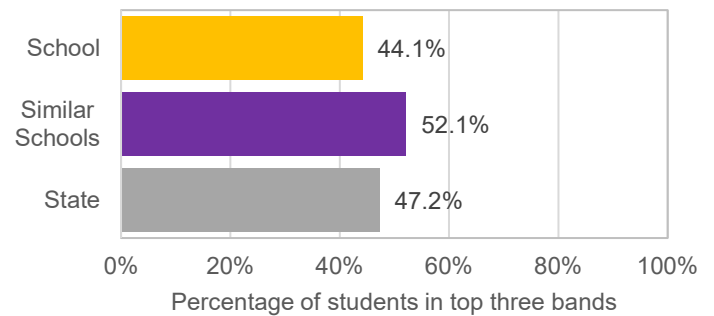
Similar Schools average:

52.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

44.1%

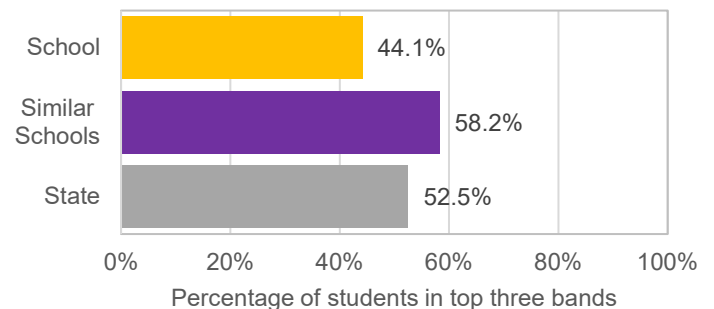
Similar Schools average:

58.2%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

35.5%

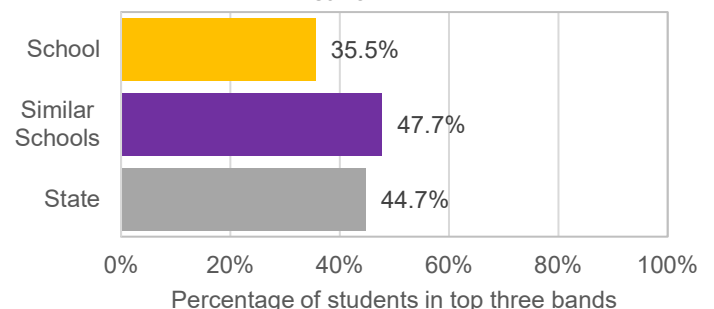
Similar Schools average:

47.7%

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

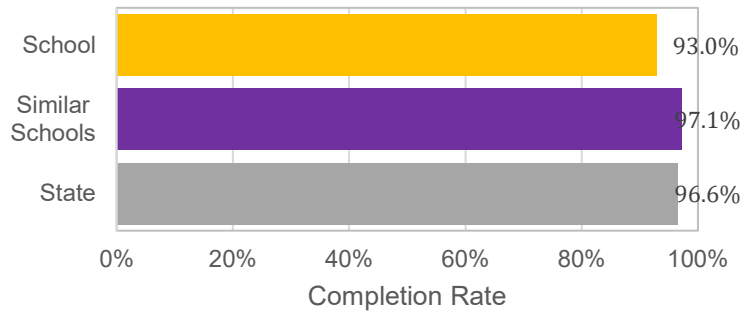
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	93.0%	94.4%
Similar Schools completion rate:	97.1%	97.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.7

Number of students awarded the VCE Vocational Major

10

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:

31%

Percentage VET units of competence satisfactorily completed in 2023:

70%

WELLBEING

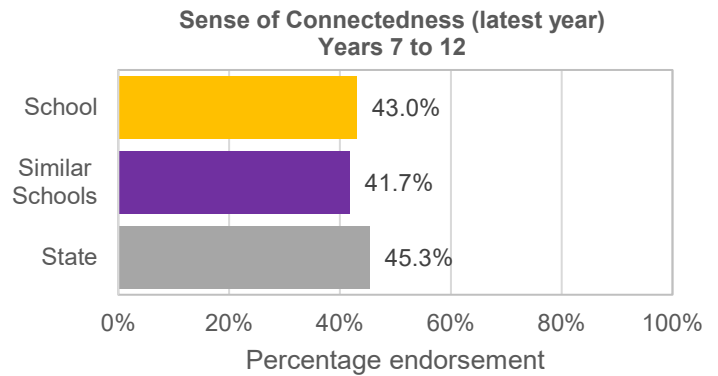
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	43.0%	45.1%
Similar Schools average:	41.7%	47.0%
State average:	45.3%	49.9%

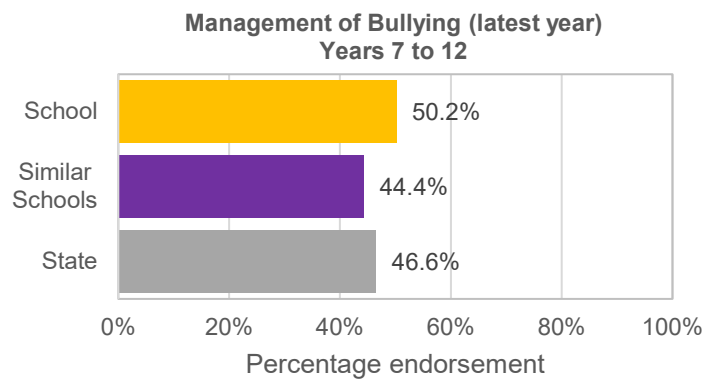


Student Attitudes to School – Management of Bullying

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:	50.2%	50.3%
Similar Schools average:	44.4%	49.5%
State average:	46.6%	51.0%



ENGAGEMENT

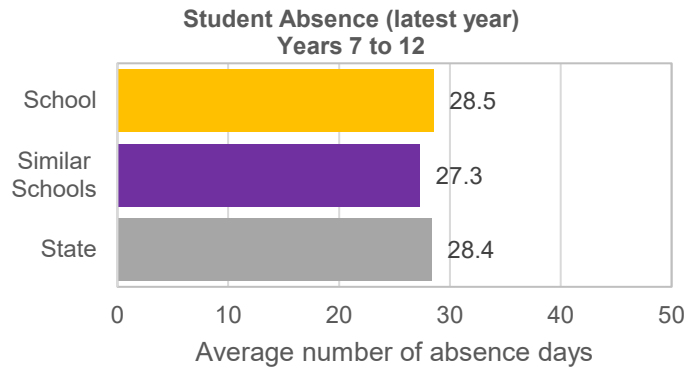
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.5	27.6
Similar Schools average:	27.3	22.6
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.

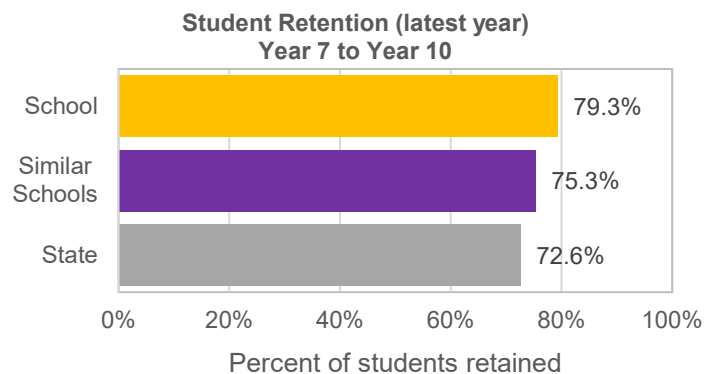
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	85%	84%	84%	88%	87%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	79.3%	82.2%
Similar Schools average:	75.3%	76.9%
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.

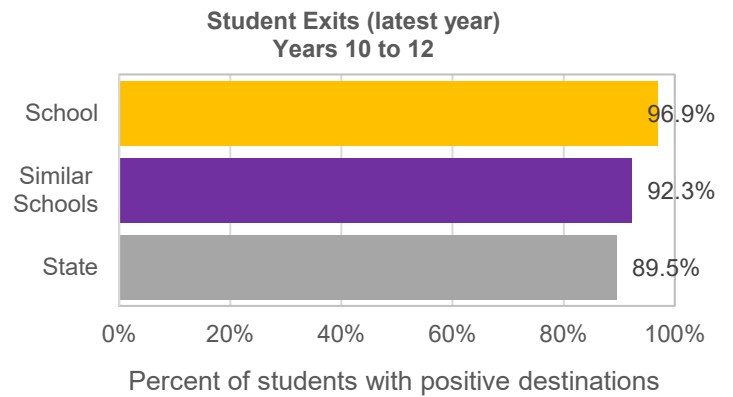
Students exiting to further studies or full-time employment

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:	96.9%	94.4%
Similar Schools average:	92.3%	92.5%
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	\$7,517,793
Government Provided DET Grants	\$1,039,837
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$92,140
Locally Raised Funds	\$456,964
Capital Grants	\$0
Total Operating Revenue	\$9,106,735

Equity ¹	Actual
Equity (Social Disadvantage)	\$56,716
Equity (Catch Up)	\$40,064
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$96,780

Expenditure	Actual
Student Resource Package ²	\$7,105,381
Adjustments	\$0
Books & Publications	\$1,361
Camps/Excursions/Activities	\$132,163
Communication Costs	\$13,484
Consumables	\$200,966
Miscellaneous Expense ³	\$120,725
Professional Development	\$25,142
Equipment/Maintenance/Hire	\$142,805
Property Services	\$325,842
Salaries & Allowances ⁴	\$190,469
Support Services	\$67,913
Trading & Fundraising	\$160,825
Motor Vehicle Expenses	\$2,332
Travel & Subsistence	\$0
Utilities	\$95,903
Total Operating Expenditure	\$8,585,310
Net Operating Surplus/-Deficit	\$521,425
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,206,063
Official Account	\$77,971
Other Accounts	\$0
Total Funds Available	\$1,284,034

Financial Commitments	Actual
Operating Reserve	\$204,505
Other Recurrent Expenditure	\$692
Provision Accounts	\$0
Funds Received in Advance	\$151,271
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	\$200,000
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,486,468

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.