2023 Annual Report to the School Community

School Name: Brookside P-9 College (8908)

- 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 23 April 2024 at 11:54 AM by Violeta Dellidis (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 20 May 2024 at 09:36 PM by Arzoo Kanwal (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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

Brookside P-9 College is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9. It lies within Caroline Springs, which is a suburban community located twenty kilometres west of Melbourne, Victoria.

Our Vision: "Brookside College empowers every learner to fulfil their potential and positively shape the future."

Mission: "At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose."

Values: Rights, Respect, Resilience and Relationships.

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Our programs place Literacy, Numeracy, Wellbeing and Engagement at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has a focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Teaching and learning programs at Brookside College are planned around professional learning communities at each level of the curriculum, with student needs identified and planned for in various ways. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies.

Literacy is delivered through explicit direct instruction including phonics based learning in the early years. Reading is a feature of every classroom, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and public exhibitions.

Our Digital Technology program (Prep-9) brings real world learning to students and provides opportunities for students to demonstrate their creativity and problem solving skills. Students are further able to develop their talents and passions through our Performing Arts (Prep-6) and Music (Years 3-9) programs, whilst student health and resilience is developed through the Stephanie Alexander Garden program (Years 3-4), the Food Technology program (Years 5-9) and the Health Program (Prep-9). Our Year 9 'Futures' and Electives Programs further aim to equip our students with many of the skills and competencies they need to shape the future.

The College is committed to developing happy, healthy and resilient children and we have invested significantly in a range of specialist programs underpinned by the Berry Street Education Model, Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) practices. Our work with students is framed by the Response to Intervention model, where student needs are identified and specifically targeted. Additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence, a dedicated Student Wellbeing space called "The Zone" and our Inclusive Education Centre, "The Hub".

Our College is a friendly place where the needs of the students come first. The College and its families work closely together to help each child achieve his or her unique potential, and our community celebrates all kinds of student success and appreciates that adults, too, are learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued to progress towards the achievement of our strategic goal "to improve the literacy and numeracy outcomes for every student". Our NAPLAN 2023 data was stronger than similar schools in some areas, with highlights including:

- 83% of Year 5 students achieving 'Exceeding or Strong' Proficiency in Reading, compared to Similar Schools at 74% and State average of 77%
- 71% of Year 7 students achieving 'Exceeding or Strong' Proficiency in Reading, compared to Similar Schools at 67% and State average of 66%
- 65% of Year 7 students achieving 'Exceeding or Strong' Proficiency in Writing, compared to Similar Schools at 62% and State average of 60%
- 64% of Year 5 students achieving 'Exceeding or Strong' Proficiency in Numeracy, compared to Similar Schools at 63%

- 67% of Year 7 students achieving 'Exceeding or Strong' Proficiency in Numeracy, compared to Similar Schools at 63% and State average of 63%

Further to this, more than 60 students across Years 5-8 were identified as suitable for acceleration and were provided with access to the Victorian High Abilities Program (VHAP) in selected subjects. Students supported through the Program for Students with a Disability (PSD) also all showed satisfactory progress in achieving their individual goals, as identified in their Individual Education Plans (IEPs).

Much work was completed in 2023 to assist in student learning progression. The school introduced the 6+1 Traits of Writing Framework and the 'Scribii' Writing Assessment Platform to assist staff to better identify students at their point of need in Writing. Professional Learning was also provided through a 'workshop' model, regarding best Literacy and Numeracy practices including the use of Mentor Texts to assist students in developing their reading and analysing skills. Through Learning Walks, the leadership team identified the need to develop a consistent approach to the use of 'Learning Intentions' (LI) and 'Success Criteria' (SC) in the classroom.

In 2024 we will continue to focus on growth for students and teachers, with key future directions and strategies identified as being the introduction to staff of the 'Brookside LI & SC Process', as well as continuing to provide Professional Learning to staff regarding best Literacy and Numeracy practices. We have also engaged a Literacy consultant to assist in the development of expectations and processes for 'Conferences and Goal Setting', beginning with Reading.

Wellbeing

In 2023, we were able to continue to progress towards the achievement of our strategic goal "to strengthen student wellbeing and engagement". Our 2023 Student Attitudes to School Survey data was strong, with highlights including:

- 74% of students in Years 4-6 responding positively when asked about 'Stimulated Learning', compared to Similar Schools at 74%
- 66% of students in Years 7-9 responding positively when asked about 'Stimulated Learning', compared to Similar Schools at 49% and State average of 48%
- 77% of students in Years 4-6 responding positively when asked about 'Sense of Connectedness', compared to Similar Schools at 74% and State average of 77%
- 54% of students in Years 7-9 responding positively when asked about 'Sense of Connectedness', compared to Similar Schools at 43% and State average of 45%
- 71% of students in Years 4-6 responding positively when asked about 'Student Voice & Agency', compared to Similar Schools at 63% and State average of 66%
- 51% of students in Years 7-9 responding positively when asked about 'Student Voice & Agency', compared to Similar Schools at 38% and State average of 37%
- 80% of students in Years 4-6 responding positively when asked about 'Managing Bullying', compared to Similar Schools at 71% and State average of 75%
- 63% of students in Years 4-6 responding positively when asked about 'Managing Bullying', compared to Similar Schools at 42% and State average of 45%

Our continued work in the School Wide Positive Behaviour Support (SWPBS) space has led to the attainment of 'Silver Level' standard in 2023. Feedback regarding our SWPBS matrix was sought and through staff, student and parent forums, and was revised accordingly. Compass data consistently shows evidence that students are being acknowledged for positive behaviours in the classroom, and our SWPBS rewards shop has been running termly. The staff induction process has included building staff capacity to implement the behaviour protocols, and a family and student friendly version of our behaviour protocols was also developed and shared at a parent forum. Year Level leaders have also used the Compass Pulse module to analyse behaviour data, which is then actioned by in each Professional Learning Community (PLCs).

Various other wellbeing supports and programs also contributed to our improved results. We established a Respectful Relationships (RR) working party, who completed an audit of the RR curriculum and redesigned our RR Scope and Sequence. Our House System underwent a change, and 'Student Voice' was incorporated in the process of renaming the Houses, as well as the development of the new House logos. We also focused on developing further understanding of Student Voice and Agency at a leadership level. Our Mental Health Practitioner (MHP) and Mental Health in Primary Schools (MHiPS) teacher delivered learning to staff about mental health, and we continued to run programs to encourage social skills development and positive peer relationships, such as BOUNCE, and RAISE youth mentoring. We also continued to provide individual counselling using parent, student and staff referrals, as well as Chronicle data, to drive decisions. Furthermore, we completed the implementation of Ongoing Reporting, making necessary changes based on feedback from staff and parents.

In 2024, we will continue to focus on the importance of wellbeing in schools by monitoring the implementation of our new Respectful Relationships curriculum and providing professional learning to staff about active supervision (both inside and outside of the classroom). We will implement the redesigned SWPBS Matrix, and develop action plans regarding 'SWPBS Classroom Systems'

Training. We will also continue to develop the House System through various House activities and events.

Engagement

In 2023, we continued working towards our strategic goal "to strengthen student wellbeing and engagement". Our 2023 Attendance data showed improvement in some areas, including:
- Yrs P-6: 26% students absent for 30+ days or more, compared to 28% in the previous year
- Yrs P-6: Average Attendance Rate 88.4% compared to 88.1% in the previous year
- Yrs 7-9: Average Attendance Rate 86.9% compared to 86.8% in the previous year

In 2023, we continued to develop our absence and attendance procedures and protocols by monitoring attendance data walls and embedding regular monitoring of absence data in PLCs. The Attendance Staged Response and Attendance Tiered Interventions were consistently utilised by staff - Home Group teachers regularly made contact with parents regarding student absences, and the college continued to send SMS messages to parents requesting them to notify the school of any absences. Leaders regularly met with parents of students with a large number of absences and implemented attendance improvement plans, as well as modified return to school plans. The College also worked closely with attendance officers from within the Department of Education (DET) to support chronic absences and return to school processes.

In 2024 we will continue to encourage improved engagement by continuing to focus on improving attendance and refining our practices, and embedding student agency through the development of goal setting practices.

Other highlights from the school year

In 2023, we continued to run various events and activities throughout the year, including running our popular camping program - highlights included our Year 9 Queensland Camp and the Year 6 Canberra Camp. We also continued to run and invite parents to our P-6 Monday morning assemblies, 7-9 cohort assemblies and end of term assemblies, during which students were awarded and acknowledged for various achievements. Furthermore, we held our Specialist and Community Expo during which families were invited to view student work and participate in various engaging activities.

Financial performance

Brookside College maintained a sound financial position throughout 2023 and finished the year with a surplus, which will allow us to continue to spend funding on student programs, staffing, furniture and equipment. Funds were spent on the necessary maintenance of the school grounds and facilities, and we also continued to upgrade outdated technology in the classrooms, ensuring that all students have equal access whilst at school. Furniture was upgraded where appropriate and we continued to develop our classroom library spaces in all rooms.

The hire of the Gymnasium and Hayshed provided the school with a source of income which was used to maintain the facilities. Hiring of the school facilities to the after-school care provider was also an additional income stream for the school while providing access to the school community to this important service. Equity funding continued to be used for extra teacher support for those students needing additional assistance.

For more detailed information regarding our school please visit our website at
https://brooksidecollege.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 1176 students were enrolled at this school in 2023, 593 female and 583 male.

32 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.

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	60.3%
State average (P-12 schools):	69.6%

Parent Satisfaction (latest year)

School: 60.3%
State: 69.6%

Percentage endorsement
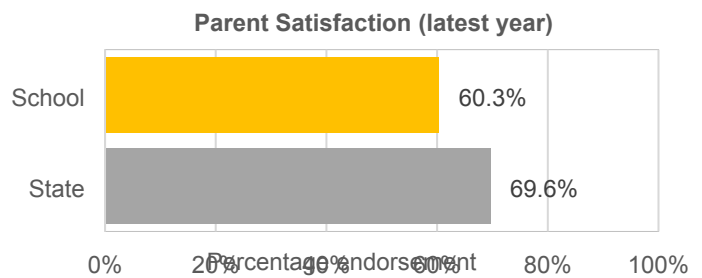
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	55.0%
State average (P-12 schools):	59.3%

School Climate (latest year)

School: 55.0%
State: 59.3%

Percentage endorsement
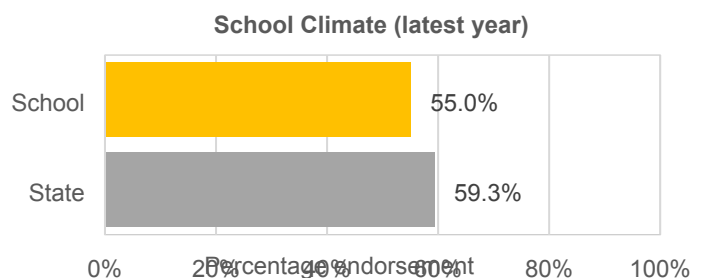
LEARNING

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

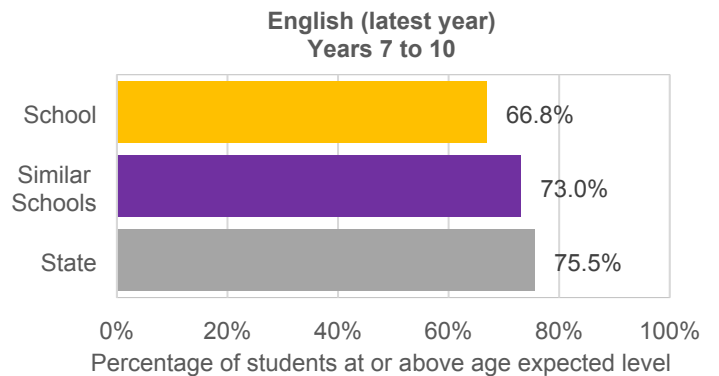Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	76.9%
Similar Schools average:	84.0%
State average:	87.2%

English (latest (year)
Years Prep to 6

School	76.9%
Similar Schools	84.0%
State	87.2%

Percentage of students at or above age expected level
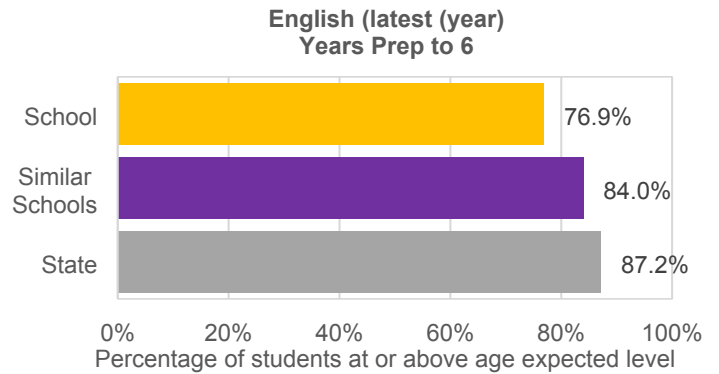
English
Years 7 to 10

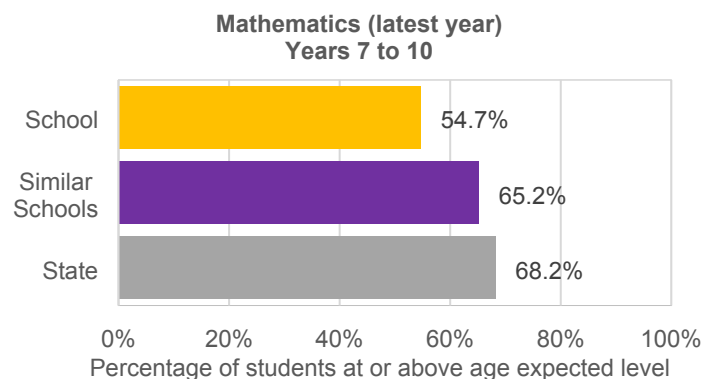|	Latest year (2023)
School percentage of students at or above age expected standards:	66.8%
Similar Schools average:	73.0%
State average:	75.5%

English (latest year)
Years 7 to 10

School	66.8%
Similar Schools	73.0%
State	75.5%

Percentage of students at or above age expected level

Mathematics
Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	76.9%
Similar Schools average:	83.8%
State average:	86.4%

Mathematics (latest year)
Years Prep to 6

School	76.9%
Similar Schools	83.8%
State	86.4%

Percentage of students at or above age expected level
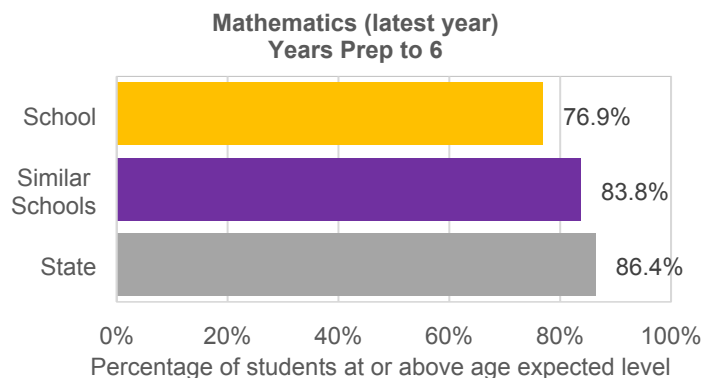
Mathematics
Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	54.7%
Similar Schools average:	65.2%
State average:	68.2%

Mathematics (latest year)
Years 7 to 10

School	54.7%
Similar Schools	65.2%
State	68.2%

Percentage of students at or above age expected level

LEARNING (continued)

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

NAPLAN

Percentage of students in the 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.

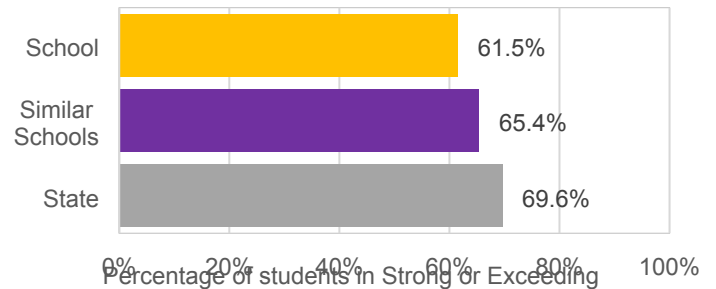| **Reading Year 3**	Latest year (2023)
School percentage of students in Strong or Exceeding:	61.5%
Similar Schools average:	65.4%
State average:	69.6%

NAPLAN Reading (latest year) Year 3

	Percentage of students in Strong or Exceeding
School	61.5%
Similar Schools	65.4%
State	69.6%

Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	82.5%
Similar Schools average:	74.5%
State average:	76.9%

NAPLAN Reading (latest year) Year 5

	Percentage of students in Strong or Exceeding
School	82.5%
Similar Schools	74.5%
State	76.9%
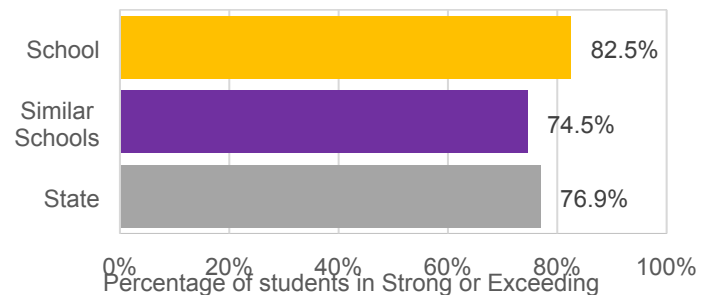
Reading Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding	70.9%
Similar Schools average:	67.4%
State average:	66.1%

NAPLAN Reading (latest year) Year 7

	Percentage of students in Strong or Exceeding
School	70.9%
Similar Schools	67.4%
State	66.1%
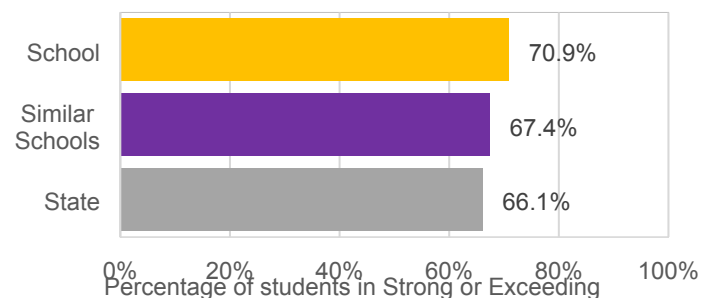
Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	49.0%
Similar Schools average:	59.3%
State average:	60.0%

NAPLAN Reading (latest year) Year 9
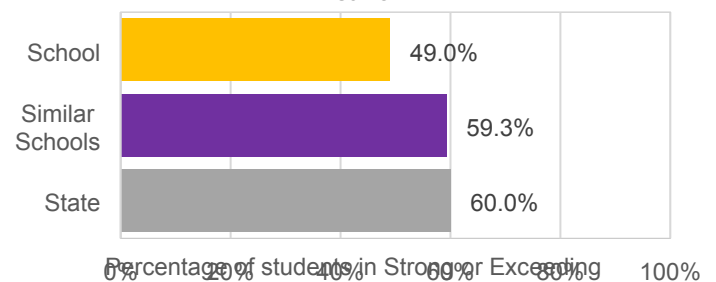
	Percentage of students in Strong or Exceeding
School	49.0%
Similar Schools	59.3%
State	60.0%

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 (continued)

**Numeracy
Year 3**

Latest year (2023)

School percentage of students in Strong or Exceeding:	54.8%
Similar Schools average:	61.1%
State average:	67.4%

**NAPLAN Numeracy (latest year)
Year 3**

School 54.8%
Similar Schools 61.1%
State 67.4%

Percentage of students in Strong or Exceeding
0% 20% 40% 60% 80% 100%
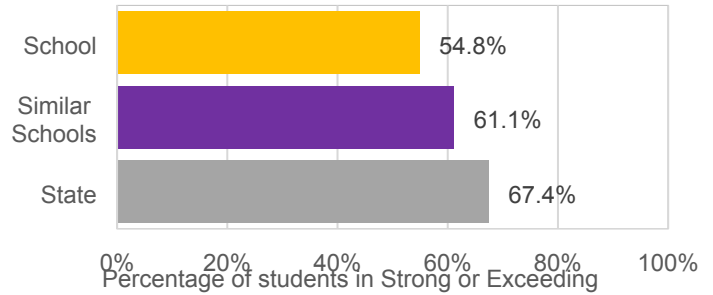
**Numeracy
Year 5**

Latest year (2023)

School percentage of students in Strong or Exceeding:	64.0%
Similar Schools average:	62.6%
State average:	67.9%

**NAPLAN Numeracy (latest year)
Year 5**

School 64.0%
Similar Schools 62.6%
State 67.9%

Percentage of students in Strong or Exceeding
0% 20% 40% 60% 80% 100%
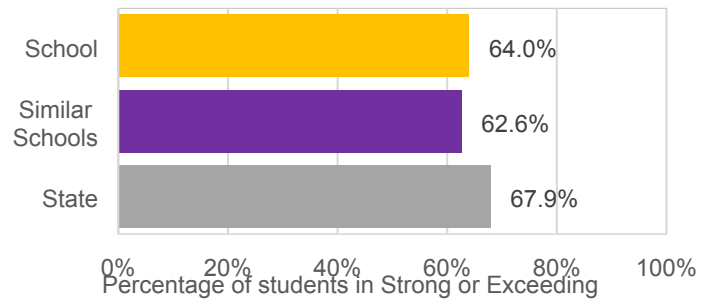
**Numeracy
Year 7**

Latest year (2023)

School percentage of students in Strong or Exceeding:	67.1%
Similar Schools average:	63.2%
State average:	62.9%

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

School 67.1%
Similar Schools 63.2%
State 62.9%

Percentage of students in Strong or Exceeding
0% 20% 40% 60% 80% 100%
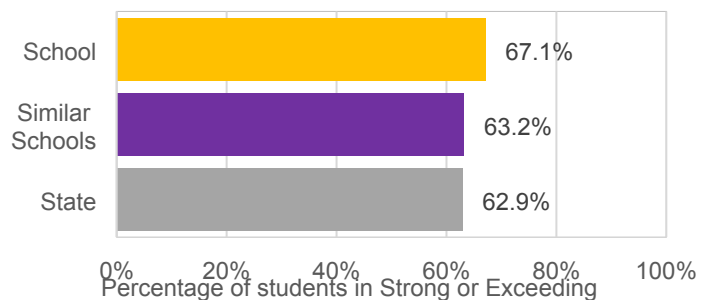
**Numeracy
Year 9**

Latest year (2023)

School percentage of students in Strong or Exceeding:	52.1%
Similar Schools average:	57.4%
State average:	59.9%

**NAPLAN Numeracy (latest year)
Year 9**
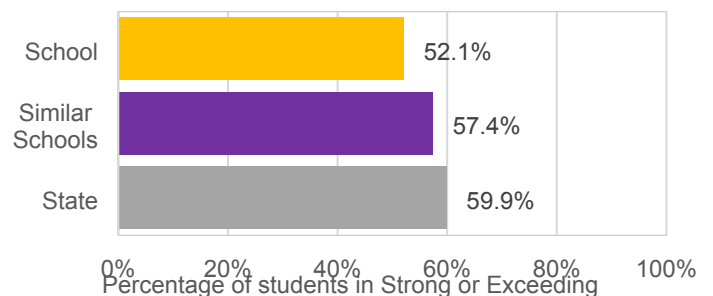
School 52.1%
Similar Schools 57.4%
State 59.9%

Percentage of students in Strong or Exceeding
0% 20% 40% 60% 80% 100%

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 3

Latest year (2022)

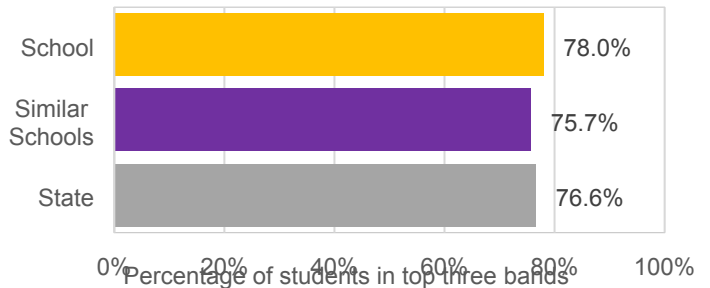|	
School percentage of students in the top three bands:	78.0%
Similar Schools average:	75.7%
State average:	76.6%

NAPLAN Reading (2022) Year 3

- School: 78.0%
- Similar Schools: 75.7%
- State: 76.6%

Percentage of students in top three bands

Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:	62.5%
Similar Schools average:	67.1%
State average:	70.2%

NAPLAN Reading (2022) Year 5

- School: 62.5%
- Similar Schools: 67.1%
- State: 70.2%

Percentage of students in top three bands
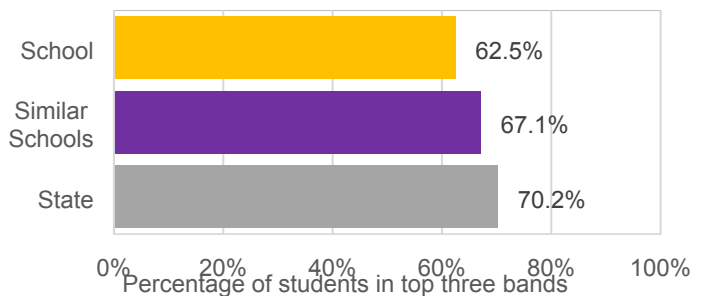
Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:	57.6%
Similar Schools average:	57.2%
State average:	54.6%

NAPLAN Reading (2022) Year 7

- School: 57.6%
- Similar Schools: 57.2%
- State: 54.6%

Percentage of students in top three bands
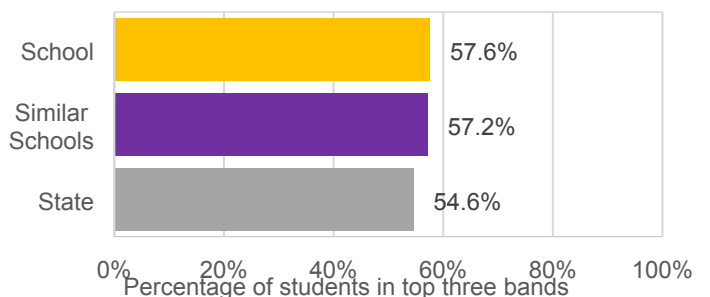
Reading Year 9

Latest year (2022)

School percentage of students in top three bands:	49.6%
Similar Schools average:	46.2%
State average:	47.2%

NAPLAN Reading (2022) Year 9
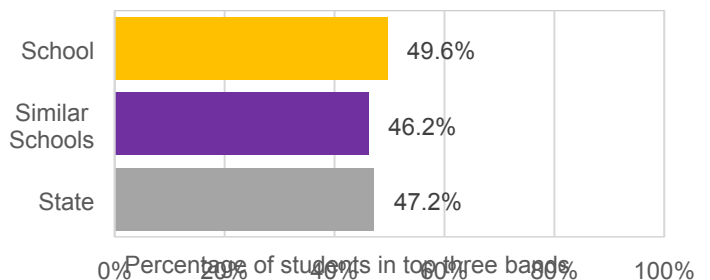
- School: 49.6%
- Similar Schools: 46.2%
- State: 47.2%

Percentage of students in top three bands

LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

Latest year (2022)

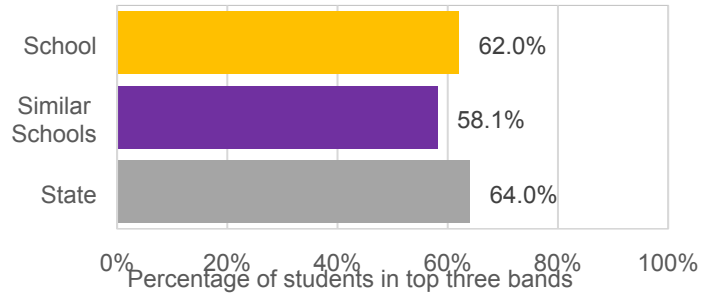|	
School percentage of students in the top three bands:	62.0%
Similar Schools average:	58.1%
State average:	64.0%

NAPLAN Numeracy (2022) Year 3

Numeracy Year 5

Latest year (2022)

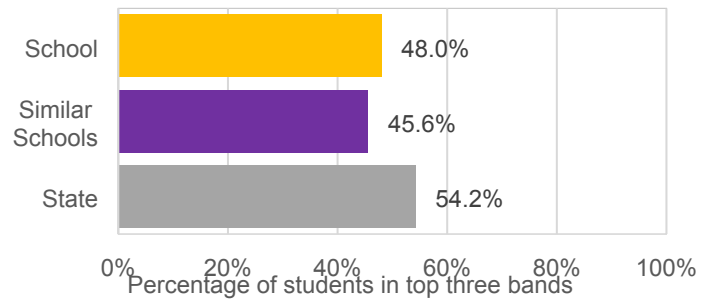|	
School percentage of students in the top three bands:	48.0%
Similar Schools average:	45.6%
State average:	54.2%

NAPLAN Numeracy (2022) Year 5

Numeracy Year 7

Latest year (2022)

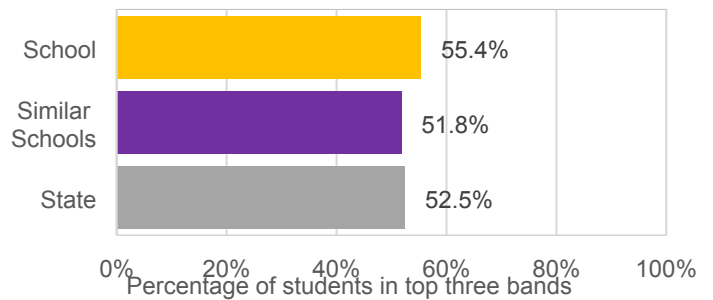|	
School percentage of students in the top three bands:	55.4%
Similar Schools average:	51.8%
State average:	52.5%

NAPLAN Numeracy (2022) Year 7

Numeracy Year 9

Latest year (2022)

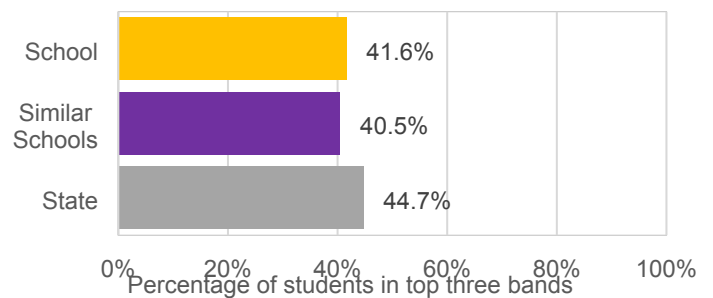|	
School percentage of students in the top three bands:	41.6%
Similar Schools average:	40.5%
State average:	44.7%

NAPLAN Numeracy (2022) Year 9

LEARNING (continued)

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:	NDA	NDA
Similar Schools completion rate:	95.6%	96.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)
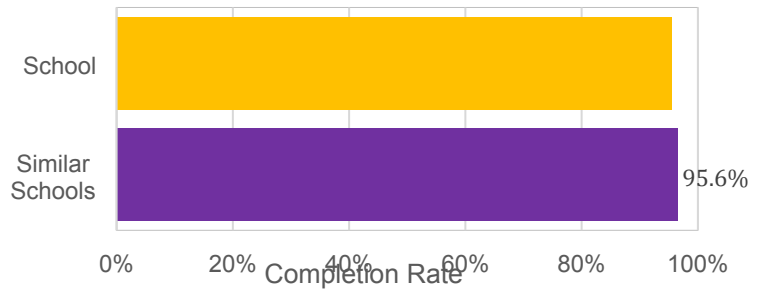
Mean study score from all VCE subjects:	NDA
Number of students awarded the VCE Vocational Major	NDA
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
Percentage VET units of competence satisfactorily completed in 2023:	NDA

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 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.9%	75.3%
Similar Schools average:	73.7%	76.2%
State average:	77.0%	78.5%

Sense of Connectedness (latest year) Years 4 to 6

School	76.9%
Similar Schools	73.7%
State	77.0%

0%   20%   40%   60%   80%   100%
Percentage endorsement

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	54.0%	53.0%
Similar Schools average:	40.9%	45.6%
State average:	45.3%	49.9%

Sense of Connectedness (latest year) Years 7 to 12

School	54.0%
Similar Schools	40.9%
State	45.3%

0%   20%   40%   60%   80%   100%
Percentage endorsement

WELLBEING (continued)

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).
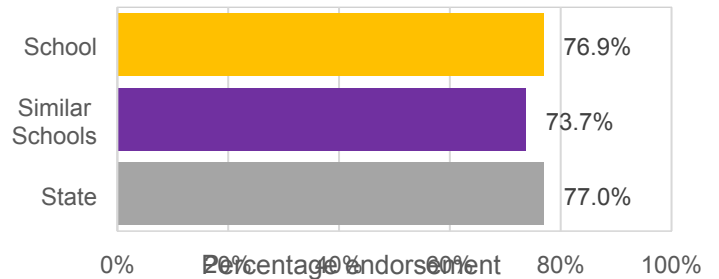
Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	79.9%	73.5%
Similar Schools average:	71.4%	74.2%
State average:	75.1%	76.9%

Management of Bullying (latest year) Years 4 to 6

School	79.9%
Similar Schools	71.4%
State	75.1%

0%   20%   40%   60%   80%   100%
Percentage endorsement
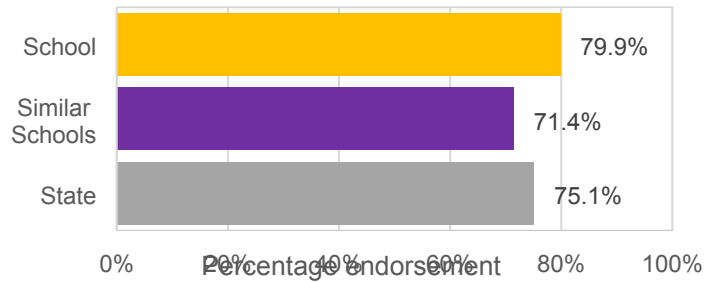
Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	63.4%	58.0%
Similar Schools average:	41.7%	46.6%
State average:	46.6%	51.0%

Management of Bullying (latest year) Years 7 to 12

School	63.4%
Similar Schools	41.7%
State	46.6%

0%   20%   40%   60%   80%   100%
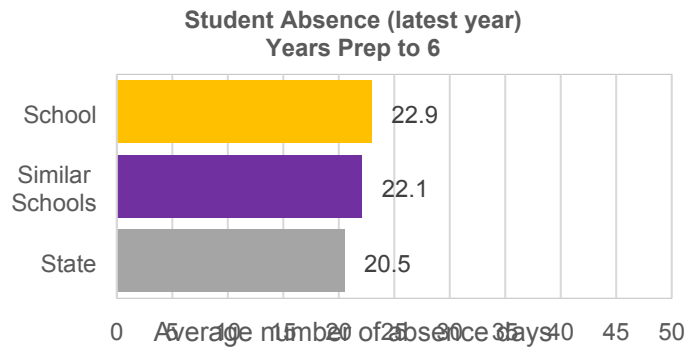Percentage endorsement
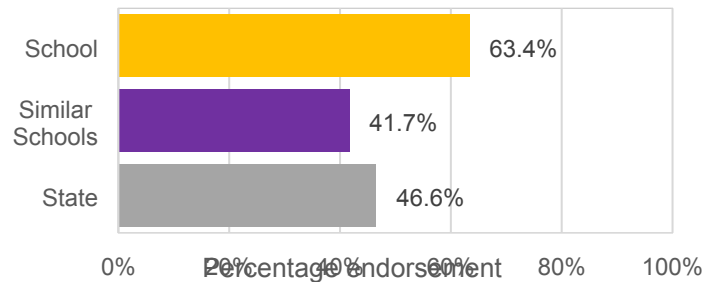
ENGAGEMENT

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.
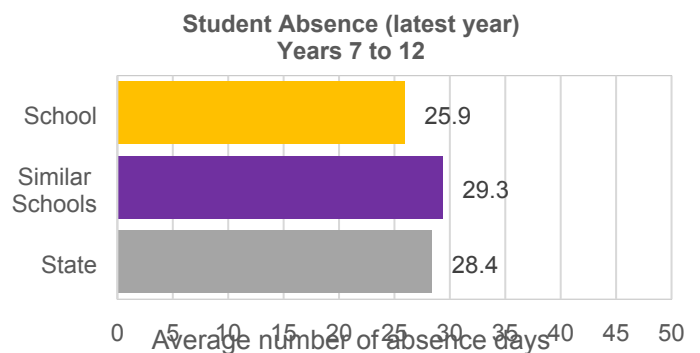
Student Absence Years Prep to 6	Latest year (2023)	4-year average
School average number of absence days:	22.9	19.4
Similar Schools average:	22.1	19.4
State average:	20.5	18.1

Student Absence (latest year) Years Prep to 6

School	22.9
Similar Schools	22.1
State	20.5

Average number of absence days
0 5 10 15 20 25 30 35 40 45 50

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	25.9	24.4
Similar Schools average:	29.3	25.2
State average:	28.4	23.8

Student Absence (latest year) Years 7 to 12

School	25.9
Similar Schools	29.3
State	28.4

Average number of absence days
0 5 10 15 20 25 30 35 40 45 50

Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	89%	89%	87%	88%	89%	89%

|	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	87%	86%	NDA	NDA	NDA

ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	49.2%	50.3%
State average:	72.6%	73.8%

Student Retention (latest year) Year 7 to Year 10

School — Similar Schools: 49.2%

Percent of students retained
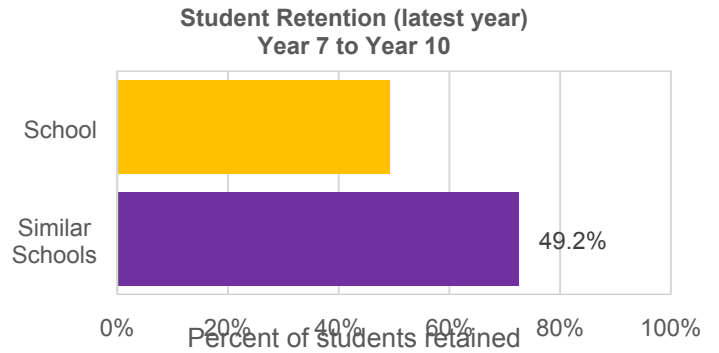
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	87.4%	88.2%
State average:	89.5%	89.5%

Student Exits (latest year) Years 10 to 12

School — Similar Schools: 87.4%

Percent of students with positive destinations
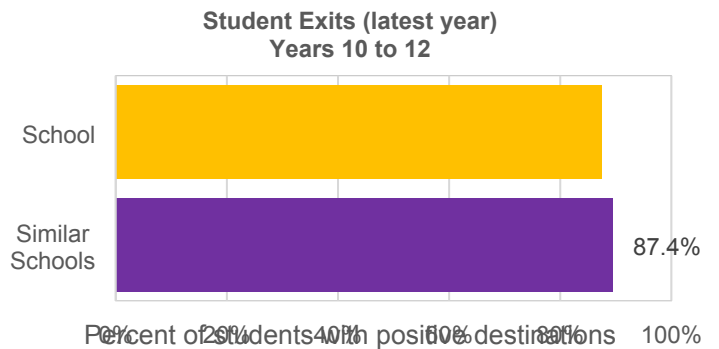
Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$13,271,279
Government Provided DET Grants	$1,478,748
Government Grants Commonwealth	$18,986
Government Grants State	$5,000
Revenue Other	$39,165
Locally Raised Funds	$753,885
Capital Grants	$0
Total Operating Revenue	**$15,567,062**

Equity [1]	Actual
Equity (Social Disadvantage)	$295,593
Equity (Catch Up)	$38,147
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$333,740**

Expenditure	Actual
Student Resource Package [2]	$12,928,294
Adjustments	$521
Books & Publications	$16,473
Camps/Excursions/Activities	$442,038
Communication Costs	$24,771
Consumables	$236,629
Miscellaneous Expense [3]	$57,079
Professional Development	$30,135
Equipment/Maintenance/Hire	$194,181
Property Services	$97,303
Salaries & Allowances [4]	$423,441
Support Services	$460,239
Trading & Fundraising	$24,183
Motor Vehicle Expenses	$1,000
Travel & Subsistence	$0
Utilities	$108,559
Total Operating Expenditure	**$15,044,844**
Net Operating Surplus/-Deficit	**$522,218**
Asset Acquisitions	**$19,326**

(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	$483,367
Official Account	$124,551
Other Accounts	$0
Total Funds Available	**$607,918**

Financial Commitments	Actual
Operating Reserve	$345,165
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	$400,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$745,165**

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.