2022 Annual Report to the School Community

School Name: Keysborough Secondary College (8867)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2023 at 01:25 PM by John Baston (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2023 at 09:30 AM by Lee-Anne Theodorou (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Keysborough College our vision is to provide an environment that enables students to achieve their personal best in each of their intellectual, creative, sporting and social pursuits. Through their voice and leadership students are encouraged to make a difference by being active participants in their community. The College is also committed to providing a child safe environment where children and young people are safe and feel safe and are provided with a broad range of opportunities to provide feedback to inform decisions that affect their lives.

Our school values of Respect, Excellence and Diversity are held very strongly throughout the school and form the basis of our expectations of all members of our school community.
Respect — this means we recognise the thoughts, feelings and concerns of others, interact with them in a sensitive and considerate way and value their contribution. Through respect for others and self we can make our world a more harmonious place for all.
Excellence — Students gain a sense of satisfaction and develop feelings of self worth when they experience achievement and success. We promote high expectations, encourage a desire to do one's best and aim to continually improve.
Diversity — We value individual difference, ensure equal access to opportunities and provide support for our diverse communities. Embracing the diversity of humanity adds richness to our lives.
These values embedded of every aspect of school life at Keysborough College.

There are three goals we are intending to achieve over the course of our 2021-2025 School Strategic Plan

1. To improve achievement in learning for all students
We will achieve this by building consistency in high quality classroom teaching practice through collaboration, reflection, and feedback, building teacher capability to utilise data and a range of assessment strategies to differentiate learning and determine impact and implement a whole college literacy improvement strategy.

2. To improve engagement in learning for all students
We will achieve this by improving whole college instructional leadership capacity, developing, implementing, and reviewing curriculum to engage students in learning and by building teacher capacity to activate student voice and agency in learning.

3. Improve student resilience and enhance wellbeing.
We will achieve this by embedding the college 5P Learning Behaviour Framework and implementing an evidence–based Response to Intervention Framework.

In 2022 the school had total of 274 staff: 8 principal class, 176 teachers and 90 Education Support Staff. A total of 1874 students were enrolled at this school in 2022, 882 female and 991 male. Approximately 65 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.. The family backgrounds of these students are characterised by a high Student Family Occupation and Education (SFOE) index which indicates considerable disadvantage.

Keysborough College is a multi-campus school with campuses in Keysborough (Acacia Campus) and Springvale South (Banksia Campus). The organizational structures at each campus are arranged around Junior and Senior Villages where a variety of both academic and non-academic programs offered to students to extend their skills and knowledge from years 7-12. The school also had a significant International Students Program with students accessing Victorian Curriculum from Years 7 - 10 and VCE in Years 11 & 12, with an enrolment across Years 7 - 12 of 112 students.

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey shows that the percent of positive responses (agree or strongly agree) from parents who responded to the survey at 77.6% which compares very favourably to the State average (secondary schools) which is 68.7%

The School Staff Survey showed a positive percent endorsement of 50.4% by staff on School Climate compared to a State average for secondary schools of 52.0%. Two Factors that were identified as needing improvement were Parent and Community Involvement and Teacher Collaboration. These are to be addressed in the 2023 AIP

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we continued to align our work with the DET Priorities Goal which stated:
Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
We also continued to work on one of our SSP Goals to Improve engagement in learning for all students by developing the Instructional capacity of the Principal Class and Middle Level Leadership Teams to effectively plan and implement high level strategies. We believed this would improve the quality of teaching and learning practice across the school.
The Tutor Learning Initiative program that was set up in 2021 continued into 2022 allowed the school to continue to provide small group intervention and in-class support for students who struggled through return from remote learning in 2021 and into 2022. Many students have shown measurable progress in their literacy and numeracy skills as well as improvement in their learning confidence. The program has adapted through the year following DET guidance / updates and feedback from college staff and tutors. Tutors were utilized in existing school intervention programs and this involvement increased through 2022.Our Intensive Numeracy Program and the Intensive Reading Program in 2021 and 2022 continually evolved seeing the introduction of the evidenced based Corrective Reading program being commenced and delivered by tutors following the identification of a lack of decoding skills in our targeted students. SMT (student monitoring tool) and IGPs (Individual Goal plans) were created and used to demonstrate the personalised SMART goals and to record learning data. Many of these learning goals were met or exceeded. Tutors have analysed assessment data (PATR, PATM, EWrite, CATs, etc.) to identify targeted learning skills lacking and then planned intervention goals and activities to address the learning gaps. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.
For Year 7 - 10 data both Teacher Judgements and NAPLAN result indicate our students performed favourably compared to Similar Schools and in some cases comparable to the State Average.
Teacher Judgement of student achievement
Percentage of students working at or above age expected standards in English and Mathematics.

English **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	72.6%
Similar Schools average:	68.4%
State average:	76.3%

Mathematics **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	67.4%
Similar Schools average:	58.5%
State average:	67.4%

NAPLAN
Percentage of students in the top three bands of testing in NAPLAN.
Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

Reading **Year 7**	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	47.4%
Similar Schools average:	44.9%	45.7%

State average:	54.6%	55.3%

Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	39.9%
Similar Schools average:	36.3%	35.6%
State average:	47.2%	46.0%

Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	44.5%	49.7%
Similar Schools average:	42.1%	45.0%
State average:	52.5%	54.8%

Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	43.4%	45.3%
Similar Schools average:	33.1%	34.2%
State average:	44.7%	45.6%

Victorian Certificate of Education (VCE)
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

In 2022 our VCE School Mean Score was down compared to the previous year. However all other measures either remained the same as 2021 or improved. This was pleasing as it was the first time since 2019 that these students had spent an entire year on-site.

Victorian Certificate of Education	Latest year (2022)	2021	4-year average
School mean study score	26.5	27.3	27.1
Similar Schools average:	27.1	27.4	27.4
State average:	28.9	28.9	28.9

	2022	2021
Students in 2022 who satisfactorily completed their VCE:	96%	96%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	29%	24%
VET units of competence satisfactorily completed in 2022:	67%	57%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	78%	79%

Wellbeing

The College Wellbeing Team is managed by the College Wellbeing Team Leader who is full time and works across each campus. There is also a Student Engagement Wellbeing Coordinator who works cross campus who prioritises re-engagement of students who are chronic refusers. On each campus the team consists of a Student Wellbeing Coordinator, two youth workers, two Inclusion Support Worker (who particularly works with students new to the school) and a Chaplain on each campus. They are supported by a Doctors in Schools facility at the Acacia campus which is accessible to students on both campuses and also a Mental Health Practitioner on both campuses. A range of SSSO's also work with our students on both campuses.
As a school we face a number of challenges;

- While our students have a strong connectedness to school and peers and feel safe at school there is a need to improve their Learning Confidence and their aspirations for the future.
- Our students need to be more resilient and develop a greater involvement in their learning
- There is a need to cater for the transient nature of many students resulting in enrolments at different stages of the year.
- There is a need for greater involvement of parents and the wider community in our student's learning

In 2022 the additional challenge of caring for our students while they transitioned back to full time on site learning from remote learning. In accordance with DET policy we prioritised Wellbeing on the same level as Learning. The College modified some activities during this time in a way that included a range of activities to engage students and care for student wellbeing,
Our Wellbeing Team were worked with the Student Management Teams at each year level to monitor the attendance and wellbeing of all students and put into place support as deemed necessary.
The percent endorsement on both Sense of Connectedness and Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12 shows a percent endorsement significantly higher than the State average for both.

Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	60.2%	64.4%
Similar Schools average:	49.1%	53.7%
State average:	48.1%	52.5%

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	60.7%	66.4%
Similar Schools average:	49.4%	54.4%
State average:	48.6%	54.0%

Engagement

The College continued to provide a broad range of VCE, VCAL and VET subjects for our students across the two campuses and every student 7-12 is required to have a MIPs plan outlining their current pathway. Junior students undertook careers planning during their Making Connections classes (including Morrisby testing) and year 10-12 undertake weekly Pathways sessions.
Student attendance is monitored at each year level through our attendance system, with student management teams being responsible for the identification of students at risk of disengagement. Attendance rates are higher at all year levels compared to Region and State averages. We monitor and analyse school attendance records regularly and use tools (such as Compass) for early identification of students at risk of poor attendance. We regularly discuss student attendance records in staff meetings and in the staff performance and development review process. Common reasons for non-attendance include illness and extended family holidays.
We employ an ES staff members for the specific purpose of decreasing the number of 'Unapproved Absences'. There is also a Student Engagement Wellbeing Coordinator (ES 1-3) working cross campus who prioritises re-engagement of students who are chronic refusers.
Roles are marked four times each school day (at the beginning of each lesson). We believe this accountability had a direct influence on maintaining high attendance rates.
Student Absence Years 7 to 12

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	21.0	15.8

Similar Schools average:	27.8	21.9
State average:	27.7	21.8

The high attendance rate was consistent across all year levels Attendance Rate (latest year)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	91%	89%	89%	87%	90%	91%

Absence from school can impact on students' learning. Our Absence from School data indicates that Keysborough College records less absences than expected, relative to the similar schools group with similar characteristics and compared to State averages

When we look at Student Retention (percentage of Year 7 students who remain at the school through to Year 10) again we see that we compare favourably to both Similar Schools and State average.

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	83.7%	80.7%
Similar Schools average:	77.1%	76.3%
State average:	73.1%	73.0%

In order to support student engagement our school implemented a number of targeted programs. These included:

- Respectful Relationships curriculum implemented at Year 9 in Making Connections and audited and revised in Physical Education Curriculum 7-10
- Respectful Relationships - Year 9 - Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence
- The Resilience Project - The Resilience Project delivers emotionally engaging programs to schools, providing practical, evidence-based mental health strategies to build resilience and happiness implemented at Year 7 across the College
- Alumni Study Buddies Program (mentoring and cognitive skills) launched this year for English and Maths tutoring after school for yr12 students.
- Pathways Yr 10-12 - Study skills sessions focused upon developing cognitive skills (revision techniques, higher order thinking,
- Mentoring programs (Skyline, Monash Access, Alumni, ABCN Focus program, STEM girls,, Industry VCAL Headstart)
- Wellbeing Yr 10-12 - Running meditation/relaxation & Managing stress sessions during Pathways and lunchtime sessions.
- Student intervention programs – No Limits, Cool Down, Thrive, Rite Man Mentoring

Other highlights from the school year

Extracurricular highlight of the year included: These are few of the events that happened in 20222. The were so much more valued as we had been unable to do most of them for the previous two years.
- Intermediate Summer Sports in February
- Year 7 Camps for both Campuses in March
- Banksia Year 9 Camp in March
- Banksia and Acacia Year 8 Camps in May
- Career Expos for our Senior Students in May
- Year 10 Camp in October
- Year 12 Graduation Ceremony in October
- Many music performances throughout the year
- Wakakirri Story-Dance performance
- Senior Winter Sports in May
- Year 10 Work Experience in July

- Year 9 City Experience in August
- Junior School Leadership Camps in August
- Year 12 Formal in September

Financial performance

Keysborough College maintained a very sound financial position throughout 2022. The 2021-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. Additional income was generated through hire of facilities and from our International Student Program
In addition to our Core Student Allocation our budget also includes an allocation for EAL Students, PSD Students, and for our Instrumental Music Program. We also received Equity Funding (Catch Up and Social Disadvantage). These include:
Equity Total $3,695,129
Mental Health Practitioners initiative $166,961
New Integration Students $970,500
English as an Additional Language $732,585
Instrumental Music Program $438,142.41
Tutor Learning Initiative $909,347
Government Grants Commonwealth $49,832
Government Grants State $32,251
The Financial Performance and Position report shows a total Operating Revenue of $27,724,116 with Total Funds Available as at 31 December 2022 of $3,719,492.
The Net Operating Deficit of $6,330,628 is due to a $5,000,000 payment (listed as a Miscellaneous Expense) made to the VSBA for Stage 5 of our Regeneration Project. The remaining $1.3M will be offset by a cash to credit transfer at the start of 2023.

For more detailed information regarding our school please visit our website at
https://www6.keysboroughsc.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 1841 students were enrolled at this school in 2022, 865 female and 976 male.

65 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.

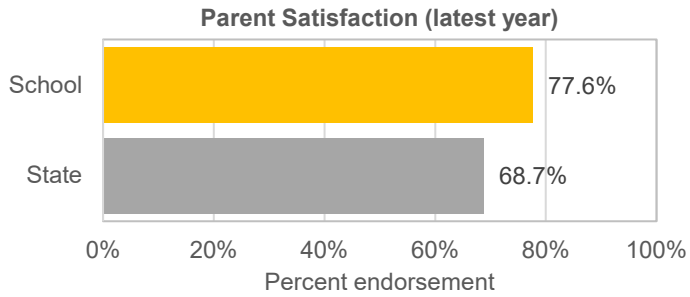
This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	77.6%
State average (secondary schools):	68.7%



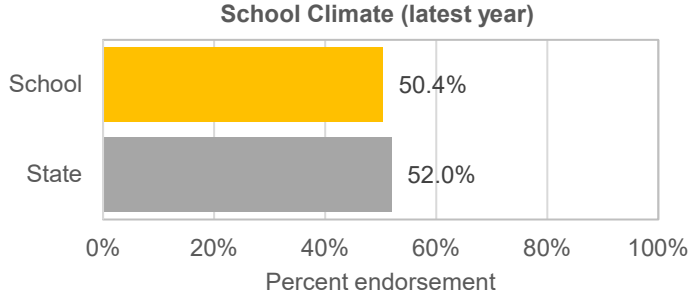
School Staff Survey

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

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

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

School Climate	Latest year (2022)
School percent endorsement:	50.4%
State average (secondary schools):	52.0%



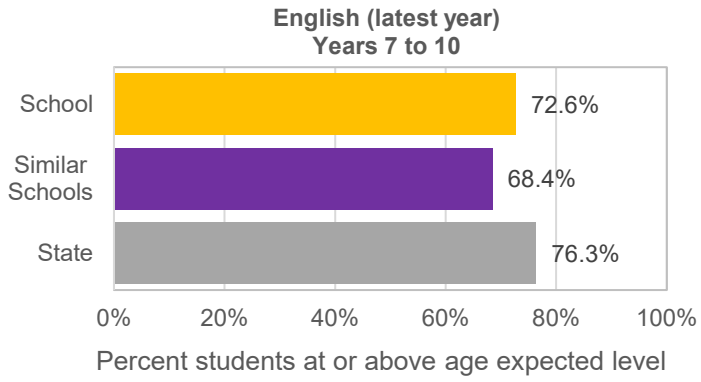
LEARNING

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

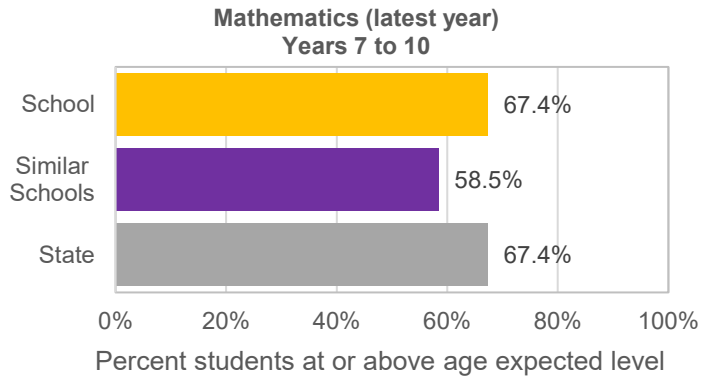
Teacher Judgement of student achievement

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

English **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	72.6%
Similar Schools average:	68.4%
State average:	76.3%



Mathematics **Years 7 to 10**	Latest year (2022)
School percent of students at or above age expected standards:	67.4%
Similar Schools average:	58.5%
State average:	67.4%



LEARNING (continued)

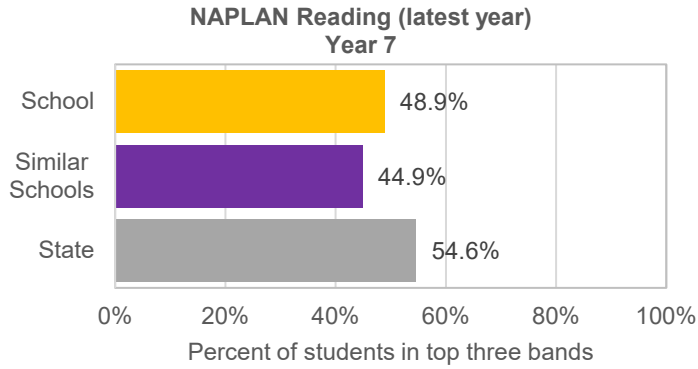
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

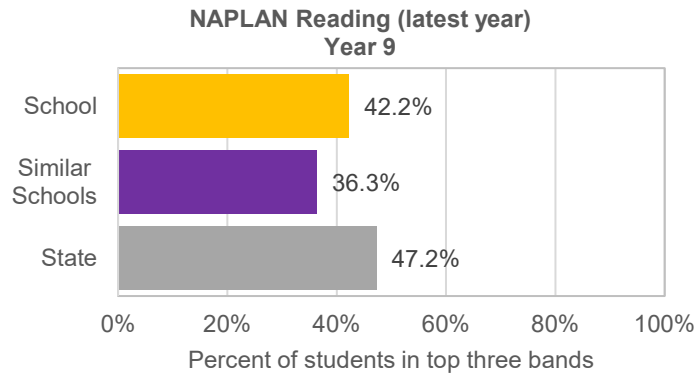
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

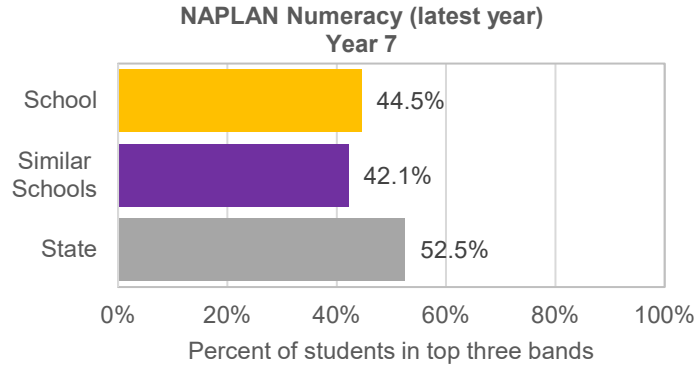
Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	48.9%	47.4%
Similar Schools average:	44.9%	45.7%
State average:	54.6%	55.3%



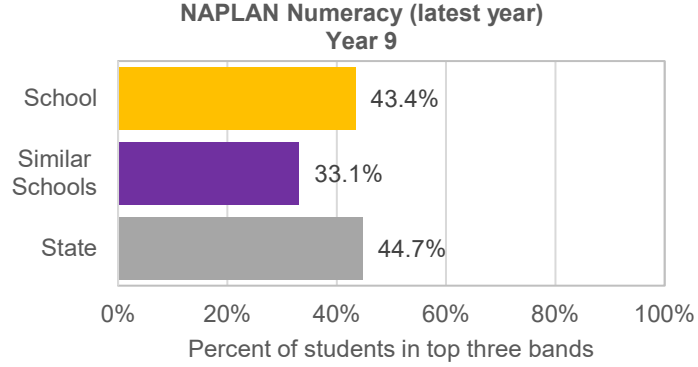
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	39.9%
Similar Schools average:	36.3%	35.6%
State average:	47.2%	46.0%



Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	44.5%	49.7%
Similar Schools average:	42.1%	45.0%
State average:	52.5%	54.8%



Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	43.4%	45.3%
Similar Schools average:	33.1%	34.2%
State average:	44.7%	45.6%



LEARNING (continued)

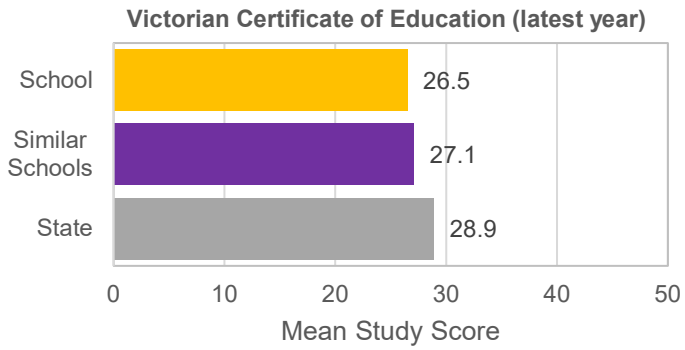
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	26.5	27.1
Similar Schools average:	27.1	27.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:	96%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	29%
VET units of competence satisfactorily completed in 2022:	67%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	78%

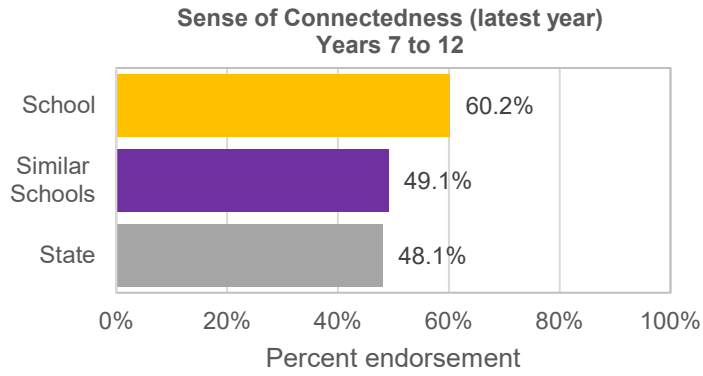
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

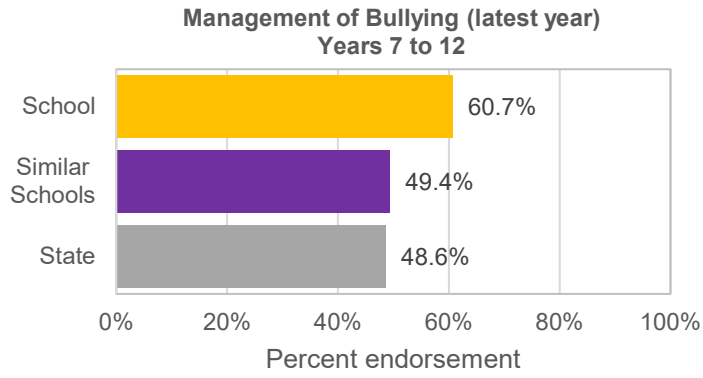
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	60.2%	64.4%
Similar Schools average:	49.1%	53.7%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	60.7%	66.4%
Similar Schools average:	49.4%	54.4%
State average:	48.6%	54.0%



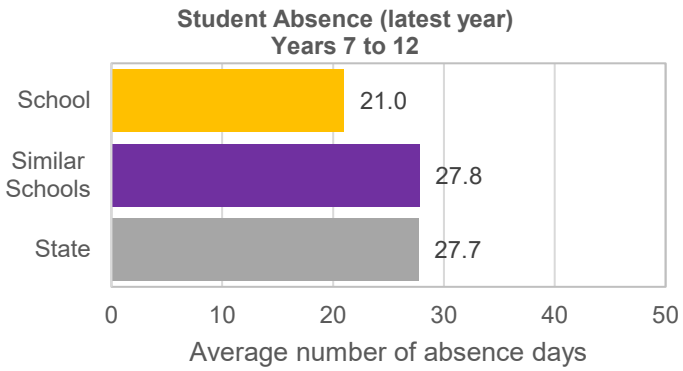
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	21.0	15.8
Similar Schools average:	27.8	21.9
State average:	27.7	21.8



Attendance Rate (latest year)

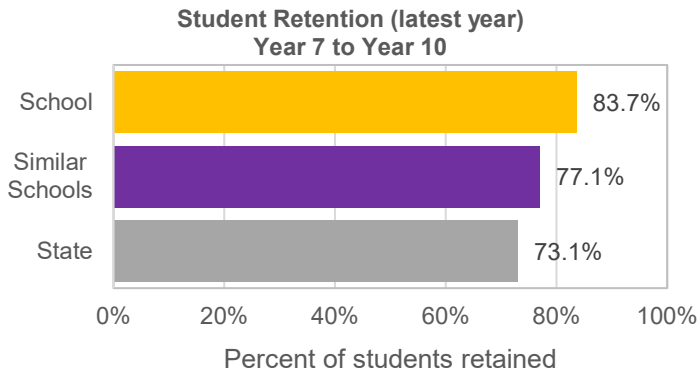
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	89%	89%	87%	90%	91%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	83.7%	80.7%
Similar Schools average:	77.1%	76.3%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

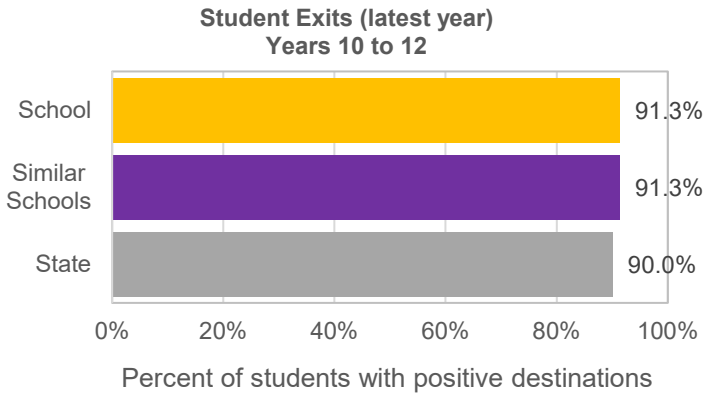
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	91.3%	94.8%
Similar Schools average:	91.3%	90.6%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$23,156,297
Government Provided DET Grants	$3,590,216
Government Grants Commonwealth	$49,832
Government Grants State	$32,251
Revenue Other	$144,832
Locally Raised Funds	$711,088
Capital Grants	$39,600
Total Operating Revenue	**$27,724,116**

Equity [1]	Actual
Equity (Social Disadvantage)	$3,521,256
Equity (Catch Up)	$173,873
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$3,695,129**

Expenditure	Actual
Student Resource Package [2]	$24,199,879
Adjustments	$0
Books & Publications	$20,071
Camps/Excursions/Activities	$394,632
Communication Costs	$54,971
Consumables	$694,339
Miscellaneous Expense [3]	$5,215,747
Professional Development	$141,893
Equipment/Maintenance/Hire	$571,155
Property Services	$623,470
Salaries & Allowances [4]	$446,986
Support Services	$1,301,406
Trading & Fundraising	$54,668
Motor Vehicle Expenses	$15,354
Travel & Subsistence	$832
Utilities	$279,742
Total Operating Expenditure	**$34,015,144**
Net Operating Surplus/-Deficit	**($6,330,628)**
Asset Acquisitions	**$264,651**

(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 24 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$3,587,089
Official Account	$132,403
Other Accounts	$0
Total Funds Available	**$3,719,492**

Financial Commitments	Actual
Operating Reserve	$1,562,182
Other Recurrent Expenditure	$28,052
Provision Accounts	$0
Funds Received in Advance	$10,000
School Based Programs	$365,004
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$4,889
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$533,672
Capital - Buildings/Grounds < 12 months	$900,000
Maintenance - Buildings/Grounds < 12 months	$315,693
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$3,719,492**

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.