

2023 Annual Report to the School Community

School Name: Pakenham Secondary College (8223)



- 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 26 March 2024 at 08:12 AM by Aaron Smith (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 March 2024 at 12:48 PM by Wayne Hampton (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

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor. The population of the Pakenham Municipality continues to grow with many new housing developments in the area.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and to build pathways that best support their future.

Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement. The key values that underpin all work at the College is based around the acronym SOAR. Social and personal responsibility, Opportunities for all, Achieving personal best and Respect and relationships

The school community has become increasingly diverse with students from a variety of cultural and religious backgrounds. The College aims to provide all teachers with the professional and moral support to develop their practice so that they can best support growth in student learning outcomes. Our College is recognised throughout the community as a place that provides each and every student with a high quality education whereby learning growth is our priority.

The four areas important to our College Community include:

Learning Growth and Pathways

Sport

The Performing Arts

Student Leadership and Our Community

Student enrolment numbers were 810 in 2023. Our students are supported by **86** effective fulltime staff, including three Assistant Principals, five Leading Teachers and five Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage. The curriculum across Years 7 to 10 is based around a core plus elective model. Students in Year 10 have the opportunity to access VET and / or VCE subjects, and more elective choice has been provided to our Year 10 students.

We further developed and implemented our curriculum and programs to support the Senior School Certificate Reform. Senior students (Year 11 and 12) are able to access the new Victorian Certificate of Education (or VCE) - the VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) together with a more traditional VCE. Senior students have been able to access the new VCE in 2023. A variety of VET courses and School Based Apprenticeships are also available to students and these programs can compliment the VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

The school continues to follow its Strategic Plan which was completed in 2021. The Strategic Plan has at its focus, improving student achievement, engagement and well-being. The resultant Key Improvement Strategies and actions that were derived from the review are based around:

- Maximising student learning in literacy and numeracy by:
 - Developing, implementing and embedding a whole-school approach to formative and summative assessment.
 - Building capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
 - Building teacher capability to differentiate learning tasks to meet students at point of need.
- Strengthen students' agency, engagement and connectedness to school and peers by:
 - Strengthening opportunities for student voice, agency, and leadership
 - Developing teacher capability to support students to set goals and monitor their own learning progress
 - Engaging students to support the development of learning opportunities that are engaging and promote curiosity.
- Improving social and emotional wellbeing of all students by:
 - Developing and implementing a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
 - Strengthening the partnership between staff, students, carers, and families to create a shared responsibility for student wellbeing.

Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and

neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

The school's Strategic Plan supported the development of the school's Annual Implementation Plan for 2023. The Key Improvement Strategies within the school's Annual Implementation Plan (or AIP) for 2023 included:

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Develop, implement and embed a whole school approach to formative and summative assessment
Build capability of staff to capture, analyse and utilise assessments and data to evaluate the impact of instructional practice, and to guide how to differentiate student work and learning
Build teacher capability to differentiate learning tasks and to best meet student point of need

A range of actions as documented in our 2023 AIP were used to support students using these Strategies including the use of our existing Instructional Model, Professional Learning Communities Program and Assessment Practices, embarking on Professional Learning Communities (or PLCs) Training, the use of Literacy and Numeracy initiatives to support learning growth, further embedding our SWPBS Program, development and implementation of more co-curricular activities (including Student Leadership opportunities), strengthen the link between the Year 10 and Senior Sub School, capturing more student feedback on teacher practice, even stronger use of IT platforms such Compass throughout the College, developing a new Assessment and Reporting Model that is more continuous, developing plans and interventions to further support students with their wellbeing including those in most need.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school continued to have a strong focus on enhancing student learning in 2023. Further developing teacher practice through the continued use of our common Instructional Model, which included Literacy for Learning and the application of School Wide Positive Behaviour across the school was a feature of our work. We used Number Talks as part of our approach to learning in Numeracy, Mathematics and in other areas of the curriculum.

There was a strong focus across the year on enhancing teacher collaboration within faculties by further reviewing our Professional Learning Communities (PLCs) Program to ensure its success in supporting teaching staff to further improve their practice. Our involvement in the Department of Education and Training (or DET) Program this year supported us with the review and development of a PLC Program that will be helpful and useful to our College Community. Teacher development continues to occur through the application of the High Impact Teaching Strategies and the internal professional learning offered within the school (eg Literacy for Learning Program). The College has made further progress in the application of ICT through the use of key programs such as Compass and Office 365 (eg Teams).

NAPLAN Learning Data at our school demonstrates at Year 9 for Reading and Numeracy, the percentage of students in the top three bands is above the Similar Schools Average. The school percentage of students in Strong or Exceeding proficiency levels for Year 9 Reading and Numeracy is slightly below that of the Similar Schools Average.

VCE learning data demonstrates another increase in our Average Study Score in 2023 from 28 to 29. In 2023, 96% of students enrolled in the VCE were able to satisfactorily complete the VCE. In 2023, we had more Study Scores in the 30s than at any time in the past. Schools continue to work through a transition from VCAL to VM as part of the Senior School Certificate Reform. We have noticed from our 2023 data, that there has been improvement in the percentage of some VCAL units completed by students.

We worked on the implementation of the Disability Inclusion (or DI) Program throughout 2023 for its successful inclusion at the College in 2024. Students in our PSD Program in 2023 were supported by a co-ordinator, aides and student support group meetings. Teachers set learning goals and modified work to further support those students in the Program. The introduction of PACT (Pakenham Applied Curriculum Team) into the junior years continued to be successful as a means of supporting identified students in their engagement with school. In addition, our Supported Learning Program will expand to involve more students across more year levels in 2024.

Throughout 2023, we were able to employ tutors within the Tutor Learning Initiative to support identified students. Other funding streams such as MYLNS were also used to support students.

Wellbeing

Our College Motto of 'We Grow Through Connection' continues to support our College Community and it will hold us in great stead for the years to come.

The school continued to follow its SOAR Values to support the development of each student:

- Social and Personal Responsibility
- Opportunities for All
- Achieving Your Personal Best
- Respectful Relationships

The College is focused on continuing to provide our School Wide Positive Behavior Program (SWPBS). Sub School teams had a strong focus on ensuring students remained engaged with school both in the classroom and in respect to our co-curricular program. A strong focus on Student Voice and Agency, together with Student Leadership opportunities featured in our work for 2023.

Respectful Relationships also remained an important part of our approach in 2023 with staff and students.

Student connection and well-being are important areas of the College. The Student Attitudes to School Survey highlights positive results in a number of areas including a 65% positive endorsement of 'Effective Teaching Time', a 64% positive endorsement of students having 'An Advocate at School', and a 72% positive endorsement of students having 'High Expectations for Success'.

These results and many others placed us above State Averages, our Network of Schools and Similar Schools for the survey. This outstanding growth has been supported by our wellbeing and co-curricular programs.

Student Wellbeing is further supported by two full time and one part-time Student Wellbeing Officers, a Mental Health Practitioner/Psychologist, a School Nurse and a Youth Worker from the Les Twentyman Foundation. Additionally, there are Youth Workers who were dedicated to supporting the school's Sudanese and Koori Students. We also have a Partnership Agreement with McKillop Family Services with respect to supporting students as required with interventions that may be appropriate. The learning and wellbeing needs of the College's Koorie students is overseen by the Assistant Principal in charge of Wellbeing.

Engagement

Our College Motto of 'We Grow Through Connection', highlights the importance of developing positive and meaningful connections with others to support further growth and improvement. At Pakenham Secondary College, we want to be able to provide learning and wellbeing opportunities for all of our students. These opportunities are designed to develop socially responsible, resilient and happy citizens and to build pathways to their future that are important to our students. Programs such as SWPBS, our new Peer Support Model at Year 7 and 9, and the Health and Wellbeing Days from Years 7-9, various lunchtime clubs and activities, together with more student choice with subject selection and our stand alone Year 10 Sub School were all used to further improve student engagement.

Course Counselling, and an active Careers Department, continued to support students as they transitioned from school to further education and training. The percentage of students retained as they move from Year 7 to Year 10 in 2023 is below that of Similar Schools Average and the State Average.

Student exit data is being actively monitored. The percentage of students across Years 10 to 12 who are exiting the College and transitioning to further studies or full-time employment was 88.0% in 2023 and this figure is above the Similar Schools Average and slightly below the State Average.

Student engagement is vital, and this is supported through further building student leadership opportunities, the on-going utilisation of lunchtime activities, an expansion of our co-curricular program and a more focused use of our Instructional Model together with our revamped Professional Learning Communities Program to support teachers in further improving their practice which can lead to stronger engagement. As a College we are committed to providing opportunities in the areas important to our College Community:

- Student Learning Growth and Pathways
- Sport
- The Performing Arts
- Student Leadership and Our Community

We continued to monitor student attendance closely. In 2023, the school average number of absence days across the year was 29.9 and this is an improvement from 2022. Furthermore, this figure is under the Similar Schools Average. In terms of 20 or more absence days, we are below the percentage for Similar Schools.

We have developed even stronger connections with our College Community. We have strengthened our use of Compass, Social Media and how we use local media to inform our College Community of our purpose and what we are achieving for our students in partnership with families. Our Website and work to further promote the College have all further improved throughout 2023.

Our students are further engaged with their pathway given the significant changes to our elective program that were implemented in 2023. Students now have more choice of the subjects they want to study given the implemented changes to our Curriculum Map. Our work here to provide elective choice to students in areas of interest to them remains ongoing.

Our Student Attitudes to School Survey Data again highlights excellent levels of engagement in 2023. For example, in the area of 'Student Learner Characteristics and Disposition', we achieved some outstanding results. This included a 75% positive endorsement for 'Attitude to Attendance' placing our College higher than that of Similar Schools and the Network. In terms of the categories 'Self-Regulation and Goal Setting', 'Sense of Confidence' and 'Motivation and Interest', we rate higher than that of our Network of schools.

The percentage endorsement of parent satisfaction with the school has again been positive. Our percentage endorsement is higher than that of our Network of Schools in all areas from 'Connection and Progression' to 'Student Development'.

Other highlights from the school year

There were many highlights across the school year in 2023 for our College. Our high quality Teaching and Learning Program continues to support high level outcomes for our students. Our extensive co-curricular program included many opportunities for our students in a number of areas including camps, excursions, incursions, sporting competitions, performing arts and community based activities.

There were a number of whole school events ranging from our Athletics and Swimming Carnivals to our Presentation Evening and Year 12 Farewell Assembly, to Parent Teacher Student Conferences, Information Nights and the Visual Arts and Technology Exhibitions.

Our students engaged in Interschool Sporting Competitions throughout the year, together with representing the College in higher levels of competition in both Athletics and Swimming.

For the first time in a number of years, we were able to hold a College Production, 'Back to the 80's'. Our College Production was incredibly well received by our community. Students also participated in the State Schools Spectacular - another high quality Performing Arts event that our students enjoyed throughout the year.

We further established community connections with an aged care facility, the primary school sector and local environmental groups to further develop learning and support of the local community.

We were again successful in receiving grants such as the Active Schools Grant to support physical education, health and sport within the College. Importantly, we commenced planning for our Capital Works Program whereby a significant amount of funding has been allocated to our College to further improve our Buildings and Grounds; we look forward to the further planning required in relation to this exciting Program for our school.

As a College, we continued to use the Framework for Improving Student Outcomes (or FISO) to guide us in our work. DET required schools to focus in on Learning (with an emphasis on Numeracy) and Wellbeing and this was reflected in our AIP for 2023.

Financial performance

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. The annual result was a net surplus but this was not a significant amount when considering the overall expenditure and revenue available to the College. In 2023, the College was able to fund a number of grounds maintenance projects including painting of the exterior Administration building for a more modern aesthetic. The school also made a number of improvements to the grounds and buildings including garden areas, painting of a large number of classrooms and adding of walls to accommodate the increasing enrolment numbers to increase classroom and staff office spaces. A large portion of funds, (\$250k) was used to provide a VET Program for our students. Investment was made in our Performing Arts and Sports Programs to further engage our students and enhance their experiences at school. The Equity funding that the school has received has supported the school in targeting key activities within its Annual Implementation Plan. There has been a particular focus on the enhancement of the School's Literacy, Numeracy, Engagement and Well-Being programs. Furthermore, the funds have helped to increase the suite of re-engagement and co-curricular programs offered to students and helped to provide the necessary support for teachers to enhance their practice.

For more detailed information regarding our school please visit our website at
<https://www.pakenhamsc.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 820 students were enrolled at this school in 2023, 398 female and 415 male.

19 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

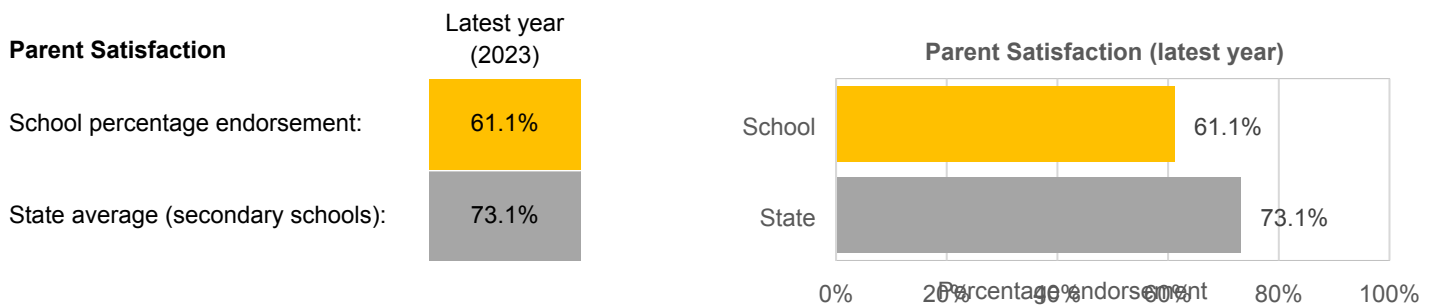
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

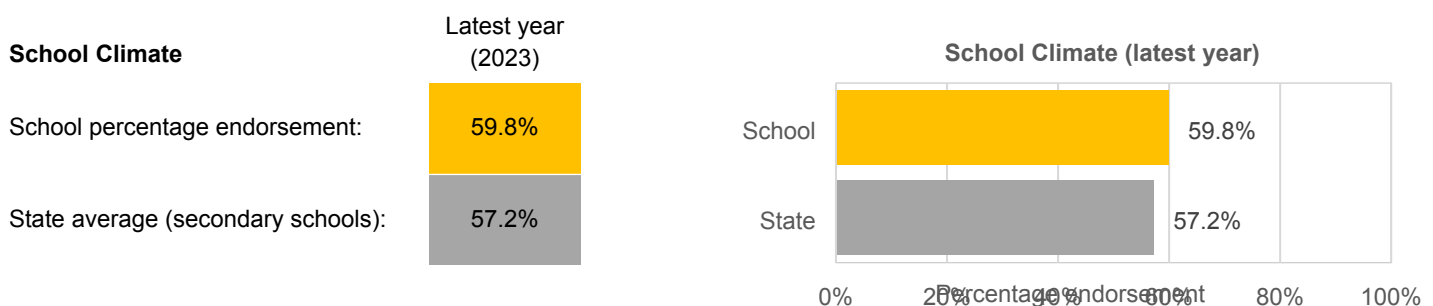


School Staff Survey

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

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

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



LEARNING

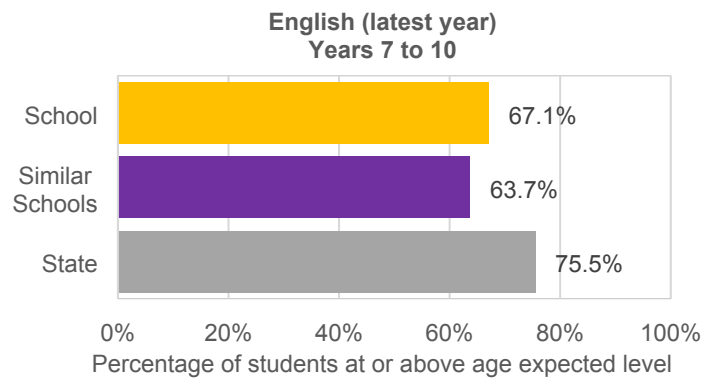
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

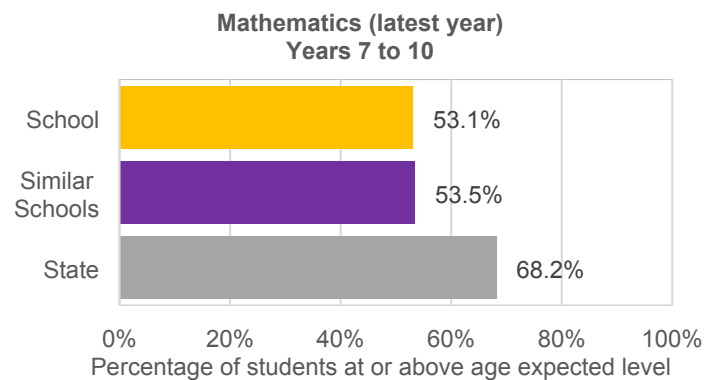
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	67.1%
Similar Schools average:	63.7%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	53.1%
Similar Schools average:	53.5%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.1%

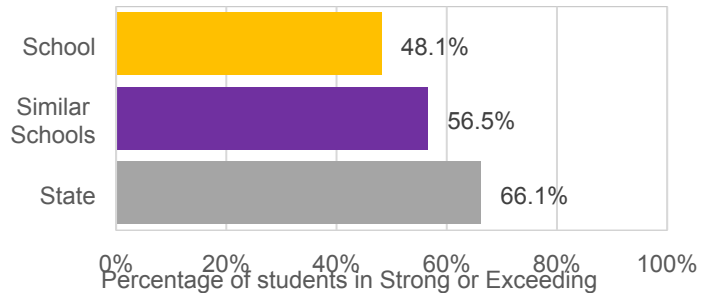
Similar Schools average:

56.5%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.2%

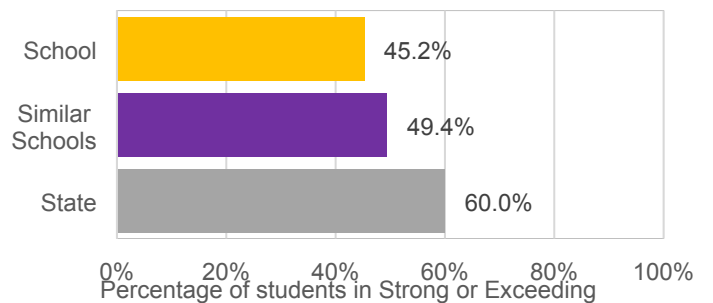
Similar Schools average:

49.4%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.7%

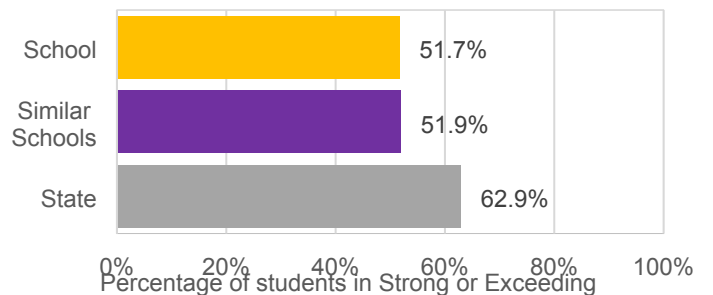
Similar Schools average:

51.9%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.3%

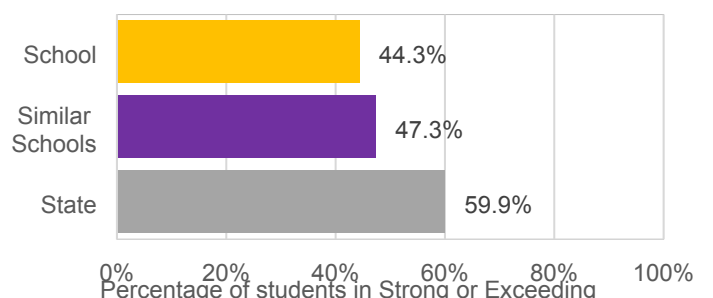
Similar Schools average:

47.3%

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:

36.0%

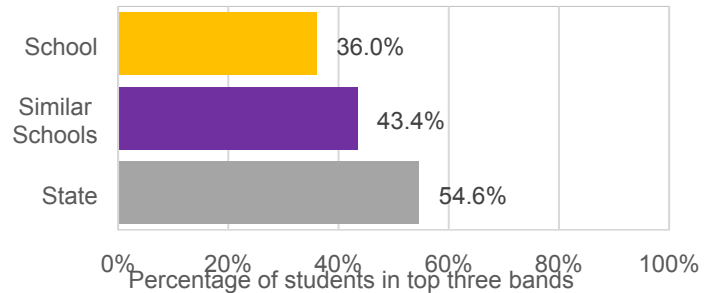
Similar Schools average:

43.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

36.0%

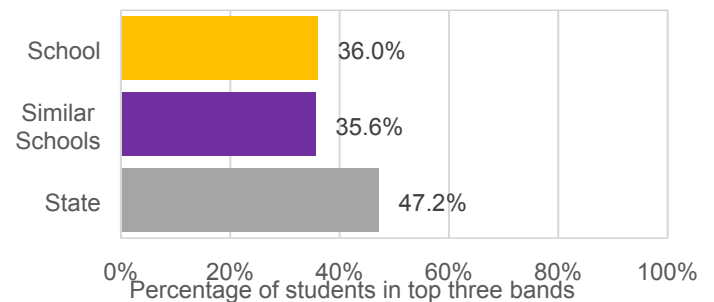
Similar Schools average:

35.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

32.0%

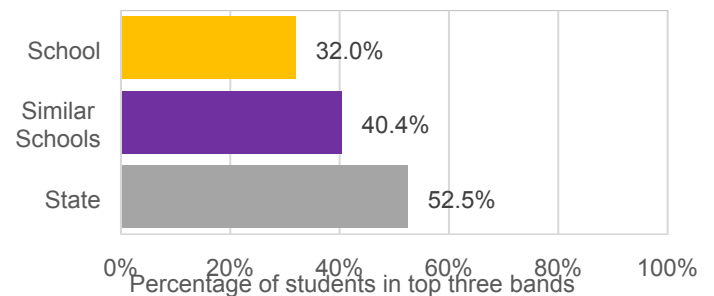
Similar Schools average:

40.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

33.0%

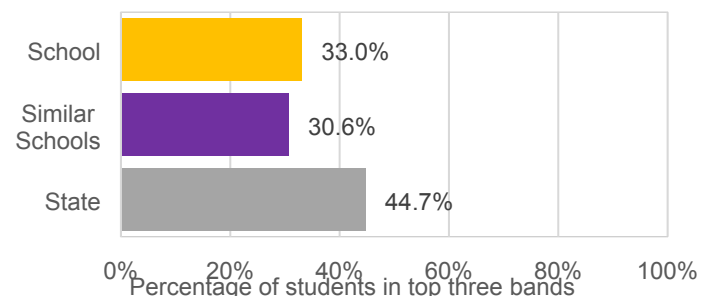
Similar Schools average:

30.6%

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

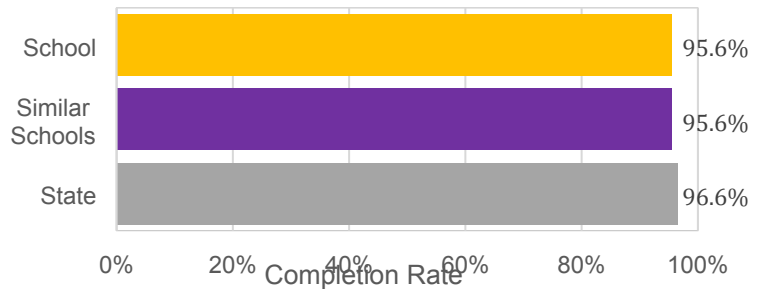
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.6%	98.5%
Similar Schools completion rate:	95.6%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.6

Number of students awarded the VCE Vocational Major

18

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:

39%

Percentage VET units of competence satisfactorily completed in 2023:

81%

WELLBEING

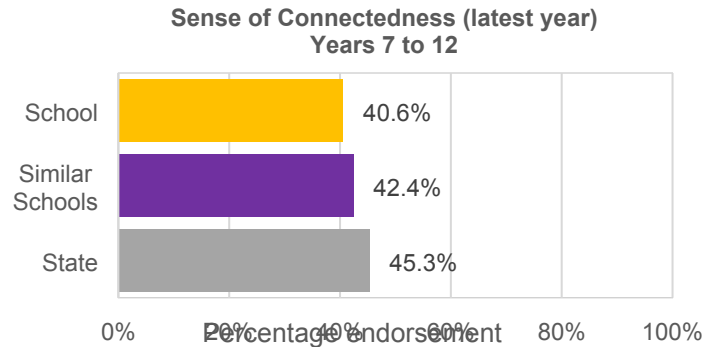
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	40.6%	39.5%
Similar Schools average:	42.4%	46.7%
State average:	45.3%	49.9%

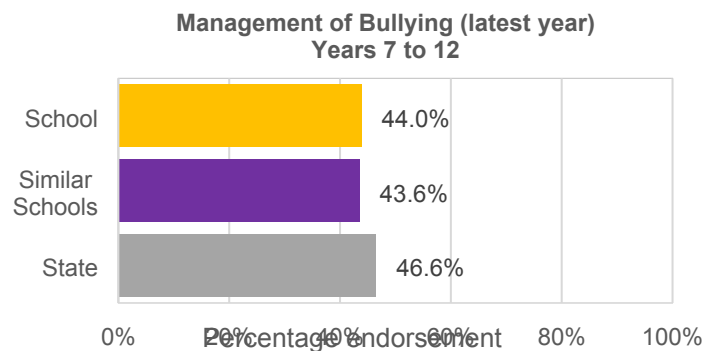


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	44.0%	45.4%
Similar Schools average:	43.6%	47.4%
State average:	46.6%	51.0%



ENGAGEMENT

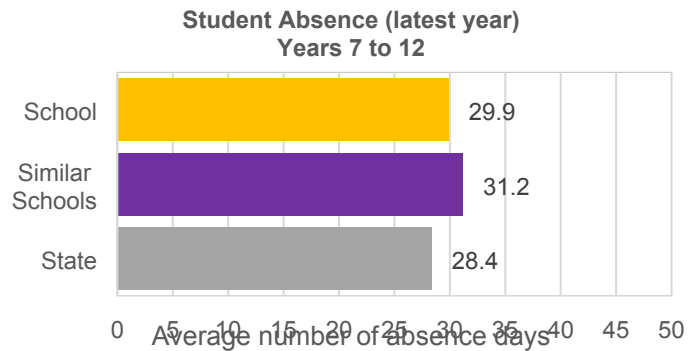
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	29.9	32.2
Similar Schools average:	31.2	26.5
State average:	28.4	23.8



Attendance Rate (latest year)

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

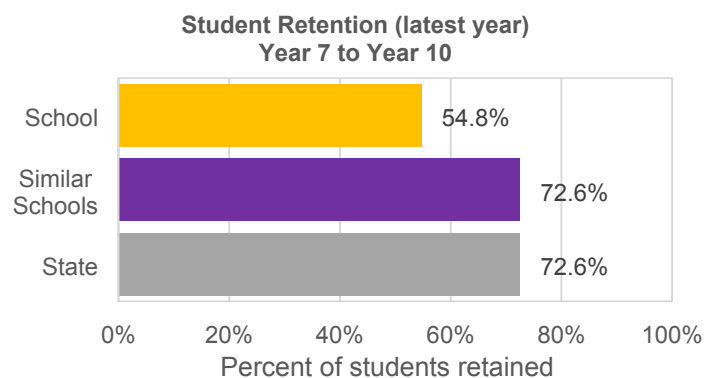
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	80%	83%	86%	90%	91%

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 (2023)	4-year average
School percent of students retained:	54.8%	62.8%
Similar Schools average:	72.6%	72.6%
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.

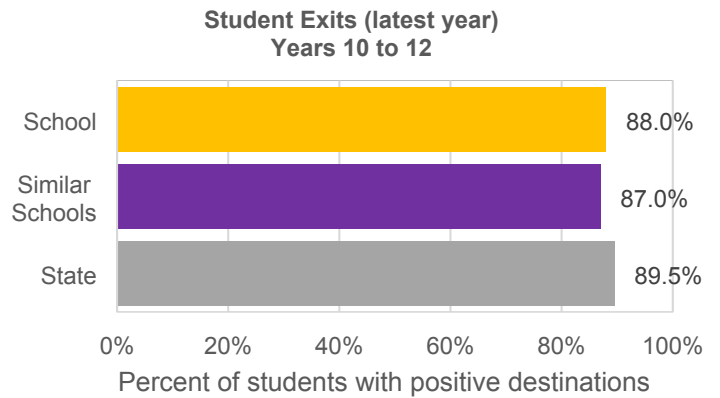
Students exiting to further studies or full-time employment

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:	88.0%	84.8%
Similar Schools average:	87.0%	86.7%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,825,043
Government Provided DET Grants	\$1,548,164
Government Grants Commonwealth	\$14,042
Government Grants State	\$3,229
Revenue Other	\$56,059
Locally Raised Funds	\$195,569
Capital Grants	\$0
Total Operating Revenue	\$12,642,106

Equity ¹	Actual
Equity (Social Disadvantage)	\$818,614
Equity (Catch Up)	\$116,714
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$935,328

Expenditure	Actual
Student Resource Package ²	\$10,506,022
Adjustments	\$0
Books & Publications	\$17,611
Camps/Excursions/Activities	\$137,946
Communication Costs	\$22,326
Consumables	\$239,248
Miscellaneous Expense ³	\$231,713
Professional Development	\$45,255
Equipment/Maintenance/Hire	\$173,987
Property Services	\$309,572
Salaries & Allowances ⁴	\$182,961
Support Services	\$553,756
Trading & Fundraising	\$12,021
Motor Vehicle Expenses	\$156
Travel & Subsistence	\$0
Utilities	\$105,482
Total Operating Expenditure	\$12,538,056
Net Operating Surplus/-Deficit	\$104,050
Asset Acquisitions	\$106,564

- (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	\$734,209
Official Account	\$101,675
Other Accounts	\$0
Total Funds Available	\$835,884

Financial Commitments	Actual
Operating Reserve	\$291,520
Other Recurrent Expenditure	\$1,926
Provision Accounts	\$0
Funds Received in Advance	\$223,056
School Based Programs	\$340,819
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$65,314
Capital - Buildings/Grounds < 12 months	\$6,070
Maintenance - Buildings/Grounds < 12 months	\$18,629
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$947,334

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.