

2022 Annual Report to the School Community

School Name: Ballarat High School (7540)



- 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 02 March 2023 at 02:22 PM by Gary Palmer (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 14 March 2023 at 09:34 AM by Richard Jones (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
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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

Ballarat High School commenced in 1907 as Agricultural High School and today has a student population of 1500 students.

School Vision

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner.

School Improvement Vision

This belief is underpinned by our School Improvement vision that focuses on learning, wellbeing, and culture.

Learning: Maximise learning through an instructional model and assessment practices.

Wellbeing: Optimise wellbeing through school wide positive behaviour supports and inclusive practices.

Culture: Develop a culture of high expectations, collaboration, shared values, and trust.

By implementing our school improvement vision, we will be able to maximise learning growth and achievement for all students and optimise the social and emotional wellbeing and resilience of every student.

Our values of Pride, Respect, and Responsibility under the motto of Duty Always ensure we build and maintain strong and positive relationships. We focus on teaching and learning improvement strategies that will raise standards and outcomes for all individuals in a culture of high expectations, collaboration, shared values, and trust.

Pride is demonstrated by:

- Representing our school community in a positive way at every opportunity.
- Achievement to the best of our ability.
- Celebrating and observing our traditions and achievements.
- Our appearance and attitudes.

Respect is demonstrated by our:

- Speech, actions, and manners.
- Appreciation of our environment (grounds, classrooms, resources, community).
- Honesty, teamwork, and acceptance of others (opinions and rights).
- Care, support, and safety of all members of our school community.
- Positive communication and connected relationships.

Responsibility is demonstrated by our:

- Personal learning and growth.
- Organization, management, goal setting and achievement.
- Modeling and encouragement of positive behaviours.
- Forward thinking, innovation, creativity, and flexibility.
- Informed decision making.

There are 1480 students, 93.1 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 31.1 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

It was pleasing to be onsite to focus on student learning. This gave the whole school the opportunity to focus on routines and rituals that support students and their learning.

A key performance measure for our school is Year 9 NAPLAN Benchmark Growth (individual students growth from year 7 to Year 9). This enables us to see each student's growth over the two-year period, and how as a school we performed. While our year 9 students completed their NAPLAN testing we could not see their growth data because in 2020 when they were in year 7 NAPLAN was canceled due to COVID.

What we did see was improvement in the students who tested in the top two bands of NAPLAN at year 9. In reading the number of students in the top 2 bands increased from 13 % in 2021 to 21% in 2022, with the result being at state level and above like schools. In writing our results in the top two bands increased from 8 % in 2021 to 10 % in 2022.

Writing across all subjects is a focus area for our school. Numeracy top two bands increased from 11 % in 2021 to 15 % in 2022.

In 2022 we saw a significant increase of year 7 and 8 students undertaking the Department of Education high abilities enrichment programs in both English and Mathematics. This is based on their NAPLAN and PAT testing results and the students join in state programs working with students across all secondary schools to further enhance their literacy and numeracy capabilities.

In 2023 we have appointed a new Literacy Learning Specialist whose key focus will be a whole school plan. Our Numeracy Specialist from the last 3 years will be continuing in this role.

We were pleased to see our VCE results return to pre pandemic levels. Our VCE mean in 2019 was 29.6, dropping to 28.9 in 2020, 28.4 in 2021 and jumping back up to 29.4 in 2022. It was pleasing to see the dedication, perseverance, and resilience our students showed and the hard work of our staff to see this significant improvement.

What was also pleasing to see was the increase in study scores above 37 from 8.2 % in 2021 to 11.4 % in 2022. In 2022 we were able to use VCE revision funds to support students in their exam preparations across a wide range of subjects. VCE revision funds will continue in 2023.

We were pleased with our VCAL results (Victorian Certificate of Applied Learning) with students completing their pathway into the workforce. There has been an increase in students completing School Based Apprenticeships.

In 2022 we continued to support students with the two literacy and numeracy support programs: "Tutor Learning Initiative" and "Middle Years Literacy & Numeracy support", both providing support for students that we identified from the NAPLAN tests and our own PAT testing. This extra support enabled these students to be working with Tutors to catch up on lost ground from the two years of the pandemic. This support will continue in 2023.

In 2023 school staff will be focusing on their instructional practice. We will also focus on our assessment practices. This also enables students to understand their critical role in learning, building their agency and empowering them to have greater input into their learning.

Wellbeing

In 2022 we were able to use our Mental Health funding to appoint a full time Mental Health Practitioner. We also received additional wellbeing funding to appoint another full time ongoing Youth Counsellor. Both staff were welcomed additions to our team during the post Covid year where students, families, and staff needed extra support. This extra support also enabled us to share the team's workload when it came to vulnerable students & families, and minority groups within our school.

In 2022 we also moved our wellbeing team into the newly built wellbeing center. Located on the ground floor of the JJ Sheehan as part of a resource center including the library and IT center. The wellbeing center includes a private waiting room, counseling spaces, meeting room, learning support and offices. Thanks to our wellbeing staff who played a pivotal role in its design. We now use this space for our breakfast club.

In 2022 Ballarat High School completed several different activities and programs to improve the overall mental wellbeing of our students. Following the findings of the students, parents, and staff 'Attitudes to School Survey' we re-established our LGBTIQ+ group. This group allowed LGBTIQ+ students and allies with the support of the student wellbeing team to implement an activity day for IDAHOBIT.

We also had a number of different groups which occur throughout the school year, including social skills for senior males, understanding and responding to anxiety group, Multicultural group, and a therapeutic art group.

Our Aboriginal and/or Torres Strait Islander Group which saw students attending the Western Bulldogs Nallei Jerring Program allowing students to meet leaders within the local community and learn leadership skills. Outside of small groups we also saw the continuation and addition of several programs including breakfast / lunch clubs, young carers programs, vic roads driving ed, and SSMART ASSK.

While our wellbeing team in large has been providing the support to students through the implementation of individual counseling, group work and implementing programs we also saw an increase in wellbeing involvement in classroom activities as well as on school camps, providing a much-needed resource in this space.

In 2023 we will implement into our school practices our School Wide Positive Behaviours Framework to support student wellbeing and connectedness. This included both inside the classroom and the wider school spaces.

In 2023 we have additional wellbeing funding, and this will be used to employ another Wellbeing team Youth Counsellor. This now gives us a wellbeing team of 6 staff. This strong team will benefit our students and staff, supporting both wellbeing and learning.

In 2023 we have plans for the new concept of 'Wellbeing Wednesday's' which will allow a broader focus for all students on the importance of self-care and understanding warning signs for ill mental health, this will include lunch time activities and initiatives to encourage caring for ourselves. This will also be a focus for staff members as we look at increasing the support for staff and the wellbeing programs available to staff.

Some programs flagged for 2023 include, weightlifting, walking, book club, art club and LGBTIQA+ club.

We now have approximately 10% of our school staff trained as Youth Mental Health First Aiders as a part of the 'Live 4 Life' program that will be rolled out in the Ballarat area from 2023. This program will support young people in communicating appropriately with each other in the case of a friend disclosing self-harm or suicidal thoughts and upskill them on the supports available to them.

Engagement

With the return to full time learning onsite we soon learnt there was a need to reset the school after two years of the pandemic. We all had become more reliant on technology and lost the routines and rituals of school life, which resulted in a resetting of school and classroom expectations.

Covid was still very prevalent in our society and health issues for staff and students challenged us. This was followed by the flu season and as the school year progressed, we witnessed general fatigue in the school staff and students.

Due to this our student absence data increased from, an average of 12.6 days per student in 2021 to an average of 24.9 days per student in 2022. Our absence data was still below like schools and state averages.

As the year progressed our extra-curricular programs helped reconnect students to our school. Our school production was a great example of this. Sports, performing arts, music, creative arts (a student winning the Australian Young Archie award), Art / technology evening, science events, math's competitions, debating & public speaking. Unfortunately, our Energy Breakthrough (EB) teams were canceled due to the extreme rain / floods.

The impact of COVID, created a strong employment market which senior students took advantage of. After two years of lockdowns and remote learning they saw this as an opportunity to leave school to work full time. Our destination data in 2022 was at 99% full time work or full-time study. This leaves us with a small number of students we are still supporting into a positive destination. The growth in the building industry did see an increase in early school leaves to full time apprenticeships. We need to acknowledge the work that our two full time careers advisors have undertaken to support students leaving our school.

In 2022 post our school review we assessed our leadership profile making changes to have a better balance of Leading Teacher and Learning Specialists. These were advertised statewide and resulted in more wellbeing and student support leaders.

In 2023 with the introduction of three Leading Teachers as sub school leaders, at years 7 & 8, 9 & 10, and 11 & 12. These three leaders will be focusing on student supports, identifying students at risk, attendance, and school connectedness. We know strong student attendance results in greater connectedness to peers, our school and improved learning outcomes.

In 2023 we will also see the introduction of the VCE Vocational Major reforms. This will give our Year 11 and 12 students greater flexibility in blending vocational studies with VCE subjects. 2023 will see the final year of the Victorian Certificate of Applied Learning (VCAL) for our year 12 students.

In 2022 we used additional funding for inclusion, which targeted students at years 7 and 8 who would benefit from additional support for their learning, social & emotional connectedness, and development. In 2023 in our second year of implementing this additional funding we aim to distribute this support across the wider school cohort.

In 2022 we have redesigned our Learning Mentor program, now called Learning and Wellbeing (LAW). This will see every student with a mentor who teaches a designated class every Wednesday, with a better balance of activities supporting both learning and wellbeing.

Learning and Wellbeing will also support the school wide positive behaviors (SWPBS) framework initiative in which students will undergo lessons around our expected behaviors.

Other highlights from the school year

It was pleasing to see in 2022 learning return to onsite all year. We know at school we learn best academically, emotionally, and socially.

We started the year with our school review. Led by an external reviewer, a panel made up of representatives from School Council, Department of Education Senior Advisors, and another School Principal assessed our strengths and opportunities to improve. This covered both learning and wellbeing.

This resulted in key highlights being noted in the areas of Applied Learning, building works developing learning and wellbeing spaces, and strong student attendance.

The review highlighted opportunities to grow in consistent classroom instructional practices, extending high achieving students, and consistency in how we assess student learning.

Our students identified the need to strengthen their wellbeing, mental health, and inclusion.

This resulted in a new **4-year strategic plan** with key improvement strategies of:

- Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice.
- Develop the capacity of all staff and leadership to embed a culture of high expectations, shared values, and trust.
- Embed sustainable routines for teacher collaboration and professional development, underpinned by robust implementation practices to ensure school improvement initiatives are embedded.
- Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards.
- Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours, and practices.
- Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive.

This resulted in 4 key priorities for 2022: An instructional model of how we teach, how we assess students, SWPBS (school wide positive behaviours supports) framework for all classrooms and the wider school and being more inclusive for all students in both learning & wellbeing.

Teachers in their small teams focused on key elements of what an effective learning classroom looks like and by the end of the year we had developed a school wide instructional model.

Staff, students, and parents provided input into discussions about what constitutes a positive classroom and school environment and by the end of the year we had a framework for school wide positive behaviours.

We developed a comprehensive assessment framework for student learning, including reviewing our assessment policy and our approaches to VCE school based assessment.

We also focused on whole school mental health promotional days, and the implementation of several approaches to support students at school, post COVID. This included our newly appointed Mental Health Practitioner and another full time Youth Counsellor both joining our wellbeing team in their newly opened Wellbeing Center in the JJ Sheehan wing.

In 2023 we will start the implementation of our instructional model, working with both staff and students to focus on how we teach and learn. This will include feedback from students through Pivot student surveys and peer observations. We will start with students learning about our School Wide Positive Behaviours in our Wednesday mentor sessions.

We will continue to grow our practices in supporting student catch up and extension in the classroom through the Tutor Learning Initiative, High ability programs, MYLNS, and VCE revision programs.

In 2023 we will start to embed in our classrooms improved assessment practices, continuing our focus on formative assessment practices and beginning a review of our summative assessment approaches.

In 2023 we have another full time Youth Counsellor joining our wellbeing team to support students. We will continue to build on our BHS Mental Health and Wellbeing plans to support student wellbeing and inclusion.

Financial performance

2022 saw a return to on-site learning and many normal activities. However, the ongoing impact of illness experienced by both students and staff caused disruption and additional staffing costs.

Our Stage 3 Capital Works project continued with the completion of the Library and Wellbeing spaces, the all-weather Sports Arena, gymnasium change rooms, central courtyard works and restoration & refurbishment of the Administration Building. Via a range of funding sources School Council contributed \$218,180 towards these works in 2022. A significant quantity of furniture items were purchased to compliment the new spaces (\$140,000) and classroom display technology upgrades were installed (\$30,000). These expenditure items contributed to the reported net Operating Deficit but were fully budgeted.

The rowing program, supported by the Boat Club fundraising, invested over \$60,000 in new boats and equipment. As host school for the Head of the Lake Regatta, fundraising turnover and profits were high.

The full impact of the revised DET Parent Payment Policy in 2022 caused a reduction in Curriculum Charges collections of \$130,000. Interest income improved in the year, following the increase in bank rates.

DET funding for Inclusion, Middle Years Literacy Numeracy, Tutor Learning Initiative and Head Start provided over \$1.4M. Each of these programs provided great benefits to our students.
A Capital Grant of \$20,000 was received for Shade Sails, which have been ordered.
The school remains in a solid financial position.

For more detailed information regarding our school please visit our website at

<https://www.ballaraths.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 1487 students were enrolled at this school in 2022, 817 female and 670 male.

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

Overall Socio-Economic Profile

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

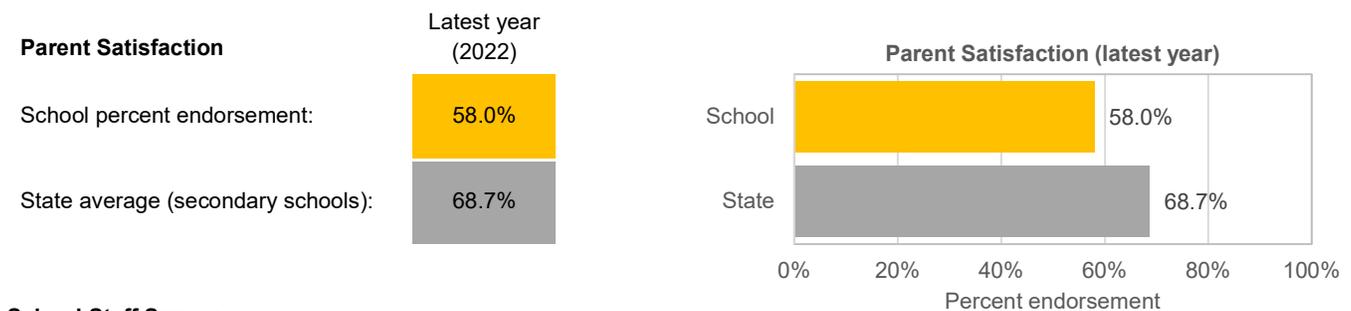
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

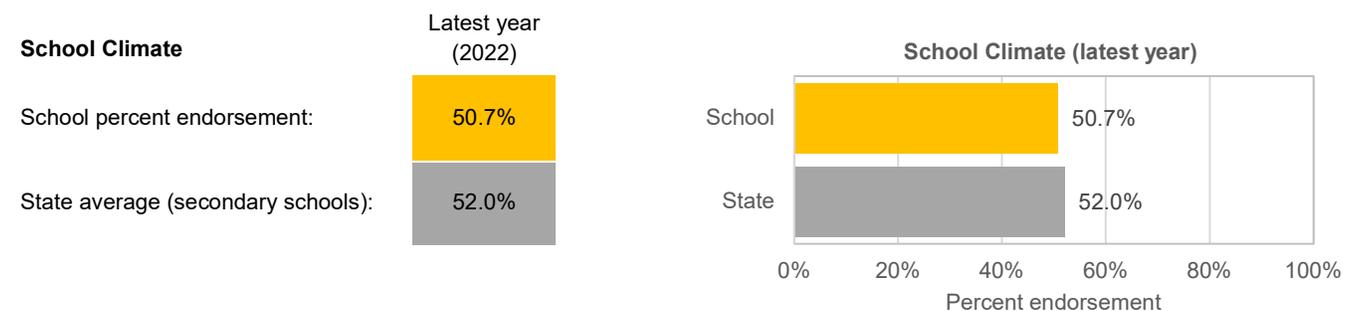


School Staff Survey

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.



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:

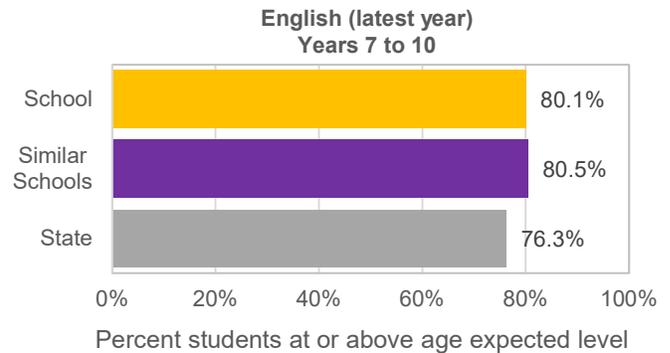
80.1%

Similar Schools average:

80.5%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

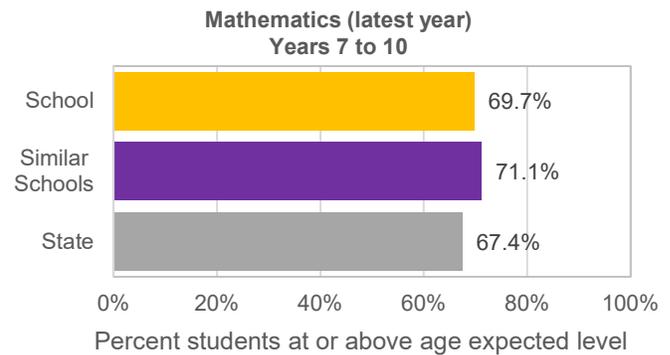
69.7%

Similar Schools average:

71.1%

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.*

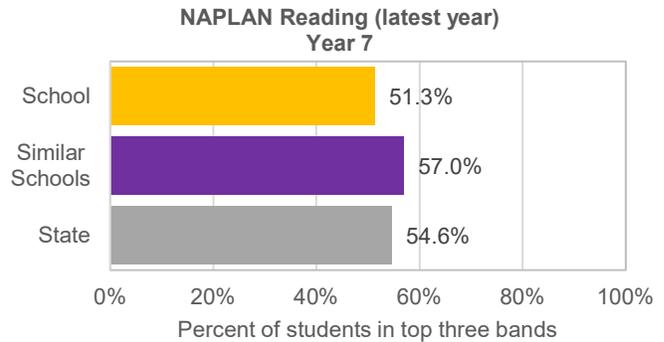
NAPLAN

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.

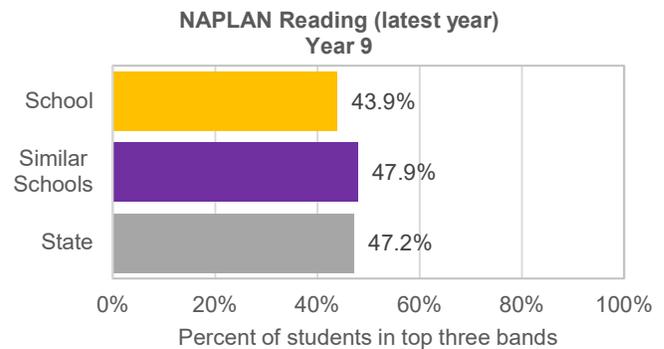
Reading Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 51.3% | 55.2% |
| Similar Schools average: | 57.0% | 58.3% |
| State average: | 54.6% | 55.3% |



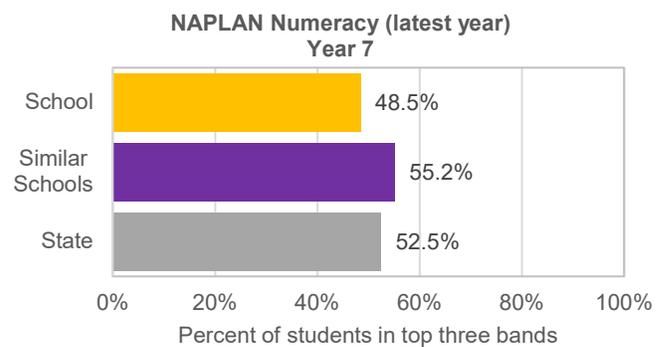
Reading Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 43.9% | 44.4% |
| Similar Schools average: | 47.9% | 45.7% |
| State average: | 47.2% | 46.0% |



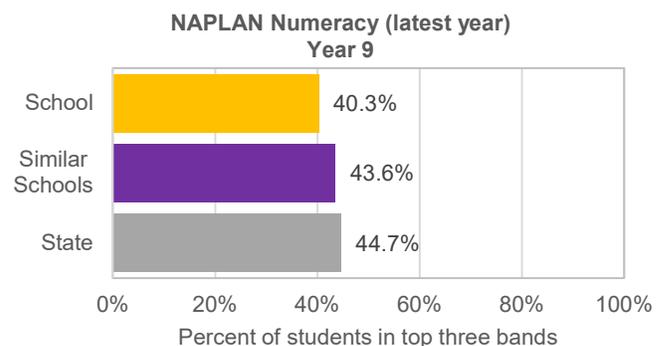
Numeracy Year 7

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 48.5% | 56.7% |
| Similar Schools average: | 55.2% | 57.4% |
| State average: | 52.5% | 54.8% |



Numeracy Year 9

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 40.3% | 42.8% |
| Similar Schools average: | 43.6% | 44.5% |
| 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.*

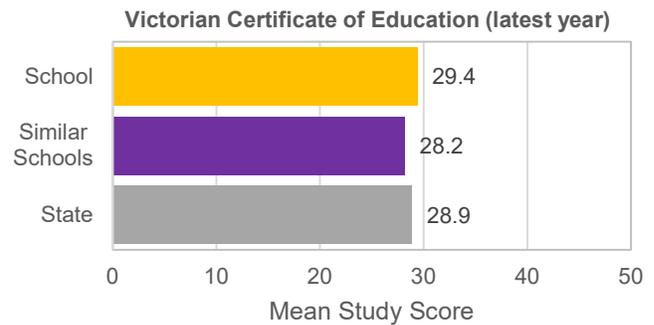
Victorian Certificate of Education (VCE)

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 | 29.4 | 29.1 |
| Similar Schools average: | 28.2 | 27.9 |
| State average: | 28.9 | 28.9 |



Students in 2022 who satisfactorily completed their VCE:

98%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

21%

VET units of competence satisfactorily completed in 2022:

87%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

97%

WELLBEING

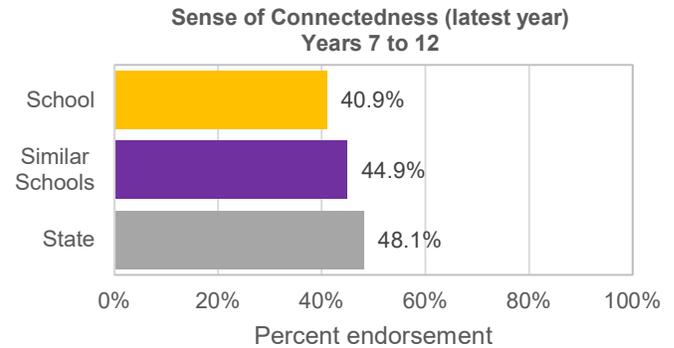
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 40.9% | 48.8% |
| Similar Schools average: | 44.9% | 50.8% |
| State average: | 48.1% | 52.5% |

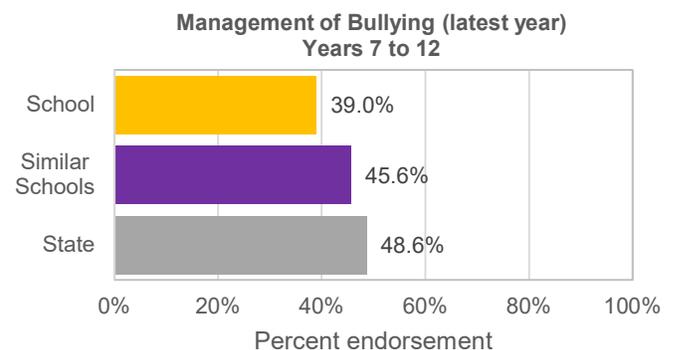


Student Attitudes to School – Management of Bullying

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: | 39.0% | 49.5% |
| Similar Schools average: | 45.6% | 52.5% |
| State average: | 48.6% | 54.0% |



ENGAGEMENT

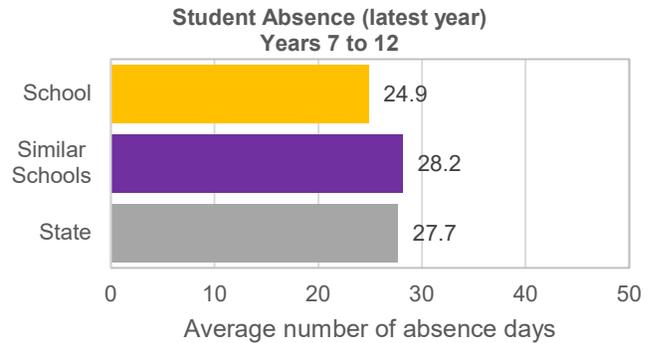
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 24.9 | 15.1 |
| Similar Schools average: | 28.2 | 21.1 |
| 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.

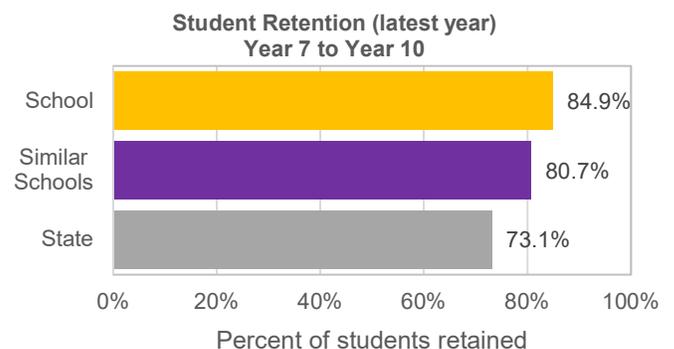
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2021): | 86% | 85% | 84% | 88% | 91% | 92% |

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: | 84.9% | 86.1% |
| Similar Schools average: | 80.7% | 80.0% |
| 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.

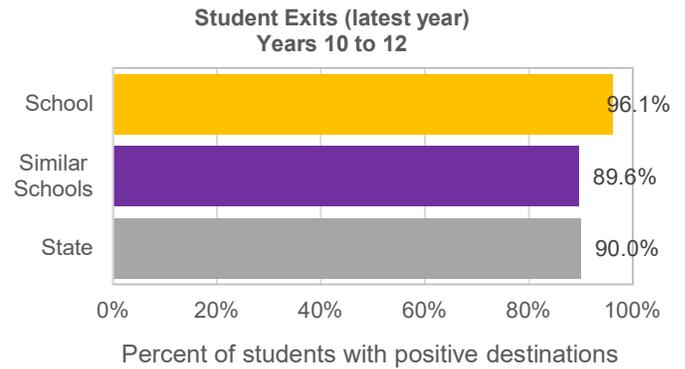
Students exiting to further studies or full-time employment

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: | 96.1% | 93.8% |
| Similar Schools average: | 89.6% | 89.2% |
| 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 | \$16,479,338 |
| Government Provided DET Grants | \$2,517,525 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$52,326 |
| Revenue Other | \$168,373 |
| Locally Raised Funds | \$1,460,177 |
| Capital Grants | \$20,000 |
| Total Operating Revenue | \$20,697,740 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$287,168 |
| Equity (Catch Up) | \$92,826 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$379,994 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$16,533,310 |
| Adjustments | \$0 |
| Books & Publications | \$23,976 |
| Camps/Excursions/Activities | \$379,258 |
| Communication Costs | \$533 |
| Consumables | \$340,858 |
| Miscellaneous Expense ³ | \$459,725 |
| Professional Development | \$55,045 |
| Equipment/Maintenance/Hire | \$474,329 |
| Property Services | \$574,585 |
| Salaries & Allowances ⁴ | \$1,021,487 |
| Support Services | \$482,823 |
| Trading & Fundraising | \$353,906 |
| Motor Vehicle Expenses | \$1,282 |
| Travel & Subsistence | \$100 |
| Utilities | \$222,115 |
| Total Operating Expenditure | \$20,923,331 |
| Net Operating Surplus/-Deficit | (\$245,592) |
| Asset Acquisitions | \$202,672 |

- (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 | \$738,527 |
| Official Account | \$111,742 |
| Other Accounts | \$111,562 |
| Total Funds Available | \$961,830 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$703,700 |
| Other Recurrent Expenditure | \$32,690 |
| Provision Accounts | \$27,300 |
| Funds Received in Advance | \$33,799 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$35,000 |
| Cooperative Bank Account | \$91,465 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$15,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$938,953 |

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.