

# 2023 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 \(VIT\)](#)
- 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 08 March 2024 at 09:49 AM by Stephen Fields (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 14 March 2024 at 07:37 AM by Richard Jones (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## School context

### School context

Ballarat High School commenced in 1907 as an Agricultural High School and today has a student population of approximately 1450 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:

- Trying my hardest in all areas of learning.
- Wearing my uniform correctly.
- Using my manners.
- Celebrating the success of others.

Respect is demonstrated by:

- Following instructions of staff.
- Listening when others are speaking.
- Respecting people's differences.
- Co-operating with others.

Responsibility is demonstrated by:

- Showing kindness and supporting others.
- Being an upstander.
- Being mindful of the space of other's and their possessions.

There are 1455 students, 91.42 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 30.75 Education Support Staff.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our key focus in 2023 was to embed the Ballarat High School instructional model into our classrooms. Our IMBHS (Introduce, Model, Build, Help & Summarise) model, based on the gradual release of responsibility theory, provides a common language and framework to improve teaching and learning. The aim is to have consistency of teaching practice and to empower students to take responsibility for their own learning. The implementation of the instructional model was supported by peer observations and the introduction of student perception surveys to gather student feedback on their classroom experiences. There was also a focus on developing a writing culture to establish a shared vocabulary and vision for the teaching of writing across our English classrooms.

In line with our philosophical approach to formative assessment, we implemented a new assessment strategy for our VCE classes in year 11. A trial was implemented around students completing all coursework to receive a "satisfactory" outcome for their VCE units. This change resulted in improved student outcomes and will be implemented in 2024 in both years 11 and 12. In addition to this, we saw growth in our VCE results improving to a mean of 29.5. We also saw strong growth in our English results as they improved from

26.7 to 28.8. We were also pleased with our first year implementing the Victorian Vocational Major (VCE VM) pathway. This provided more flexibility in students' individual programs for years 11 and 12. Successful completion rates remain very high across both year levels. There continues to be strong growth in students completing School Based Apprenticeships which has seen students stay at school longer. Congratulations to our VCE students on their hard work and dedication.

Another key performance measure for our school is NAPLAN. In 2023 we saw the change in NAPLAN measurement, with a new proficiency level system (exceeding, strong, developing, needs additional support). This language will be better for students and parents to understand. It also easily identifies the students who will need additional literacy and / or numeracy support through our tutors' programs. What was pleasing to see for all key domains: Reading, Writing, and Numeracy was that our year 9 students results were better than like school and state. We know that year 9 NAPLAN results are a key indicator of successful completion of year 12. In 2023 we continued to support students with the two literacy and numeracy support programs: Tutor Learning Initiative (TLI) and Middle Years Literacy & Numeracy Support (MYLANS), with MYLNS targeted at year 10. Both tutor programs provide support for students that we identified from the NAPLAN tests and our own PAT testing. This extra support enabled these students to work with tutors to catch up on lost ground from the two years of the pandemic. This support will continue in 2024.

In 2023, high achieving students based on their NAPLAN and internal PAT testing results in Year 7 & 8 were part of online sessions with Virtual Schools Victoria to extend their learning in English and Maths as part of the Victorian High Abilities Program (VHAP). We currently have a significant number of students already on the Term 1 VHAP list for 2024, with many others eligible throughout the year.

## Wellbeing

In 2023 we increased our wellbeing support with additional funding, employing an additional youth counsellor. The team now consists of 6 staff providing wellbeing support for students and staff. This again has been important for our school community with some of the additional challenges we have faced. I would also recognise and thank the Department of Education for their support with making their staff available onsite to support students and staff.

One positive step that all secondary schools across Ballarat, public, catholic, and independent schools collectively took was the undertaking of the Live4Life mental health program.

We now have over 15% of our staff trained as Youth Mental Health First Aid (YMHFA) Responders. This training has been critical in building staff members' capacity to respond to students who disclose experiences of suicidal ideation or self-harm and ensuring they are adequately supported within the school setting and that advocacy for external supports occurs. Overall, we had 97% of our year 8 cohort complete the Teen Mental Health First Aid training.

After delivering this program to year 8 students an increase in students attending wellbeing to discuss concerns related to their peers' disclosing thoughts of self-harm and/or suicidal ideation was noted. There has also been an increase in students seeking support in wellbeing for themselves.

We have three staff members training to provide Teen Mental Health First Aid training (TMHFA) to our year 8 and year 10 students in 2024 to continue this work.

Ballarat High School commenced use of the School TV platform in July 2023. We utilised this resource to provide ease of access to relevant mental health related materials for parents, carers, school staff and the wider school community, as well as utilising appropriate material with students in the classroom.

On May 17th Ballarat High School held our annual IDAHOBIT day which celebrates the LGBTQIA+ community globally. We raised funds for our school's PRIDE group and had adult LGBTQIA+ community members in attendance to assist in the continued effort to facilitate positive connections for our students with adults whom they relate to.

Over the course of 2023 the school further refined school processes regarding Child Safety to ensure all of the Child Safe Standards are met. As an element of this work the Student Wellbeing Team developed a presentation to be delivered to students that focuses on the themes of online safety, consent, and grooming, which was presented to our year 8 students in 2023. Child safety presentations at all year levels will be rolled out across the school in 2024. The aim of this is to increase student knowledge of healthy, age-appropriate relationships and build awareness of support within and external to school.

One of the highlights of our Wellbeing team at BHS are our staff members of the canine kind. Kai has been a Therapy Dog at BHS for several years now and the introduction of Beatrix as a Therapy Dog in training, has allowed us to have canine therapy support on the school premises most days. Research continues to show us that Therapy Dogs in schools reduce stress and anxiety, support people who experience: behavioural, emotional, developmental and mental health as well as improve school attendance. BHS works in partnership with the State Government and FoodBank Australia to bring the Breakfast Club into our school. Students were able to visit the Wellbeing Hub each morning and at lunch and be provided with healthy meals that at times they may not have access to. Within this program the school has also assisted families throughout 2023 with food packages that are provided to support families in need. In 2023, BHS has worked in collaboration with State School Relief, the Athletes Foot, Lowes and PSW to provide school uniforms and materials for families in need. Thanks to this support we have been able to provide school shoes, uniforms, school materials (school bags, stationery, calculators), to many of our families throughout what can be a difficult financial period.

Wellbeing continues to provide support at all levels to meet the varying needs of our students, staff, and families.

## Engagement

In 2023 our focus on a formal Inclusion program continued. The completion of processes for Disability Inclusion Profiling (DIP) resulted in several students receiving additional funding to support their Individual Education Plans (IEP's) which supported the extension of in class support for students. The implementation of a new Inclusion Leadership Team in 2024 including Literacy & Numeracy Learning Specialists as well as our Mental Health Practitioner (MHP) will support targeted interventions in those key areas to continue to develop this important area of our school.

For 2024 we have identified the need to increase our ES team and appoint an additional Inclusion Coordinator to assist with providing support and guidance to students, families, and staff. They will create IEPs and work with staff on the implementation of reasonable adjustments.

In 2023 we began the implementation of a School Wide Positive Behavior Supports Framework (SWPBS) to create a positive and inclusive climate for learning. Teachers, leaders, and the school community developed a common understanding of the SWPBS framework using the SWPBS matrices which are visible across the school and in every classroom. They provide a strong visual guide to positive behaviour expectations and actions across the school.

In 2023, our redesigned Learning and Wellbeing (LAW) sessions every Wednesday introduced the explicit teaching & learning of expected behaviours directly relating to our school wide positive behaviours (SWPBS) framework. The aim was to develop students' shared understandings of the positive behaviours we all should be doing to build stronger positive relationships and support everyone's learning.

In 2023 staff have also been provided with professional learning around restorative conversations through the work of David Vinegrad as this is a key part of our updated student management plan. David will return to work with staff again in term 3 2024 to build on and establish these types of conversations in our practices. Professional learning was also provided for staff in relation to classroom practice (including direct and indirect strategies for effective student management and the de-escalation of student behaviours). Staff were also involved in developing an updated Student Management Plan for 2024 with clear actions and responsibilities for teachers and students.

Our student absence rates still remain above pre covid levels. While our attendance data is still better than like schools and state results, we still need to focus on getting every student at school every day. This will be an important challenge for our school and parents into 2024.

A strength of our school is our extra – curricular programs that provide learning outside of the classroom. 2023 saw the full return of international tours, and the full range of sports and performing arts programs.

Our year 12 students showed positive leadership of the rest of our student body. This cohort modelled our school values and were well led by our school captains whose passion and drive for the House Spirit project led to significant achievements in developing and implementing their vision for what our House system could be. This led to changes for 2024 with our houses becoming a focus of student connectedness.

All Aboriginal and /or Torres Strait Islander students at BHS are supported in their culture, engagement and learning. Our students participate in activities both inside and outside of school. Our Koorie students created the design for the Head of the Lake 2023 merchandise as well as our official BHS Indigenous design which you see on our BHS website. For a second year BHS were proud to be participants in the Western Bulldogs Nallei Jerring Koori Youth Leadership project with 10 of our Koori students participating in 2023. The Western Bulldogs' Nallei-Jerring (join and unite) Koori Youth Leadership Project aims to support Aboriginal and/or Torres Strait islander young people, by providing opportunities through the Western Bulldogs as a way of encouraging leadership within the local Aboriginal community.

In 2023 our four Art Captains represented their faculty strongly running the weekly Art Club, speaking at assemblies and hosting the Art and Technology exhibition. A weekly Dance Club grew from a small group of five students to over 30 students by the end of the year.

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## Other highlights from the school year

In student, staff, and parent feedback the extra-curricular program was identified as a highly valued and key aspect of the student experience at Ballarat High School.

It was pleasing to see international travel return with language trips to both Germany and Japan in 2023. These trips support the students studying language into their senior years and provide a wonderful cultural experience.

In February Peacock Hall was the venue for the remembrance ceremony of the 80th anniversary of the 11th Marines in Ballarat, 1943. Thanks to our school captains who were MCs at this event. Colonel Patrick Eldridge, commanding officer of the 11th Marine Regiment

presented our school captains with a commander's coin which represents excellence.

This was our 8th year of running the Write a Book in a day program with 10 teams competing raising over \$4.5 thousand for childhood cancer research. Our library continues to provide engaging activities for our students during lunchtime ranging from book clubs to more specific clubs tailored to student interest.

Our Vocational Major pathway continues to grow in organizing and running school and community events. This year our students ran:

- The Fiona Elsey Walkathon raising over \$1500 for the Fiona Elsey Cancer research Institute. Fiona was a former student of BHS.
- Walk off the War Within in memory of former staff member James Petrie.
- Movember for men's mental health
- Mother's Day and Father's Day stalls
- The VM café running for staff and students.

Our Art & Technology showcase evening was a great success. Textiles students once again attended the Fashion Awards Australia annual celebration of fashion design for Secondary students.

2023 resulted in an increase in participation in sport. We had a big increase in participation in Volleyball, Basketball and Soccer this year across all levels. The junior girls' footy team had a great year, winning the BAS competition for the first time ever and making it to the state finals. The senior boys' footy had their most successful year since pre COVID also. They lost the state quarter final in extra time and were very competitive against the BAS schools. We were back near the top in athletics, coming 4th overall as a school in the State Athletics Championships, coming home with 8 medals.

Our school production saw another successful show taking place in late July with students from year 7 to 12 presenting 'The 39 Steps' by Patrick Barlow and John Buchan. After months of rehearsals students performed to packed audiences who appreciated the hard work and the comedy.

Our Drama students had record crowds attending ensemble performance evenings this year and once again, our music students enjoyed many opportunities to perform. The VCE Music Performance Students staged many solo and group performances, our VET Music students had a busy year with many gigs both inside and out of Ballarat High School. Whizbang released their 10th Studio album Track 7 and continue to perform tirelessly outside of BHS, promoting the school and Performing Arts in a positive way to the community. Instrumental Music performances were held every term with great turnouts to a variety of concerts in the different instruments we offer. As always, the school ensembles were also very productive, Year 7 Band, Year 8 Band, Junior Stage Band, Senior Stage Band, Choir & Concert Band performing at school assemblies, events & evening concerts.

The extra-curricular opportunities offered to students consistently are valued by staff, students and families as an addition to the academic programs offered at BHS. These provide a more rounded educational program and connect students to life beyond school and the local community.

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## Financial performance

The BHS community is supported by the school establishing business partnerships, such as Campion Education (booklist supplies), MSP (school photography) and since November 2023, a single supplier for school uniforms in PSW.

The detrimental impact of the DE Parent Payment Policy continued in 2023 and caused a further \$50,000 reduction in Curriculum Contribution collections. On a positive note, however, DE implemented revised VET Materials funding to schools and provided a Student Wellbeing Boost grant. Bank interest income improved again in the year.

DE funding for Middle Years Literacy Numeracy and the Tutor Learning Initiative continued, with \$513,500 in supports for students. The Disability Inclusion area is expanding to provide school wide initiatives and individualised supports for students – in 2023 over \$1M was allocated.

In 2023 we ran a German Exchange Trip and Japan Tour – re-commencing our sister school relationships post covid.

Significant effort was allocated to promoting our school facilities to community groups, this generated a positive income stream, which will be used to maintain the grounds and sporting facilities, now and into the future.

Expenditure on furniture and equipment was lower in 2023 compared to 2022, as the school settled into the renovated environments and enjoyed the new facilities. The Stage 3 Capital Works project completed the flagpole and forecourt precinct. The Shade Sails project is on hold pending design compliance complications.

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 1462 students were enrolled at this school in 2023, 801 female and 659 male.

4 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).

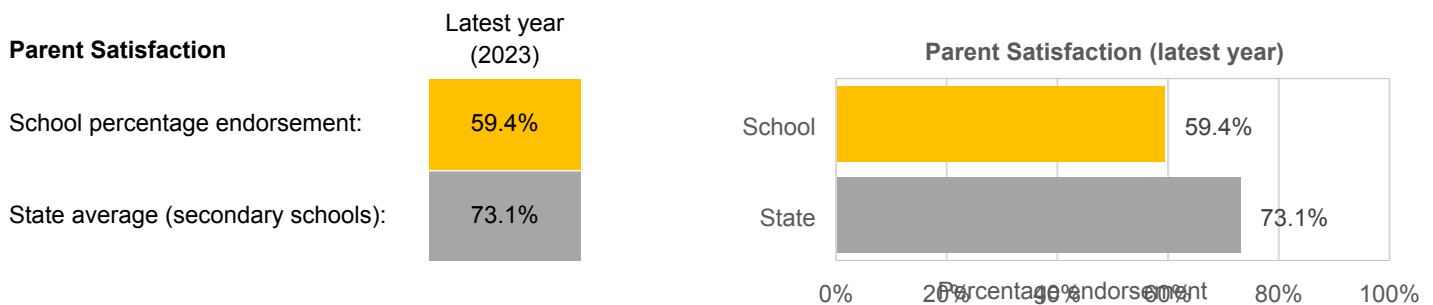
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

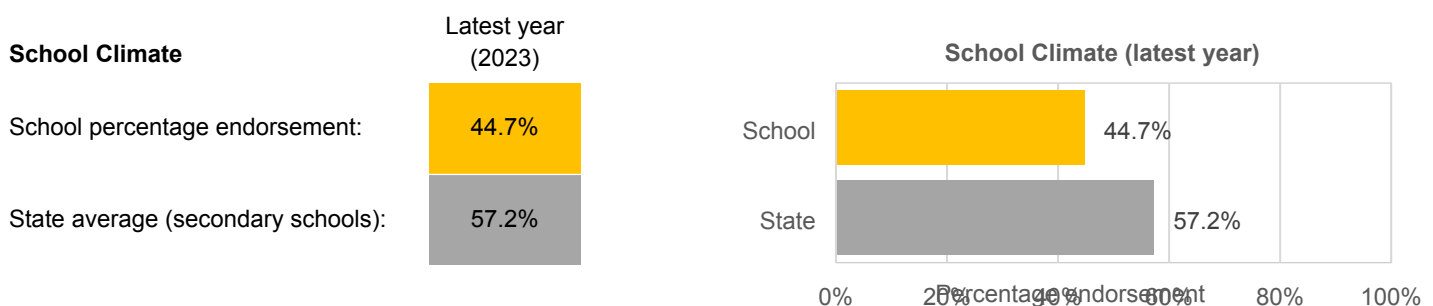


### School Staff Survey

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

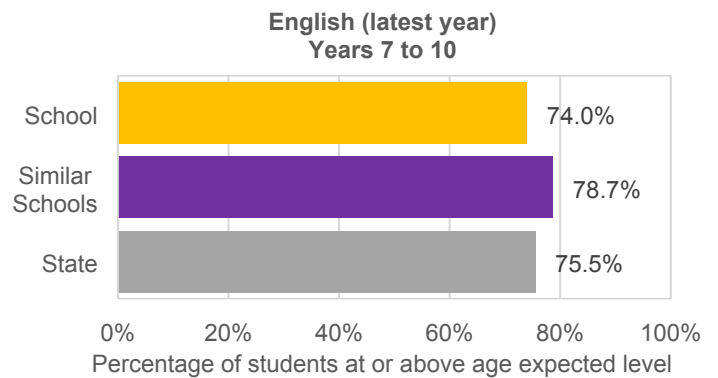
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

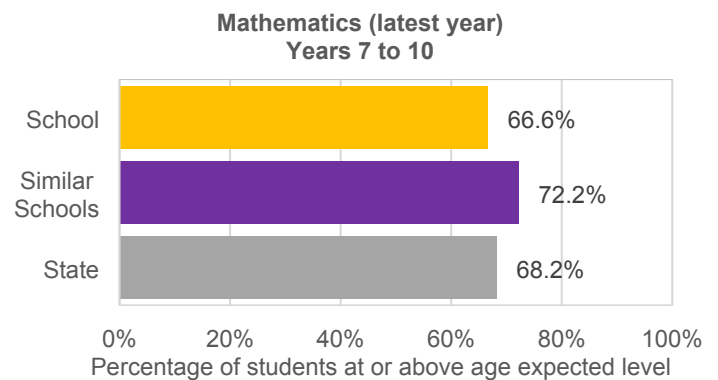
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	74.0%
Similar Schools average:	78.7%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	66.6%
Similar Schools average:	72.2%
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:

68.3%

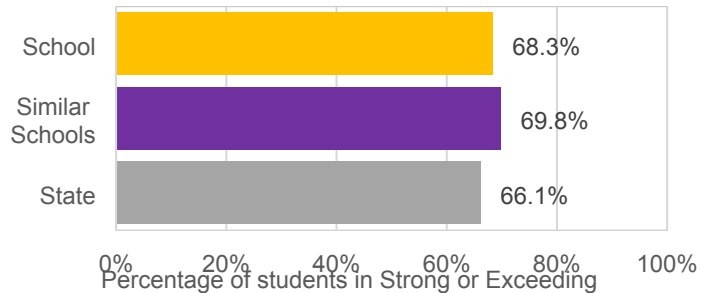
Similar Schools average:

69.8%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.2%

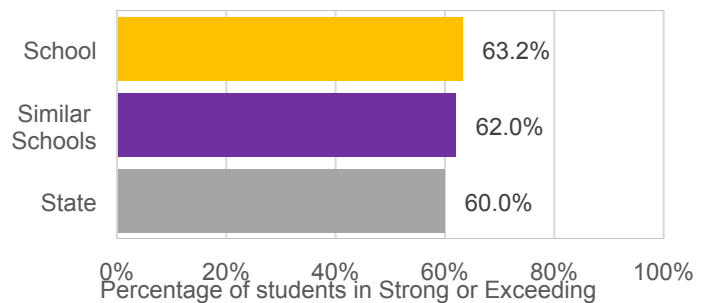
Similar Schools average:

62.0%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.6%

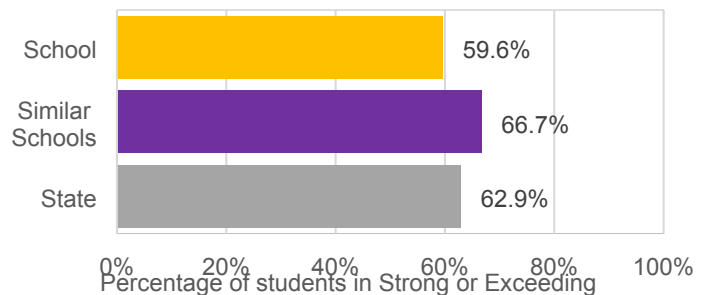
Similar Schools average:

66.7%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.1%

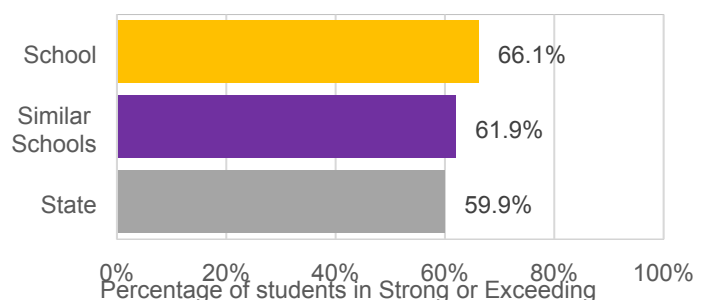
Similar Schools average:

61.9%

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:

51.3%

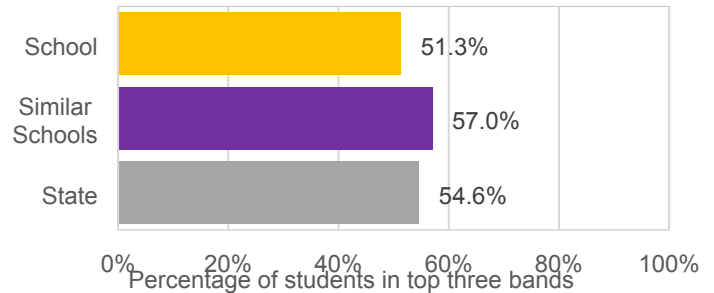
Similar Schools average:

57.0%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

43.9%

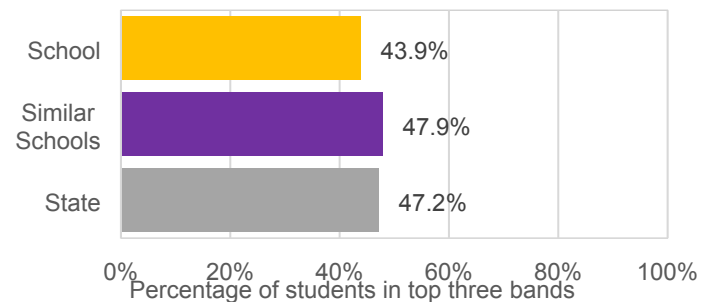
Similar Schools average:

47.9%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

48.5%

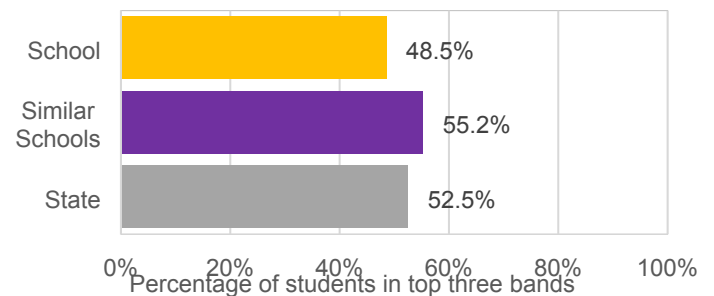
Similar Schools average:

55.2%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

40.3%

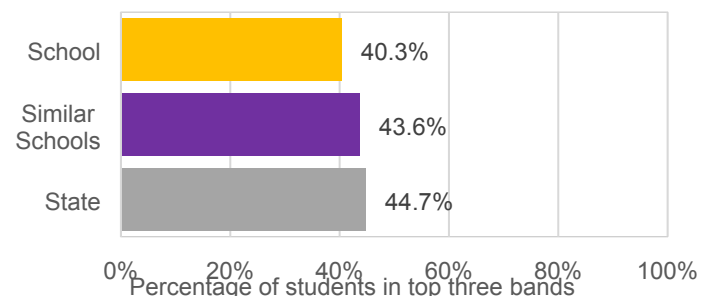
Similar Schools average:

43.6%

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

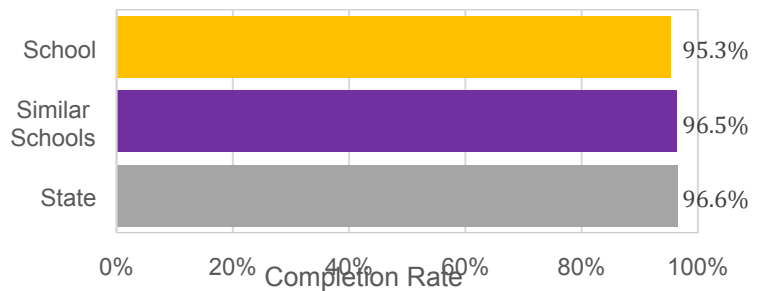
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.3%	96.2%
Similar Schools completion rate:	96.5%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.5

Number of students awarded the VCE Vocational Major

32

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:

29%

Percentage VET units of competence satisfactorily completed in 2023:

77%

## WELLBEING

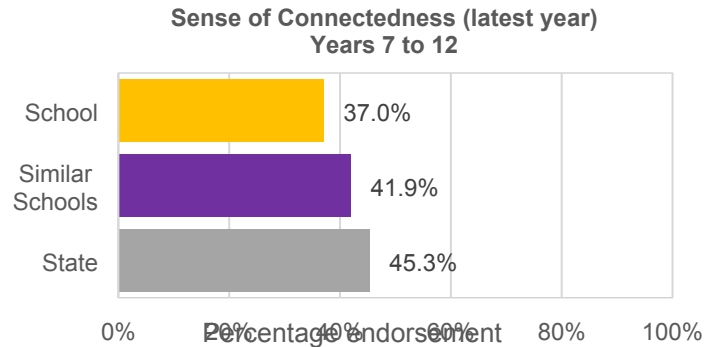
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	37.0%	45.3%
Similar Schools average:	41.9%	47.5%
State average:	45.3%	49.9%

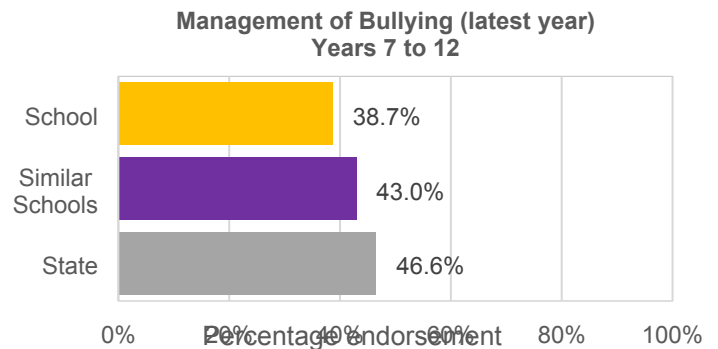


### Student Attitudes to School – Management of Bullying

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:	38.7%	46.1%
Similar Schools average:	43.0%	48.5%
State average:	46.6%	51.0%



## ENGAGEMENT

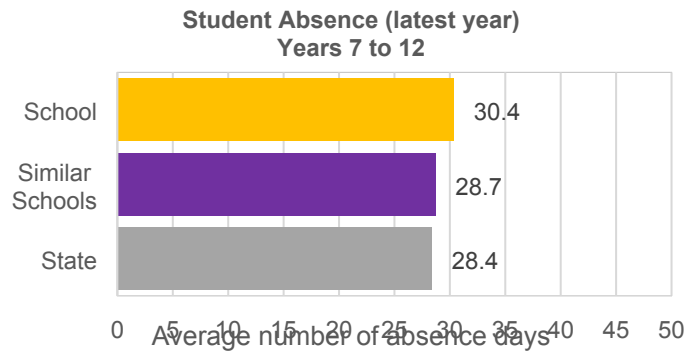
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	30.4	19.2
Similar Schools average:	28.7	23.3
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.

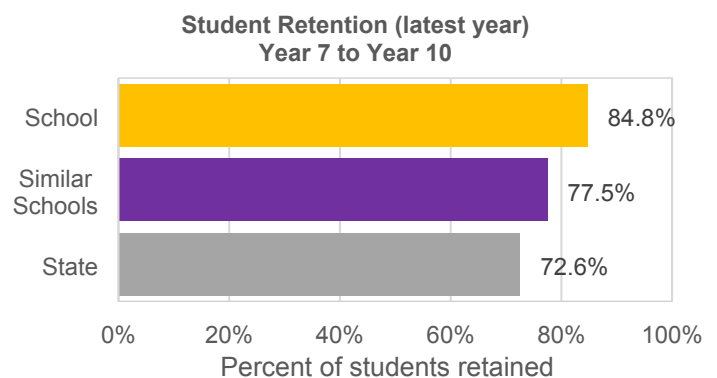
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	80%	82%	83%	90%	92%

### 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 (2023)	4-year average
School percent of students retained:	84.8%	87.1%
Similar Schools average:	77.5%	79.6%
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.

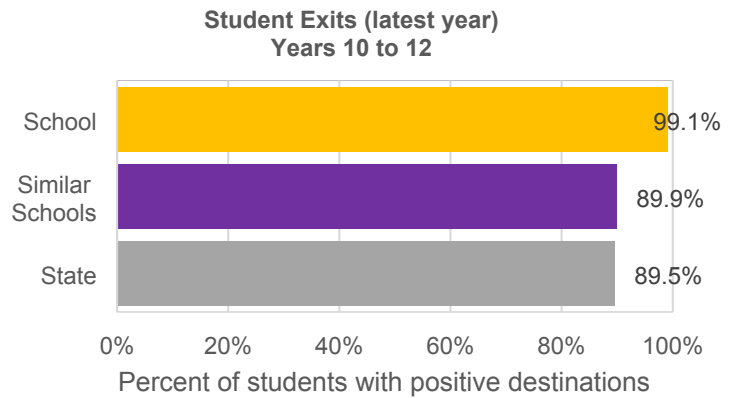
### Students exiting to further studies or full-time employment

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:	99.1%	95.6%
Similar Schools average:	89.9%	89.7%
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	\$17,958,383
Government Provided DET Grants	\$2,514,615
Government Grants Commonwealth	\$0
Government Grants State	\$52,088
Revenue Other	\$204,427
Locally Raised Funds	\$1,404,371
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,133,883</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$299,335
Equity (Catch Up)	\$97,643
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$396,978</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,007,945
Adjustments	\$0
Books & Publications	\$16,385
Camps/Excursions/Activities	\$516,052
Communication Costs	\$59,955
Consumables	\$433,857
Miscellaneous Expense <sup>3</sup>	\$268,346
Professional Development	\$52,728
Equipment/Maintenance/Hire	\$262,515
Property Services	\$573,162
Salaries & Allowances <sup>4</sup>	\$1,046,127
Support Services	\$431,964
Trading & Fundraising	\$362,190
Motor Vehicle Expenses	\$1,362
Travel & Subsistence	\$81
Utilities	\$220,634
<b>Total Operating Expenditure</b>	<b>\$22,253,302</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$119,419)</b>
<b>Asset Acquisitions</b>	<b>\$113,486</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$523,506
Official Account	\$95,151
Other Accounts	\$113,384
<b>Total Funds Available</b>	<b>\$732,042</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$684,873
Other Recurrent Expenditure	\$10,289
Provision Accounts	\$17,300
Funds Received in Advance	\$35,693
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$35,000
Cooperative Bank Account	\$92,307
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
<b>Total Financial Commitments</b>	<b>\$890,462</b>

*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.*