

2023 Annual Report to the School Community

School Name: Alkira Secondary College (8874)



- 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 01:59 PM by John Shaw (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 offline by School Council President and processed by Elizabeth Spence (SPOT Admin) on 16 May 2024 at 01:56 PM

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

The school continues to be a school of choice in the local area forcing us to manage extreme enrolment growth and transition of students across all year levels reflecting a shift in demographics and diversity of our surrounding community. In August 2023 the school peaked at 1853 FTE enrolments not including a number of International students and part time students enrolled in online or offsite programs. Our SFOE index is Medium at 0.4337. The enrolments include 10 Aboriginal students, 135 EAL students 203 NCCD students. ^ out of home care students, 320 Level 1 Equity funded students and 294 Level 2 equity funded students.

To ensure we maintain our sense of community and strong relationships, our school is broken up into four distinct sub schools and is also emerging into a senior and junior school. This Schools within school SWIS model helps to ensure every student is known and their personal, educational, and social needs are monitored, managed and supported by a staff of over 200.

2023 was a a challenging year for staffing across the State. Our school moved in and out of full staffing and managed higher than expected transition of staff and increased longer term absences and leave. Our budget for Casual relief, part time and short term contracts significantly increased form 2022.

Our Statement of Purpose has never been more relevant that now as we we emerge from the social and educational disruption of Covid 19 , unemployment and social disadvantage.

We exist to secure the entitlements of every child. Alkira SC in partnership with parents will provide personalised education in a happy learning environment, addressing the needs of the student's unique learning styles, cultivating independent thought, promoting respect integrity, excellence and for others building self confidence and self esteem.

Our extreme enrolment pressures challenge our ability as a Public Private partnership school to maintain adequate facilities and infrastructure in a timely manner. We continue to work with Partnerships Victoria in Schools (PVIS) and Victorian School Building Authority (VSBA) to plan for immediate and future needs. At present we have over 56 classrooms housed in relocatable buildings compared to 37 in our original permanent facilities. 2023 saw the completion of a VCE pod of 24 10 mod (double storey portables) classrooms.

Progress towards strategic goals, student outcomes and student engagement

Learning

The goal for 2023 was to continue to implement and support practices around the School Instructional Model. The school endeavored to create consistent, high quality classroom practices through targeted professional learning and scheduled collaborative planning time in PLCs. All PLCs focused on a specific problem of practice using improvement cycle in PLC. The collaborative implementation of learning continuums in English and Mathematics supported improved formative assessments, better equipping teacher to assess students' point of need.

The continuing practice of dedicated independent reading with explicit teaching of reading comprehension strategies has seen an increase in student performance in reading. This is evidenced by the School Performance Report indicating that the school has progressed to the "influence" phase.

The school is continuing the work on achieving the strategic goal to improve the learning of all students in Mathematics. The strategy was created to reduce the widening achievement gap between students in Numeracy and will be evidenced by improving NAPLAN growth data. To achieve this, the Years 7-9 Mathematics team continues to use data-driven learning using ability-based grouping for the primary purpose of delivering content at student point of need.

To support the work in Literacy and Numeracy, three additional staff, teaching and support, were employed to complement existing staff in team teaching, collaborative planning and coaching. In Numeracy staff worked in teams to develop teaching and learning programs around a mathematical skill learning continuum that continues to develop.

After achieving at least one year's growth for the vast majority of Year 7 students during 2023, the program has been extended to years 7, 8 and 9 in 2024.

The Later Year's program focused on improving processes such as targeted pathways counselling, moderation and regular progress monitoring, which has seen an improvement in the overall VCE and VCE Vocational Major completion. This improvement included the highest number of 90+ ATAR scores in the college's history (15 in total and a Dux achieving 99.5), 98% satisfactory completion of the VCE, 63 students being awarded the VCE Vocational Major certificate during its inaugural year, and an increase in the mean adjusted score data across the student cohort.

Wellbeing

In 2023, our school demonstrated a steadfast commitment to nurturing the holistic wellbeing of our students through a multifaceted approach. Central to our efforts was the implementation of initiatives aimed at fostering resilience, enhancing classroom support, and ensuring inclusivity for all students.

One of the cornerstone programs was the participation of all students in grades 7-9 in The Resilience Project. This initiative sought to instill essential life skills and values such as gratitude, empathy, and mindfulness. By engaging students in interactive workshops and activities, The Resilience Project aimed to empower them with the tools to navigate challenges and build resilience in their personal and academic lives.

In parallel, our staff underwent comprehensive training in the Berry Street Education Model, equipping them with specialized strategies to support students within the classroom environment. This training not only enhanced educators' capacity to address diverse learning needs but also fostered a more inclusive and supportive learning atmosphere.

Furthermore, recognizing the varied needs of our student body, we established a Multitiered Systems of Support (MTSS) team. This team was tasked with designing tailored programs and interventions to address the specific needs of students requiring tiered support. Through proactive identification and targeted interventions, the MTSS team played a pivotal role in ensuring that every student received the support necessary to thrive academically and emotionally. Students participated in programs at point of need such as Brainstorm Productions, LeMana, EmpowHER program, Life and Social Skills, Foundation to Growth, positive behaviour support plans, Consent and Respect program and individual counselling.

Our commitment to inclusivity was further exemplified by the expansion of our Inclusion Team, which now provides enhanced one-on-one support within the classroom setting. Additionally, a dedicated team of experts collaborated to ensure that the unique needs of Koori students and Out of Home care students were comprehensively met. By fostering a culture of collaboration and inclusivity, we strived to create an environment where every student feels valued, supported, and empowered to succeed. Strength based student support group meetings underpinned the success of our Koori and OOHC student engagement.

In conclusion, our school's initiatives in 2023 underscored our unwavering dedication to prioritizing the wellbeing of our students. Through proactive measures, specialized training, and targeted interventions, we endeavored to create a nurturing and inclusive learning environment conducive to the holistic development of all students.

Engagement

The College in 2023 further developed its focus on establishing a consistent positive climate for learning for all students as we also continued to develop our team around the learner approach. The role of the homegroup teacher and the support of a pastoral care curriculum through the resilience project plus the connection with our community through our parent-student-staff conferences, House days, theme weeks – highlighted and celebrated our diversity also through our social media platforms continued to support our focus on engagement and connection. Student sense of connectedness remained stable with 51% of students giving positive-neutral.

We initiated further employment and support of specific ES staff to continue to look at ways to address students with chronic absences. This support through our ES, some of whom were MEA's, saw reduce our number of students with chronic absences to rates 7% better than the state, and continuing our positive trend in this area over the past few years. Attitude to attendance again rose from 2022 and is now at 79% which was on par with similar schools and above the state – indicating that our students are wanting to come to school.

In 2023 we launched our inaugural Akira Citizen Day where the focus was on engaging our community in our college values but also establishing an expectation and understanding of what being an active citizen at Alkira actually looks like. There was also a continuation of our multicultural acknowledgement via events like our 'cultural day' and also our continue partnership with 'Courage to Care' as part of our continued theme of respect and tolerance. Our 'sense of inclusion' continued to be at a high level at 81% and we are continuing to trend upward in our 'respect for diversity' – now only 3% behind the stage average for this measure.

Student voice continued to be reflected through a widespread student leadership program – but it was the gains we made in student agency that we were very proud of with many college events being evaluated and reflected upon by students in a feedback loop that suggested positive changes to those implemented further on in the year. Our positive response to the area of the annual student survey to this area saw us again above the state by a number of percent – again further proof of our gains in this area.

The continued support of community partners and cultural groups, such as La Mana Pacifica, also allowed cohorts of our students that point of connection and support, with an increase to 61% of students acknowledging this positive connection at school. We also continued to work with RESP (refugee education support program) as a matter of priority to continue our connection with our community where English is not their first language.

Other highlights from the school year

As the college continues to grow we are seeing the impact of our focus of improve teaching and learning outcomes with improved results in our VCE outcomes and NAPLAN results. We were also quite proud this year of our focus on wellbeing as we still work on issues that arose out of Co-vid19 and seemingly are a part of a modern society.

Our annual valedictory awards evening celebrated the experiences and successes of our students. It was tremendous to see the students at the college get our best results ever, in terms of the Victorian Certificate of Education: eighty percent of our students attained a score over thirty; there were multiple students who gained an Australian Tertiary Admission Ranking over eighty; and, three of our students gained a score over ninety. Our Dux was presented with his award and his parents were extremely pleased with his result. Likewise, NAPLAN indicated some high growth and this is a credit to the school as we lead schools in the number of students completing the tests.

The year began with our First Day conferences for all students who collaboratively set future learning and wellbeing goals that were revisited and monitored throughout the year. Our school year also started with Alkira Citizen Day. This program is a day long series of events where students complete a variety of activities associated with what it means to be a good citizen at the school. We hope this will become an ongoing event which seeks to teach our students about school values: Respect, Integrity, Caring and Excellence. It ties in the actions that we all need to follow so that we display all of these values. Our year twelve students are also involved in a STRIVE program that helped them develop a sense of self and confidence for a challenging year. This was further supported through the year with Elevate sessions around preparing for study and being your best.

We also celebrated our wide cultural diversity through: Cultural Diversity week, Harmony Day, Nowruz, Chinese New Year, Naidoc week, Diwali festival and Reconciliation week. We also continued to recognise important opportunities for remembrance for Anzac Day, Holocaust Ceremony, Sorry Day and Armistice Day. These are important iconic cultural days that we hope will integrate and teach our students about important social and historic events. Camps and excursions were well attended with the Year 7 transition camp and we returned to Central Australia for the annual tour to the centre of Australia. This coupled with our swimming and athletics carnivals demonstrates the volume of activities available in the school. Our sports academy and variety of interschool sport competitions, where the school continued their successes at regional and state levels.

Our arts students enjoyed success in local and State exhibitions, our own Annual Arts show was a great success highlighting the work of our students across a range of arts subjects. The school production was a fantastic show and some of the singing and dancing was outstanding. The mid-year and end of year music concerts showcased outstanding student and group performances. These programs go from strength to strength as the changes we made to the middle school curriculum opens up opportunities for students to pursue their passions.

We continued to develop the Resilience Project and Berry St Education Model in 2023 with staff continuing their training as the rollout of these programs. These enable classroom teachers to utilise the tools of positive psychology to engage students in their work and develop them as human beings with a real sense of purpose. The opening of the Student Health and Wellbeing Centre has meant there is great purpose for students who need support in these areas.

The installation of two new 10 modular double storey portables has changed the landscape of our school and helped provide accommodation for just under 2000 students. We have housed senior students in these, as we structure our school in a sub-school model which we hope will mean a more cohesive and responsive model.

Financial performance

The impact of the revised Parent Payment Policy on school finances continues to have a significant impact. We are fortunate to have had some savings to minimize the impact on the delivery of curriculum in 2023, however are concerned about the impact for future years as the savings diminish. We continued to invest in additional infrastructure (including equipment, tech resources, classroom furniture, lockers, outdoor facilities, and so on) to accommodate the growth of our student population. 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.

For more detailed information regarding our school please visit our website at
<https://www.alkirasecondarycollege.com.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 1876 students were enrolled at this school in 2023, 910 female and 966 male.

49 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

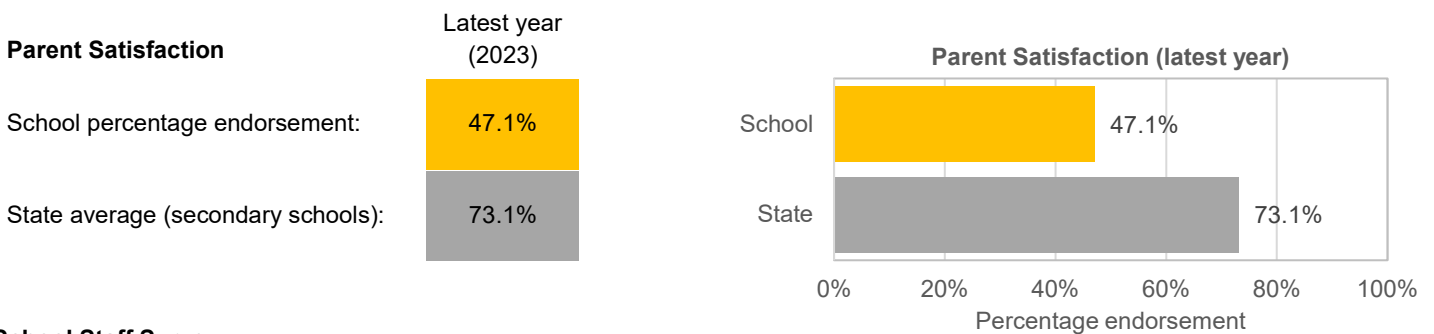
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

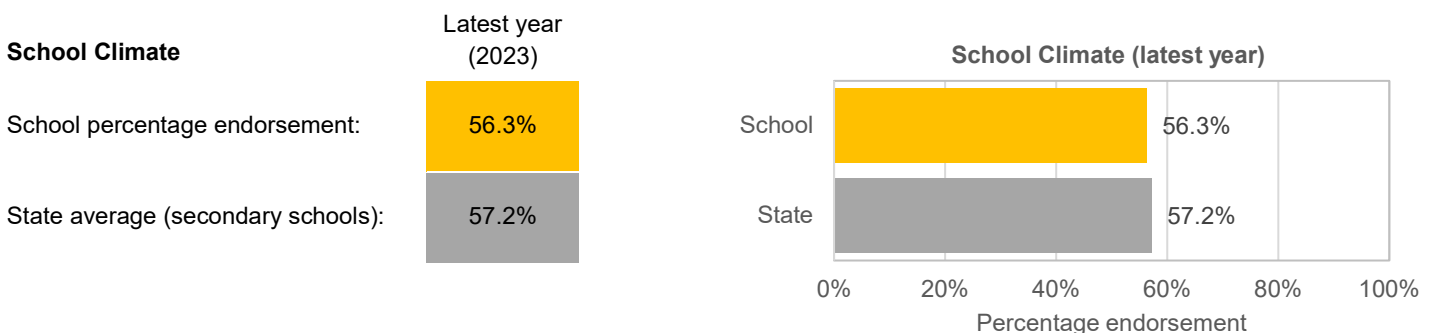


School Staff Survey

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

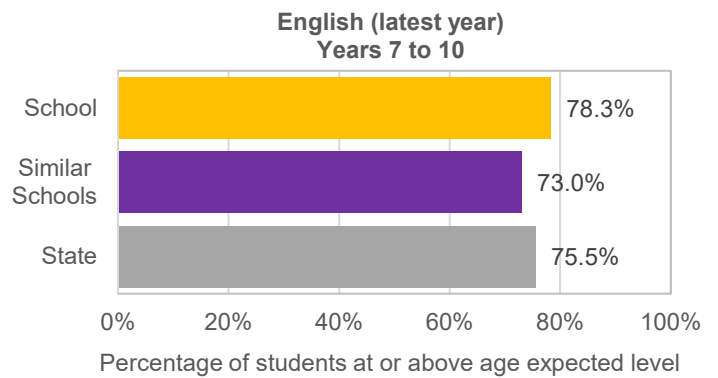
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

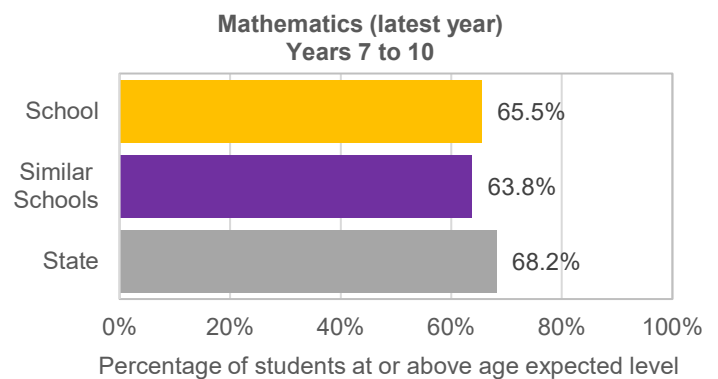
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	78.3%
Similar Schools average:	73.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.5%
Similar Schools average:	63.8%
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:

71.0%

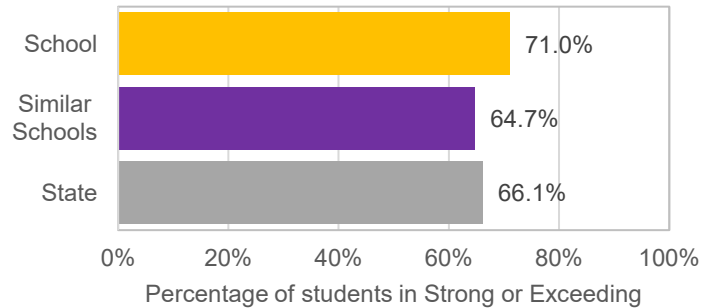
Similar Schools average:

64.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

66.3%

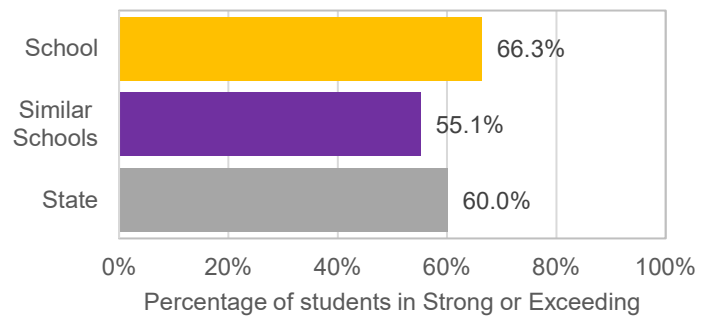
Similar Schools average:

55.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

68.2%

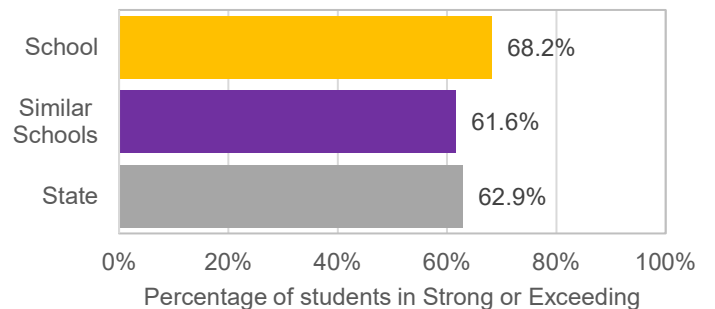
Similar Schools average:

61.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

64.9%

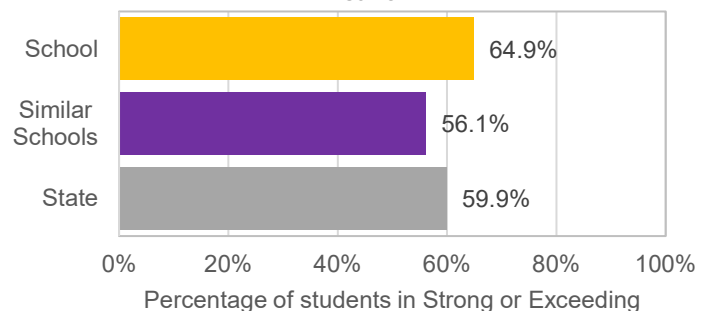
Similar Schools average:

56.1%

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:

51.7%

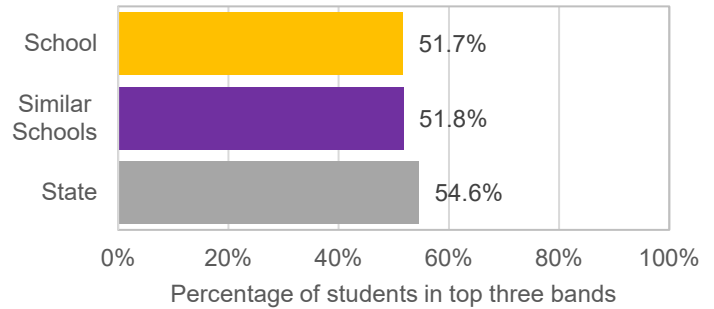
Similar Schools average:

51.8%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

43.7%

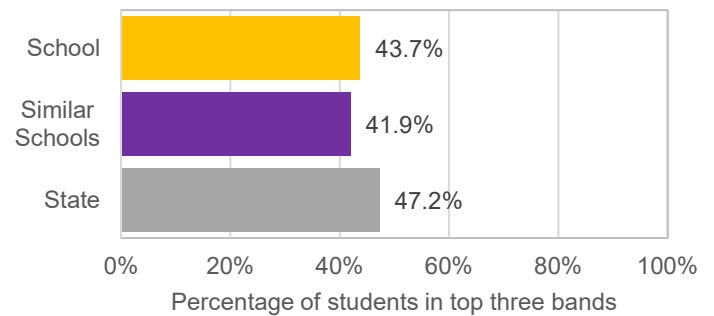
Similar Schools average:

41.9%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

52.8%

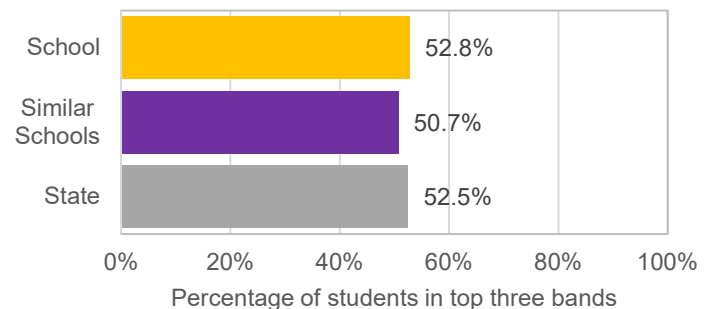
Similar Schools average:

50.7%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

40.2%

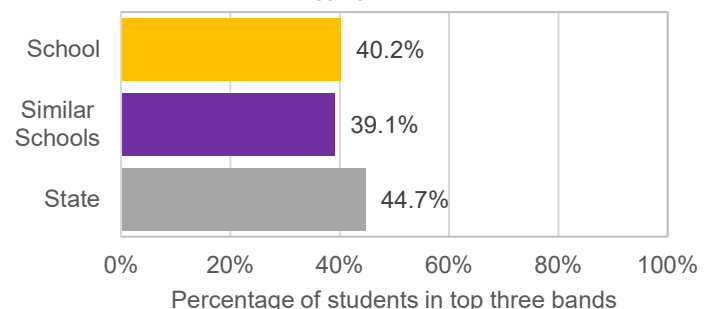
Similar Schools average:

39.1%

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

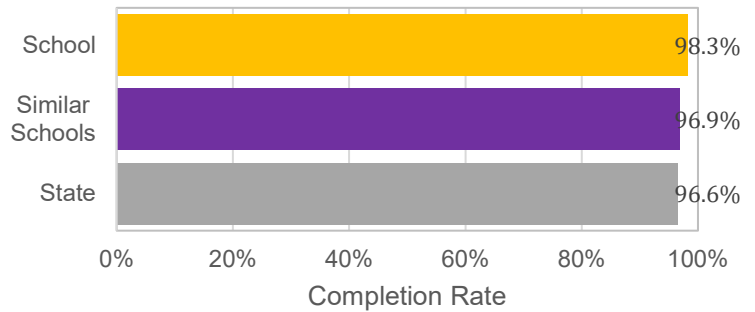
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.3%	98.1%
Similar Schools completion rate:	96.9%	97.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.9

Number of students awarded the VCE Vocational Major

63

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

35%

Percentage VET units of competence satisfactorily completed in 2023:

78%

WELLBEING

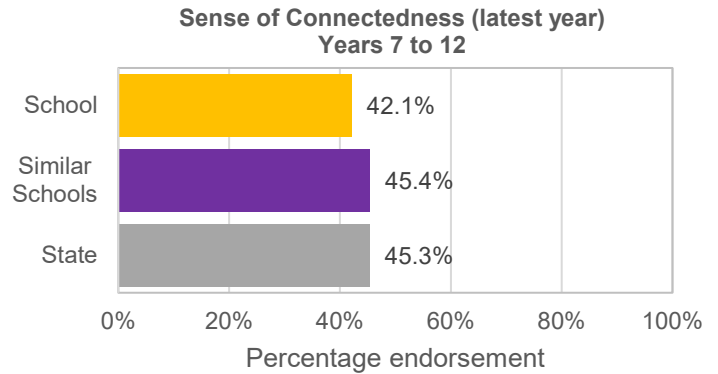
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The 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:	42.1%	49.9%
Similar Schools average:	45.4%	50.5%
State average:	45.3%	49.9%

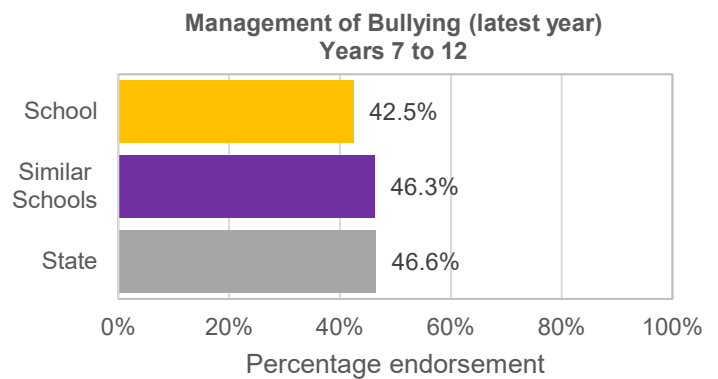


Student Attitudes to School – Management of Bullying

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:	42.5%	50.3%
Similar Schools average:	46.3%	51.3%
State average:	46.6%	51.0%



ENGAGEMENT

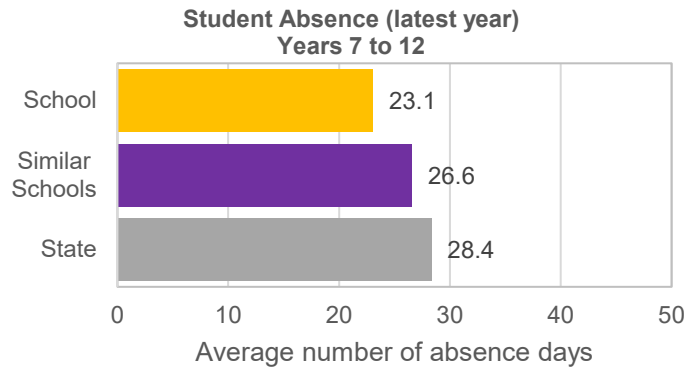
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.1	19.1
Similar Schools average:	26.6	21.9
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.

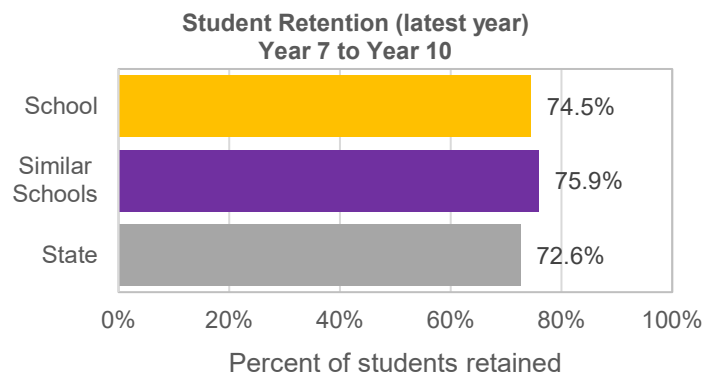
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	87%	87%	86%	91%	92%

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 (2023)	4-year average
School percent of students retained:	74.5%	77.5%
Similar Schools average:	75.9%	76.8%
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.

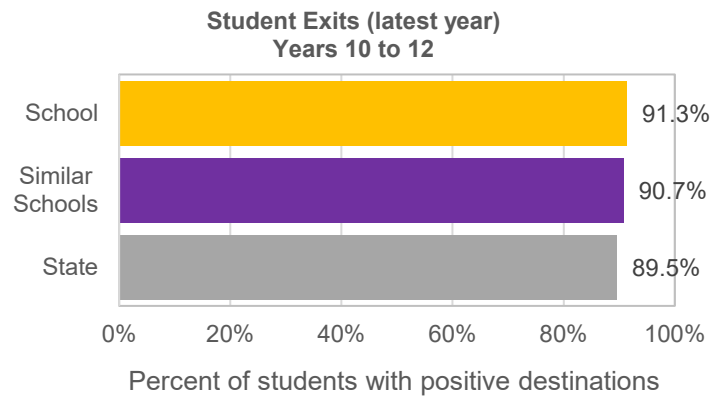
Students exiting to further studies or full-time employment

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:	91.3%	87.7%
Similar Schools average:	90.7%	91.1%
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	\$21,644,621
Government Provided DET Grants	\$3,463,792
Government Grants Commonwealth	\$68,369
Government Grants State	\$11,350
Revenue Other	\$213,710
Locally Raised Funds	\$638,223
Capital Grants	\$0
Total Operating Revenue	\$26,040,065

Equity ¹	Actual
Equity (Social Disadvantage)	\$808,924
Equity (Catch Up)	\$123,791
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$932,715

Expenditure	Actual
Student Resource Package ²	\$21,563,475
Adjustments	\$0
Books & Publications	\$5,449
Camps/Excursions/Activities	\$353,013
Communication Costs	\$2,699
Consumables	\$236,691
Miscellaneous Expense ³	\$129,977
Professional Development	\$53,448
Equipment/Maintenance/Hire	\$297,556
Property Services	\$15,131
Salaries & Allowances ⁴	\$238,023
Support Services	\$1,450,807
Trading & Fundraising	\$19,122
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$133,930
Total Operating Expenditure	\$24,499,321
Net Operating Surplus/-Deficit	\$1,540,744
Asset Acquisitions	\$31,000

- (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	\$3,316,953
Official Account	\$402,614
Other Accounts	\$0
Total Funds Available	\$3,719,567

Financial Commitments	Actual
Operating Reserve	\$489,308
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$93,995
School Based Programs	\$1,389,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$267,000
Capital - Buildings/Grounds < 12 months	\$1,500,000
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	\$3,739,403

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.