

2023 Annual Report to the School Community

School Name: Rosehill Secondary College (7275)



- 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 23 April 2024 at 12:19 PM by Arthur Soumalias (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 29 May 2024 at 02:53 PM by John Spasevski (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South Western Region. The College had 103.9 EFT staff, 4 Principal Class, 79.0 teachers, 1.7 Paraprofessionals and 19.2 Support Staff. The school is a single campus with Years 7 to 12 divided into a Junior School (7-8), Middle (9-10) and Senior School (11-12). In 2023 the school had 1103 students. 27 percent had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The values of Respect, Initiative and Learning (RIL) underpin the core work of the College. Rosehill provides excellent facilities for our VCE students with a designated Year 11 study centre, and a purpose built Year 12 study centre. An EAL and international student collaboration space complements our International Student Program. As a multicultural community, the school understands the benefits of globalization and exposing local students to other perspectives and experiences. The College enjoys refurbished science and art rooms and a well-resourced library. Our new STEM centre and oval have proved very popular with students and staff alike. The large product design classrooms, a robotics/systems room, virtual reality (VR) room, maker space and new state of the art industrial style stainless steel kitchen enable our students to maximise their learning potential in these new facilities. The new oval coupled with the basketball and tennis courts, cricket nets and the gymnasium provide ample space for students. Significant passive recreational areas are also available throughout the school grounds and these were further expanded with the completion of the indoor/outdoor reading space as part of the successful Inclusive School Fund Grant. Rosehill Secondary College is a school with a strong academic focus and a history of consistent high academic results. At Years 7 and 8, in addition to core and elective subjects, there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is structured as an introductory year to VCE and Year 9 students undertake a number of self reflection activities, such as running the school carnival and City Experience, as they try to understand their place in the world. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the VCE Vocational Major at Year 11 and 12. A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. The Victorian High Ability Program (VHAP) was also part of the College's enrichment offerings in 2023. There is a dedicated sporting program, a comprehensive languages program offering Japanese and Italian, supported with international cultural tours and a sister school relationship with a prestigious Shinto Secondary College in Japan. The Performing Arts faculties excel in producing a musical or dance performance every year for the local community, with the Visual Arts department celebrating students' work with a bi-annual art show. Numerous works every year are accepted into galleries for display such as the Incinerator Gallery in Aberfeldie. In 2023 one student was awarded the Top Arts Award only 1 of 50 in the state and his work was displayed at the NGV. In 2023 the socio-economic profile was low-medium, which suggests a relatively low level of social disadvantage. Both the parent satisfaction survey and the school staff survey displayed positive results. The parent endorsement element was at 75% higher than the state average and the staff endorsement survey was over 59%, also higher than the state average. The College was able to continue with the literacy program focus in 2023 and introduced a scaffolded numeracy program. The Rosehill instructional model is based on "Classroom Instruction that Works" and the related GANAG instructional process. This continues to be a significant focus in the new strategic plan. Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Welfare and Discipline structure that is consistent, successful and underpinned by our School-Wide Positive Behaviours Program and as a Respectful Relationships School. At the end of 2023 all staff commenced the Berry Street Education Training with Day 1 of 4 completed in late November. With a continuous focus on improvement, the College implements a range of programs to support student learning outcomes in addition to a continuous physical maintenance program. The significant capital works progressed well throughout 2023 with works on the new C wing auditorium and performing arts center. The upgraded gymnasium was finalised at the end of 2023 with new change rooms, toilets and foyer. Stage 2 of these major works will focus on the upgrade of A wing, these commenced over the January break and it is anticipated that they will be completed by Term 3 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

The TLI and MYLNS programs continued during 2023 despite the challenges encountered with significant staffing shortages. We were able to fully staff the college in terms of teaching. The reading and whole school literacy program evolved with new iterations. The results produced were very pleasing as evidenced by our PAT and NAPLAN data. NAPLAN was revised for 2023 so comparisons to previous results was not possible. 77.1% of Year 7 students are either in Strong or Exceeding for reading, significantly above the state average. At Year 9 62.6% of students are in Strong or Exceeding for reading, above the state average.

Similarly with numeracy, at Year 7, 70.7% were in Strong or Exceeding above the state average and at Year 9 just under 60% were in Strong or Exceeding for numeracy. Pleasingly our writing results as seen on the Panorama reports continues the success of recent years with 71% of Year 7 students in Strong or Exceeding, significantly higher than the state average. At Year 9, 67% of students were in the Strong or Exceeding range also significantly higher than the state average and continues the College's trend of strong improvement in writing year upon year. 98.1% of students completed their VCE at Rosehill in 2023. The VCE median was 28 and the exit destination data was 98.4%, suggesting that essentially every child completing Year 12 at Rosehill was successful in securing a positive pathway.

Wellbeing

Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Wellbeing and Discipline structure that is consistent, successful and underpinned by its School-Wide Positive Behaviours Program and as a Respectful Relationships School. This was further enhanced with the college commencing The Berry Street Education Model (BSEM) training at the end of 2023. Rosehill has a strong and visible teacher presence in the yard and a comprehensive wellbeing program supported by a Student Wellbeing Manager, two School Psychologists, a Mental Health Practitioner and two counsellors. The School Wide Positive Behaviours Program has continued to provide real benefits and support our consistent approach to managing wellbeing and behaviours. The ongoing roll-out of the Respectful Relationships program through the Year 9 and 10 ID and Health & PE subjects continued and contributes to a stable school environment. Extensive links are maintained with external providers such as Schools Focused Youth, Valley Youth, Headspace, Success Integrated and Elevate Education who run supportive programs with individuals and groups of students. The Student Attitudes to School Survey (ATOSS) element of Sense of Contentedness was at 41.9% lower than the state average but higher than similar schools. The management of bullying was at 44.2% endorsement, higher than the similar schools average. 2023 was the first year of the new strategic plan and significant staffing changes to senior positions. Two new Assistant Principals were appointed and 2 new leading teachers commenced in senior roles. The planned allocation of education support staff in each sub school was not achieved in 2023 due to the impact of significant staffing shortages, staff illness and absences.

Engagement

The Years 7 - 10 student retention data is very positive as indicated by the Performance Summary. The College's 2023 retention rate of 78.1 % is significantly higher than the State average and higher than the Similar Schools average. The four-year average retention rate of 79% is higher than the Similar Schools average and much higher than the State average of 72.6%. This suggests that the student population is very stable and that the vast majority of students stay at Rosehill for the duration of their schooling. The Year 10 -12 exit destination data is also exceptionally pleasing with, 98.4% of exiting students moving into further studies or full-time employment, well above the State and Similar Schools average, the four year average at 97.3% is also significantly higher than the state and similar school values. Student attendance is rigorously monitored at Rosehill Secondary College primarily through electronic roll-marking on Compass. The impact since COVID has been significant across the system with absences increasing in the two years since. Despite these challenges the average attendance rate was at 87%. In 2023 the average number of absence days was 26.3, better than the Similar Schools and the State average. The 4-year average reflected a similar trend. Year level coordinators and the College Attendance Officer monitor student attendance and investigate any anomalies or concerns. Parents are required to approve absences either through Compass or via a dedicated attendance phone line. Students with particular attendance issues are placed on an 'alert' where unusual absences are immediately followed-up. Students with problematic attendance are supported by interventions from the Student Management Team; in the first instance their Coordinators and the Student Wellbeing Team who also develop proactive programs to help engage these children. Where necessary, students are referred to other programs such as Navigator, or external services to address their issues or are supported with engagement programs such as Tritactics. Flexible attendance options are provided for students with significant health or welfare problems. The Year 8 Team introduced a student leadership program and these students' developed the new homegroup program which was trialled in 2023. Its success was so positive that a new Student Agency and Responsibility program was developed and rolled out for the whole school in 2024.

Other highlights from the school year

Rosehill Secondary College was able to run Year 7 camp, Year 8 camp, Year 12 camp, Year 11 Ski camp and an interstate Year 10 camp. Several Environmental science and subject specific camps were also delivered in 2023. The commitment to run these activities was seen as important in order to re-establish strong links with the school and socially help kids build rapport and relationships with peers and staff, despite the staffing challenges faced by the school management team and CRT shortage. The visual arts department continued their great work with multiple students having their art displayed at the Fireworks Gallery in

Aberfeldie with one student achieving a top arts award, one of only 50 in the state. The performing arts team delivered our Elvis Reimagined Show over several days. Interschool sports was also delivered with teams competing all year round. The capital works program continued during the year with the demolition and construction of the C wing auditorium and surrounding classrooms and the establishment of a new staff car park. The Inclusive School area adjacent to the library was finalised, the GYM upgrade commenced and significant maintenance across most areas of the college was also undertaken.

Financial performance

Rosehill Secondary College, with consistent strategic planning in both recurrent school expenditure, and workforce planning, was able to realise a surplus at the end of 2023. The main contributing factors to this surplus have been funding for Tier 2 Disability Inclusion and the Camps Payment (VGSA 2022) funding in the 2023 Student Resource Package, as well as the natural attrition of its experienced workforce. The cash component has remained consistent, however, due to the school having repaid its managed staffing deficit in 2022, the 2023 Cash SRP Funding saw a 62.4% increase in the quarterly grant received into the school. An area of funding which continues to experience the ongoing effects of COVID-19, is the International Students Program which had a further decrease of 25.3% from the previous year. Equity funding has remained consistent despite a slight drop in the school's SFO and SFOE due to the changing demographic of its families. Due to the significant increase in rates, there has been an increase of 211.9% from 2022 in Interest Received despite the school's bank account total remaining consistent over recent years. The Camps & Excursions program continues to thrive with planning of a tour to Japan in 2024 to complement the already established year level activities, seeing an increase of 22% in receipts. Even though parents continue to support their child's education, DoE's Parent Payment Policy has unfortunately seen a 18.2% decrease in parent contributions. The inability to recruit staff, both teaching and non-teaching, together with the need to employ casual staff to cover illness, has seen a dramatic expenditure increase of 32.34% in Salaries and Allowances coupled with Agency Staff. The demolition of C Block had minimal impact on the cost of utilities with only a minor saving of 6.95%. Within the slight increase of expenditure under Support Services, is evidence of the College's continued commitment to support the mental health of its students by complementing the Chaplaincy program with school funded psychologists; this is in conjunction to employing Literacy and Numeracy Coaches as it strives to improve student learning outcomes. To this end, in 2023, staff completed one day (of four days) training in the Berry Street Education Model - a practical approach to teaching and learning enabling teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth, and academic achievement (training will continue in 2024). Expenditure in other areas of the Operating Statement is consistent with previous years' spending. The school received Capital Works funding in 2021, however, due to significant increases, in costs within the construction industry, the project was subject to value management. As a result, School Council has committed considerable funds, with the approval of the VSBA, to co-contribute to the project where necessary as indicated in the Financial Commitments summary. It is expected that this commitment will be realised by the end of 2024. All financial processes were performed, and record-keeping maintained in accordance with the Department of Education (DoE) requirements, and regularly reviewed by School Council.

For more detailed information regarding our school please visit our website at
<https://www.rosehillsc.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 1130 students were enrolled at this school in 2023, 519 female and 610 male.

27 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).

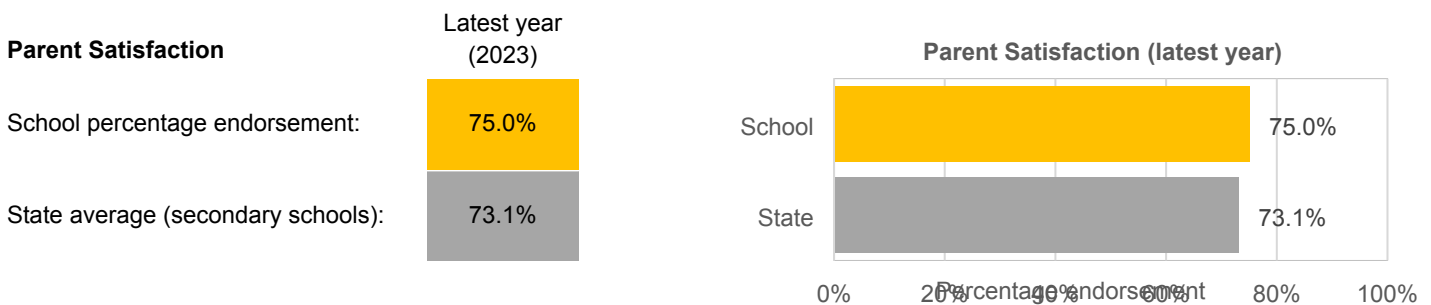
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

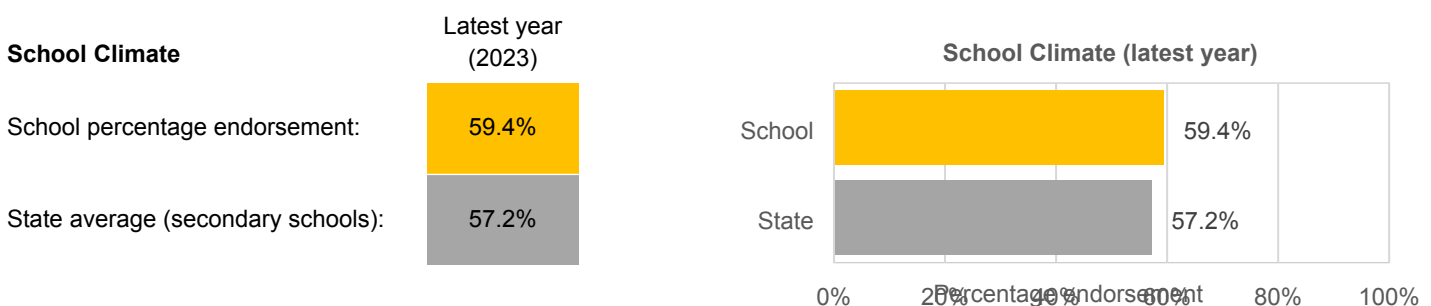


School Staff Survey

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

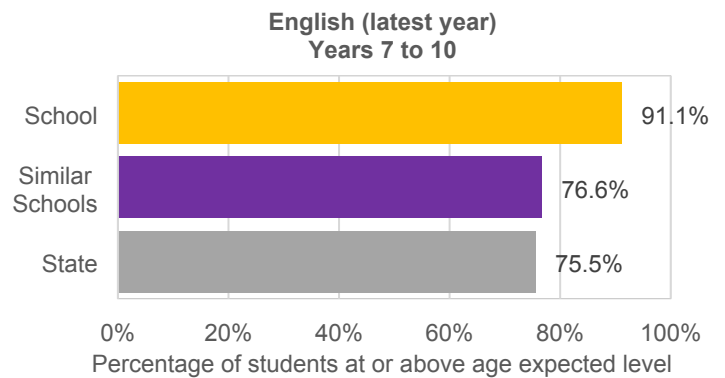
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

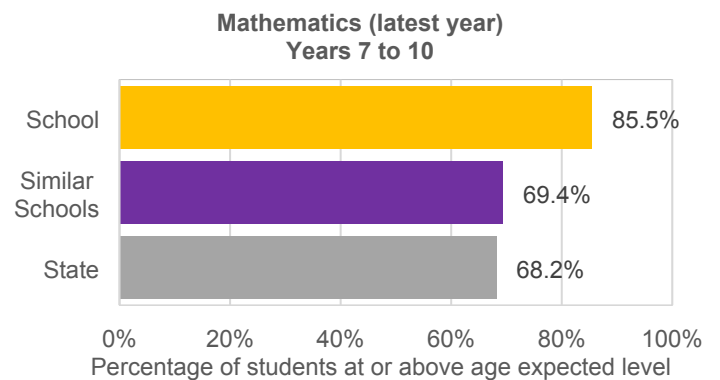
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 91.1% |
| Similar Schools average: | 76.6% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 85.5% |
| Similar Schools average: | 69.4% |
| 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:

77.1%

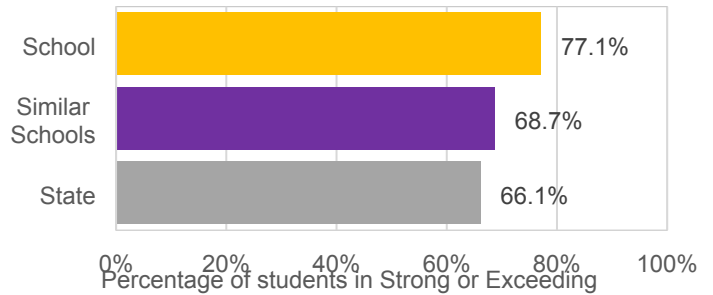
Similar Schools average:

68.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.6%

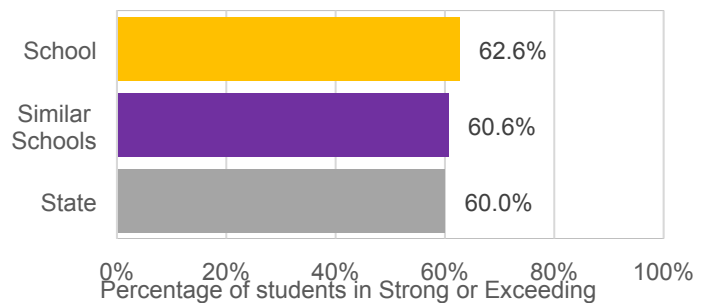
Similar Schools average:

60.6%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.7%

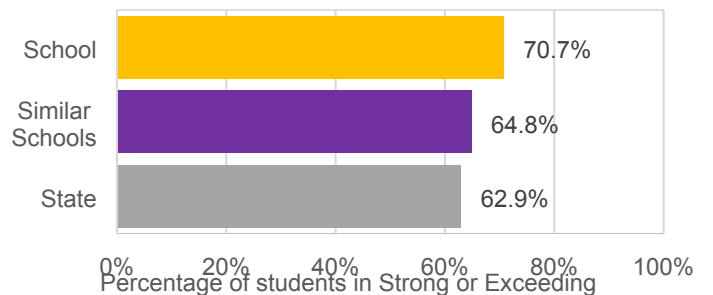
Similar Schools average:

64.8%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.9%

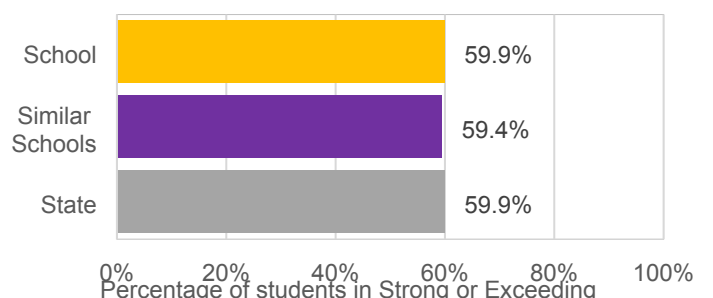
Similar Schools average:

59.4%

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:

59.0%

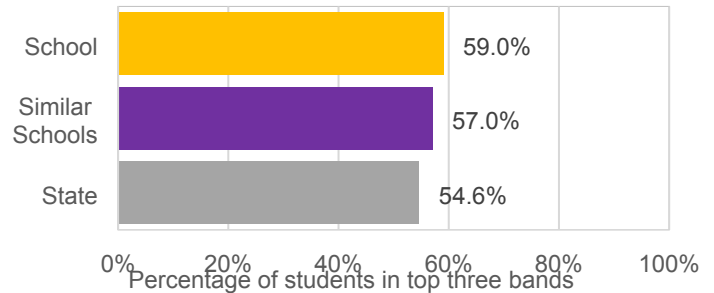
Similar Schools average:

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:

57.4%

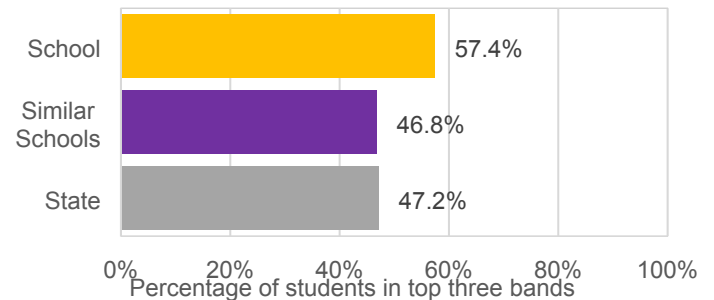
Similar Schools average:

46.8%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

54.6%

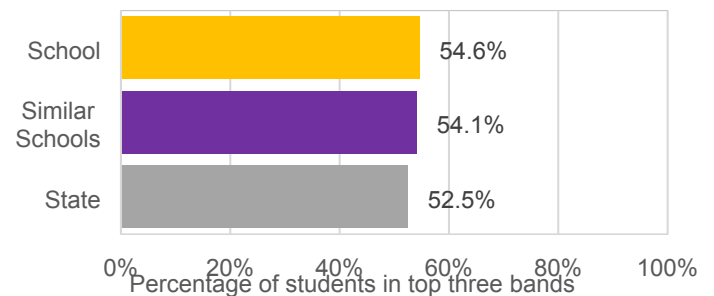
Similar Schools average:

54.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

55.5%

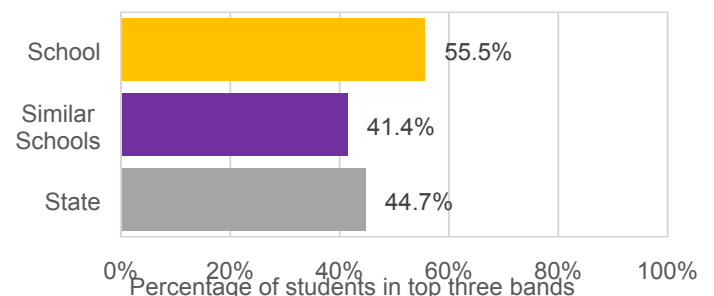
Similar Schools average:

41.4%

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

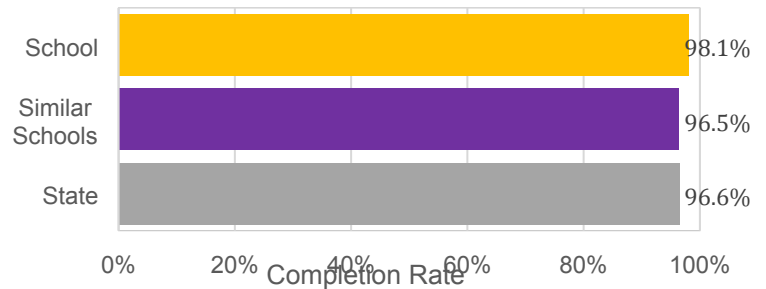
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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: | 98.1% | 98.9% |
| Similar Schools completion rate: | 96.5% | 97.0% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.7

Number of students awarded the VCE Vocational Major

12

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:

7%

Percentage VET units of competence satisfactorily completed in 2023:

87%

WELLBEING

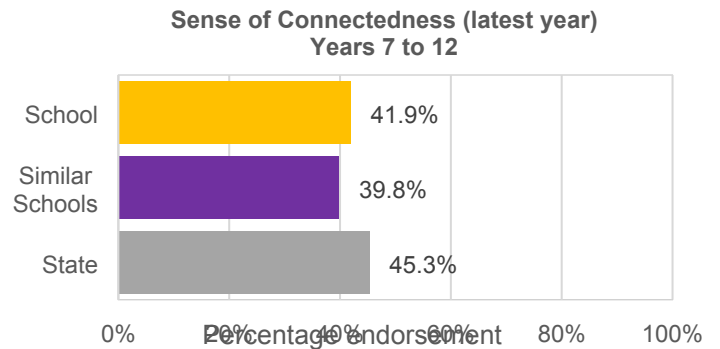
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 41.9% | 45.7% |
| Similar Schools average: | 39.8% | 46.0% |
| State average: | 45.3% | 49.9% |

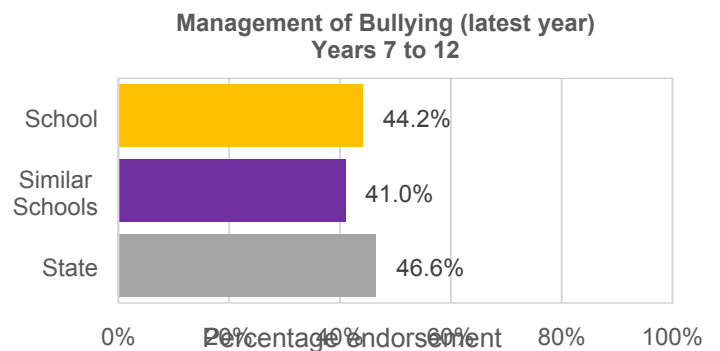


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 44.2% | 48.0% |
| Similar Schools average: | 41.0% | 47.3% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

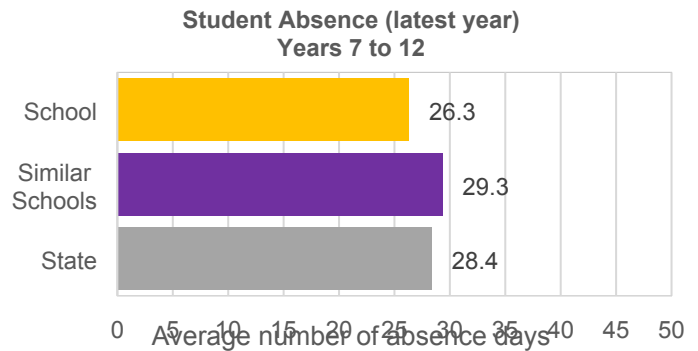
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 26.3 | 21.1 |
| Similar Schools average: | 29.3 | 23.7 |
| 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.

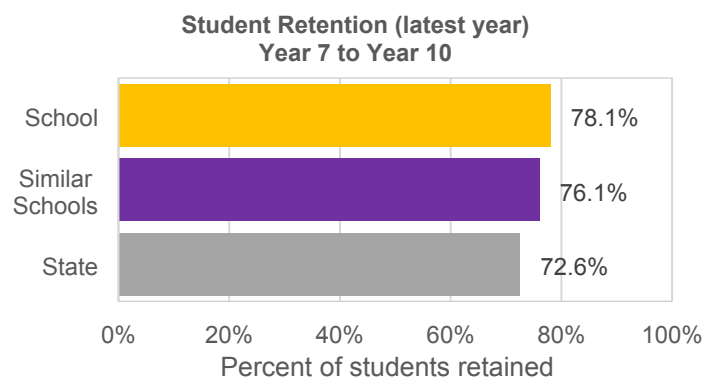
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 88% | 84% | 85% | 87% | 87% | 91% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 78.1% | 79.0% |
| Similar Schools average: | 76.1% | 78.1% |
| 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.

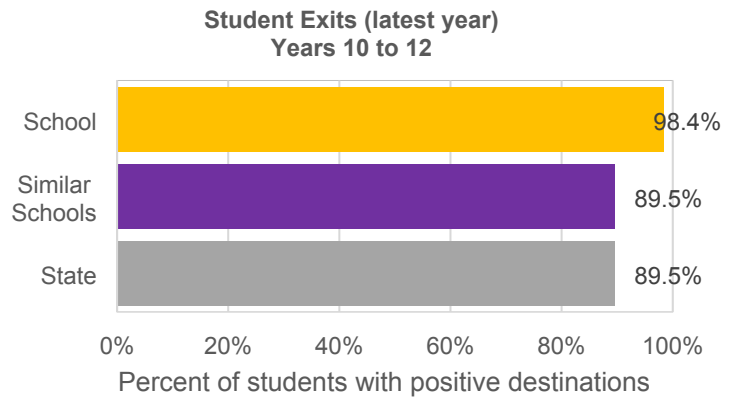
Students exiting to further studies or full-time employment

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: | 98.4% | 97.3% |
| Similar Schools average: | 89.5% | 88.8% |
| 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 | \$12,497,674 |
| Government Provided DET Grants | \$1,639,045 |
| Government Grants Commonwealth | \$2,911 |
| Government Grants State | \$0 |
| Revenue Other | \$196,633 |
| Locally Raised Funds | \$898,654 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$15,234,916 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$248,450 |
| Equity (Catch Up) | \$35,987 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$284,436 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$11,997,284 |
| Adjustments | \$0 |
| Books & Publications | \$21,042 |
| Camps/Excursions/Activities | \$311,418 |
| Communication Costs | \$21,770 |
| Consumables | \$306,510 |
| Miscellaneous Expense ³ | \$76,655 |
| Professional Development | \$35,942 |
| Equipment/Maintenance/Hire | \$106,715 |
| Property Services | \$223,991 |
| Salaries & Allowances ⁴ | \$440,932 |
| Support Services | \$419,154 |
| Trading & Fundraising | \$13,960 |
| Motor Vehicle Expenses | \$3,566 |
| Travel & Subsistence | \$0 |
| Utilities | \$102,798 |
| Total Operating Expenditure | \$14,081,736 |
| Net Operating Surplus/-Deficit | \$1,153,179 |
| Asset Acquisitions | \$17,048 |

- (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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$4,624,359 |
| Official Account | \$22,936 |
| Other Accounts | \$69,237 |
| Total Funds Available | \$4,716,531 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$314,939 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$17,445 |
| School Based Programs | \$2,156,107 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$193,063 |
| Asset/Equipment Replacement < 12 months | \$1,083,625 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$620,000 |
| Asset/Equipment Replacement > 12 months | \$100,000 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$231,351 |
| Total Financial Commitments | \$4,716,531 |

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.