

# 2022 Annual Report to the School Community

School Name: Wyndham Central Secondary College (7402)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2023 at 12:43 PM by Bryan Woollard (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 07:49 PM by Anthony Monaghan (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Wyndham Central College is a single campus co-educational school located in central Werribee and the school holds the values of Respect, Cooperation and Excellence and to achieve the vision of creating and being a 'community of high expectations' that uphold high aspirations for student learning and student pathways.

The College socio-economic band value which is based on the school's Student Family Occupation and Education index is SFOE .6414. This 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. Wyndham Central College's SFOE band value is High.

In 2022, there were 1363 students from Years 7 to 12, 49% (692) female and 51% (671) male with a team of 150 staff including 106 teachers, 38 Educational support staff and further externally resourced staff to support programs and DoE initiatives.

Wyndham Central College has a culturally diverse student population which has continued to expand and many different nationalities are represented, these include 39 percent of students who have English as an additional language with a high level of EAL funded students and equity funding, others include 5.25 percent refugee status and 4 percent of students identifying as Aboriginal or Torres Strait Islander.

The school operates in two sub-schools. Middle Years 7,8 & 9, and Senior years 10,11 & 12, which are in separate distinct year level buildings. There is an Assistant Principal responsible for each sub school along with the Leading teacher- Year Level Leader, Year Level Coordinator at years 7-12, and individual class tutors (homeroom and pastoral program leaders) that oversee our student engagement and wellbeing programs and policies. This is also supported by a team of educational support staff allocated at both the sub schools with individual year level teams and a comprehensive student services center. The three overarching goals of the School Strategic Plan frame the school's commitment to a whole school educational improvement plan, which has focused on developing and delivering the Victorian curriculum and VCE/VCAL/VM certificates within the College teaching and learning framework of AVID – Advancement Via Individual Determination (Schoolwide). The College Victorian curriculum plan is traditional and well balanced and is structured with a strong emphasis on the use of learning technologies, as well as offering an elective model at year levels 9-12 to enhance learning opportunities and excellence alongside building on general capabilities with a focus on both learning enhancement and rigor. Our 4 x 72 minute daily lessons are structured to use the High Impact Teaching Strategies (HITS) and AVID WICOR strategies - Writing, Inquiry, Collaboration, Organization and Reading to underpin the explicit teaching and student learning. The college continues to offer two Languages other than English (LOTE); Spanish and Japanese, as well as a fully structured English Language Learners program to support our multicultural student population. The College also offers an extensive Spanish program with the Spanish Immersion Program for students in years 7 to 10. Each of the language programs are enhanced by our two sister schools in Spain and Japan.

Our vision of building a school culture of high expectations was supported by the expansions and developmental focus and the progress made in the building of professional leadership through leadership teams and the additional support roles in teaching, learning and engagement.

There was a renewed focus on the use of the Professional Learning Communities (PLCs) to support the inquiry of individual student learning and on student agency and student voice when triangulating data sets, and then the setting of individual learning goals. In this process we continued to regularly monitor the established and new school data sets through various whole school professional learning forums, and weekly meetings with staff. This has meant that there has been consistent improvement in the areas of attendance, attitudinal data, Progressive Achievement test (PAT) results and NAPLAN results and our Transition and Pathways data which supported both our year 12 cohort to reach their goals.

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

### Learning

Achievement refers to both the levels of learning attainment and growth in student learning that schools endeavour to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains.

The four year Strategic goal: To maximise/improve learning growth for every student across all domains has continued to be actioned via the 2022 Annual Implementation Plan and Key Improvement Strategies.

The focus in 2022 continued to be to improve achievement of all students, through building professional practice and teacher capacity and efficacy in improving student learning. The College used professional learning meeting opportunities to support staff to deliver the curriculum and improve pedagogy. There has been an ongoing four-year focus on improving literacy and numeracy, requiring all faculties to embed a Literacy and Numeracy component in each of their units of work using our instructional teaching model, AVID. As a college we continued to focus on incorporating formative assessment to respond to student needs and ensure that all students made growth. We worked with educational consultant Misty Adonoui on using mentor text to improve reading and writing skills.

#### Teacher judgement

Teacher judgement of student achievement for English in Years 7-10 was at 61.6% below similar schools average at 69.0 % and lower than the state average at 76.3%. Teacher judgement of student achievement for Mathematics in Years 7-10 was above the similar schools 62.1% compared to 59.7% for similar schools however it was lower than the state average at 67.4%.

#### NAPLAN

Reading Year 7 showed that in 2022 the school percent of students in top three bands was 39.0%, this being higher than our school's four year average however below similar school average at 45.2% with the state average being significantly higher at 54.6%.

Reading at Year 9 results were also above our four year average of 32.9 % at 35.9%, and comparable to similar school average at 36.8% however significantly below state average at 47.2%. It is pleasing to note that our four year mean increased for reading at year 9.

Numeracy Year 7 showed that in 2022 the school percent of students in top three bands was 34.7%, this being below our school's four year average of 37.9% and below similar school average at 42.3% with the state average being significantly higher at 52.5%. This indicates that more of the Year 7 students will need catch up.

Numeracy at Year 9 results were also slightly below our four year average of 29.2% at 28.5%, also below similar school average at 33.4% and significantly below state average at 44.7. It is interesting to note that similar and state schools all performed below their four year means.

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'. NAPLAN learning gain could not be determined for the year 9 2022 cohort as three students did not complete NAPLAN in 2020.

#### VCE Achievement

The mean study score from all VCE subjects undertaken by students increased substantially from 24.7 to 26.1 which is below the mean of similar schools at 27.3 and the mean state average at 28.9 indicating that the impact of COVID and the flexible and remote learning was greater for students at the college.

Other VCE achievement data is listed below:

- Students in 2022 who satisfactorily completed their VCE: 95%
- Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET)
- VET units of competence satisfactorily completed in 2022: 61%
- Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: 99%

Most students, including students on the Program for Students with Disabilities (PSD), showed growth in teacher judgement data and in their Victorian Curriculum levels. This has been supported by the delivery of a scaffolded curriculum and using high impact teaching strategies and the AVID WICOR framework. Furthermore, the PSD students were supported by ongoing contact, communication, and support by their education support aid.

The Middle Years Literacy and Numeracy Improvement Initiative (MYLNs) was implemented with the employment of Literacy and Numeracy intervention teachers and leaders to plan and support year 8, 9 and 10 students identified as below national minimum standard to make progress in their literacy and numeracy outcomes. The Outcomes for some of these students as measured by the PAT Reading and Mathematics Adaptive test indicated that many of these students made growth.

The Tutor Learning Initiative continued to be implemented with students selected for this program that were known to have had the greatest impact on their learning from COVID. These students were supported by 10 literacy and numeracy intervention tutors in the classrooms three times per week and in the Homework Club up to twice per week. The outcomes for these students as measured by the PAT Reading and Mathematics Adaptive tests showed that many had made growth.

The College also continued to facilitate the Quicksmart program, with thirty year 8 students who worked with the Quicksmart coordinator three times per week for 30 minutes. These students also showed learning gain and increased confidence in their English and mathematics classes. It also led to increased engagement with learning. This program will continue for 2023. In 2022, the College focused on improving the literacy and numeracy school wide through teaching and learning of the identified essential skills and knowledge. The College continued our AVID professional learning plan with focuses on improving areas for growth and consolidating areas of improvement. Misty Adoniou continued her work with the College, specifically working with the Mathematics, Arts, and Health and Physical Education teams. The focus of this work being using Misty's framework for teaching language and the use of mentor texts to support students to improve reading and writing. The Literacy and Numeracy Enhancement program continued at Year 7 and 8 with our relentless focus on literacy and numeracy improvement. We will continue to use the PLC inquiry cycle and build data literacy, teaching and assessment and reporting that allows for student voice in learning (via Individual learning plans) to ensure that we provide all our students with the skills and capabilities to promote lifelong learning.

## Wellbeing

Wyndham Central College has an extensive Wellbeing program and Student Support Team to actively promote the health and wellbeing of the students and to provide additional supports and referrals when needed. The Student Support team is led by the Assistant Principal and comprises of an Allied Health Lead, Disability and Inclusion lead, Mental Health Practitioner, Wellbeing Coordinator, Student Counsellor, School Lawyer, Secondary school nurse, multicultural youth support workers and a range of visiting services. In 2022 this team was able to effectively support the needs of the students as they returned to their first full year of schooling since the COVID pandemic. With the additional pressures on families and the community in general there were additional needs for the school to be able to support in the areas of uniforms and emergency food items. We are lucky to be supported by State Schools Relief who supply us with basic uniform items for free, and who also supply discount vouchers for additional uniform items.

Given our high level of disadvantage and vulnerability within the school community in 2022 we established 'The Link Centre' which is a Community Hub, the only hub of its kind in secondary setting in Victoria. The vision has been to create a space where the wider school community can come together and develop a sense of shared connectedness in a culturally safe environment. This will also promote inclusion and life long learning. The Link has provided ongoing support to students and families with everything from food hampers to women's health workshops and conversational English lessons available for those who need or want to participate in these activities and programs. We've held morning and afternoon tea events designed for specific cultural groups and invited other members of the community to work with and support families. This all has a positive impact on the wellbeing of the school community and The Link has provided a new way for our College to develop positive relationships between family, community and school.

Wellbeing is also supported in the classrooms by a pastoral care program and complementary programs and activities that are run within cohorts and groups of individualised students. In additional students in years 7 - 11 spend two sessions a week with their Tutor Teacher, and at least one of these is dedicated to pastoral care. We have continued to offer break time clubs each day and these too are designed in part to support wellbeing.

Finally with the DET emphasis on promoting healthy, happy and active students we have continued to expand our cost free after school sport program. Hundreds of students participated in the daily offerings which included Tennis, Rugby, Soccer, Boxing, Volleyball, Basketball and more. We also ran after school cooking clubs which were very well attended and popular with students. By participating in these programs wellbeing is improved due to increased health outcomes, positive social interactions and increased self-confidence.

## Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community, their sense of connectedness and how positive they feel about the College. As student attendance is directly linked to engagement, it is measured by the Department of Education (DoE) as an average day's absent per Full Time Equivalent (FTE) for students per year. Absence from school can impact adversely on a student's learning, therefore the College has continued to focus on programs and structures to support students being at school every day, on time and ready to learn.



The attendance rate per year level in 2022 was as follow: Year 7-85% Year 8 – 83% Year 9- 83% Year 10- 85% Year 11-85% Year 12- 88%.

Attendance is monitored on a daily basis by the Attendance Officer, sub-school Educational Support Staff – Admin, Tutor Teachers and Year Level Leaders and this focus has been supported by the increased use of Compass, SMS messaging to parents and school attendance letters.

Student Retention: Percentage of Year 7 students who remain at the school through to Year 10 (2022): (Year 7 to Year 10) Wyndham Central College percent of students retained- 72.3% (4 year average- 73.4%) Similar Schools average- 76.6% (4 year average- 75.4%) State average- 73.1% (4 year average- 73%) 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 (percentage of students with positive destinations): Years 10 to 12, latest year 2021 Wyndham Central College percent of students to further studies or full-time employment- 100% (4-year average 99.1%) Similar Schools average- 91.3% (4-year average 90.5%) State average:- 90% (4-year average 89.3%).

Student voice and agency is also an area in which we consistently work on. All student leaders completed a leadership development day in term 1 run by Ylead, with very positive feedback from the students who attended. Our College SRC have driven some of this voice and agency work, as well as a voice and agency in the classroom pilot group of teachers, who then completed professional development with all staff in implementing simple voice and agency strategies in their classrooms. PIVOT surveys also had a big focus as well as the PIVOT pulse checks, to ensure students are giving teachers accurate and timely feedback on their teaching practices. This then allows teachers to review their data, discuss the data with their classes and put an action plan in place to improve. Although we did not reach many of our goals in the Attitude to School survey, proactive steps were taken after results were received including the completion of focus groups with students to further illicit reasons as to the why.

## Other highlights from the school year

Allowing students the opportunity to participate in whole school events has been a priority in 2022 after covid restrictions meant many students had not experienced this at high school, and we are committed to the sporting programs that School sport Victoria support. We annually hold a whole school swimming and athletics carnival along with a cross country carnival. Students have the opportunity to participate in a wide variety of team sports across each term. The school also supports a “Festival of Fun and Fitness” which is an afterschool sports program aimed at getting students into sport in their community.

We have been successful in several sporting grants, which has given students the opportunity to try skateboarding and wheelchair basketball. Many students who participated in the program noted that this was their first time trying this these types of activities.

## Financial performance

Wyndham Central College maintained a sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Revenue from the government, grants and other sources increased from 2021, however locally raised funds decreased significantly with the change to the parent payment policy and the outsourcing of laptops to a third-party provider. Expenses increased with the disruption of lockdowns behind us and camps/excursions/activities and maintenance resuming, along with additional staffing requirements.

The Financial Performance and Position report shows an end of year surplus of \$1,876,362. The School Based Programs amount shown in the Financial Commitments section of the report relates to funds that were unable to be spent in 2022 and have been committed in 2023. These include \$2,050,083 in equity funding and \$23,965 from grants received aimed at creating an active school environment and to improve connections between students and the community via the Community Hub and various clubs.

# 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 1363 students were enrolled at this school in 2022, 692 female and 671 male.

39 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

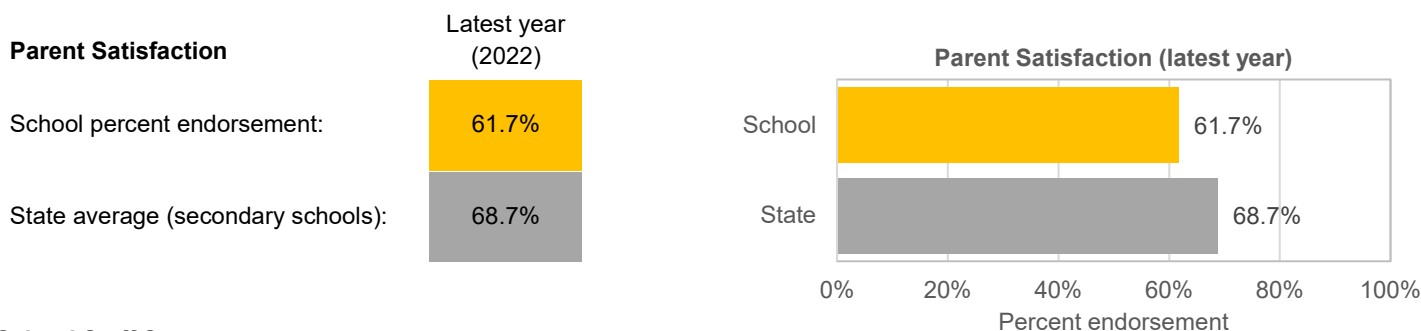
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

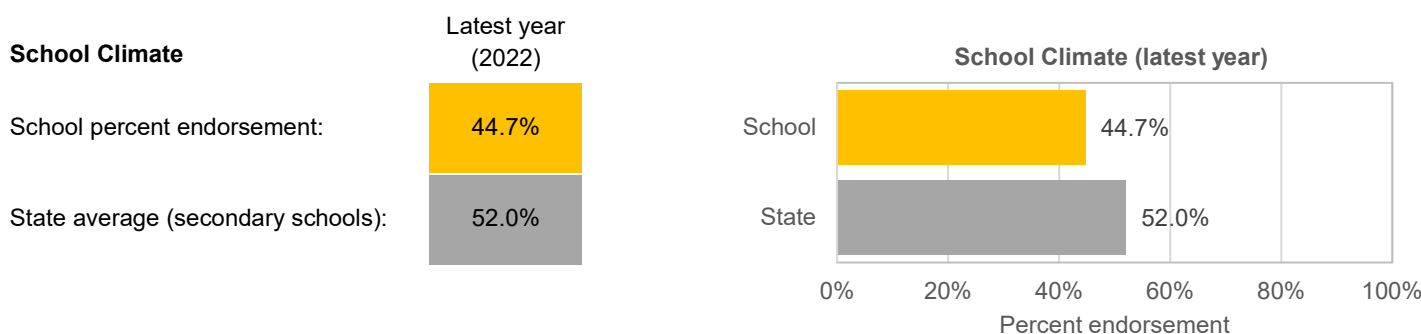


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

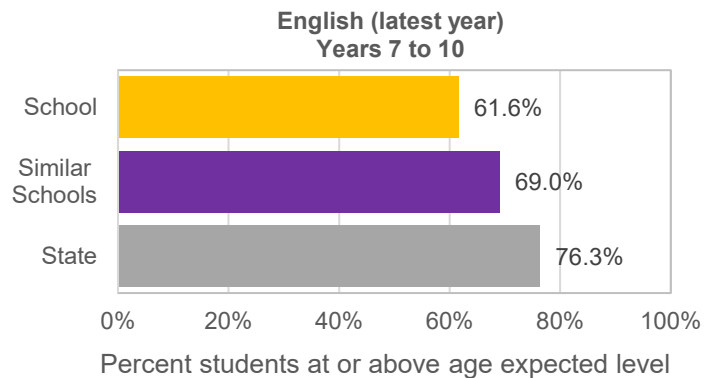
61.6%

Similar Schools average:

69.0%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

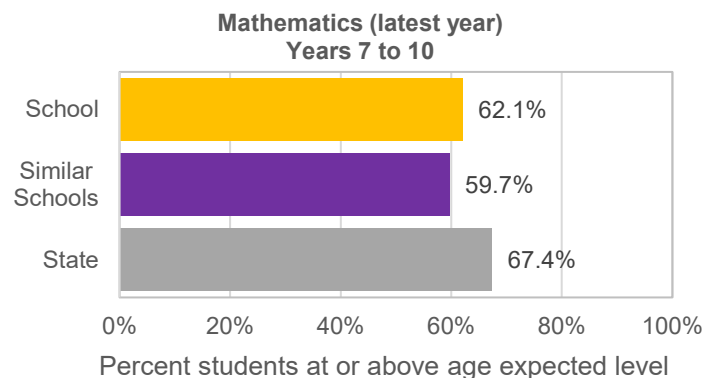
62.1%

Similar Schools average:

59.7%

State average:

67.4%



## LEARNING (continued)

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

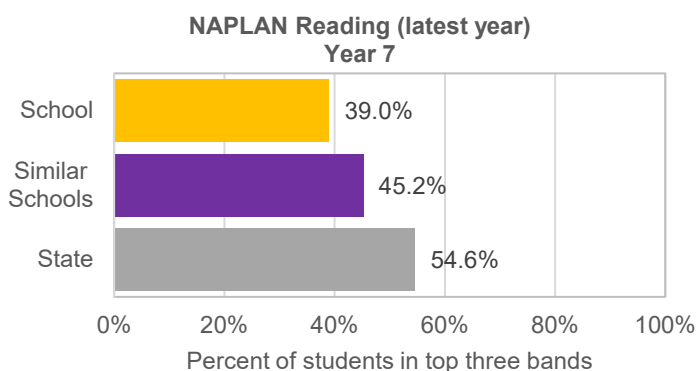
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

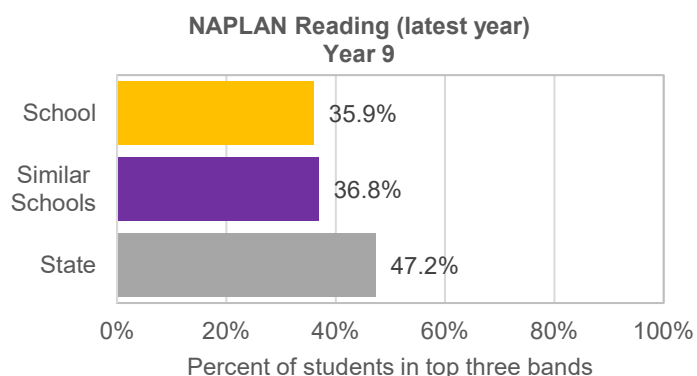
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	39.0%	37.9%
Similar Schools average:	45.2%	45.2%
State average:	54.6%	55.3%



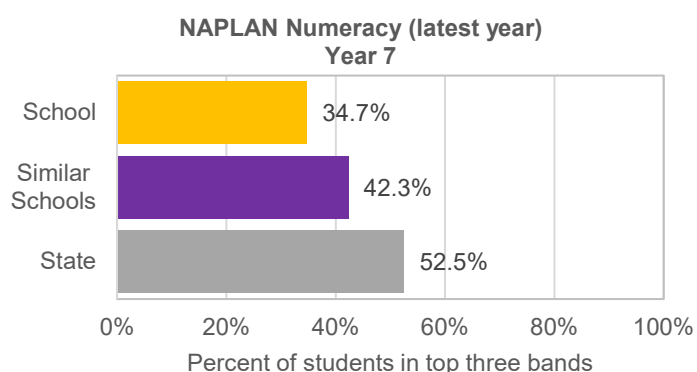
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.9%	32.9%
Similar Schools average:	36.8%	35.9%
State average:	47.2%	46.0%



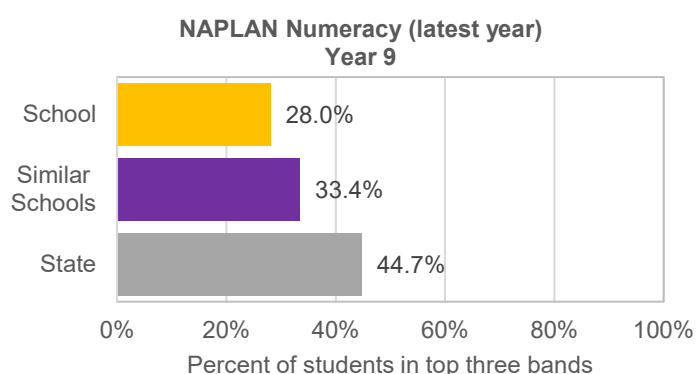
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.7%	37.9%
Similar Schools average:	42.3%	44.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.0%	29.2%
Similar Schools average:	33.4%	34.8%
State average:	44.7%	45.6%



## LEARNING (continued)

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

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

Latest year  
(2022)      4-year  
average

School mean study score

26.1

25.4

Similar Schools average:

27.3

27.4

State average:

28.9

28.9

#### Victorian Certificate of Education (latest year)

School

26.1

Similar  
Schools

27.3

State

28.9

0      10      20      30      40      50

Mean Study Score

Students in 2022 who satisfactorily completed their VCE:

95%

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

28%

VET units of competence satisfactorily completed in 2022:

61%

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

99%

## WELLBEING

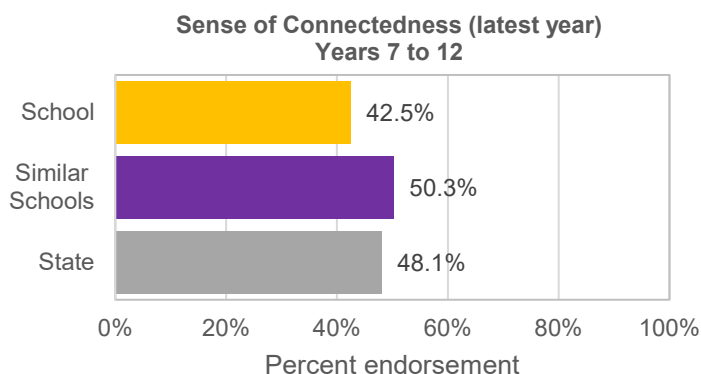
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.5%	50.8%
Similar Schools average:	50.3%	54.3%
State average:	48.1%	52.5%

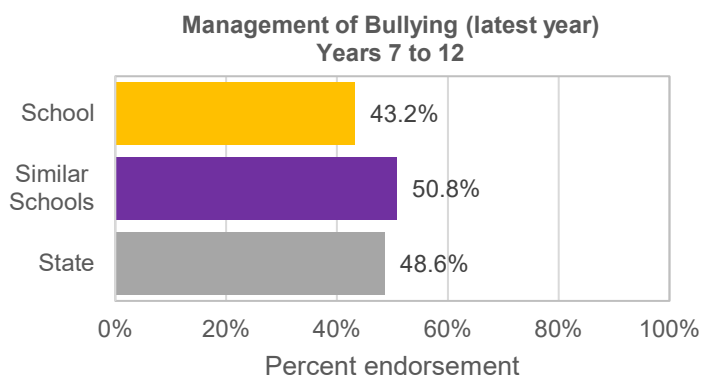


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.2%	51.3%
Similar Schools average:	50.8%	55.4%
State average:	48.6%	54.0%



## ENGAGEMENT

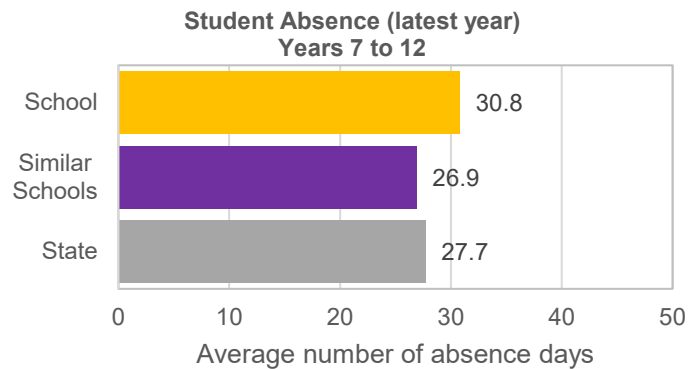
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.8	21.4
Similar Schools average:	26.9	21.7
State average:	27.7	21.8



### Attendance Rate (latest year)

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

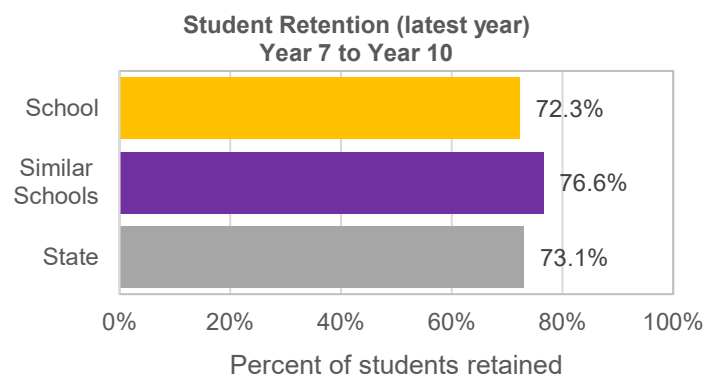
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	83%	85%	85%	88%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	72.3%	73.4%
Similar Schools average:	76.6%	75.4%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

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

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

Latest year  
(2021)      4-year  
average

School percent of students to further  
studies or full-time employment:

100.0%      99.1%

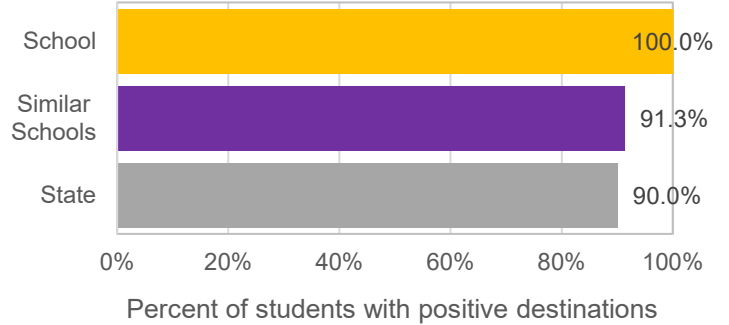
Similar Schools average:

91.3%      90.5%

State average:

90.0%      89.3%

#### Student Exits (latest year) Years 10 to 12





# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$17,673,491
Government Provided DET Grants	\$4,140,270
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$129,805
Locally Raised Funds	\$421,049
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,364,615</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$3,161,813
Equity (Catch Up)	\$171,046
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$3,332,858</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,929,384
Adjustments	\$0
Books & Publications	\$47,702
Camps/Excursions/Activities	\$96,058
Communication Costs	\$32,697
Consumables	\$375,449
Miscellaneous Expense <sup>3</sup>	\$234,303
Professional Development	\$79,371
Equipment/Maintenance/Hire	\$581,709
Property Services	\$272,163
Salaries & Allowances <sup>4</sup>	\$173,266
Support Services	\$1,422,924
Trading & Fundraising	\$70,468
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,009
Utilities	\$170,751
<b>Total Operating Expenditure</b>	<b>\$20,488,253</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,876,362</b>
<b>Asset Acquisitions</b>	<b>\$123,369</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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,341,381
Official Account	\$147,986
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,489,367</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$560,552
Other Recurrent Expenditure	\$40,569
Provision Accounts	\$0
Funds Received in Advance	\$409,173
School Based Programs	\$2,333,322
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$347,109
Capital - Buildings/Grounds < 12 months	\$429,189
Maintenance - Buildings/Grounds < 12 months	\$342,077
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,461,991</b>

*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.*