

2023 Annual Report to the School Community

School Name: The Grange P-12 College (8783)



- 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 29 April 2024 at 04:13 PM by David Smillie (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 April 2024 at 05:18 PM by Marcel Mahfoud (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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 Grange P-12 College is a multi-campus school located in Hoppers Crossing in the outer Western Suburbs of Melbourne in the growth corridor of the City of Wyndham. The College is culturally diverse, with our students coming from 58 countries and speaking over 60 languages. The College is located in a lower socio-economic community, with an ICSEA value of 963 and a DET School Family Occupation Education of 0.5191. Of note, is the distribution of this equity disadvantage; 50% of students sit in the bottom quartile, 29% lower middle quartile, 15% in the upper middle quartile and 6% in the top quartile. This translates as each class from Prep to Year 12 having 50% of students who are equity funded. This is recognised by DET and we receive equity funding of \$2.2 million. The College's current enrolment is 1933. The College has successfully embedded the School Wide Positive Behaviour's Framework (SWPB), Respectful Relationships and the values of Respect, Learning and Working Together into our daily practice. We have implemented a guaranteed and viable learning practice across P-12, based on the Framework for Improving Student Outcomes (FISO), which provides a highly structured and explicit approach to teaching and learning. All staff utilise the High Impact Teaching Strategies, including differentiated teaching plans and a common lesson structure with primary staff utilising GANAG and secondary staff the Four-Part Lesson Structure. All teaching staff are members of a Professional Learning Community who work collectively to develop curriculum, create rigorous assessments, moderate student work and analyse data to ensure work is at an appropriate level for all students. The College curriculum development and professional learning for staff is structured around the inquiry cycle. Our focus is to ensure each student receives social, emotional and academic support to successfully complete Year 12, progressing to their chosen pathway in either tertiary study, training, or full-time work. The College has developed a Sports Science Academy Program specialising in Rugby, Netball, Volleyball, Cricket, and Gymnastics. This program operates from Year 4 to Year 12 with pathway partnerships around Sport Science and tertiary institutions. Partnerships include Rugby Vic, NRL Vic, Western United Football Club and relationships with Invicta Performance, Victoria and Deakin University. Students engage in our Athletes Development Program two mornings per week. The Sports Science Academy and Science Program are enhanced by completed capital works providing state of the art facilities. Similarly building works to improve performing arts are completed. The College continues to work with DET and State Government to attract Capital Works Funding for Callistemon Campus. The College offers a range of intervention programs across Prep to Year 12:

P – 12: The original Tutor Learning Initiative is now further developed into a College Framework for Reading. At this stage we are developing staff capacity and trialling a common evidence-based approach from Grade 6 to Year 9. By 2024, all Grade 6 to Year 8 staff will be trained in strategies to build reading comprehension skills. The College's Marrung Champion is employed on a full-time basis and supports Koorie students with a focus on cultural safety, learning and pathways support through developing community relationships. The KLNP provides extensive literacy and numeracy support.

Callistemon P-6 Campus: two programs are firmly embedded through the DIP model, 'Rainbow' Room, and 'Gold Program'. Specialised staff work with smaller groups of students to support their academic, social and emotional growth. Our academic 'Boost' groups from Years 2 to 6 focus on learning growth in the areas of numeracy, literacy and reading comprehension. The purpose of these groups is to boost the performance of students in the middle two NAPLAN bands. We provide an innovative STEM Program that encompasses students solving complex problems by working collaboratively on projects utilising leading edge technologies such as coding, robotics, 3D printing etc.

Deloraine 7 – 12 Campus: 'Stepping-Stones' Program supports Year 7 & 8 students within a small group setting to provide tailored support in the areas of literacy, numeracy and self-regulation. At Year 10, identified students receive targeted Literacy intervention (MYLNS) in the areas of reading and writing. We have introduced a re-engagement program for Years 7 to 10 students to assist those with chronically low attendance transition and effectively move back into the secondary setting. The focus of the program is to assist students develop foundational literacy, numeracy, and pathways skills. There is also a High Achievers Program from Year 7 to 10 offering extension and accelerated learning programs. The Grange P-12 College offers smooth transitions through the various stages of learning: P-4; 5-8 and 9-12. Students moving into Prep are immersed in a strong transition program, providing a seamless orientation program into school from kindergarten, day care or home. All students have access to a well-resourced pathways program from Year 4. A range of intervention programs also exist across the College to support student learning as well as individual learning plans for students in Year P-6. All Year 6 students undertake a weekly elective program at the Secondary Campus to familiarise and establish highly supportive transition to Year 7. All students commencing in Year 10, transitioning from P – 9 schools are provided with a supportive transition to Year 10. There are many options in the later years of schooling for VCE, VCE – Vocational Major and VET. Students in Year 10 can access vocational and VCE programs and we are well resourced with a Trade Training Centre focused on automotive studies, as well as VET courses in Hospitality, Screen and Media, Sport and

Recreation and Make-up. The College has a supportive and encouraging ethos enabling students to engage in a sense of belonging within our school community. Similarly, staff are highly supported by well-resourced Sub School Teams, Wellbeing Teams and Professional Learning Communities. The Year 9 Inspire Program continues to develop student confidence, resilience and focused academic preparation for senior years of schooling. The program encourages active student participation via outdoor education camps, engagement with local community and Deakin University. We also utilise a range of guest speakers and programs to develop positive relationships with community. In 2022, the College developed a revised Senior School Programs and Pathways structure and team. The key focus of this team is developing individual pathway and careers plans for students in Year 7 to 12. This team is active in curriculum design around the Vocational Major and in developing traineeships. This year the College will be involved in the DE Headstart Program. A further focus is on developing community links with Universities, TAFE, LLEN, employers for all students including a targeted approach for EAL, indigenous and international students. Our College is compliant with The Victorian Government's Child Safe Standards. The Grange P-12 College is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision making. The Grange P-12 College has zero tolerance for child abuse. The Grange P-12 College is committed to providing a child safe environment where children and young people are safe and feel safe and their voices are heard regarding decisions affecting their lives. Particular attention is paid to the cultural safety of Koorie children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in The Grange P-12 College has a responsibility to understand the importance and specific role they play individually and collectively to ensure the wellbeing and safety of all children and young people. Importantly, students are engaged and have a strong voice through Student Representative Council, College Captains, and the house system. This year via the Marrung Strategy, we have introduced Koorie Captains at the P-6 and Year 7 to 12 level to establish a forum for all Koorie students to shape their College, develop leadership potential and act as role models to all Koorie students. Given that we have a large number of African and Pacifica students we also engage with a range of community groups to ensure there is a sense of engagement, equity and fairness for those students. The Sport Science Academy has provided excellent opportunity, engagement and support for these students. At the Grange P-12 College, our school community aims to provide all students with an educational setting that:

is engaging, challenging and caters for individual needs.

is safe and promotes positive wellbeing.

- meets individual academic and pastoral needs and prepares students for higher education and/or employment.
- promotes participation and empowerment of children. Develops effective communication skills, promotes a sense of belonging to our community.
- is underpinned by our College Values of Respect, Learning and Working Together.

Progress towards strategic goals, student outcomes and student engagement

Learning

Students across Years Prep-12 were provided with a rich, guaranteed and accessible curriculum that allowed them to engage in their learning. Teachers across both campuses engaged in Inquiry Cycles in their Professional Learning Communities to analyse data and determine strengths and areas for improvement in the cohorts. Each team engaged in meaningful collaboration to devise differentiated and evidence-based approaches that would support student engagement and achievement. A range of extra-curricular educational opportunities were available to students, including STEM-based excursions to Wyndham Tech School, a public speaking competition, Australian Mathematics Competition and the school production of 'Truth Dare Double Dare' in the new performing arts space.

Despite the ongoing teacher shortages at the Callistemon and Deloraine campuses, the College maintained a steadfast focus on improving Literacy outcomes for all. In Year 5 Reading performance on NAPLAN, 67.4% of students were in the Strong or Exceeding proficiency levels, which was only just below the 69.2% results of similar schools. In Year 9 Reading performance on NAPLAN, 53.1% of students were in the Strong or Exceeding proficiency levels, which was above the rate at similar schools (50.5%). 2023 was the first year of the new NAPLAN proficiency levels being rolled out, so there is no direct comparison to 2022 data.

At both campuses, significant time and resources were invested into improving the literacy outcomes of students. The instructional models – GANAG at Callistemon and 4PLS at Deloraine – were utilised to provide students with tightly structured lessons and teachers have engaged in pedagogical coaching to ensure that High Impact Teaching Strategies are used in every lesson. The

Read Write Inc phonics program at Callistemon and Core Literacy program at Deloraine have been further embedded to support literacy outcomes, with further teacher training occurring in these areas and a range of differentiated teaching and learning resources created. Despite the incremental improvements seen across the NAPLAN test results, Teacher Judgement of student achievement against the Victorian Curriculum indicates that the College has a number of students performing below expected level. In Years Prep to 6, 67.3% of students are at or above age expected levels, and this figure is at 61.5% for Years 7-10 students. Both measures are below state average. The Tutor Learning Initiative will continue to be a key driver in ensuring that students who are performing below expected level receive both individual and small-group direct instruction in areas of need.

In Numeracy, 38.2% of Year 3 students achieved in the Strong or Exceeding proficiency levels on the NAPLAN tests. This figure is below both similar schools (54.5%) and the state average (67.4%) and is indicative of the struggles our cohort faced with engaging with Maths in an online capacity during the prior remote learning period. Similarly, the 48.4% of Year 7 students in the Strong and Exceeding proficiency levels on the NAPLAN tests is below similar schools (53.7%) and state average (62.9%). In response to performing below similar schools and state average in Numeracy in previous years, Mathematics leaders and teachers at both campuses engaged in a range of professional learning experiences through our DSSI team, the Victorian Academy of Teaching and Leadership and local Communities of Practice to ensure that teaching approaches align to evidence-based practice and incorporate DE's 'Big Ideas in Mathematics'. This work is starting to improve outcomes in Year 5 Numeracy, where 50.4% of students were in the Strong and Exceeding proficiency levels (only just below similar schools at 55.7%) and 50.5% of Year 9 students being in the Strong and Exceeding proficiency levels (just above similar schools at 49.8%).

The College achieved improvements in many areas of VCE results in 2023. The mean study score for all VCE studies was 25.2, which was a significant improvement from the mean score of 22 in 2022. The mean study score for English increased from 24.4 to 25.2, and the Mathematics mean study score increased from 20.3 to 28. These improvements were achieved through teachers engaging in targeted professional learning via 'Meet the Assessor' sessions, students attending revision lectures for each subject provided by Connect Education, high levels of moderation and cross marking, coaching from our DSSI team and provision of an after-school Homework Club that was staffed by volunteer VCE teachers. In 2023, 94.4% of students completed the VCE, which was on par with the 4-year average of 94.3%. This is slightly below the state average of 96.6% completion. Additionally, the new Victorian Certificate of Education Vocational Major (VCE-VM) program and Victorian Pathways Certificate (VPC) were introduced for Year 11 students, which replaced the Victorian Certificate of Applied Learning (VCAL). A Leading Teacher for the VCE-VM was employed to ensure that a rigorous program is developed that prepares students for work in their chosen industry.

Wellbeing

At Deloraine, the Wellbeing teams continue to be strongly resourced with one Wellbeing staff member attached to each Sub-School, where they were able to provide immediate and high-quality support for students who needed it most. Each Wellbeing staff member is highly experienced and regularly collaborated with Year Level Leaders and teachers to ensure that best practices regarding the management of challenging behaviours and mental health struggles were implemented. These Wellbeing teams played an integral role in ensuring that students were provided with crisis support, long term counselling and referral to outside agencies. Additionally, the Wellbeing team members complied with legislative requirements by liaising with DFFH, Child Protection and SOCIT where required. The Wellbeing Teams are supported by a school doctor, school lawyer, school nurse and speech pathologists to ensure that wrap-around care is provided to our most vulnerable students.

At Deloraine, three mentors were employed to work with students in the areas of goal setting, positive mindset and breaking down barriers to schooling success. These mentors have formed strong rapport with students and were able to provide individualised support to a range of students across the College. Furthermore, a range of support programs such as Shooters Shoot, Better Me, Brainstorm Production, Rainbow Group and Project Rokit were offered to students who needed adjustments made for them in order to be able to fully engage with their schooling. These programs were vital in building social skills, strengthening peer relationships, reducing conflicts, encouraging emotional regulation, providing strategies for positive mental health and increasing resilience. At Callistemon Campus we continue to support students via Rainbow and Gold programs which have each been significant in managing challenging student behaviours and learning styles. These programs are unique to our College and focus on both educative and emotional development. Not only do the programs focus more targeted learning but also support the standard classroom via smaller class sizes. Wellbeing programs occur across lunchtimes and before school. All students are identified as to learning needs and individual behaviour and learning plans identified. Currently we have a team to identify, apply and manage disability and inclusion funding for students with high needs. Our wellbeing spaces are highly equipped and provide sanctuary from noise and behaviour from other children.

The positive effects of these supports and programs was clear to see in the student responses on the Attitudes to School Survey

(ATSS). 80.7% of Years 4-6 students positively reported that they felt a high sense of connectedness to school, which is higher than similar schools (73.9%) and state average (77.0%). At the secondary campus, 60.1% of Years 7-12 students responded positively to the Sense of Connectedness questions on the survey, which again was higher than both similar schools (45.1%) and state average (45.3%).

In 2023, a particular emphasis was placed on training new staff in the School-Wide Positive Behaviour (SWPB) framework via our Induction Leading Teacher and the SWPB handbook. This training included strategies on how to embed the College values of *Respect, Learning and Working Together* in every classroom, how to establish a positive learning environment, how to create and maintain high expectations and how to effectively respond to a range of student behaviours. In the ATSS, 81% of our students responded positively to their teacher(s) setting high expectations for success, and 76% of students responded positively when asked about effective teaching time in their classes.

Notably, the positive endorsement of our students' perception of how the College manages bullying was much higher than similar schools and the state averages. In Years 4-6, 80.5% of students felt that bullying was effectively managed, compared to 71.2% at similar schools and 75.1% across the state. In Years 7-12, 62.6% of students felt that bullying was effectively managed, compared to 47% at similar schools and 46.6% across the state. This is reflective of the proactive work undertaken by all Sub-School leaders through educational programs for the students, consistent punishments for perpetrators and the use of restorative conversations to facilitate students' return to school following an incident of bullying. Furthermore, the College organised multiple events which raised cultural and social awareness, including Harmony Week activities and performances, RUOK? Day, IDAHOBIT, Naidoc celebrations, White Ribbon Day and International Women's Day which contributed to increased student wellbeing and connectedness at school.

Engagement

Across the College, attendance continued to be a major focus. The College formed an Attendance School Improvement Team (SIT) who meet fortnightly to discuss and monitor strategies that are aimed at reducing the average number of student absence days. For years Prep-6 students, the average number of days absent is 30.2, which is higher than similar schools (24) and state average (20.5). This is mirror in the Years 7-12 cohort, with the 33.4 average number of absent days above similar schools (28.4) and state average (28.4). The College worked closely with external support agencies to address concerns in these areas, including engagement with Koorie Education Support Officers (KESOs), Navigator, LOOKOUT, SSSOs and DE Supports. This, in conjunction with our full-time P-12 Marrung Champion, Smoking Ceremonies and SPPIKE training for staff, has enabled us to ensure that the cultural, emotional, social and academic needs of our First Nations students are addressed.

Student Voice and Agency –

The percentage of Year 7 students who remain at the College through to Year 10 was 76.4%, which was higher than similar schools and state average. The percentage of Years 10-12 students who exited to further studied or full-time employment was 78.8%, which was below similar schools (88.7%) and the state (89.5%). However, this percentage was above our 4-year average of 75.7%, indicating that the work of the newly formed Careers and Pathways Team made headway last year. The Careers and Pathways team supports student engagement at The Grange P-12 College through detailed conversations about pathways and career aspirations and provides students with the opportunity to attend multiple Career and Employment Expos, Trades Fit expo (specifically for our female and non-binary students), University open days, incursions and small group workshops based on specific needs. This can include seeking a part time job, resume writing, interview preparation or creating a study schedule. Students can book their own appointments to attend a careers counselling session through the College career website.

Financial performance

The Grange P-12 College Council is committed to resourcing programs as outlined in the Annual Implementation Plan. The College provides facilities to support student learning opportunities and engaging activities. Our 2023 Equity funding was utilised to support specialised re engagement intervention and extension programs, with a focus on wellbeing to support students returning from remote learning. This funding provided the framework and resources for improved student wellbeing and connectedness as reflected in this report. Hiring of school facilities to local community and our Joint Use Agreement Partner, Belgravia Kids, has continued to increase customer base. Our Planned Maintenance spending has been fully utilised including funding carried forward from previous years. A Rolling Facilities Evaluation was undertaken in 2023 with a project manager appointed to tender works in 2024. Our Financial Report at the end of this document reflects cash was spent in the year it was received and carried forward amounts relate to commitments still to be expended. The cash spending also reflects increased spending to cover teacher recruitment issues, positions were covered by Casual Relief Staff funded and paid through our cash budget. The College continues to operate a

surplus budget and is hopeful of Capital Works funding to upgrade Callistemon Campus facilities and student/staff amenity.

For more detailed information regarding our school please visit our website at
<https://www.thegrange.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 1932 students were enrolled at this school in 2023, 931 female and 1000 male.

37 percent of students had English as an additional language and 3 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.

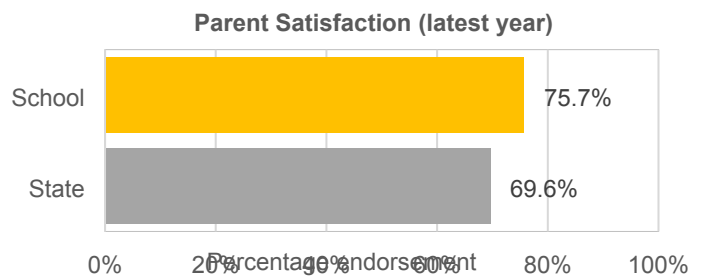
This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	75.7%
State average (P-12 schools):	69.6%



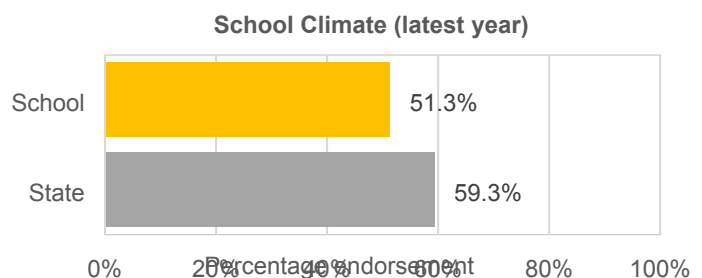
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	51.3%
State average (P-12 schools):	59.3%



LEARNING

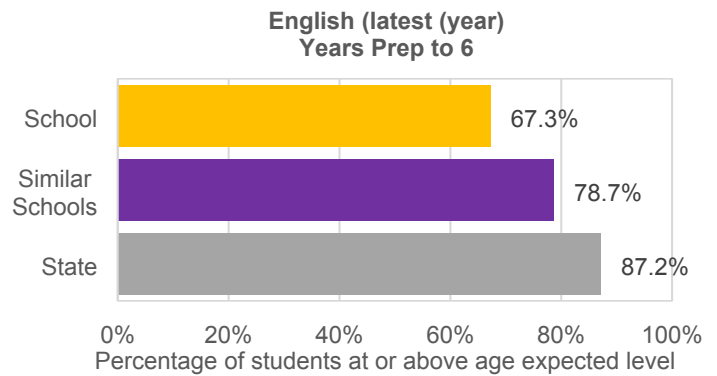
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

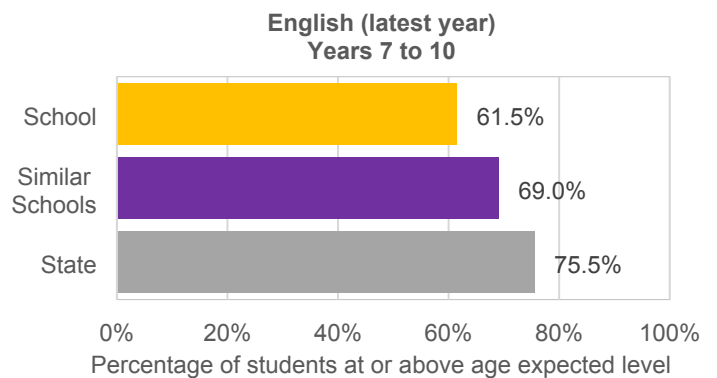
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	67.3%
Similar Schools average:	78.7%
State average:	87.2%



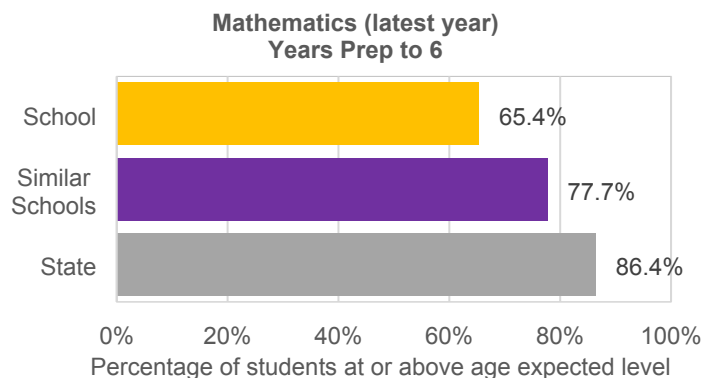
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	61.5%
Similar Schools average:	69.0%
State average:	75.5%



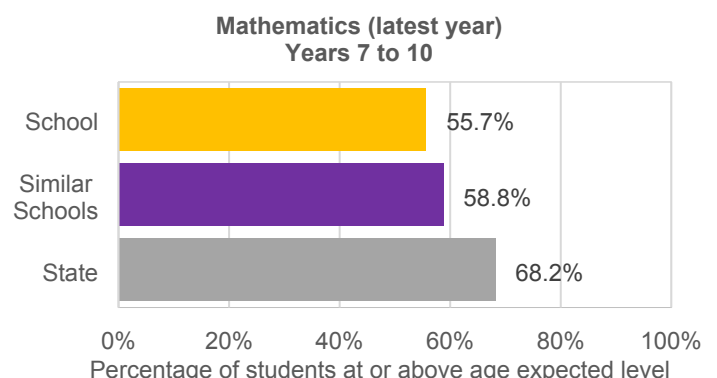
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	65.4%
Similar Schools average:	77.7%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	55.7%
Similar Schools average:	58.8%
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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.6%

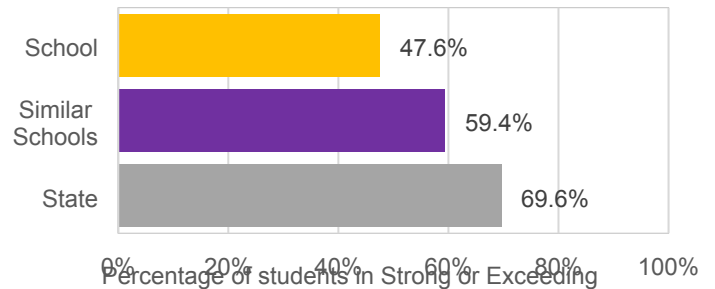
Similar Schools average:

59.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.4%

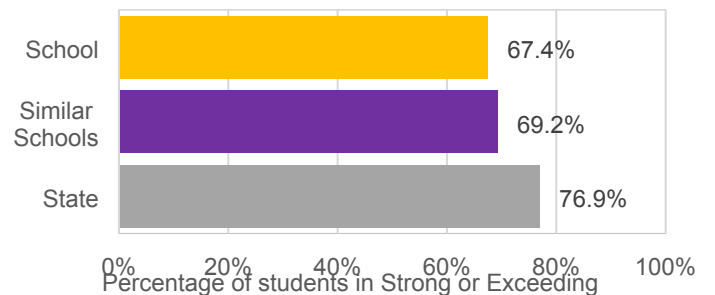
Similar Schools average:

69.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.3%

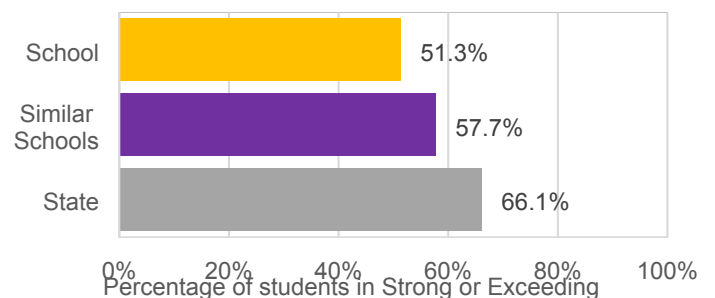
Similar Schools average:

57.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.1%

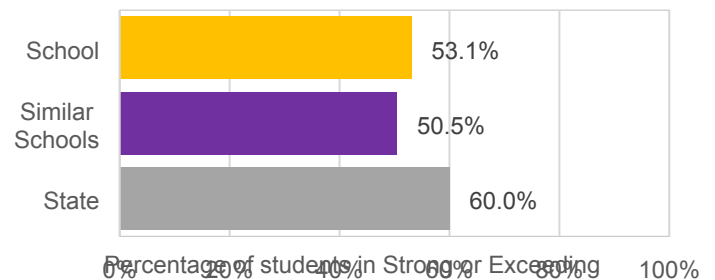
Similar Schools average:

50.5%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

38.2%

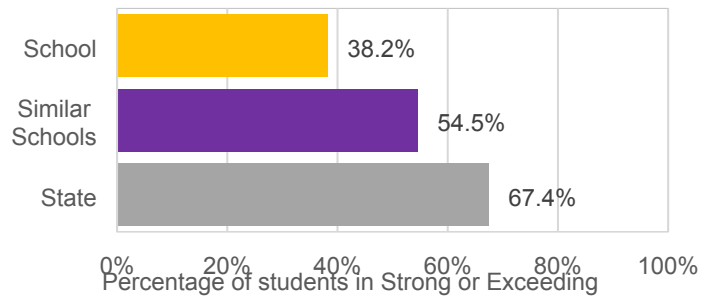
Similar Schools average:

54.5%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

50.4%

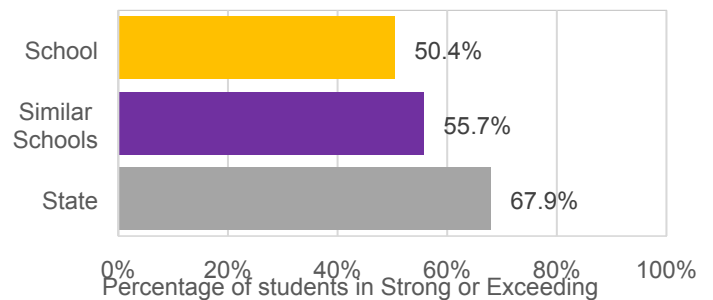
Similar Schools average:

55.7%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

48.4%

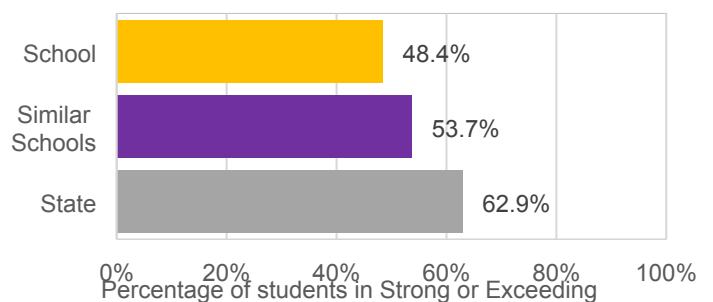
Similar Schools average:

53.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

50.5%

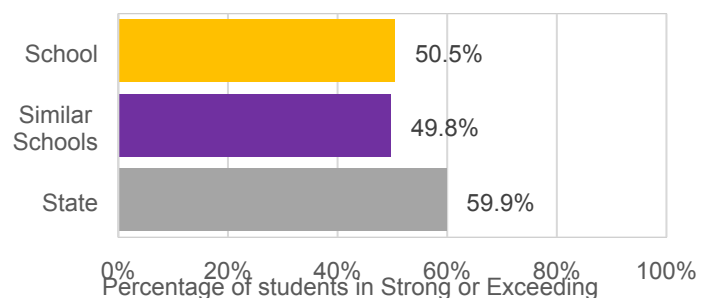
Similar Schools average:

49.8%

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 3

Latest year (2022)

School percentage of students in the top three bands:

60.7%

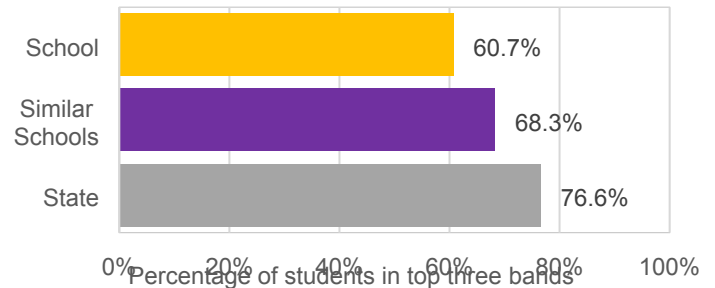
Similar Schools average:

68.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.4%

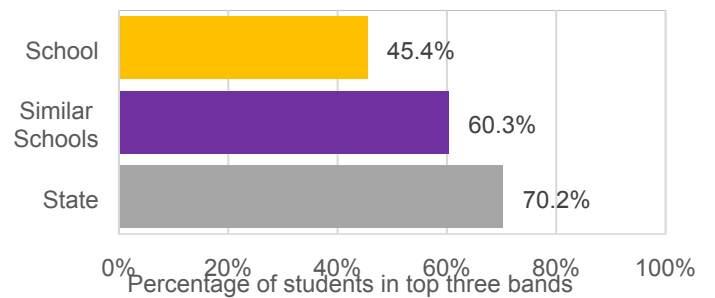
Similar Schools average:

60.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

46.9%

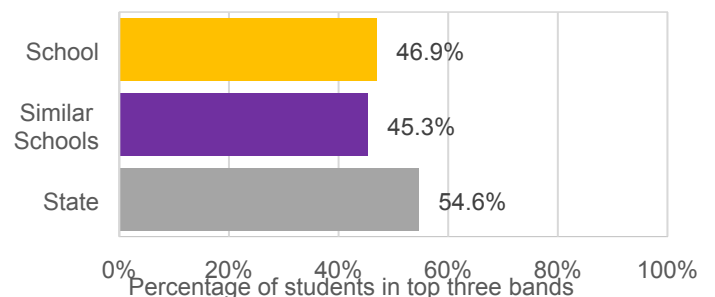
Similar Schools average:

45.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

37.7%

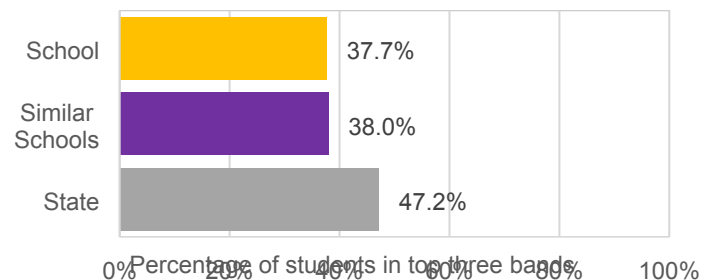
Similar Schools average:

38.0%

State average:

47.2%

NAPLAN Reading (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.

NAPLAN (continued)

Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

42.0%

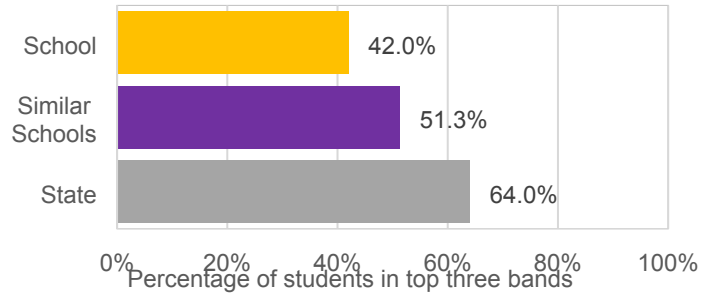
Similar Schools average:

51.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

28.8%

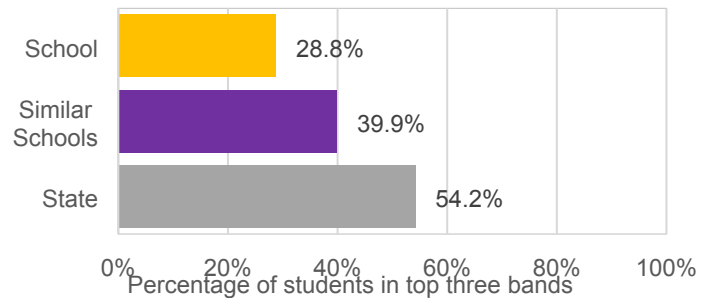
Similar Schools average:

39.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

34.5%

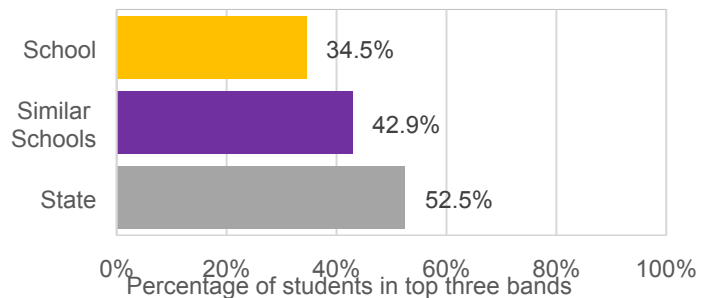
Similar Schools average:

42.9%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

28.3%

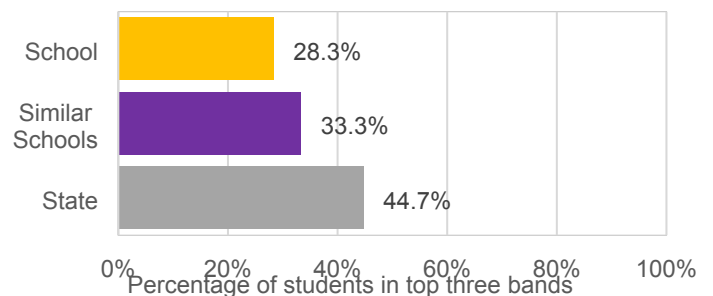
Similar Schools average:

33.3%

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

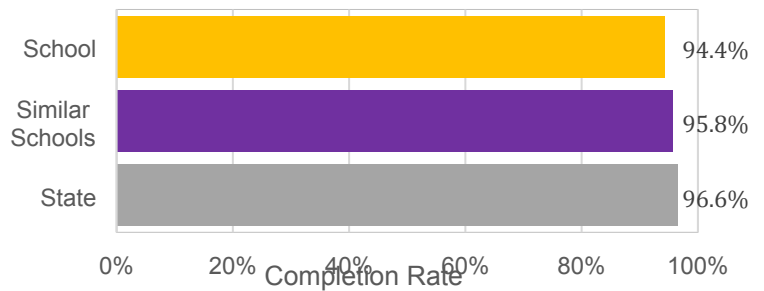
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	94.4%	94.3%
Similar Schools completion rate:	95.8%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.2

Number of students awarded the VCE Vocational Major

33

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:

44%

Percentage VET units of competence satisfactorily completed in 2023:

90%

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 4 to 6

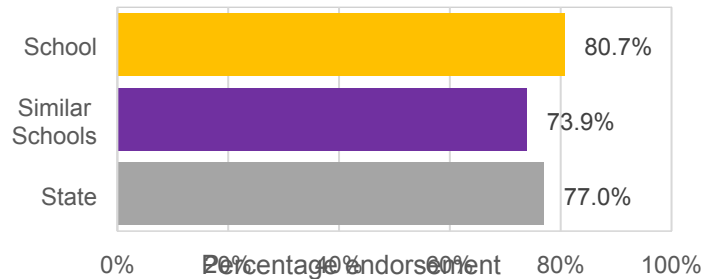
School percentage endorsement:

Latest year (2023)	4-year average
80.7%	81.1%
73.9%	76.4%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

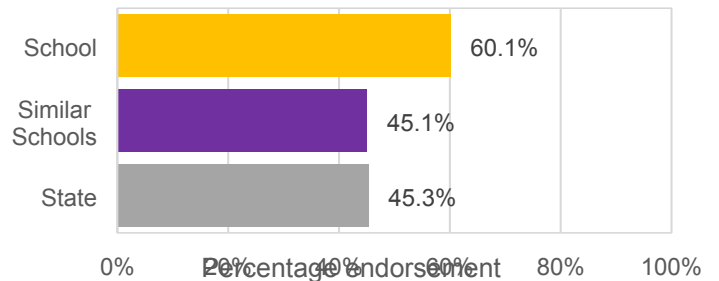
School percentage endorsement:

Latest year (2023)	4-year average
60.1%	55.6%
45.1%	49.3%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

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 4 to 6**

School percentage endorsement:

Latest year (2023) 4-year average

80.5% 79.8%

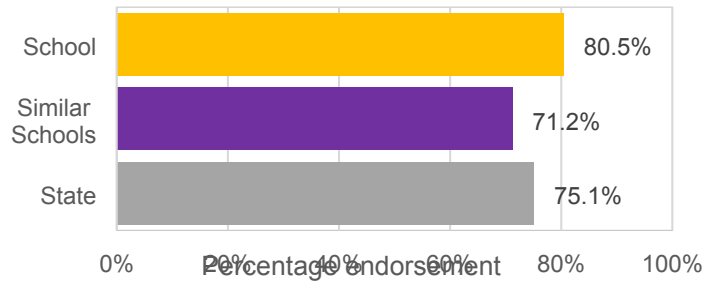
Similar Schools average:

71.2% 74.2%

State average:

75.1% 76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

Latest year (2023) 4-year average

62.6% 56.6%

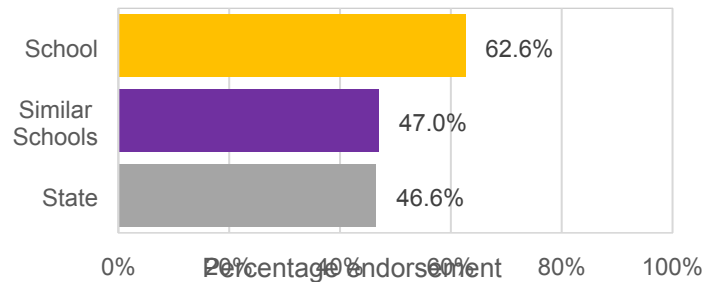
Similar Schools average:

47.0% 50.7%

State average:

46.6% 51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

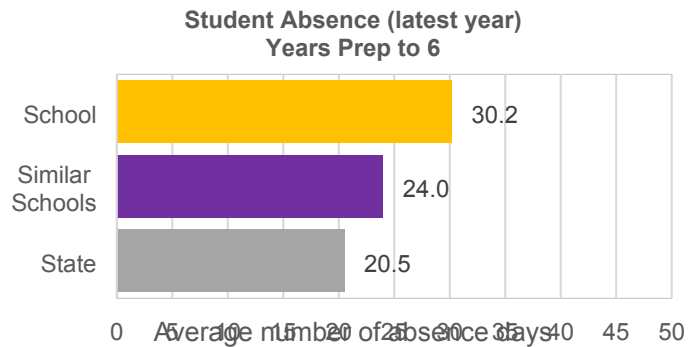
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

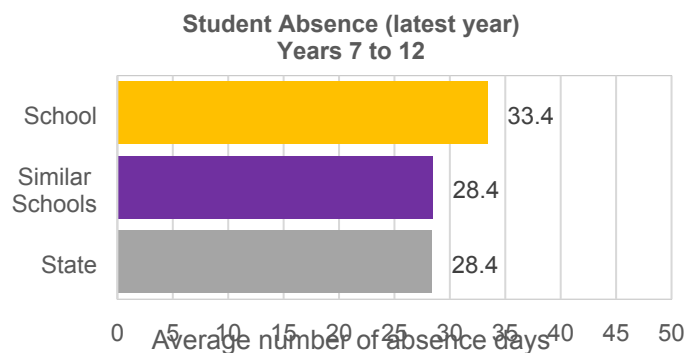
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	30.2	26.2
Similar Schools average:	24.0	21.6
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	33.4	33.6
Similar Schools average:	28.4	23.5
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	83%	86%	85%	86%	84%	86%	84%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	81%	82%	82%	84%	85%

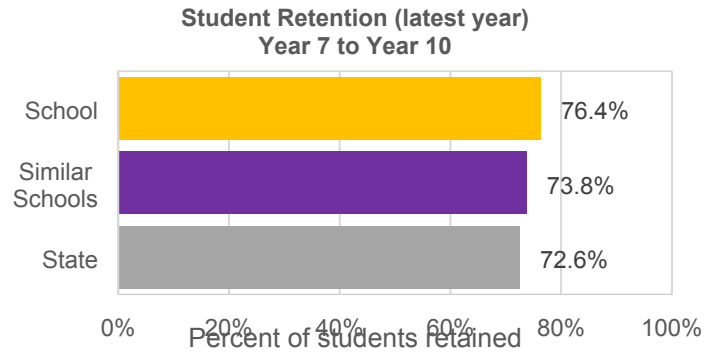
ENGAGEMENT (continued)

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:	76.4%	74.9%
Similar Schools average:	73.8%	75.0%
State average:	72.6%	73.8%



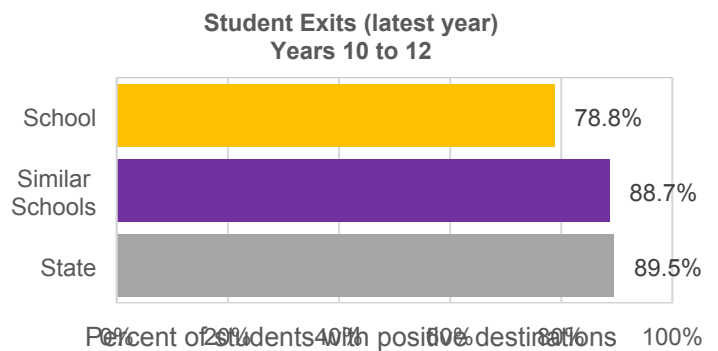
Students exiting to further studies or full-time employment

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:	78.8%	75.7%
Similar Schools average:	88.7%	89.4%
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	\$23,279,517
Government Provided DET Grants	\$4,696,544
Government Grants Commonwealth	\$29,378
Government Grants State	\$18,157
Revenue Other	\$117,151
Locally Raised Funds	\$371,643
Capital Grants	\$0
Total Operating Revenue	\$28,512,390

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,275,515
Equity (Catch Up)	\$170,091
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,445,607

Expenditure	Actual
Student Resource Package ²	\$21,292,593
Adjustments	\$0
Books & Publications	\$30,846
Camps/Excursions/Activities	\$496,878
Communication Costs	\$21,524
Consumables	\$618,341
Miscellaneous Expense ³	\$109,607
Professional Development	\$140,327
Equipment/Maintenance/Hire	\$664,571
Property Services	\$1,004,569
Salaries & Allowances ⁴	\$213,222
Support Services	\$1,889,692
Trading & Fundraising	\$23,371
Motor Vehicle Expenses	\$4,537
Travel & Subsistence	\$458
Utilities	\$215,313
Total Operating Expenditure	\$26,725,849
Net Operating Surplus/-Deficit	\$1,786,541
Asset Acquisitions	\$271,706

- (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	\$1,039,276
Official Account	\$177,729
Other Accounts	\$0
Total Funds Available	\$1,217,005

Financial Commitments	Actual
Operating Reserve	\$756,399
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,160
Funds Received in Advance	\$6,412
School Based Programs	\$169,590
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,283,561

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.