

# 2023 Annual Report to the School Community

School Name: Norwood Secondary College (8185)



- 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 22 March 2024 at 10:51 AM by Jacqueline Harris (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 26 March 2024 at 07:55 PM by Tammie Palmer (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

### Victorian Senior Secondary Certificate

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

# About Our School

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## School context

Norwood Secondary College is situated in North Ringwood, with a total student enrolment in 2023 of 1081 (516 female and 557 male) students. Six percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The College has an enrolment cap of 1100 students. Our Year 7 cohort usually come from approximately 20 different primary schools. Each year, our student numbers are successfully managed to remain under our enrolment cap. Given that our retention of students from Year 7 to Year 10 continues to be high, we have been unable to enrol students outside of our school zone in Years 8 - 12.

Our staff consists of 92 teachers and 34 educational support staff, with a number of these staff being part-time. A College Principal and two Assistant Principals are included within these numbers. This staffing profile also includes three Wellbeing Counsellors, Learning Tutors, a Careers and Pathways Coordinator and a Student Support Team of Integration Aides. The school's socio-economic profile, based on families' occupations and education, is considered in the low to medium band, which represents medium to high parent education and socio-economic advantage.

Norwood's vision is to provide an innovative and engaging teaching and learning environment for all students where our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas. The college has four values that underpin all programs and interactions with members of our community:

**Respect:** All members of our community are expected to respect the College, others and themselves.

**Aspiration:** Students are encouraged to be the best they can be in all endeavours.

**Responsibility:** All members of our community are expected to take responsibility for their actions.

**Resilience:** All members of the College are supported in the development of a strong sense of worth to overcome adversity.

Our College is structured according to a Junior School (Years 7 - 9) and a Senior School (Years 10 - 12). Our students in Years 7 - 9 undertake a range of subjects according to the Victorian Curriculum Framework. An Enrichment Program is offered to one class of students in Years 7 - 9. Our Year 11 - 12 students complete their Victorian Certificate of Education, with some students undertaking the Vocational Major (applied learning) pathway.

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

### Learning

In 2023, learning at Norwood SC has continued to focus on the 4 year goal of 'maximising the achievement and learning growth of all students' with tailored strategies to improve the Literacy and Numeracy skills of our students. This learning focus is directly inline with the Department of Education's learning goals for all students. To achieve this, we have employed both a Learning Specialist Literacy teacher and a Learning Specialist Numeracy teacher to oversee and implement whole school literacy and numeracy improvement strategies. Both Learning Specialists oversaw Professional Learning Teams of teachers across the College, providing targeted Professional Learning to all staff focusing on key high impact strategies to improve the literacy and numeracy skills of all students.

Additionally, we used targeted Department of Education Equity Funding to staff our QuickSmart Literacy and Numeracy intervention programs to provide catch up assistance particularly to Year 7 students. Furthermore, we continued to implement the Tutor Learning Initiative (TLI) to provide classroom tutoring support to students in Years 8 and Years 9 with literacy and numeracy levels below expected levels. Additional support was provided in English and Mathematics classes to Year 10 students, below expected levels, as a targeted Department of Education funded initiative, the Middle Years Literacy and Numeracy Support (MYLNS).

Given the changes to NAPLAN in 2023, the 2022 results cannot be directly compared and therefore, no growth data is available. We can however, compare the achievement of our students against the results of similar schools and all students in the State. In Year 7: 76.7% of our students were in the 'Strong' or 'Exceeding' categories for reading, compared to 73.9% of students in similar schools and 66.1% of students across the State. A similar result can be seen with the Numeracy for the Year 7 NAPLAN testing, with 74.3% of our students achieving in the 'Strong' or 'Exceeding' category, compared to 70.3% of similar schools and 59.9% of the students across the State. In Year 9, NAPLAN results for Norwood students in the 'Strong' and 'Exceeding' categories for Reading and Numeracy were more closely aligned to the State average. Whilst whole school literacy strategies have been embedded in curriculum documentation, 2023 saw the introduction of whole school numeracy strategies being incorporated into curriculum documentation.

A strategic learning focus in 2023 was to review and refine our Teaching and Learning Model (MAPS) that was originally developed in 2016. There is now a stronger emphasis on explicit teaching approaches. The focus on High Impact Teaching Strategies (HITS),

has resulted in a greater emphasis on lessons having a consistent structure, the use of Learning Goals and using data to differentiate learning at a student's point of need. Planned Curriculum Days provided teachers with real time to analyse the learning data of their students and plan differentiated lessons to cater for students at, below and above level. Teachers have reported a greater sense of confidence in the use of data. In the 2023 Staff Survey, 54% of staff endorsed that they 'Understand how to analyse data', compared to 44% in 2022. Our 2023 results for understanding how to analyse data are 12% higher than similar schools and 6% higher than State. Our improvement in this area would appear to correlate with our emphasis on using our Curriculum days to analyse student learning data and differentiate teaching and learning programs.

The mean study score from all VCE subjects of 28.2 for 2023 was slightly higher than the 28.19 achieved in 2022. Whilst the College target for this year (28.0) was slightly exceeded but remains just below State at 28.9, it is important to note that the majority of Year 12 students at Norwood complete a scored VCE, sometimes leading to a lower mean. Only a small number of students, on a case-by-case basis are granted permission to complete an unscored program. Students are encouraged to attempt a scored VCE to maximise their future education options. Furthermore, access to the single Vocational Major class, is by application and interview to ensure that students best suited to an applied learning program are provided with the most suitable pathway.

Aligned with our College goal of improving the learning outcomes of all students, we continue to implement 'Data Conversations' with all VCE teachers to analyse their students' performances in their Year 12 subjects. We have refined this process in 2023 and provided follow up professional learning for teachers in the middle of the year, to identify underperforming students and in doing so, develop strategies to provide support. We commenced a similar process to support teachers to 'unpack' NAPLAN data in order to prioritise teaching to the areas where students underperformed. This will be strengthened in 2024.

## Wellbeing

Consistent with the Department of Education's expectations, Norwood continues to focus on the 4 year goal of 'Improving the health, wellbeing and engagement of all students'. We are proud of our whole school approaches to improving the wellbeing of all students. We have sustained a strong 'sense of connectedness', as reported in the Attitudes to School Survey for students from Year 7 - 12, with a positive endorsement of 51.1% as a 4 year average, which is higher than similar schools at 46.9% and higher than the State average of 49.9%. We would primarily attribute this to our Mentoring Program from Year 7 - 12 where each student takes part in a weekly session, run by a Mentor teacher who knows them well. In Year 7, this teacher also teaches them for 2 classes and in Year 8, this teacher also teaches them in another subject. In Years 7 - 9 Mentoring, the sessions are carefully structured to include topics about resilience, friendship, goal setting, gratitude, mindfulness and positive psychology. In Years 10 - 12 the focus shifts to a 1:1 Mentoring approach discussing school progress, goal setting, study timetables and approaches to study, subject selection, careers and pathways.

Data supporting Norwood's management of bullying is also higher than both similar schools and the State average, as reported through the annual Attitudes to School Survey. Our 4 year average, across Years 7 -12, indicates a positive endorsement of 51.9%, compared to 48.2% for similar schools and 51% for State. This can be attributed to the structures in place to support students. In addition to every student having a Mentor teacher, all students belong to a sub-school with a Year Level Coordinator and Year Level Manger at all levels and an Assistant Principal overseeing Junior and Senior School. As part of these teams, our Wellbeing staff are intricately involved in supporting students. Given that our 4 year average is higher than the results for 2023, the Leadership Team determined to establish a School Improvement Team in Term 4 to investigate Student Engagement in the year ahead to focus on this as a priority area in 2024.

With the funding provided by the Department of Education for a Mental Health Practitioner (MHP), we have been able to maintain the employment of our full-time MHP, in addition to our full-time Student Wellbeing Coordinator. Both are qualified and highly experienced in providing counselling services to our students. In 2023, we expanded the team to include a teacher into the wellbeing space to run proactive and intervention programs to further support the mental health of our students. One initiative that commenced at the start of Term 4 was Wellness Wednesdays to provide all students with a comprehensive weekly 'tips and strategies' to improve their health and wellbeing. This was a very successful trial that has been approved to continue into 2024.

Further whole school initiatives that contribute towards positive student connectedness, wellbeing and reduce the likelihood of bullying may include our:

- Respectful Relationships Program that promotes healthy and safe relationships
- Rainbow Alliance that supports gender diversity and safety for all students
- Breakfast Club, operates weekly
- ProActivity Club that assists students to build connections with peers
- R U OK? Day initiative that promotes the importance of wellbeing

Beyond our whole school initiatives, there are targeted programs on offer that include our:

- Hands on Program to improve school attendance and engagement for Year 8 and 9 students
- Art Therapy to support Year 7 students with resilience and coping strategies
- Martial Arts Therapy Program to support Year 7 students to develop confidence, self-esteem and to learn emotion-control

## Engagement

Overall student attendance (Years 7 - 12) has improved in 2023, compared to 2022. The average number of absence days in 2023 was 24.1, compared to 27.1 in 2022. On closer analysis, five out of the six year levels have either improved attendance or remained the same as 2022. The year levels with the greatest improvements include Year 7, 11 and 12, with Year 9 decreasing slightly. Furthermore, our 2023 average number of absence days (24.1) is lower than both similar schools (26) and State (28.4). As a College, our goal has been to achieve 90% attendance for all students and we have achieved this in Year 11 (91%) and Year 12 (90%) but acknowledge that small improvements are still needed in Years 8 - 10. In Term 4, this was recognised by our Leadership Team and a direct outcome of this was to set up a School Improvement Team to address student attendance in 2024.

We would attribute our success so far in improving attendance through the continued employment of attendance officers in both our Junior and Senior Sub-Schools. Attendance is tracked and regularly followed up with families. The appropriate Year Level Manager involves families, well-being staff, and appropriate services for students with low attendance and develops Return to School Plans and modified timetables if/when required.

Our retention of students from Year 7 through to Year 10 is strong. In 2023, the percentage of students retained until Year 10 was 84.8% which compares favourably with similar schools (77.3%) and State (72.6%). It is likely that our strong Mentoring Program contributes to this result. Additionally, the Department of Education funding for Career Education, supports the school with additional staffing to ensure all students in Years 9 -12 have an individual annual Career Action Plan. There has been an increased emphasis at Year 9 with all students undertaking the Morrisby Program to link their strengths and interests to careers that they might be interested in. All Year 9 students then have a personalised 1:1 interview with a Careers Practitioner to discuss their individualised Morrisby report in greater detail. After this process, a team of senior staff facilitate 1:1 subject selection meetings to support students with their pathways through school. This tailored, individualised support likely contributes towards high retention rates.

To further support student pathways, Norwood utilises the Department of Education 'Jobs, Skills and Pathways' funding to employ an Education Support staff member to monitor Vocational Education and Training (VET) attendance and to organise interviews for all students to ensure no student misses out on individualised support.

## Other highlights from the school year

The end of 2023, saw the completion of the highly anticipated building project, being Stage 1 of our whole school Masterplan. We are excited to have a purpose-designed Wellbeing Centre, a Student Services Centre, 8 modern teaching classrooms and informal study spaces for senior students to use. We are proud of the finished product and in the way we involved community members, particularly students, in the design of the Masterplan. The double-storey ensures greater passive recreational spaces for students, with undercover locker areas and modern bathroom facilities.

2023 was the first year, post-COVID, where all camps were able to take place. Our Central Australia and Top End Year 11 Tour was reinstated. This tour is a tradition at the College where monies are raised each year in support of The Royal Flying Doctor Service. Camps are offered at the College from Year 7 through to Year 11. The annual Music Camp brings students together across all year levels together to offer intensive music tuition and provides opportunities for musical collaboration.

'Anastasia the Musical' was a huge success as the College production in 2023. Our annual productions are wonderful opportunities to showcase our talented Performing Arts and music students.

Participation in sport, particularly team sports is encouraged and teamwork is valued and fostered. Whilst, Norwood is frequently successful in sporting competitions, participation and doing one's best is valued above winning. We are proud of all students and value all co-curricular programs.

## Financial performance

Our financial situation at the end of 2023, has left us in a strong position, with a surplus to be carried forward into 2024. With Stage 1 of our building project nearing completion at the end of 2023, the cost of a number of building variations remained unresolved. The outcome of these cost variations is still to be determined, hence the College may still need to make a contribution to the final building cost. In addition to this, we have committed further funds for associated ground works, additional furnishings and equipment to ensure this new facility meets the community's expectations.

Norwood continues to support a local sporting association and has renewed a 5 year contractual agreement for the hire of the gymnasium. The revenue we receive in this area, supports the maintenance of the gymnasium and assists in supplementing the sports program for all students.

At the close of 2023, our financial commitments and operating reserve align with our available funds. In 2023 the College applied for a grant to refurbish the 65 year old student toilet block to provide modern facilities for students. The terms of this grant mean that the College will need to contribute 50% of the overall cost, hence the need to account for this future expenditure.

Given the Department of Education's priority goals to support the wellbeing and the achievement of educational outcomes for all students, Norwood has been strategic about the targeted funding we have received. The continued Tier 2, Equity, Tutor and MYLNS funding have been utilized to engage additional staff to provide students with additional support both within the classroom and in our literacy and numeracy intervention programs. The Operating surplus will be carried forward into 2024 to further strengthen these initiatives.

**For more detailed information regarding our school please visit our website at**

**<https://www.norwood.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 1081 students were enrolled at this school in 2023, 516 female and 557 male.

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

### Overall Socio-Economic Profile

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

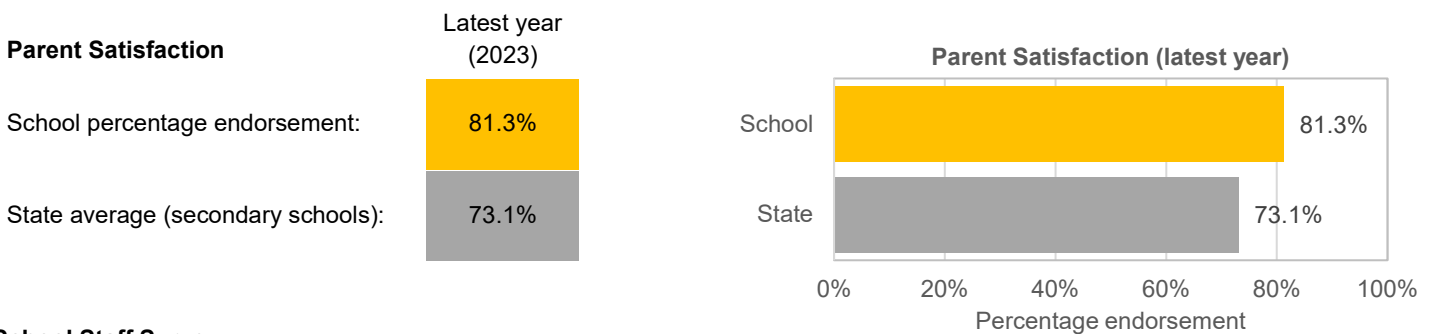
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

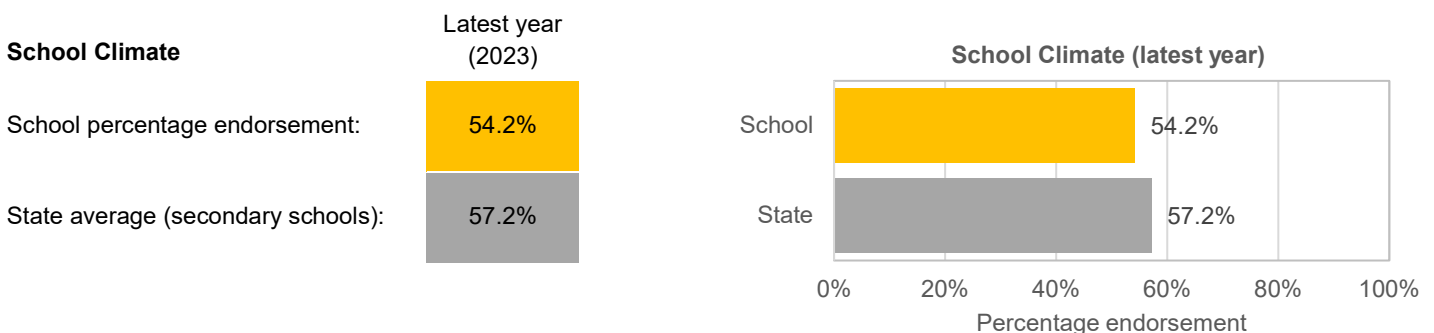


### School Staff Survey

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

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

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





## LEARNING

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

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

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

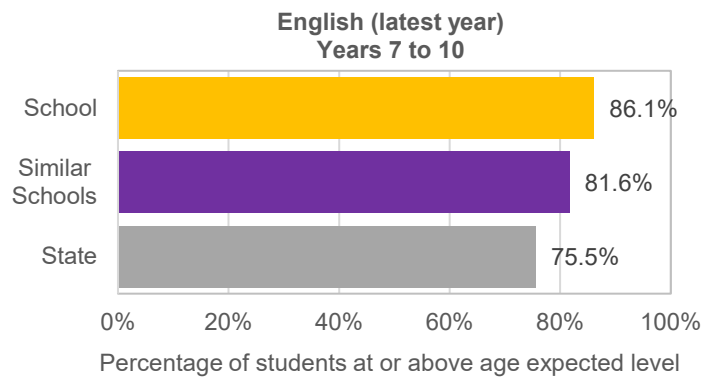
Latest year  
(2023)  
86.1%

Similar Schools average:

81.6%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

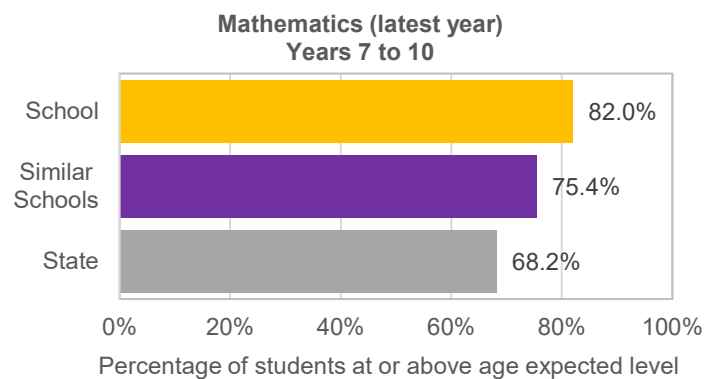
Latest year  
(2023)  
82.0%

Similar Schools average:

75.4%

State average:

68.2%



**LEARNING (continued)**

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

**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

76.7%

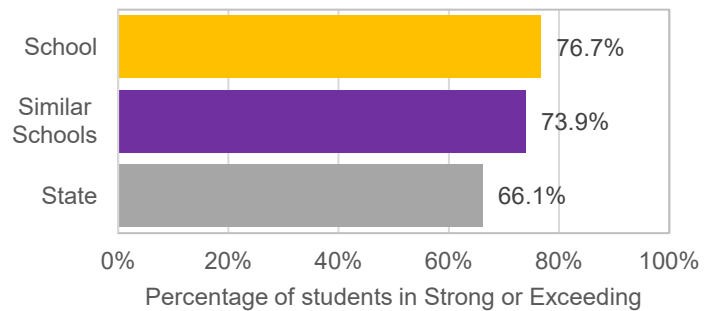
Similar Schools average:

73.9%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

60.4%

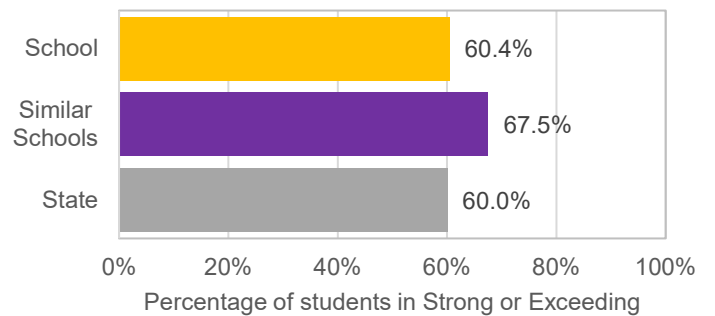
Similar Schools average:

67.5%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

74.3%

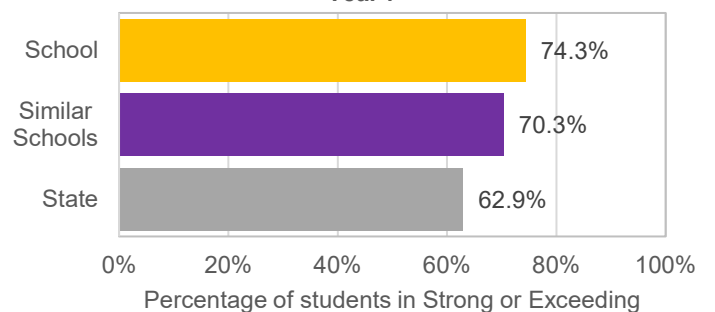
Similar Schools average:

70.3%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

59.1%

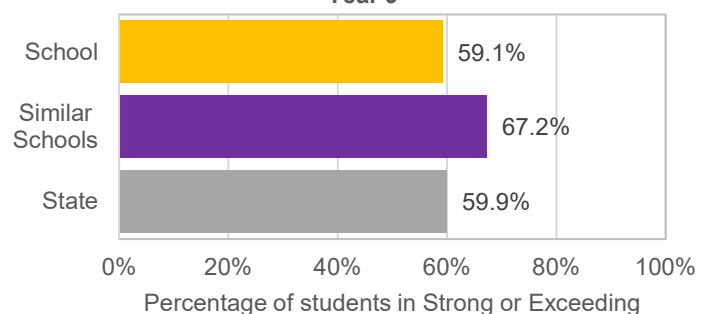
Similar Schools average:

67.2%

State average:

59.9%

**NAPLAN Numeracy (latest year)  
Year 9**



## LEARNING (continued)

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

### NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 7

Latest year  
(2022)

School percentage of students in the top three bands:

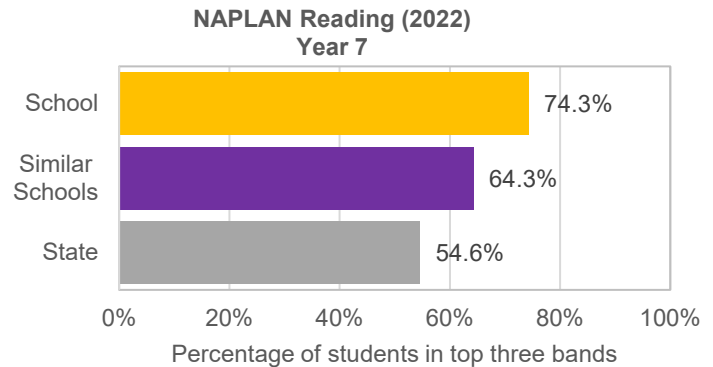
74.3%

Similar Schools average:

64.3%

State average:

54.6%



#### Reading Year 9

Latest year  
(2022)

School percentage of students in the top three bands:

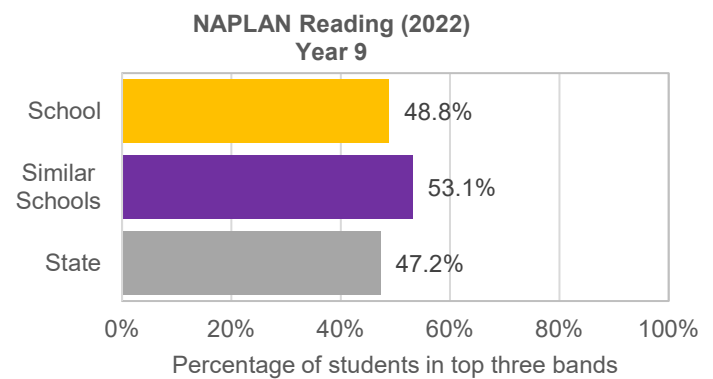
48.8%

Similar Schools average:

53.1%

State average:

47.2%



#### Numeracy Year 7

Latest year  
(2022)

School percentage of students in the top three bands:

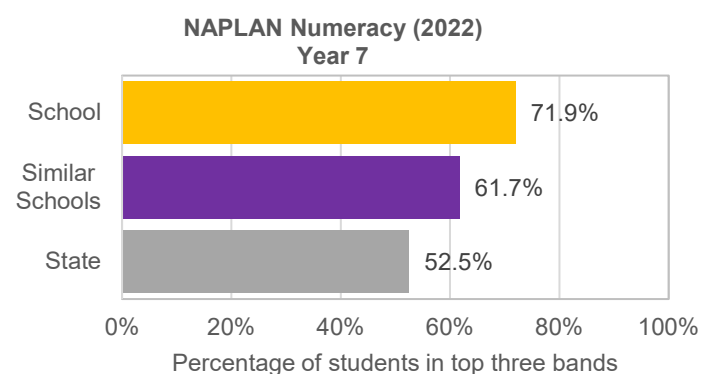
71.9%

Similar Schools average:

61.7%

State average:

52.5%



#### Numeracy Year 9

Latest year  
(2022)

School percentage of students in the top three bands:

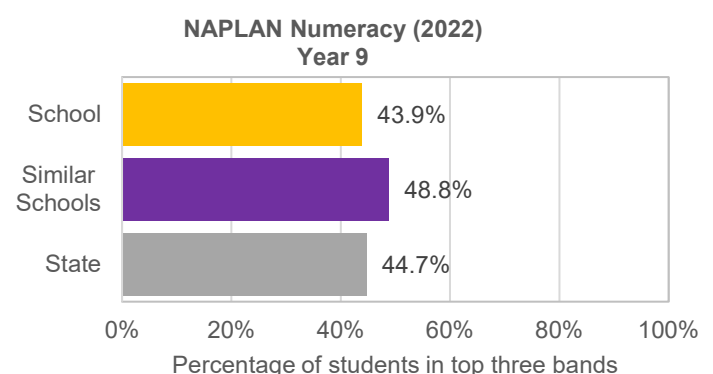
43.9%

Similar Schools average:

48.8%

State average:

44.7%



## 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

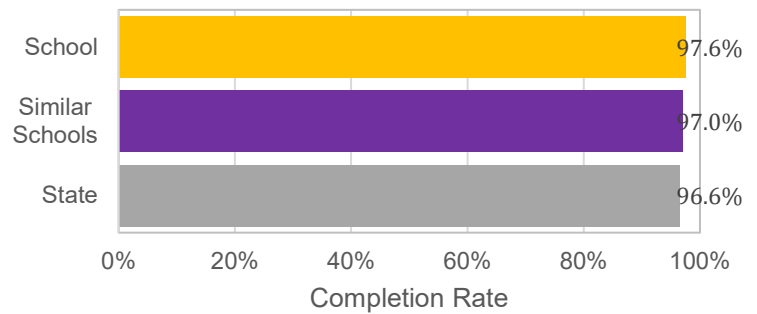
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.6%	98.4%
Similar Schools completion rate:	97.0%	97.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.2

Number of students awarded the VCE Vocational Major

12

Number of students awarded the Victorian Pathways Certificate

NDA

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

24%

Percentage VET units of competence satisfactorily completed in 2023:

86%

## WELLBEING

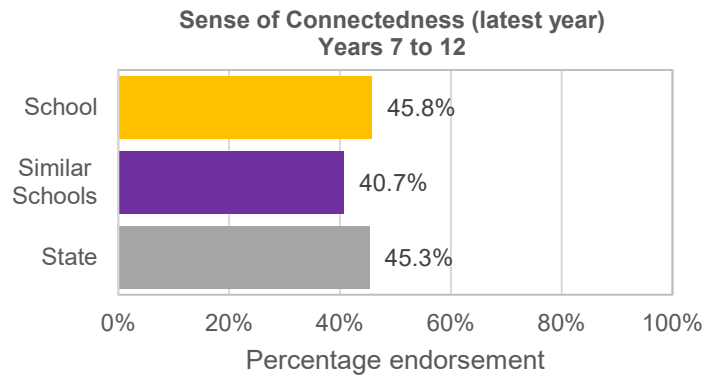
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	45.8%	51.1%
Similar Schools average:	40.7%	46.9%
State average:	45.3%	49.9%

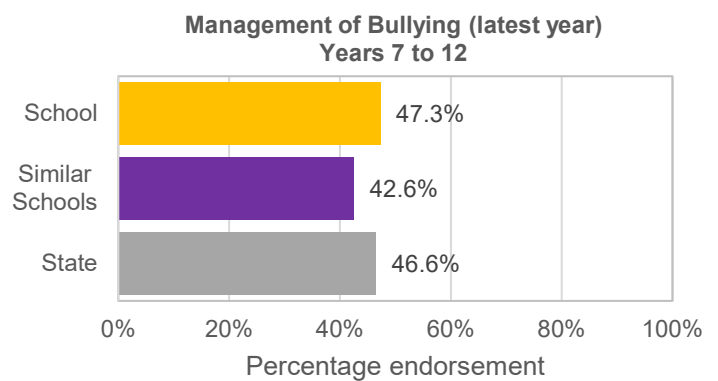


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.3%	51.9%
Similar Schools average:	42.6%	48.2%
State average:	46.6%	51.0%



## ENGAGEMENT

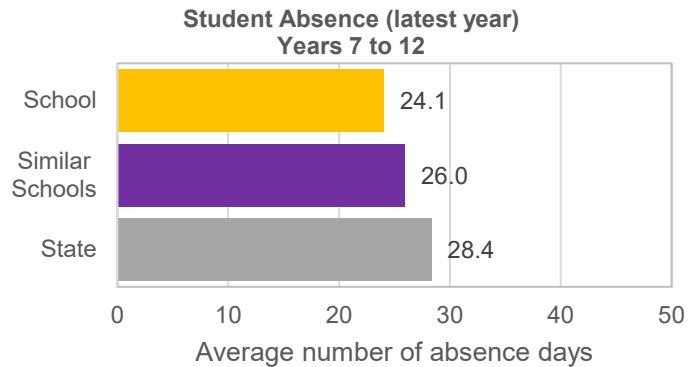
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	24.1	21.0
Similar Schools average:	26.0	20.6
State average:	28.4	23.8



### Attendance Rate (latest year)

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

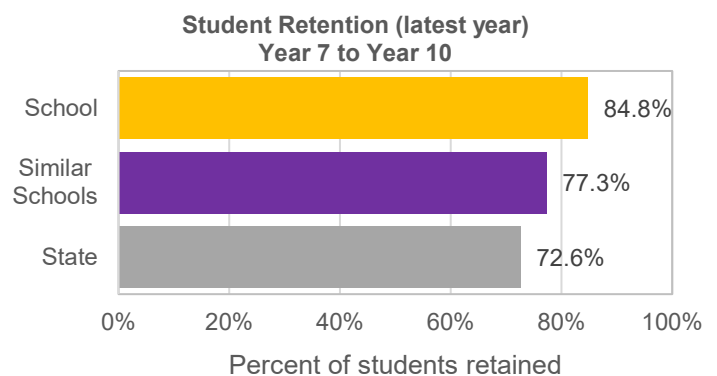
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	86%	87%	86%	91%	90%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	84.8%	85.3%
Similar Schools average:	77.3%	79.0%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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

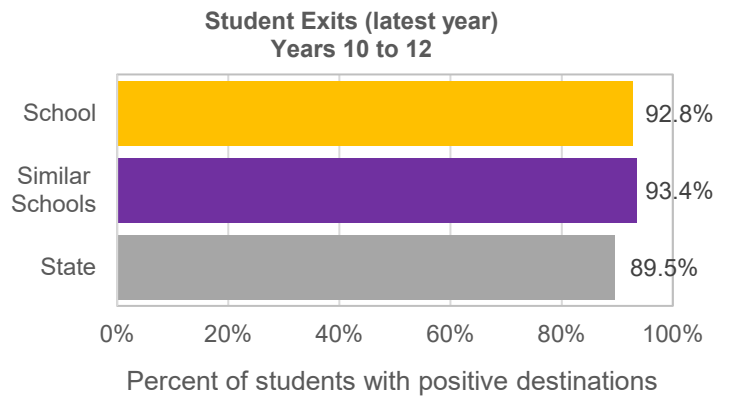
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	92.8%	91.3%
Similar Schools average:	93.4%	93.8%
State average:	89.5%	89.5%



# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$12,655,167
Government Provided DET Grants	\$1,466,373
Government Grants Commonwealth	\$23,268
Government Grants State	\$0
Revenue Other	\$166,538
Locally Raised Funds	\$1,701,138
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,012,484</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$92,089
Equity (Catch Up)	\$30,350
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$122,439</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,080,138
Adjustments	\$0
Books & Publications	\$17,057
Camps/Excursions/Activities	\$671,124
Communication Costs	\$13,093
Consumables	\$264,523
Miscellaneous Expense <sup>3</sup>	\$157,904
Professional Development	\$74,712
Equipment/Maintenance/Hire	\$483,293
Property Services	\$370,867
Salaries & Allowances <sup>4</sup>	\$386,826
Support Services	\$357,027
Trading & Fundraising	\$252,978
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$194
Utilities	\$106,297
<b>Total Operating Expenditure</b>	<b>\$15,236,033</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$776,450</b>
<b>Asset Acquisitions</b>	<b>\$82,647</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 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,096,498
Official Account	\$140,587
Other Accounts	\$101,222
<b>Total Funds Available</b>	<b>\$2,338,306</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$473,416
Other Recurrent Expenditure	\$0
Provision Accounts	\$19,640
Funds Received in Advance	\$102,858
School Based Programs	\$322,794
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,954
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$111,204
Capital - Buildings/Grounds < 12 months	\$514,426
Maintenance - Buildings/Grounds < 12 months	\$160,506
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	\$275,000
Maintenance - Buildings/Grounds > 12 months	\$104,828
<b>Total Financial Commitments</b>	<b>\$2,318,626</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*