

2022 Annual Report to the School Community

School Name: Maffra Secondary College (8005)



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

Attested on 29 March 2023 at 02:51 PM by Jennifer Roep (Principal)

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

Attested on 29 March 2023 at 04:55 PM by Peter Neaves (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Maffra Secondary College is a rural 7-12 college, situated in the town of Maffra, which is located two and half hours from Melbourne but within an hours drive of both the sea and the mountains. Our enrolment numbers sit at 532 and a majority of our students travel to and from our school by bus from neighbouring towns. This number of students makes it small enough to allow positive relationships to be formed, but large enough to provide a wide range of options for our students. Our over-arching school goals are to improve the three broad areas of student learning, student engagement and student wellbeing. Our SFOE is 0.5225.

Maffra Secondary College provides learning and leadership opportunities for all students both within the school and the wider community. We strive to recognise and develop the individual talents and skills each student possesses, while promoting opportunities that allow students to collaborate as a strong, engaged, and empowered student cohort. Our students are encouraged to be actively involved in their learning and through student voice and agency, contributing to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community.

2022 has seen some major structural changes at the College, strategically designed to support staff working in the teams that best align with their teaching loads. We transitioned from 5 Year Level Teams in 2021, each with an aligned Leading Teacher, to a sub-school model which comprises of a Year 7/8 Junior Sub-school, a Year 9 Sub-school, and a Senior School comprising Years 10, 11 and 12. The leading teachers at each sub-school are leading the staff in their teams, ensuring all staff have the tools and knowledge to create quality learning experiences, clear routines and processes, and robust assessments for our students. Complimenting these leaders are our Learning Specialists, each of whom have a portfolio aligned to an area of need within the School Strategic Plan: 'Student Engagement and Community Partnerships', and 'Literacy'.

Maffra Secondary College has 64.3 EFT staff, consisting of three principal class, 38.3 EFT teachers and 23.1 EFT Education Support Officers. Our teaching and learning has been underpinned by the development and rollout of our new Explicit Instructional Model (EIM), which was collaboratively developed by all teaching staff and implemented throughout 2022. Staff shared best teaching practice through differentiated professional learning workshops, led by teachers, and Professional Learning Communities worked together to trial and develop teaching resources aligned to our EIM. This work will continue in 2023 with a focus on differentiation. Lesson planning resources aligned to the EIM were developed and provided to all staff in 2022 and there is an expectation that teachers are developing and teaching each lesson using the EIM.

Everything we do at Maffra Secondary College encompasses our values: Learning, Community, Resilience and Respect. Learning is our key driver, and we strongly believe learning extends well beyond the four walls of a classroom. We strive to develop students who know how to learn and are equipped with the skills to take on a lifetime of opportunities and challenges. We instil a strong sense of community and compassion in our students, by means of connecting with our local primary schools and aged care facilities, our local businesses, and our local community groups. Respect defines our relationships within the school, which is fundamental to everything we do. We believe this needs to be mutual between staff, students and families, and we pride ourselves on the positive and supportive culture we are able to create with each and every cohort of students.

We have continued our use of the School Wide Positive Behaviour Support (SWPBS) framework where positive behaviour is explicitly taught and acknowledged. We work closely with our students to build resilience and enhance wellbeing. This is done by explicitly teaching how to give, receive and use high quality written and verbal feedback. When feedback is received, students are encouraged to value their mistakes and learn from them. In 2022 we embedded our Student-Led Conferences (SLC), which take place at the end of Term Three. These meetings provide students with an opportunity to recognise their own areas of success and growth, and to use the feedback they have been provided with to share their own self-reflections on their learning journey. All students complete a SLC each year.

There is a broad range of opportunities and pathways offered in the senior school, including VCE, VET, and VCAL. We offer School-Based Apprenticeships and Traineeships through the Head Start program, and the opportunity to access first year university courses for those students who are ready. Our senior school provides individualised careers support to tailor the available options to each individual student, catering for the diverse interests, needs and abilities of our student cohort.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we created and launched an Explicit Instructional Model (EIM) to improve and align teaching practice across the school, with the goal of embedding this model consistently by the end of 2023. The EIM ensures all students have access to High Impact Teaching Strategies and is underpinned by educational research. To upskill teachers in using the EIM, our professional learning program featured staff-run workshops, where teachers collaboratively shared what works in their classrooms. Professional Learning Communities (PLCs) also had an EIM focus; staff had the opportunity to trial different teaching practices in their classrooms, gather evidence and refine (using the improvement cycle).

In 2022 we utilised the Tutor Learning Initiative (TLI) to improve the learning of targeted student groups across the school. At Year 9 we focused on extending our able students in English and Maths and the data showed we had a higher percentage of students in the top 2 bands across all measures since 2019 except for writing. The number of students in the top 2 bands for numeracy was the highest since 2018 (we cannot compare growth due to NAPLAN not running in 2020). At VCE we had tutors working with groups of students studying Year 12 English and Year 12 Further Maths and there was a tutor aligned to each VCE subject that was running as a combined class of units 1-4 to support the learning across Years 11 and 12.

Our assessment practices at Year 10 were aligned with the senior school in 2022; all year 10-12 students were assessed as either 'Satisfactory' or 'Not-Satisfactory' based upon a combination of formative (coursework) and summative (CATs/SACs) assessment tasks, and school processes were put in place to support these high expectations. Our professional learning program supported staff to create CATs / SACs that allowed multiple entry and exit points, along with quality written feedback to students in the form of rubrics. Staff worked collaboratively to ensure consistent formative assessment requirements across Years 10-12 and the success of this will see these processes rolled out school wide in 2023.

Our VCE results continue to be competitive; our mean study score for 2022 was 27, which is above the average for similar schools (26). Our Senior School Certificate completion rate is exceptional with 100% of students who undertook VCE completing their certificate.

Underpinning all of our teaching and learning is our school-wide coaching program, which was introduced in 2022. This program supports staff to set goals around their teaching practice (specifically the use of the EIM and SWPBS) and work towards them. In 2022, every teacher was either a coach or was being coached, and we used external coaches to support our lead coaches with two individualised coaching sessions per term. A formal observation process was also in place to allow staff to learn from each other, with staff expected to complete observations of the colleagues in their coaching groups. In 2022, our School Staff Survey data significantly increased in the areas of professional learning and collective efficacy, suggesting that the coaching program and professional learning are having a positive impact on our staff.

Wellbeing

In 2022 we reviewed our School Wide Positive Behaviour Support (SWPBS) Tier 1 Universal systems and practices, including our Student Management Processes, to ensure consistency and understanding among all staff when dealing with minor behaviours. We created and implemented a new flowchart for teaching staff and year level coordinators to support the management of minor and major behaviours and we revisited our detention system, rebranding as 'learning catchup' and putting in place processes to ensure this ran more smoothly to support student learning. Throughout the year we saw the implementation and consistent use of the SWPBS framework, with our positive acknowledgement system of posi-slips and IEAs, and each sub-school had rewards in place for each cohort to reward positive behaviours that are demonstrated over time.

Our 10 expected behaviours and 4 school values were explicitly taught to students, and staff shared their practices with colleagues in differentiated workshops, increasing the consistency across year levels and between classrooms across the school. Our Compass data demonstrates an improvement in student engagement in learning over 2022, when compared with 2019 (pre-pandemic). Major and minor behaviours have decreased in frequency. The increased learning and academic expectations of students at Year 10 improved classroom engagement and reduced minor and major behaviours aligned with these changes. We also observed a significant increase in the school climate module on the School Staff Survey (SSS), demonstrating that staff are seeing improvements in student engagement in their classrooms.

To increase student wellbeing, we have implemented the following multi-pronged approach:

- Staff developing clear routines, boundaries and expectations in collaboration with their students.

- Very clear and consistent behaviour management processes across the school, with consequences that are logical and are communicated to students and families in advance. Systems which were not working well were adjusted in consultation with the school community and the positive climate subcommittee of school council.
- Professional learning for staff around the tier 1 SWPBS practices, such as building positive relationships with students and using our positive acknowledgement systems. Professional learning was differentiated to cater for the range of capabilities among staff and was staff-led to promote collective efficacy and share what works. Staff-led workshops focused on the explicit teaching of our 10 expected behaviours aligned with our four school values.
- Our school-wide coaching program allowed teaching staff to create and work towards a goal set with a SWPBS focus and allowed staff to develop their own capacity in a supported manner. Internal data collected from staff showed a positive change in every measure around SWPBS, using a set of questions developed from the SSS.

Learning walks throughout the year reflected consistency in SWPBS implementation and internal student feedback surveys showed growth. There was an increase in positive endorsement on the Parent Opinion Survey for promoting positive behaviour (77%) and the Attitudes to School Survey (AtoSS) reflected an enhanced positive climate in the areas associated with Advocates, Respect for diversity and Resilience. However, we acknowledge that the work and structures put in place this year has not been reflected in the 2 measures on the AtoSS - Sense of Connectedness and Management of Bullying from a whole school perspective. We did however re-structure Year 7 to support the transition of our students from primary to secondary by enabling them to have 2 significant teachers throughout the week. The AtoSS data showed a positive endorsement of 54% for connectedness and 55% for Managing bullying with this cohort.

Key staff were employed in 2022 including the appointment of a Koorie Support worker to support our most vulnerable students and their families. We also established a 'Hands on Learning' program with the goal of improving student engagement among targeted students.

Engagement

We are committed to providing a safe, supportive, and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

In 2022 we resourced a position for a staff member in our wellbeing team to have complete oversight of attendance and ensure staged responses were in place to support students who were school refusing or struggled to return after the interruption of COVID in previous years. Supported by this role, the school worked closely with families and external agencies to re-engage students and reduce absenteeism. We acknowledge the impact the previous 2 years has had on some students and we saw a small increase in the proportion of students accepting traineeships, ongoing work or accessing Virtual School Victoria in 2022 which reflects the slight changes in retention data this year.

Our student leadership program was reviewed during COVID and in 2022 the new model was implemented, establishing a more structured approach to students leading their peers. This led noticeable increases in student voice and agency across the school, as well as the number of students taking on leadership positions.

The student leadership team created their own space and named it Talmaru. This is a Gunai Kurnai word meaning 'inspire to learn.' In this room student leaders ran focus groups to provide feedback on the EIM, developed statements and gathered feedback from the student cohort around the development of a 'Student Responsibilities towards learning' model aligned to the teacher EIM. They reviewed the student leadership structure, made the handbook more student friendly and ran workshops for the Grade 6 students during the transition program.

Throughout the year the student leadership team initiated co-curricular activities for students to participate in at lunchtimes and the introduction of house points for a wide range of different activities across the school, building on the house points that were previously allocated to the three main sporting carnivals (swimming, athletics and cross country) and a vast range of student led initiatives including assemblies, student designed lessons gratitude posts and a Carnival Day for the whole school.

The student leaders worked with Wellington Council with the Wellington Ways to Wellbeing initiative. This is a framework for student leaders to implement events and initiatives that align with the 5 Ways to Wellbeing. All of these successes led to our college

receiving the award of 'SRC Student Voice and Agency School of the Year' for 2022 which is a wonderful recognition for the contribution our student leadership team has made in connecting and engaging all students back to school this year.

Other highlights from the school year

The year was full of events and activities as we returned from lock down with an enthusiasm to ensure students could have access to all the wonderful opportunities they have had in the years previously.

Camps occurred across Year 7, 8 and 9 and the interstate camp to Queensland ran. This year, rather than inviting just Year 10 students, we extended the invitation to the Year 11 cohort, as they had missed out the previous year. During this camp we saw great cross-age friendships develop.

Our annual school production was back on and students from Year 7-12 performed 'Masquerade' which was a sell out each night. The Parents and Friends Association coordinated the Debutante Ball which, as always, was a successful event and the senior school students organised and held their first senior Prom since 2019.

Students across Year 7 and 8 were involved in the Atlassian Legacy Project and in Term 4 students from Year 7-12 worked with a professional artist on a Mural Art Project and this culminated in a mural being painted by students on the Amphitheatre wall.

Another highlight of the year was held towards the end of term 3. All of our students came together in the Amphitheatre to see the Maffra's Got Talent Grand Final and were treated to outstanding music and vocal performances by their peers and of course a staff band with back up dancers.

This is a small snapshot of the many co-curricular activities that occurred throughout the year and gave our young people to be involved and excel in many different aspects of a school environment, outside of the learning undertaken each day in classes around the school.

Financial performance

Maffra Secondary College continues to be situated in a sound financial position, with \$1,430,204 total funds available. The funds available are inclusive of \$987,694 of financial commitment, reserved in accordance with DET guidelines and future Capital Projects including a significant redevelopment of the Upper Quadrangle.

The school's 2022 financial performance was enhanced due to the third year of COVID, with an overall reduction in expenditure of school operations resulting in a net operating surplus of \$96,047. We were able to carry out several school improvements throughout 2022 including conversion of all lighting to low energy LED and refurbishment of the Middle Years building to create alternative and engaging learning spaces.

The school delivered targeted initiatives such as Tutoring Learning Initiative - assisting student learning impacted by COVID, Middles Years Literacy and Numeracy Support (MYLNS) Improvement Program – provision of 1:1 and small group Literacy and Numeracy support of students below the National Minimum Standard on NAPLAN testing and a phonics program (SSP) for students needing additional literacy support and the Student Excellence Program – structured extension learning programs for high-ability students. We continued to deliver on minor grant activities such as Doctors in Secondary Schools (DiSS) and Schools Mental Health Fund which provide targeted and individualised support for students who may need it. We also funded The Hands-On Learning program in 2022 which provides an enabling space for young people to build confidence and the support them to stay connected and engage at school by finding a sense of meaning and purpose in the tasks undertaken.

The school continues to be committed to the ongoing maintenance and improvement of facilities for our students and the delivery of high quality learning opportunities, in a technologically enhanced environment.

For more detailed information regarding our school please visit our website at
www.maffrasc.vic.gov.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 532 students were enrolled at this school in 2022, 257 female and 275 male.

1 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).

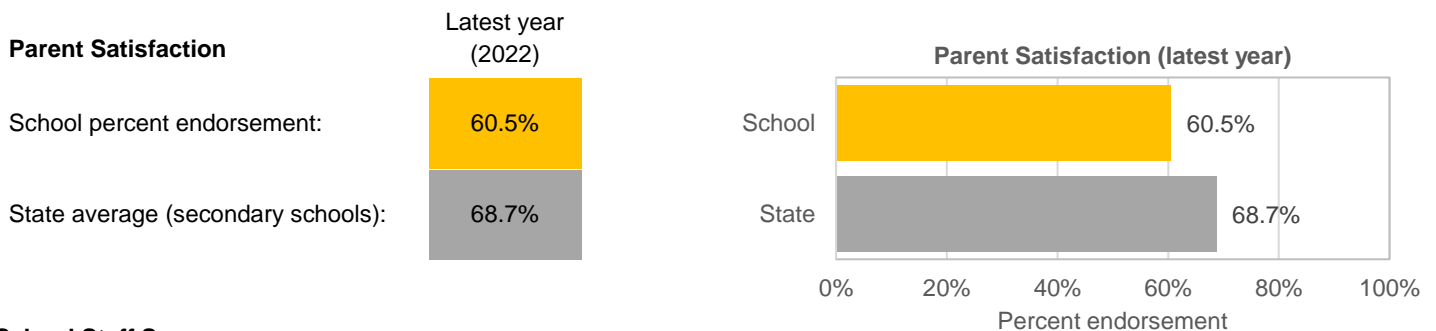
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

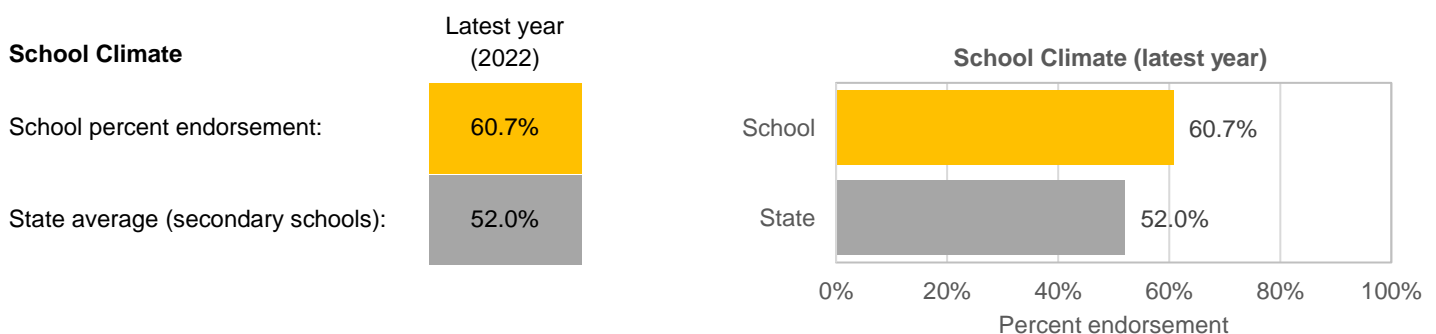


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

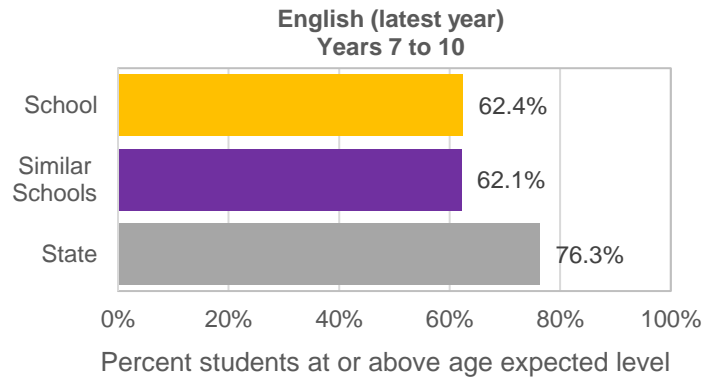
62.4%

Similar Schools average:

62.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

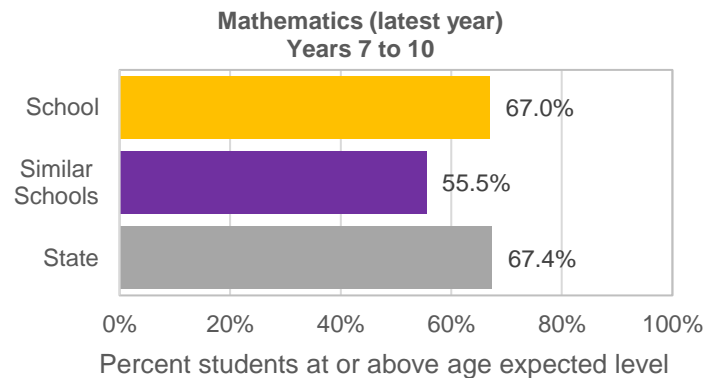
67.0%

Similar Schools average:

55.5%

State average:

67.4%



LEARNING (continued)

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

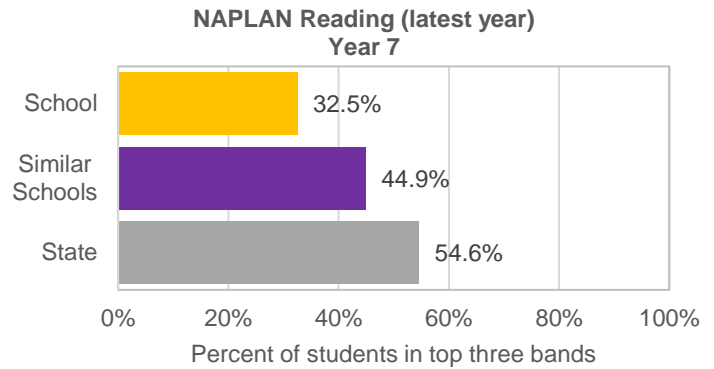
NAPLAN

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

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

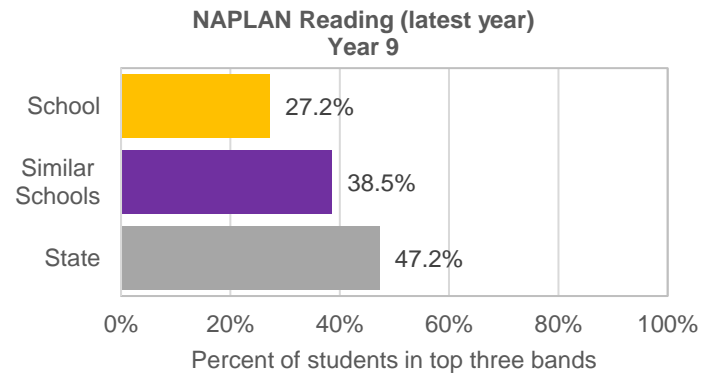
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.5%	41.6%
Similar Schools average:	44.9%	44.6%
State average:	54.6%	55.3%



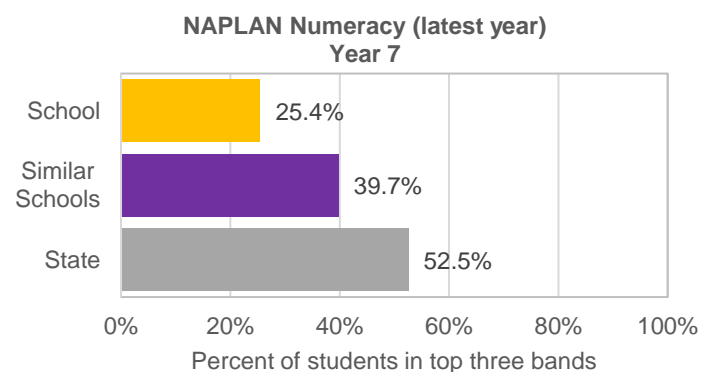
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.2%	29.5%
Similar Schools average:	38.5%	36.3%
State average:	47.2%	46.0%



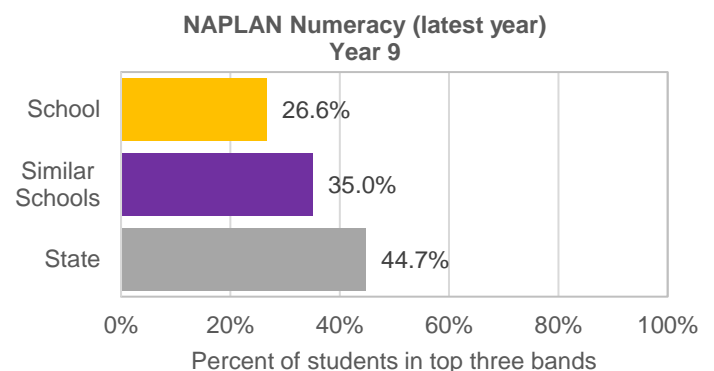
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.4%	37.0%
Similar Schools average:	39.7%	44.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.6%	29.7%
Similar Schools average:	35.0%	34.7%
State average:	44.7%	45.6%



LEARNING (continued)

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

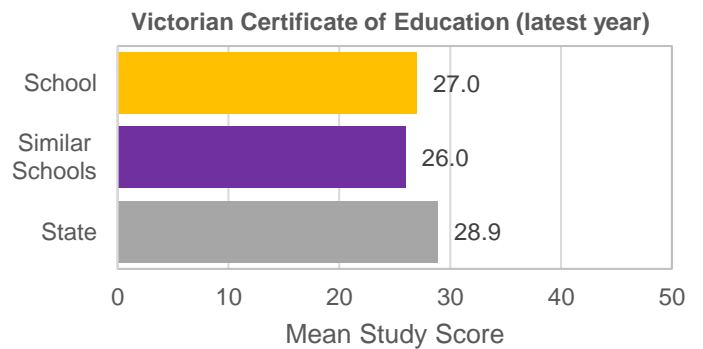
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	27.0	27.5
Similar Schools average:	26.0	26.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

26%

VET units of competence satisfactorily completed in 2022:

82%

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

82%

WELLBEING

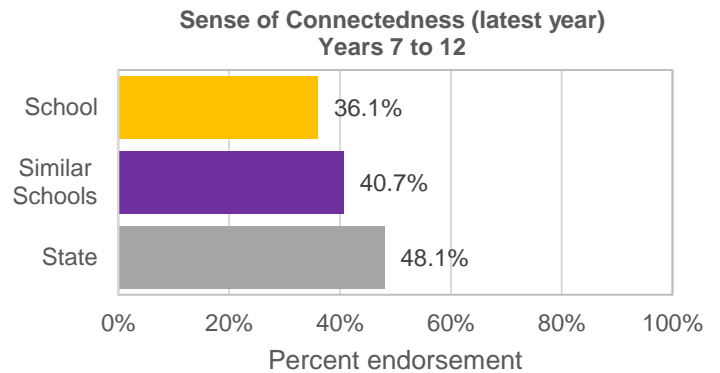
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	36.1%	39.8%
Similar Schools average:	40.7%	46.7%
State average:	48.1%	52.5%

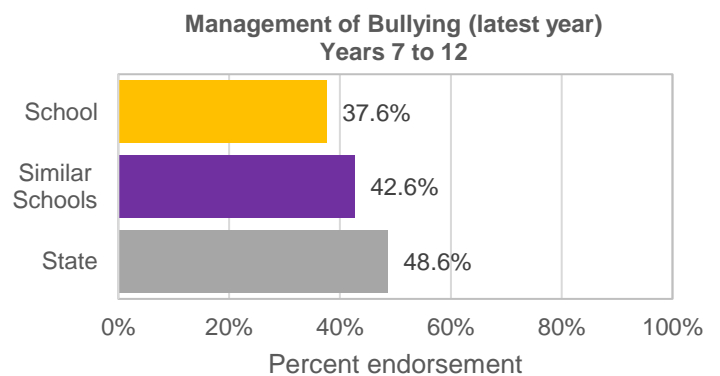


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.6%	43.2%
Similar Schools average:	42.6%	49.2%
State average:	48.6%	54.0%



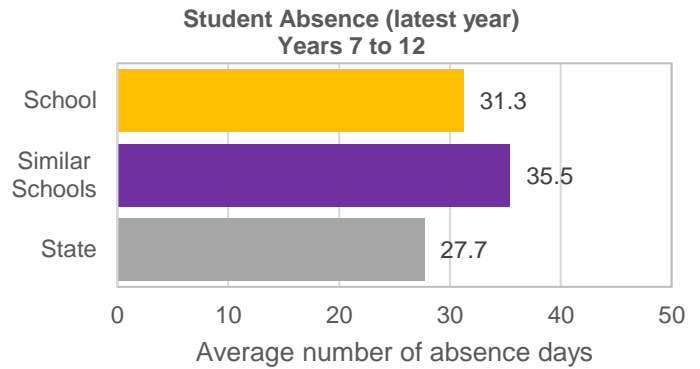
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	31.3	23.6
Similar Schools average:	35.5	29.1
State average:	27.7	21.8



Attendance Rate (latest year)

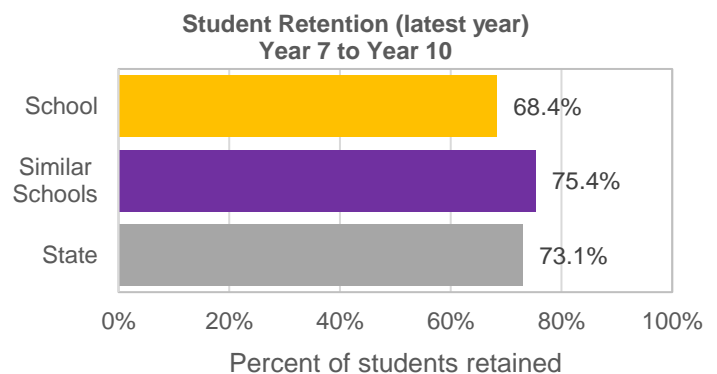
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	84%	82%	83%	84%	88%	88%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	68.4%	72.4%
Similar Schools average:	75.4%	75.7%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

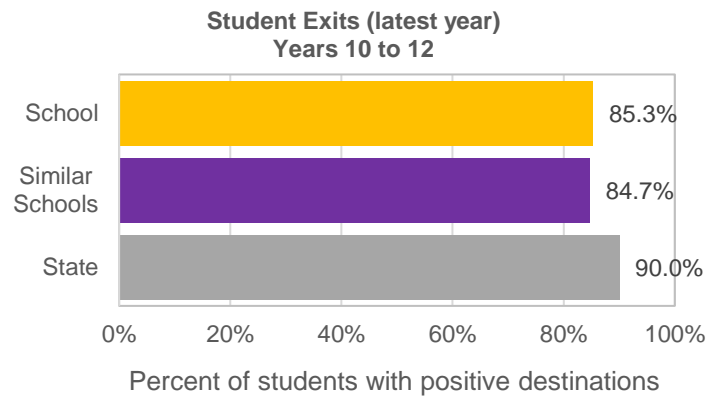
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	85.3%	84.2%
Similar Schools average:	84.7%	83.4%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,279,138
Government Provided DET Grants	\$1,227,066
Government Grants Commonwealth	\$3,140
Government Grants State	\$53,422
Revenue Other	\$61,678
Locally Raised Funds	\$645,673
Capital Grants	\$0
Total Operating Revenue	\$9,270,118

Equity ¹	Actual
Equity (Social Disadvantage)	\$582,264
Equity (Catch Up)	\$58,075
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$640,339

Expenditure	Actual
Student Resource Package ²	\$7,295,982
Adjustments	(\$74,192)
Books & Publications	\$11,611
Camps/Excursions/Activities	\$225,307
Communication Costs	\$42,571
Consumables	\$184,154
Miscellaneous Expense ³	\$48,180
Professional Development	\$38,138
Equipment/Maintenance/Hire	\$184,493
Property Services	\$299,308
Salaries & Allowances ⁴	\$348,789
Support Services	\$354,030
Trading & Fundraising	\$143,826
Motor Vehicle Expenses	\$329
Travel & Subsistence	\$613
Utilities	\$70,932
Total Operating Expenditure	\$9,174,071
Net Operating Surplus/-Deficit	\$96,047
Asset Acquisitions	\$55,759

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,325,113
Official Account	\$105,091
Other Accounts	\$0
Total Funds Available	\$1,430,204

Financial Commitments	Actual
Operating Reserve	\$299,973
Other Recurrent Expenditure	\$20,001
Provision Accounts	\$12,651
Funds Received in Advance	\$132,196
School Based Programs	\$113,227
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,147
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$188,000
Maintenance - Buildings/Grounds < 12 months	\$19,500
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$987,694

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