

2022 Annual Report to the School Community

School Name: Murtoa College (1549)



- 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 08 May 2023 at 06:18 PM by Bec Carter (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 24 May 2023 at 09:53 AM by Paul Gardy (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 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

Situated approximately 300 kilometres north-west of Melbourne and 30 kilometres east of Horsham, Murtoa College is a Foundation to Year 12 School with 275 students in 2022.

The College's mission is to inspire young minds to grow into lifelong learners. Accordingly, the College vision for learning is for students to develop skills that enable them to succeed in everyday life and pursue their aspirations and passions. Committed to the values of: Respect, Enthusiasm, Honest, Responsibility, Cooperation, Courtesy, Caring, Friendliness, Excellence and Commitment; the College aims to nurture every student to become a respectful, compassionate and tolerant citizen whom is ready to contribute to their local and broader community.

The key objectives at Murtoa College are:

- To improve the learning growth of all students in all areas.
- To ensure all students are motivated in their learning and that they have a strong sense of belonging and connectedness to the college and their peers.
- To maintain a safe and respectful environment for the whole college community.

In 2022, the College employed 27.7 EFT Teaching staff plus 12.6 EFT Education Support staff. Within this figure, there are a large number of part timers. There are no staff with Aboriginal and Torres Strait Islander cultural heritage.

Over the last decade, the enrolment numbers have been relatively stable, varying between 260 and 280 students. As well as drawing students from the local area, in 2022 Murtoa also has 55 students who pay to travel by bus each day from Horsham. Thus the school services a wide area that ranges east to west from Horsham to Rupanyup (45 kilometres) and north to south from Minyip to Glenorchy (about 50 kilometres).

Our local feeder primary schools are Minyip Primary School, Rupanyup Primary School and Our Lady Help of Christians School. Students from Horsham come from all the primary schools in Horsham. About 80% of students travel to school by bus from the surrounding farming areas and towns, including Horsham.

In 2022, the College had no students with a language background other than English (EAL) however within our College community there are two families with parents born in a non-English speaking country.

Murtoa serves a generally low to mid socio-economic status community. In 2022, our SFOE was 0.5203 and we experienced around 50 families qualifying for government benefits. A large percentage of our students live within a two-parent family unit.

In 2022, Murtoa College ran five combined classes in Years F-6 area with a total of 88 students. There were two classes at each year level in years 7-10 with a secondary school population of 187 students. Classes at Year 11 and 12 had small numbers in all subject areas.

In the Year 7-12 secondary years, the college offered a diverse program and a comprehensive Year 11 and 12 program including VCE, VCAL and VET. In Years 9 and 10, students were offered greater choice through an 'elective' program. In the junior secondary years of Year 7 and 8, students study English, Maths, Science, Humanities, Languages (German), Health and Physical Education, Home Economics, Art, Visual Communication, Textiles, Digital and Design Technologies (Wood). In these Middle Years students must all complete 'core' subjects of Maths, English, Science, Humanities and Positive Education (Social and Emotional Learning) whilst all other subjects are chosen from a comprehensive elective program that follows the Victorian curriculum.

Instrumental music lessons are available for students in Years 5-12. In the primary Foundation - Year 6 years, the specialist subjects of Science, Art, Languages (German) and Physical Education are delivered using specialist subjects teachers whilst all other Victorian Curriculum domains in the F-6 area of the college are covered by our specialised team of Primary teachers. In 2022, the College continued to provide a variety of extra support programs across the college. These included the Tutor program, MYLNS, CAFÉ reading, Maths Tribes, Hands on Learning and Early Years literacy Intervention. Additionally, the College offered enrichment programs such as sport, camps, and educational excursions to expand its comprehensive learning program. In 2022, Murtoa College had no international students and therefore offered no programs in this area.

Progress towards strategic goals, student outcomes and student engagement

Learning

To improve learning growth of all students in all areas, Murtoa College teachers focus on pedagogical approaches that are evidence based and shown through research to have the greatest impact on student learning. This underpins the College focus on maintaining teacher quality by using the Murtoa College Instructional Model.

Murtoa College also recognises the importance of enabling staff to collaborate and share their practice with others. In doing so, the College have developed a rigorous Professional Learning Community (PLC) to allow staff to support one another and build their individual and combined teaching capacity so that all students benefit from each teacher's improved pedagogical praxis. When implementing the VCAA Victorian Curriculum (including VCE, VCAL and VET studies), Murtoa College staff prioritise the strategic use of data to inform their teaching and assessment practices. In doing so, teachers shared best practice pedagogies, observed and reflected on their delivery modes, teaching practices, assessment protocols. Here, coaching and mentoring each other and ensuring professional development was targeted to the needs of the individual, team and the whole college staff was key.

In 2022, Murtoa College students demonstrated positive achievement and learning growth despite the challenges previously unleashed by remote learning and the pandemic Covid 19. The College also continued to perform well in NAPLAN reading assessment. Four Year trend data of students in Grade 3,5,7 and 9 revealed our students continued to rank above similar schools across their Year level average. Our Year 3 writing NAPLAN data was particularly pleasing with the percentage of students in the top three bands above similar schools and the state average. Numeracy results also continued to be pleasing, particularly at Year 9 which demonstrated above similar school and state comparisons. However, there continues to be a need for more work to support Numeracy for our students in Grade 3 and 5.

In saying so, however, College trend data also demonstrates that the College's teaching program also enables many students to catch up, and often exceed state averages by the time students are assessed in Year 9. In the past year, teachers have continued to use a range of assessment and diagnostic tools to help us accurately diagnose each student's learning point of need. In this regard, the College's determination to address the impact of disruptions caused by 2020-21 has led to College teachers using a range of diagnostic tools to "recalibrate" their teaching and learning plans. Unfortunately, learning gain analysis are not available for us to learn whether the College's pedagogical and assessment practices are enabling student learning growth. However, indicative student levels would appear to confirm our locally gathered data insofar as many students appear to be demonstrating expected levels of growth.

As always, there remains further opportunities for improved practices. These include ensuring College staff have access to support strategies such as partaking in ongoing regular data analysis sessions with their colleagues to improve each teacher's understanding of each student's level of achievement. This will allow staff to further improve their capacity to deliver content and skills targeted at the wide range of abilities held by students in their classes.

Additionally, our College Learning Areas will continue to focus on the concept of "essential learning"; that is, placing greater importance on fundamental elements of the curriculum such as reading comprehension in English, and number skills in Numeracy, to more efficiently target learning deficiencies that may have developed over the previous pandemic affected years. In this regard, staff will administer PAT English and Maths tests at regular intervals and analyse the gains demonstrated by students to monitor the effectiveness of their teaching programs.

The College continued to develop the capacity of the staff to provide extra support for students with lower levels of learning growth. This was achieved via programs such as CAFÉ reading, early years literacy intervention such as Maths Tribes, MYLNS and the Department's Tutoring Initiative which helped a large proportion of our student cohort to progress further in their learning than they would have without this program. However, further analysis of student data has identified that Murtoa College staff need greater support to stretch those with higher levels of achievement. In future, it is envisaged that this support will be provided within Learning Areas and other focused Teaching and Learning meetings.

In 2022, the College's median study score dropped to 24, and was compromised by some students choosing not to complete their final examination despite being enrolled to do so. In the Senior Years, the College focus on improving teacher collaboration both internally and with our network of schools continued, as did our focus on analysing data to inform VCE specific teaching practices. Both efforts were enhanced by forming small school partnerships in the Wimmera South West region.

Murtoa College has always aimed to provide genuine pathways for all students in the final years of their schooling. In 2022, the College achieved this goal by successfully providing multiple pathways and opportunities for our students to enter their chosen post-secondary career. Furthermore, the College had 100% of students who were enrolled in VCE successfully complete their certificate

and 98% of VET units of competence successfully completed; thus demonstrating the success of our College's efforts to ensure not only that our senior students finish their schooling, but also do so with a nationally recognised certificate.

Wellbeing

The Student Family Occupation and Education (SFOE) index of the Murtoa College community has again remained in lower than state averages with an SFOE of 0.5076, which is lower than previous years. There continues to be a strong need for Murtoa College to provide a range of wellbeing supports to assist our students to learn, grow, be happy and healthy.

Within the broader community, Murtoa College has a reputation for providing an excellent wellbeing program that supports all students. As a result, we continue to have many students attending the College from the Horsham area, have maintained excellent links with our feeder kindergarten and continue to have an extensive transition process for Foundation and Year 7 students.

In 2022, Murtoa College continued to provide a positive climate for learning by supporting the health and wellbeing of students. This included developing a more coordinated approach to student welfare by creating the Student Wellbeing, Integration and Management (SWIM) team. This team worked to ensure all students at risk received Individual Education Plans (IEPs) wherein students and families formed an integral part of the process. In this regard, Classroom teachers contributed to the formulation of literacy and numeracy goals for these students, made adjustments to support learning growth and ensured the overall needs of each student were met. This team also coordinated external supports such as counselling wherein the College provided a counsellor one day per week to support students in 2022. Other external providers such as Grampians Community Health were also engaged to provide further counselling supports for our students.

Student survey data demonstrated that Murtoa College continues to mirror similar schools and state trends with regard to Wellbeing. However, it also revealed the College needs to do more work in the area of building a sense of connectedness – particularly in Years 4-6. Additionally, we are hopeful that our Dogs Connect program which has supplied us with Rosie the Wellbeing dog will support students in all year levels to feel safe, valued and connected to the College and that our provision of the onsite Out of School Hours Care (OSHC) program will both foster new relationships with students and families, and more broadly assist our efforts to build connectedness.

Pleasingly, Murtoa College's management of bullying in Years 4-6 and Years 7-12 was above the State in 2022, albeit consistent with our trend data. This was facilitated by our highly organised wellbeing team of Year Level Coordinators and Classroom teachers whose high quality pastoral care facilitated the management of student conflict. To support students' wellbeing and develop their social and emotional learning further, Murtoa College conducted 'Positive Education' within the Year 9/10 core curriculum and used Positive Education enhanced curriculum resources for F-12 teachers. This allowed the College to deliver explicit curriculum, where students were taught the key concepts of wellbeing so they can live healthy and fulfilling lives.

In 2022, the College continued to invest in further training and professional development from Berry Street. In this regard, to support student wellbeing, a whole school focus on developing student character strengths was a focus. These character strengths are the positive human qualities that serve as pathways for living a good life and support student efforts to nurture particular strengths and build self-awareness.

It is within the College Wellbeing portfolio area that the College's school values are used to underpin everything the College does to create a safe learning environment. In 2022, Student led assemblies also enabled a unique opportunity to reflect, discover and apply the College's ten values Respect, Enthusiasm, Honesty, Responsibility, Cooperation, Courtesy, Caring, Friendliness, Excellence and Commitment. In this regard, students who demonstrated our school values continued to receive recognition on a regular basis at school assemblies, whilst these occasions also enabled our student leaders to demonstrate their authentic leadership and voice.

Engagement

Murtoa College prides itself on being a safe, supportive and welcoming school community that provides a variety of programs and supports to engage students in learning. In 2022, the student engagement data of all F-12 students clearly indicated that we

continue to do well in this area. This is particularly pleasing considering the impact of Covid-19 pandemic and rural isolation disadvantage factors experienced by our community. Student absenteeism continued to be priority area of work for the College with individual students and their families. In this regard, Murtoa College continued to record higher than state averages in Years F-6 and Years 7-12 absence data, clearly indicating more work needs to be done in this area as does work in retaining students in the secondary years beyond Year 9.

To turn both trends around, in 2022 the College continued to deliver a range of student engagement programs to help students who may be struggling socially and academically improve their connectedness to school:

- Dedicated Wellbeing Coordinator and daily follow up of students who are absent.
- Private counselling provided on site by the college.
- Local intervention strategies, including individual education/student support plans (SSPs).
- Continuation of the Alternative Learning Programs, such as Hands on Learning for identified at risk students.
- Intervention programs such as Tutoring, CAFÉ reading, Quick Smart and early years literacy intervention.
- Provision of work experience, exposure to various careers and tertiary learning institutions, and targeted pathways advice for students going into the secondary years.
- Maintaining a breadth of senior VCE and VET subjects, often delivered in small classes that provide for close individual student attention.
- In 2022, the College maintained its awareness of the need to bolster the College's connectedness and engagement with parents, guardians, carers and community as the College alone cannot influence student attendance rates but rather must work in partnership with the College community in the student engagement area and when implementing school wide engagement and wellbeing programs such as the Berry Streed Education Model.
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In this regard, in 2022 Murtoa College hoped to strengthen its whole-school approach to student engagement by building consistency and predictability across all classrooms throughout the school. As a result, staff focused on the following areas of BSEM to support students:

- Stamina - Creating a culture of academic persistence by nurturing resilience, emotional intelligence and agrowth mindset.
- Character - Harnessing a values and character strengths approach for learning and future pathways.
- Engagement - Motivating students with strategies that increase their willingness to learn.

Financial performance

In 2022, Murtoa College reports an operating deficit of \$69,014.

Landscaping works continued throughout the year and the shade sail project (*State Government Grant*) was completed, with a new shade sail covered area outside the stadium and another alongside the F-6 native garden area.

Additional works were carried out to remove the wind turbine, due to its age and increasing maintenance costs.

Murtoa College received an Active Schools grant which enabled a partnership with Wimmera Sports Assembly to run an Active Schools Program in 2022. The remainder of the funds will be expended in 2023 (with an additional 2023 Active Schools grant) across infrastructure and extracurricular activities to help Murtoa College implement sustainable physical activity opportunities for our students.

Technology upgrades included installation of a new server, purchase of two large Smart TV's, 9 new desktop computers and 6 iPads.

The Horsham to Murtoa School Bus contract was renewed in 2022 for a period of 5 years. In 2022, the cost of the contract negotiated with the former Principal (Mr Tony Goodwin) "increased by an extra \$20,000 (plus GST) per year for the next five years, due to the replacements of the new replacement bus and the extra fuel and maintenance costs". For this reason, the "mutual commitment to extend the contract for a minimum five year period to support this financial outlay" was entered into by Mr Goodwin on January 4th 2022. On top of this additional outlay is also layered the previous arrangement of "an annual increases of 3%, amounting to \$109,724.16"; up from \$93,530.88 (plus GST) in 2021.

A new photocopier lease agreement was also entered into for a period of 60 months.

For more detailed information regarding our school please visit our website at
<https://www.murtoasc.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 272 students were enrolled at this school in 2022, 124 female and 148 male.

NDP percent of students had English as an additional language and 5 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).

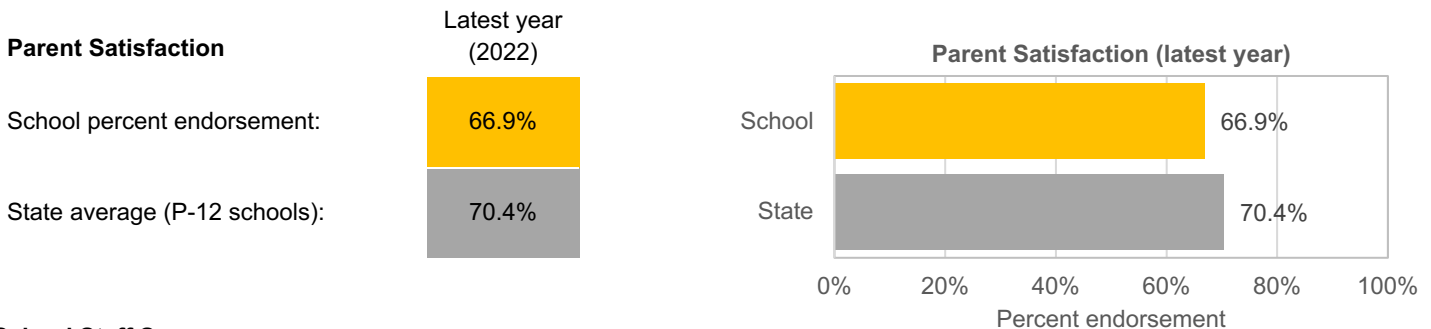
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

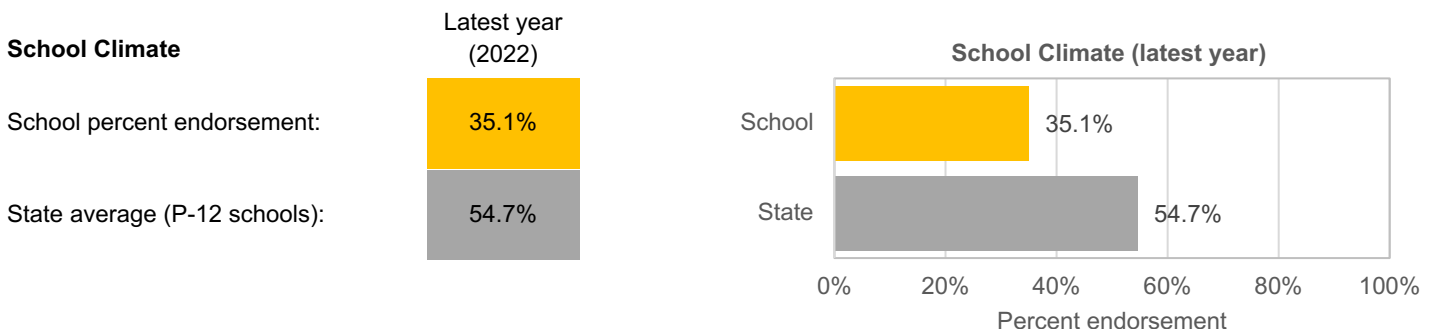


School Staff Survey

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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

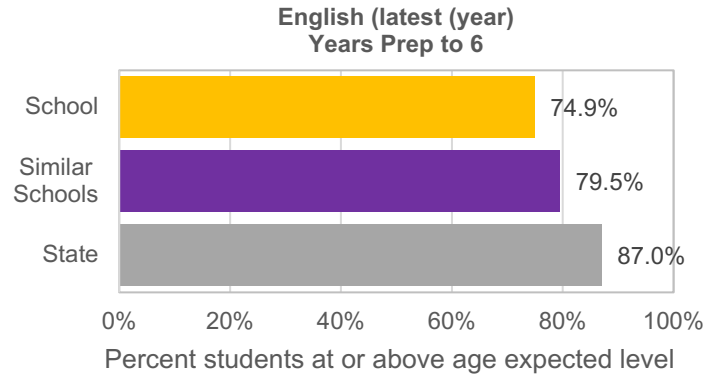
74.9%

Similar Schools average:

79.5%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

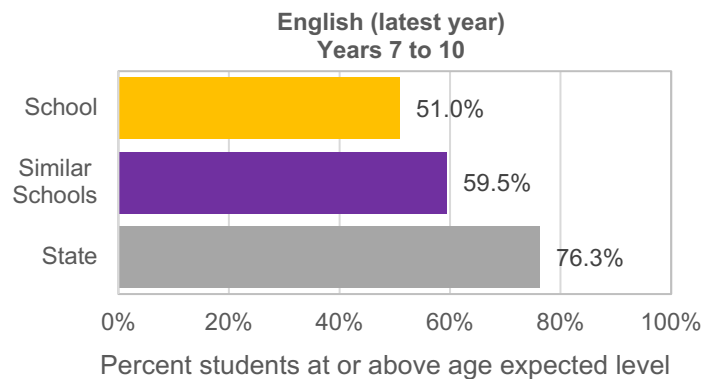
51.0%

Similar Schools average:

59.5%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

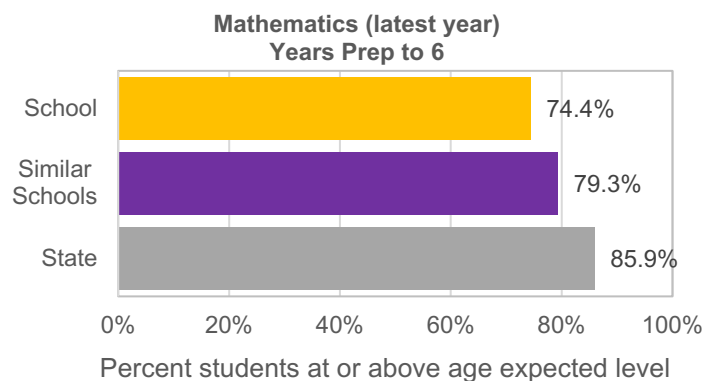
74.4%

Similar Schools average:

79.3%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

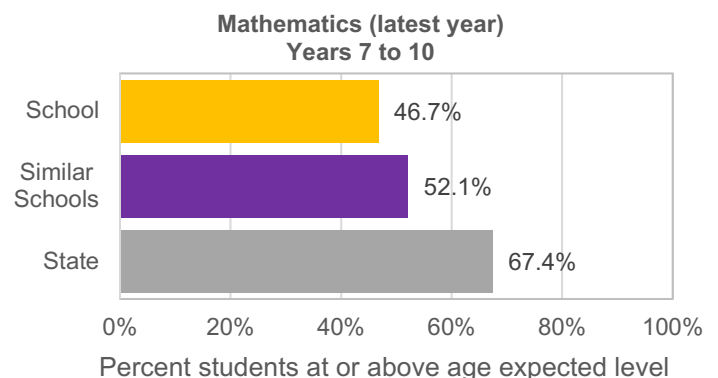
46.7%

Similar Schools average:

52.1%

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.

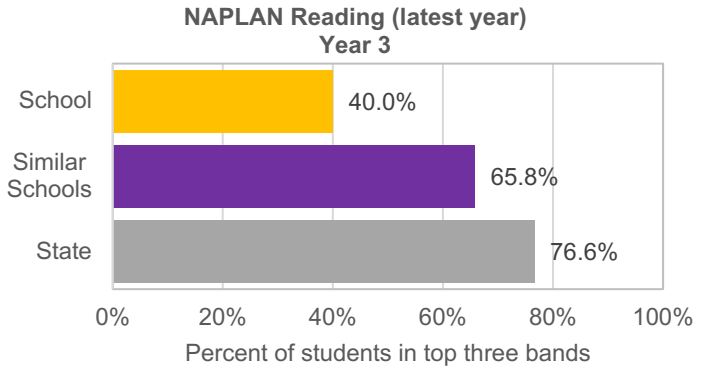
NAPLAN

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.

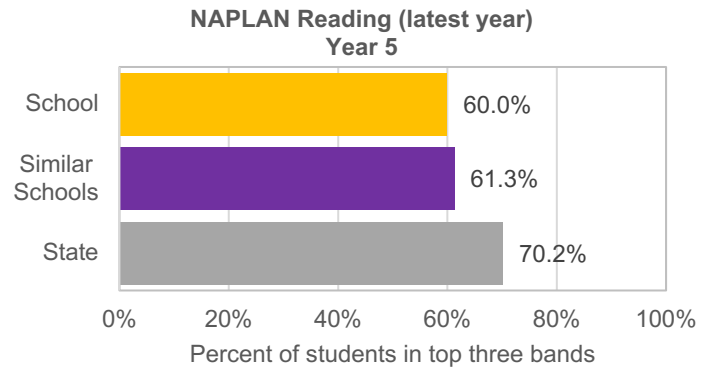
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	64.5%
Similar Schools average:	65.8%	66.4%
State average:	76.6%	76.6%



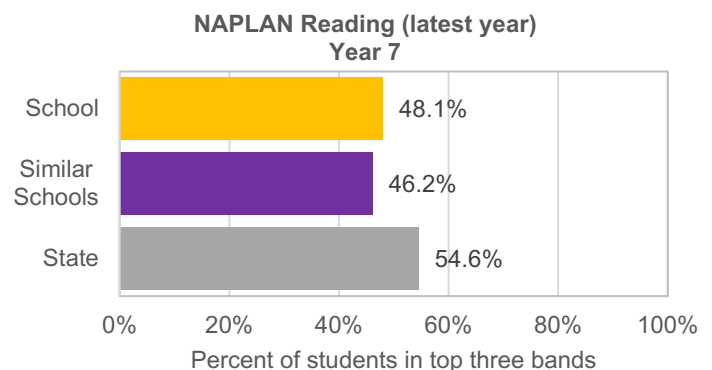
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	61.3%
Similar Schools average:	61.3%	62.3%
State average:	70.2%	69.5%



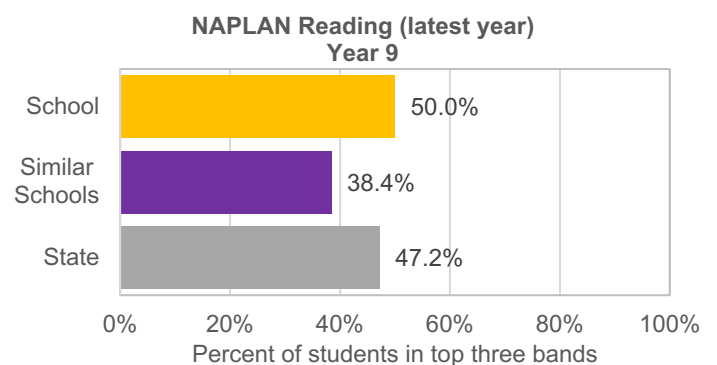
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.1%	52.4%
Similar Schools average:	46.2%	46.6%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	55.2%
Similar Schools average:	38.4%	39.0%
State average:	47.2%	46.0%



LEARNING (continued)

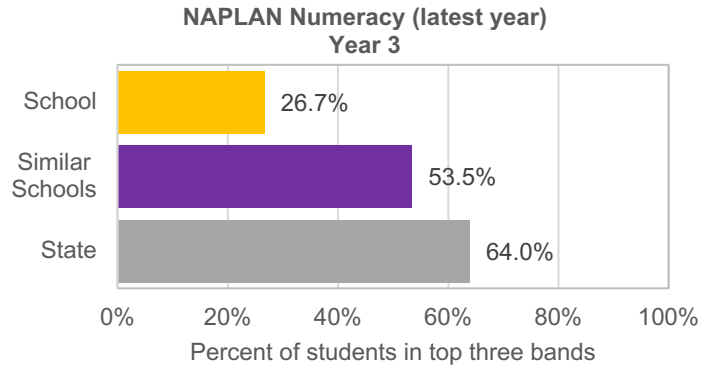
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

**Numeracy
Year 3**

School percent of students in top three bands:

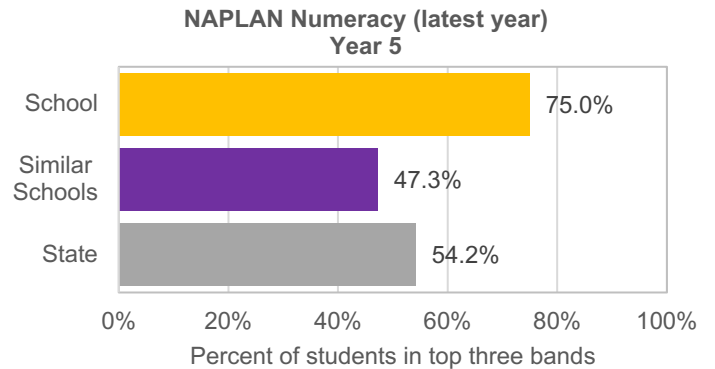
	Latest year (2022)	4-year average
School percent of students in top three bands:	26.7%	45.2%
Similar Schools average:	53.5%	57.9%
State average:	64.0%	66.6%



**Numeracy
Year 5**

School percent of students in top three bands:

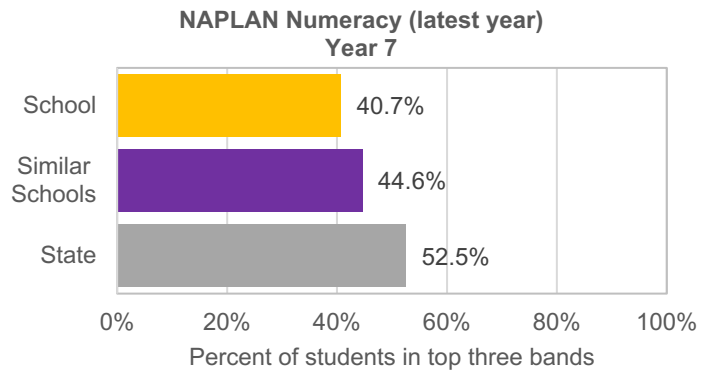
	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	44.8%
Similar Schools average:	47.3%	52.8%
State average:	54.2%	58.8%



**Numeracy
Year 7**

School percent of students in top three bands:

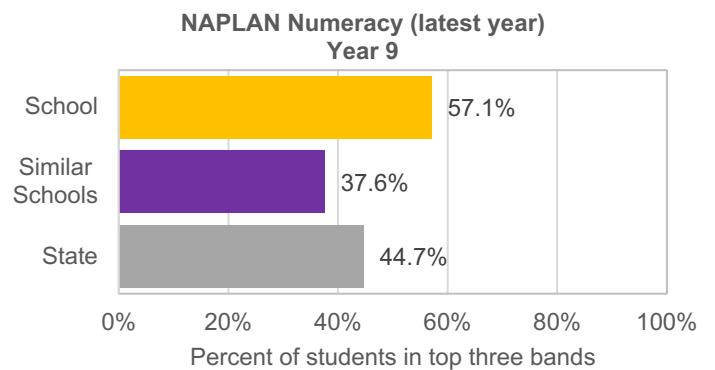
	Latest year (2022)	4-year average
School percent of students in top three bands:	40.7%	56.3%
Similar Schools average:	44.6%	48.0%
State average:	52.5%	54.8%



**Numeracy
Year 9**

School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	52.9%
Similar Schools average:	37.6%	40.3%
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.*

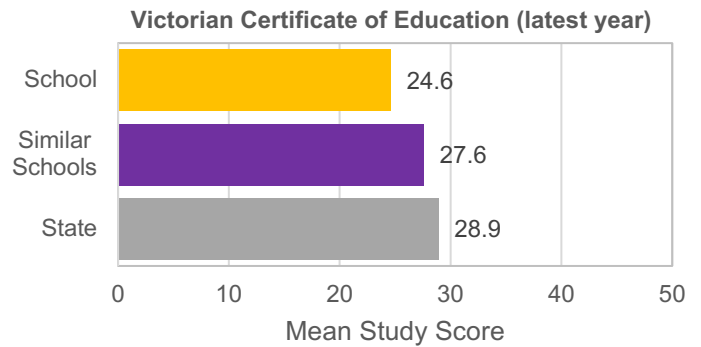
Victorian Certificate of Education (VCE)

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	24.6	26.4
Similar Schools average:	27.6	27.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

94%

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

14%

VET units of competence satisfactorily completed in 2022:

96%

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

35%

WELLBEING

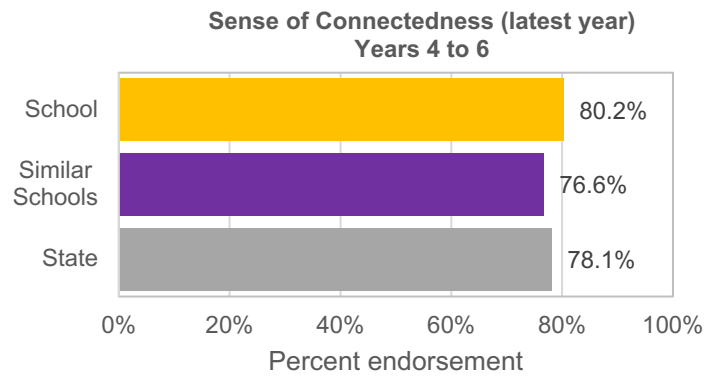
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

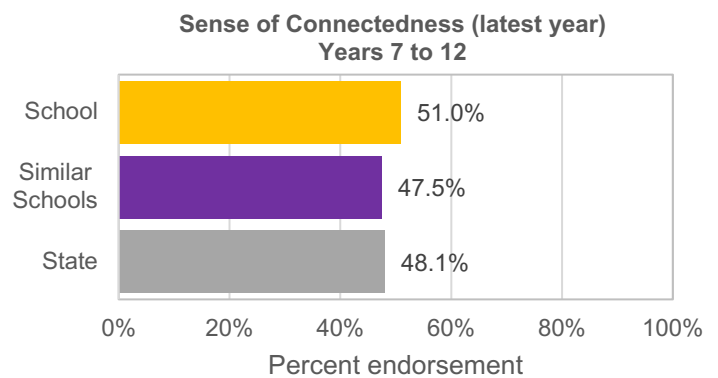
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.2%	73.4%
Similar Schools average:	76.6%	78.5%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	51.0%	55.9%
Similar Schools average:	47.5%	50.4%
State average:	48.1%	52.5%



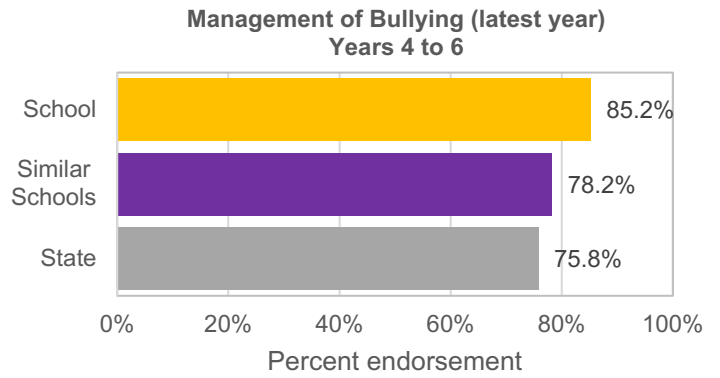
WELLBEING (continued)

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).

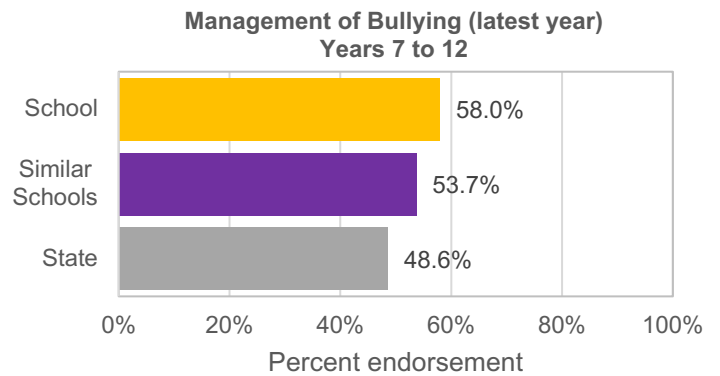
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	85.2%	77.8%
Similar Schools average:	78.2%	79.9%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	58.0%	61.8%
Similar Schools average:	53.7%	57.1%
State average:	48.6%	54.0%



ENGAGEMENT

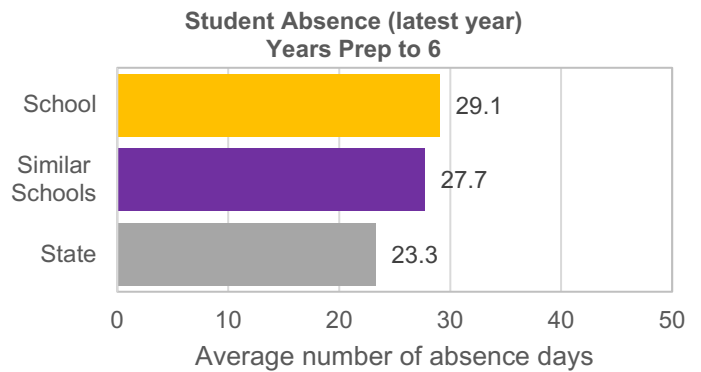
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

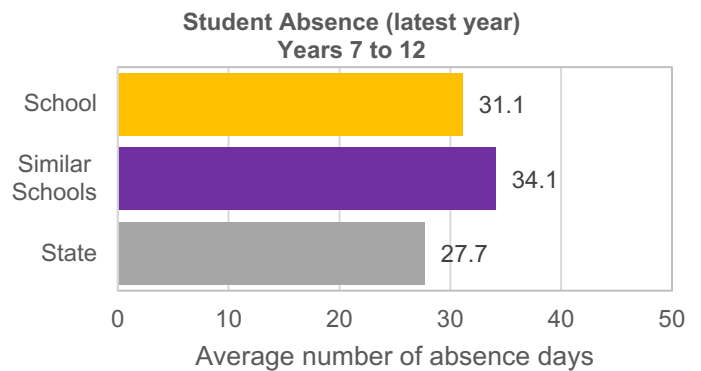
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.1	20.3
Similar Schools average:	27.7	20.5
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	31.1	26.4
Similar Schools average:	34.1	26.8
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	83%	85%	85%	92%	87%	81%	83%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	83%	83%	87%	87%	81%	84%

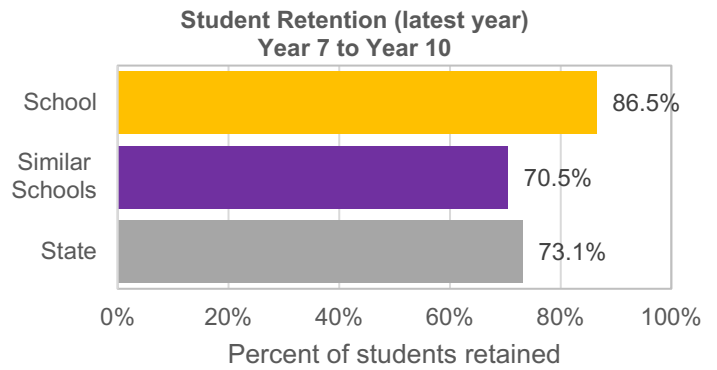
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	86.5%	78.2%
Similar Schools average:	70.5%	70.6%
State average:	73.1%	73.0%



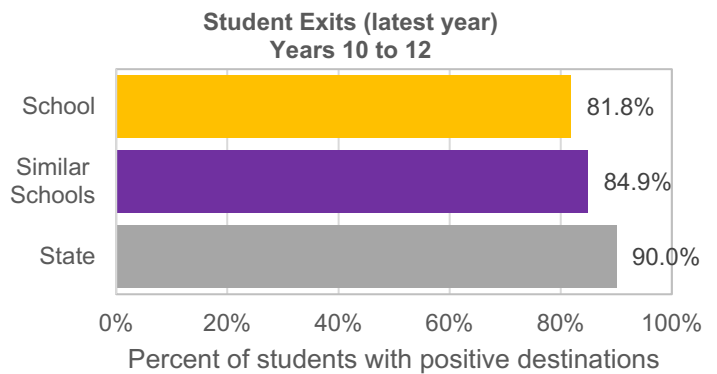
Students exiting to further studies or full-time employment

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:	81.8%	86.2%
Similar Schools average:	84.9%	85.8%
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	\$4,434,809
Government Provided DET Grants	\$854,069
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$56,328
Locally Raised Funds	\$196,267
Capital Grants	\$0
Total Operating Revenue	\$5,551,274

Equity ¹	Actual
Equity (Social Disadvantage)	\$365,861
Equity (Catch Up)	\$9,542
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$375,403

Expenditure	Actual
Student Resource Package ²	\$4,549,934
Adjustments	\$0
Books & Publications	\$5,470
Camps/Excursions/Activities	\$109,320
Communication Costs	\$8,070
Consumables	\$162,553
Miscellaneous Expense ³	\$16,032
Professional Development	\$29,393
Equipment/Maintenance/Hire	\$136,640
Property Services	\$205,217
Salaries & Allowances ⁴	\$64,980
Support Services	\$91,299
Trading & Fundraising	\$208,090
Motor Vehicle Expenses	\$6,430
Travel & Subsistence	\$825
Utilities	\$26,036
Total Operating Expenditure	\$5,620,288
Net Operating Surplus/-Deficit	(\$69,014)
Asset Acquisitions	\$108,518

- (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	\$856,890
Official Account	\$22,093
Other Accounts	\$0
Total Funds Available	\$878,983

Financial Commitments	Actual
Operating Reserve	\$163,189
Other Recurrent Expenditure	\$2,328
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,000
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$591,466
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$878,983

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.