

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 09:10 PM by Bec Carter (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 30 April 2024 at 09:53 PM 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 Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

Situated approximately 300 kilometres north-west of Melbourne and 30 kilometres east of Horsham, Murtoa College is a Foundation to Year 12 School with 249 students. Our local feeder primary schools include Minyip Primary School, Rupanyup Primary School, and Our Lady Help of Christians School in Murtoa. Students from Horsham come from all the primary schools in Horsham. In 2023, our SFOE was 0.5076, meaning Murtoa College serves a generally low to mid socio-economic status community. Over the last decade, the enrolment numbers have been relatively stable, varying between 240 and 280 students.

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 Community, Inclusion, Respect, and Integrity, the College aims to nurture every student to become a respectful, compassionate and tolerant citizen who 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.
- Ensure all students are motivated in their learning.
- Ensure all students develop a strong sense of belonging and connectedness to the college and their peers.
- Maintain a safe and respectful environment for the whole college community.

In addition to drawing students from the local area, approximately 60% of Murtoa College students travel by bus to school each day from surrounding areas that range east to west from Horsham to Rupanyup (45 kilometres) and north to south from Minyip to Glenorchy (approximately 50 kilometres). In addition to the 50 students from Horsham who travel to the College by bus, students from the following communities and their surrounds also attended the College in 2023: Minyip (33), Lubeck (8), Lallat Plains (30), Kewell-Jung (12) and Jackson Siding (16). In 2023, students attended the College from 3 families whose first language is not English. Moreover, five percent of the student body at Murtoa College have Aboriginal and Torres Strait Islander heritage.

In 2023, the College employed 28 EFT Teaching staff and 18 EFT Education Support staff. Within this figure, there exists a large number of part timers. The College employed one staff member with Aboriginal and Torres Strait Islander cultural heritage.

Murtoa College ran five combined classes in Years F-6 in 2023, with a total of 77 primary students. There was one class of Year 7, and two classes at each year level in years 7-10 with a secondary school population of 171.4 students. Classes at Year 11 and 12 had small numbers in all subject areas.

In the senior secondary years (Years 10-12), the College offered a diverse program and a comprehensive Year 11 and 12 program including Victorian Certificate of Education (VCE), VCE-Vocational Major, and Victorian Pathways Certificate (VPC). In Years 9 and 10, students were offered a core and elective subjects in their program. In the Junior secondary years (Year 7 and 8), students studied English, Maths, Science, Humanities, Languages (German), Health and Physical Education, Food Technology, Art, Visual Communication, Textiles, Digital and Design Technologies (Wood). In the Middle Years (Year 9 and 10), students completed 'core' subjects of Maths, English, Science, Humanities and Positive Education (Social and Emotional Learning) whilst all other subjects were chosen from a comprehensive elective program that follows the Victorian curriculum.

Instrumental music lessons were made available for students in Years 5-12, and a general music program was introduced for all primary students in Term 4 2023. In the primary years (Foundation - Year 6), the specialist subjects of Science, Art, Languages (German) and Physical Education were delivered using specialist subject teachers whilst all other Victorian Curriculum domains in the F-6 area of the college were covered by our specialised team of Primary teachers.

In 2023, the College continued to provide a variety of extra learning supports to students across the college. These included personalised Literacy and Numeracy support programs across F-10, Hands on Learning and Early Years speech/reading/writing Literacy Intervention programs. The College also offered enrichment programs including Sport, Camps, and Educational excursions to expand its comprehensive learning program. In 2023, Murtoa College had no international students and therefore offered no programs in this area.

Progress towards strategic goals, student outcomes and student engagement

Learning

Murtoa College teachers concentrate on evidence-based pedagogical approaches to enhance learning growth in all students across all areas. These approaches, proven through research to significantly impact student learning, underpin the College's focus on maintaining teacher quality using the Murtoa College Instructional Model. We recognise the importance of allowing staff to collaborate and share their practices. As such, the College is developing a rigorous Professional Learning Community (PLC) to support staff efforts to enhance their individual and collective teaching abilities. This ensures that all students benefit from each teacher's improved pedagogical practices. During the implementation of the VCAA Victorian Curriculum (F-10) and VCAA Senior Years Curriculum (VCE, VM, VPC, and VET studies), the strategic use of data to inform teaching and assessment practices is a priority. This involves sharing best teaching strategies, observing, and reflecting on teaching methods and assessment protocols. Moreover, coaching and mentoring each other, and ensuring professional development is tailored to the needs of the individual, team, and the entire college staff, is crucial.

In 2023, Murtoa College students in the primary years demonstrated positive achievement and learning growth in English and Mathematics. The school's percentage of students performing at or above age-expected standards in Prep to Year 6 in Mathematics was higher than similar schools. Year 3 and Year 5 NAPLAN Reading results were particularly impressive, with students performing well above similar schools. In Year 3 Reading, the results were above the State Average, with Numeracy results in this same year equally commendable. Year 5 Numeracy results were on par with similar schools but below state averages. Year 7 and Year 9 NAPLAN results for Reading and Numeracy were more varied, with Year 7 assessments in these areas recording results below similar schools and state averages, whilst Year 9 students demonstrated results above similar schools and equal to State Averages. Overall, these results highlight the need for the College to maintain and enhance our 2023 support initiatives for both Literacy and Numeracy across the primary and secondary years.

Teachers continued to use various assessment and diagnostic tools to pinpoint each student's learning needs accurately by recalibrating teaching and learning plans. However, preliminary learning gain analysis indicates a need to continue our focused emphasis on pedagogical and assessment practices fostering student growth. The College recognises that there are always opportunities for improvement in student learning outcomes for all students, including those who need support and extension. One such opportunity involves providing College staff with support strategies, such as focused meetings, whereby staff can participate in regular student learning growth conversations. These sessions, focused on understanding each student's achievement level, can help teachers better comprehend the range of abilities in their classes. Consequently, this will enable staff to enhance their ability to deliver content and skills more effectively.

Murtoa College consistently strives to create authentic pathways for all students in their final years of schooling. In 2023, the College successfully offered multiple avenues and opportunities for students to pursue their chosen post-secondary career. This was greatly assisted in the latter stages of the year due to Murtoa College commencing a hosting relationship with the Department's Headstart Coordinator for the Wimmera and Central Highlands Region. This proved particularly beneficial to students in years 10-12 considering undertaking a school-based apprenticeship and traineeship (SBAT) program to develop skills, capabilities, and confidence that employers in growth industries need.

In 2023, the College's median study score improved from 24 in 2022 to 27.4. In the Senior Years, the College's focus on improving teacher collaboration both internally and within 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 Southwest. In 2023, 90.0% of students enrolled in VCE successfully completing their VCE certificate, whilst 100% of VET units of competence were successfully completed. This demonstrates the success of the College's commitment to ensuring that our senior students not only complete their schooling but also do so with a nationally recognised certificate.

Wellbeing

In the broader community, Murtoa College is renowned for its excellent wellbeing program that supports all students. Consequently, we continue to attract many students from the Horsham area, maintain strong ties with our feeder kindergarten, and uphold an extensive transition process for Foundation and Year 7 students. In 2023, the SFOE measure of socio-educational disadvantage of Murtoa College (SFOE 0.5076), which is based on educational and employment characteristics of the parents/carers/guardians of students enrolled at the school, was rated as High, meaning Murtoa College has a high level of socio-educational disadvantage. This indicates a continued need for our College to offer a range of wellbeing supports to help our students learn, grow, and maintain their health and happiness.

In 2023, Murtoa College maintained its commitment to creating a positive learning environment, focusing on student health and wellbeing. This goal was pursued by adopting a structured approach to student welfare. School leaders were given more scheduled time to ensure all at-risk students had Individual Education Plans (IEPs), involving in depth consultation with teachers, students and families. The College's application to become a School Wide Positive Behavior School (SWPBS) was accepted, leading to staff members beginning in-depth training with a DET SWPBS Regional Coach. This training is set to continue over the next three years. Additionally, the College commenced groundwork to introduce the Department's Respectful Relationships program in 2024. Murtoa College continued to make a counsellor available to students one day each week, and worked closely with Department Regional Student Support Services to further provide individual support for identified students.

Student survey data indicates that Murtoa College's wellbeing trends are relatively consistent with similar schools and state trends. Pleasingly, our Years 4-6 Sense of Connectedness with School is almost on par with similar schools and the State Average. However, our Student Survey data also highlights there exists a need for us to enhance the sense of connectedness in Years 7-12. Encouragingly, Murtoa College's handling of bullying in Years 4-6 and Years 7-12 continued to surpass the state average in 2023, which is in line with our historical data. However, this data also indicates our management of bullying in Years 7-12 still requires our future focus. We believe our introduction of the Department's School Wide Positive Behaviours Program, the Respectful Relationships Program and rebooting our Peer Support program in 2024 will go some way to addressing these concerns.

In 2023, the College invested significantly in helping our staff (Teaching and Education Support) manage increasingly challenging Student Behaviors experienced at the College, a trend consistent with schools across the nation, state, and region. This included bringing in external Student Behaviour experts to develop staff understanding and capacity to manage students presenting with Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), and Autism, and providing opportunities for our staff to visit and speak to colleagues in Specialist Schools in our Network. Here our aim was to build our staff understanding of the benefits of using a strength based approach toward behavior management that focuses on understanding the context of each student, positive behaviors, developing student self-awareness and equipping students with the skills to recognize and manage their behaviors. Leaders in the college also made a concerted effort to increase face-to-face, personalised communication with families in this area to strengthen and further develop strong supportive partnerships between the College and home.

Engagement

Murtoa College takes pride in being a safe, supportive, and welcoming school community that offers a range of programs and support to engage students in learning. In 2023, our student engagement attendance data for all F-12 students showed that we continue to excel in this area in the Secondary years, recording average school absence days less than similar schools. Engagement figures for the primary years indicate a slightly less positive result compared to similar schools and the state average. Addressing student absenteeism therefore remains a priority for the College, and we will continue to work with individual students and their families to bolster the College's connectedness and engagement with parents, guardians, carers, and community. Finally, in the area of Student Retention, our 2023 data continues to indicate we need to focus on improving our retention of students from Years 7-10. However, we are greatly encouraged by our reported Student Exit data for Years 10-12 which indicates our percentage of students who go on to the positive destinations of further studies or full-time employment continues to outperform both the average for similar schools and the state average.

Financial performance

Murtoa College has reported an operating deficit of \$131,120. The College received an additional Active Schools grant of \$47,000, which funded infrastructure and programs to encourage physical activity among students. This was achieved through a partnership with Wimmera Sports Assembly in terms 3 and 4. The grant was used to develop a 'library' borrowing scheme for sports equipment and to install a goal net behind the senior oval goals. New backpacks were also purchased for the Outdoor Ed - Advance cohort. Prioritising security and safety, the college installed phones in each classroom and upgraded data points across the campus. Funds were allocated to maintain ageing buildings and expansive grounds. School-led capital works were completed throughout the year, with significant focus on the Technology wing. Room 8 was fitted with a kitchen, new student desks, and chairs after replastering and painting. In 2023, grounds maintenance was emphasised, leading to the purchase of a compact tractor and gardening equipment. Murtoa College continues to allocate substantive funds towards student welfare, including providing lunch packs, fresh fruit, vegetables, and wellbeing activities. These activities include Rosie, our Wellbeing dog, and counselling services for students.

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 249 students were enrolled at this school in 2023, 106 female and 143 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.

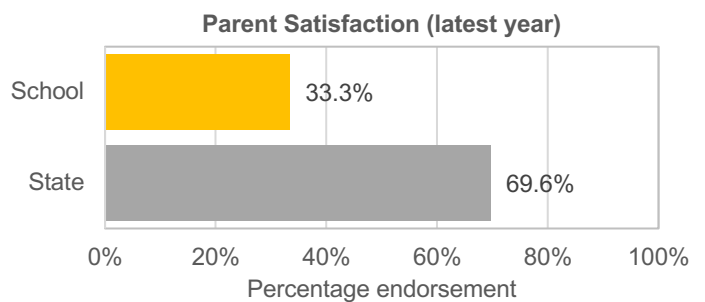
This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	33.3%
State average (P-12 schools):	69.6%



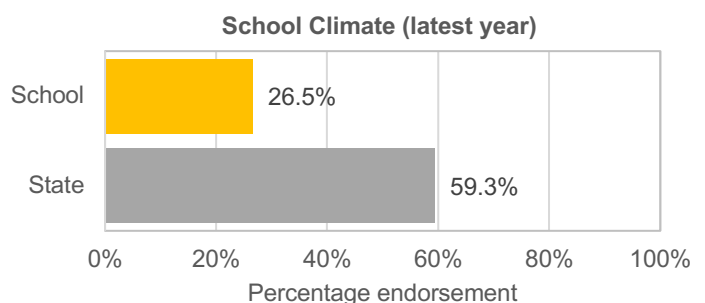
School Staff Survey

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

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

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

School Climate	Latest year (2023)
School percentage endorsement:	26.5%
State average (P-12 schools):	59.3%



LEARNING

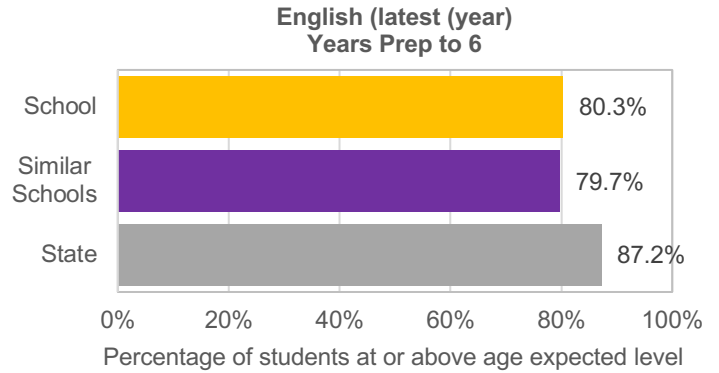
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

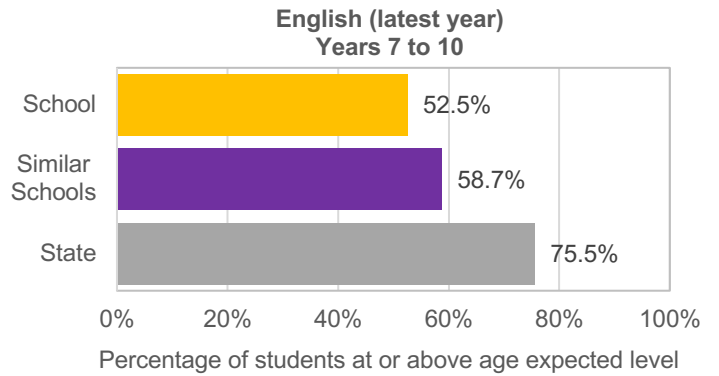
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	80.3%
Similar Schools average:	79.7%
State average:	87.2%



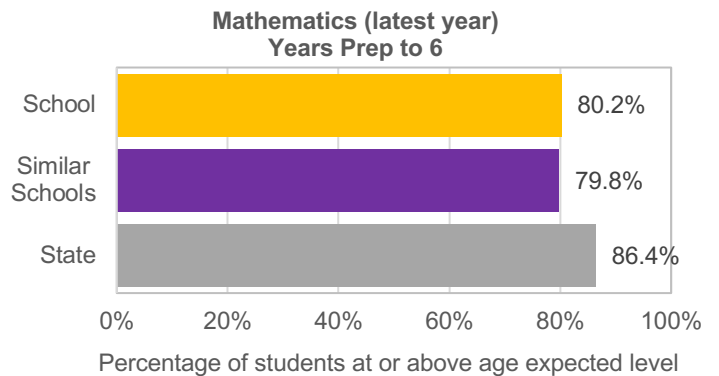
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	52.5%
Similar Schools average:	58.7%
State average:	75.5%



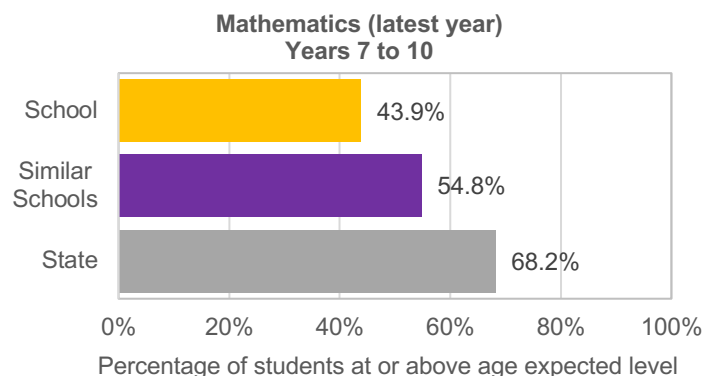
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	80.2%
Similar Schools average:	79.8%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	43.9%
Similar Schools average:	54.8%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

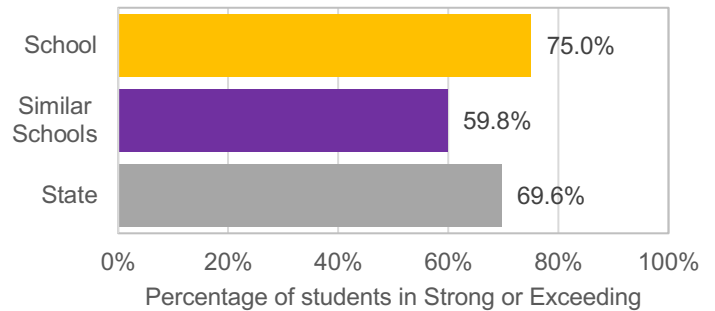
Similar Schools average:

59.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

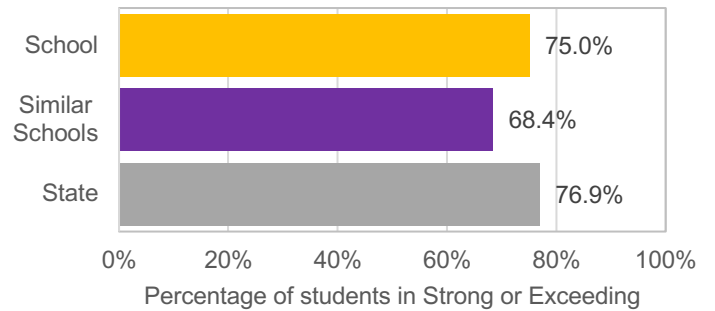
Similar Schools average:

68.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.8%

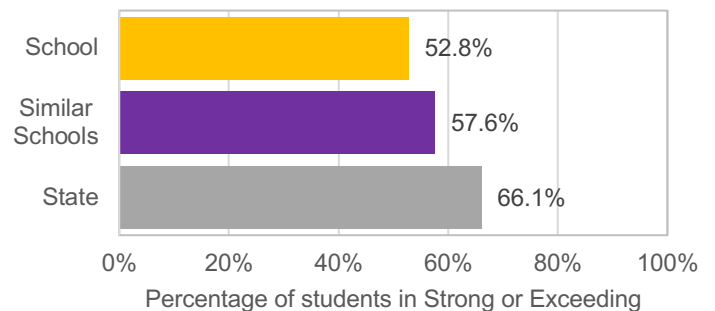
Similar Schools average:

57.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.6%

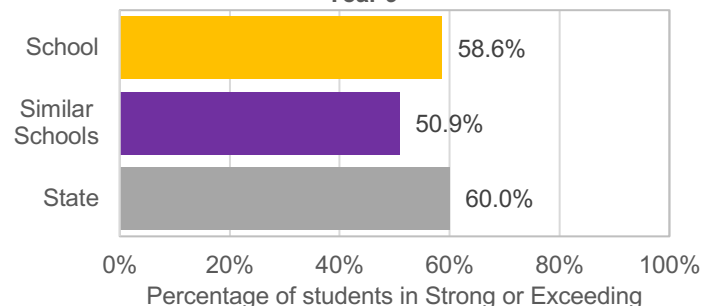
Similar Schools average:

50.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.9%

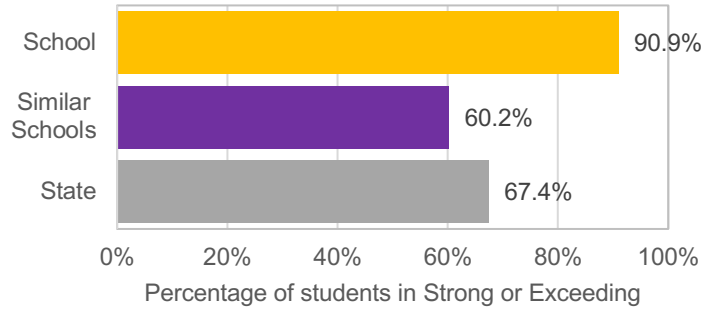
Similar Schools average:

60.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

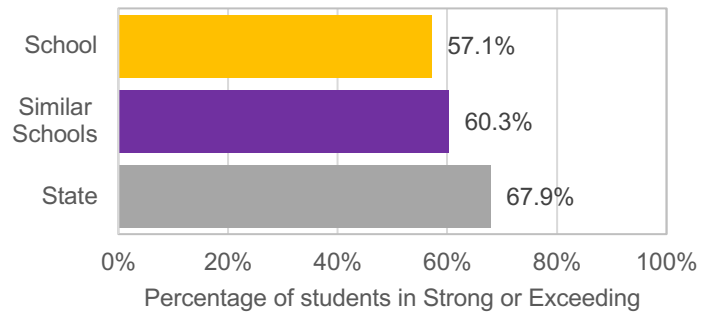
Similar Schools average:

60.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.1%

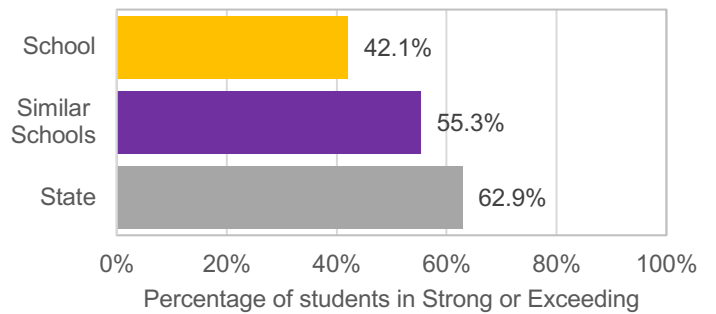
Similar Schools average:

55.3%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

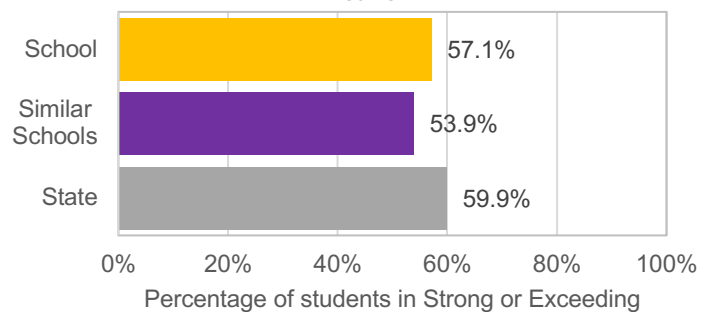
Similar Schools average:

53.9%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

40.0%

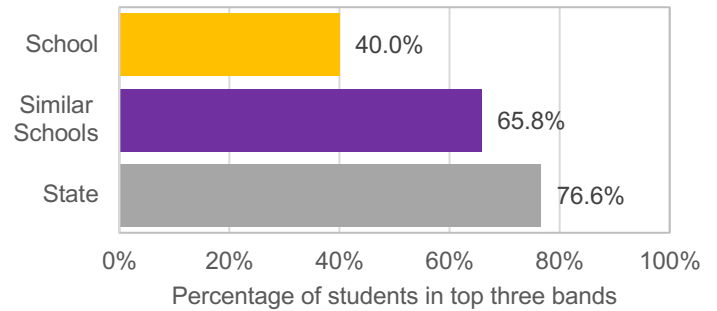
Similar Schools average:

65.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.0%

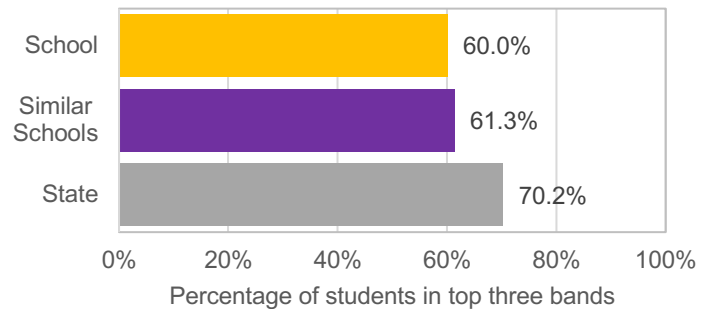
Similar Schools average:

61.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

48.1%

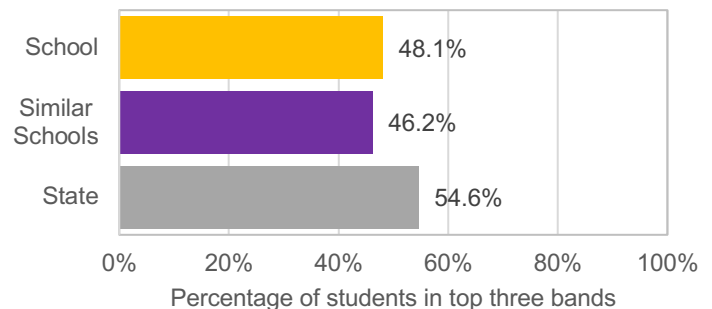
Similar Schools average:

46.2%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

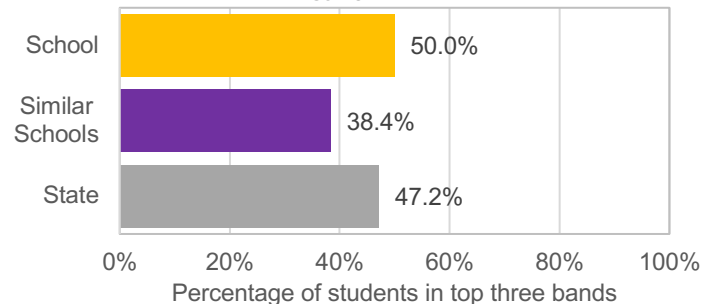
Similar Schools average:

38.4%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

26.7%

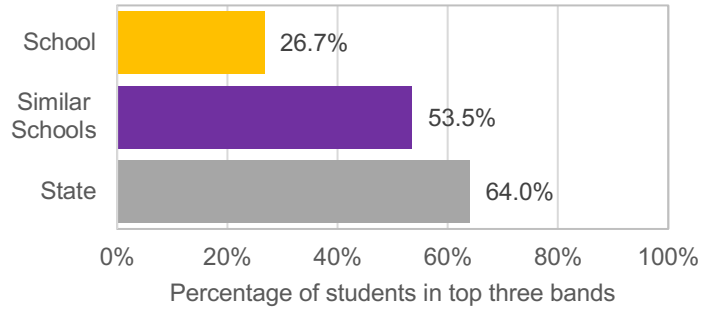
Similar Schools average:

53.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

75.0%

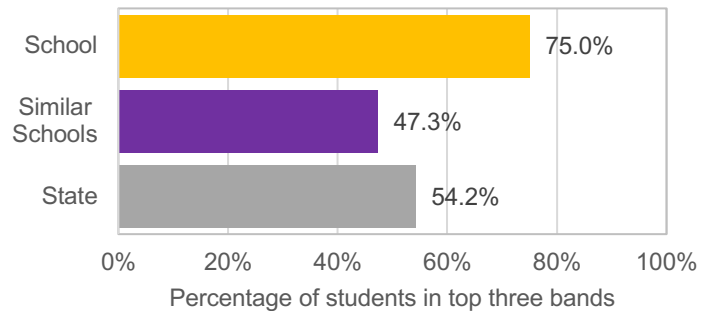
Similar Schools average:

47.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

40.7%

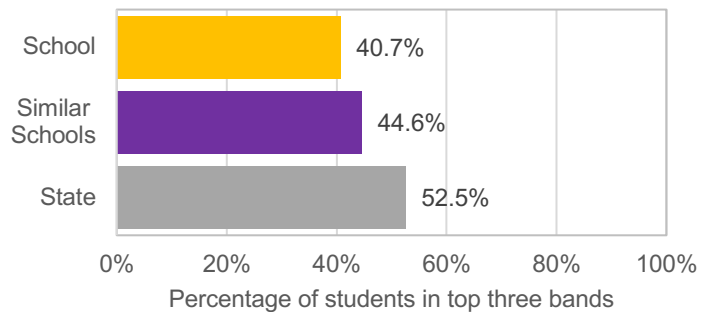
Similar Schools average:

44.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

57.1%

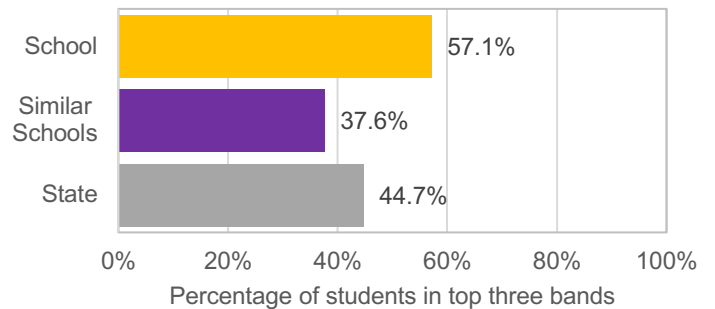
Similar Schools average:

37.6%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

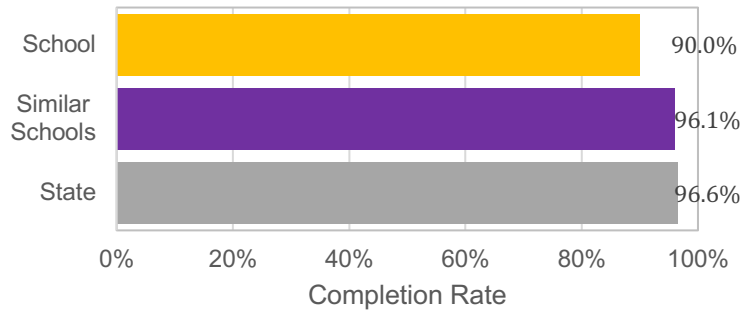
Victorian Senior Secondary Certificate

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

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate	Latest year (2023)	4-year average
School completion rate:	90.0%	96.4%
Similar Schools completion rate:	96.1%	96.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.4

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

4

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

NDA

Percentage VET units of competence satisfactorily completed in 2023:

100%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

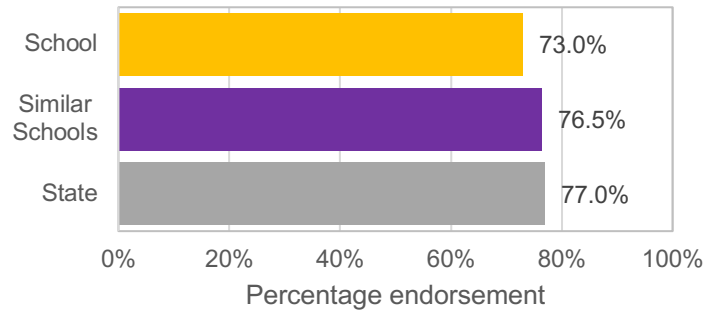
School percentage endorsement:

Latest year (2023)	4-year average
73.0%	71.1%
76.5%	77.3%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

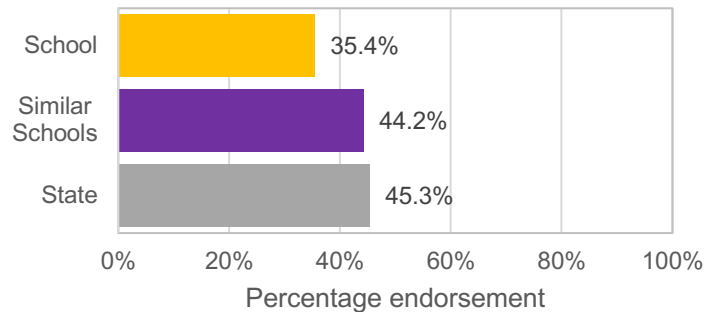
School percentage endorsement:

Latest year (2023)	4-year average
35.4%	48.3%
44.2%	47.8%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

**Management of Bullying
Years 4 to 6**

School percentage
endorsement:

Latest year
(2023) 4-year
average

75.4% 74.2%

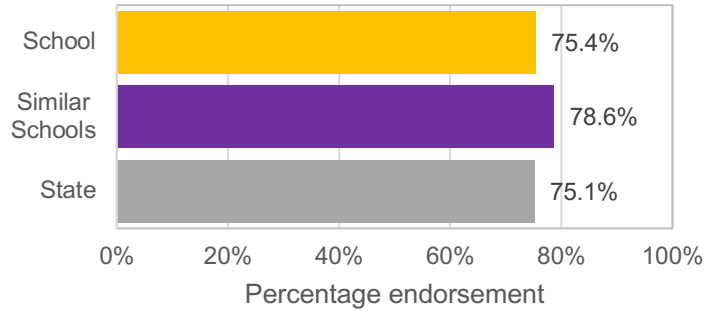
Similar Schools average:

78.6% 78.9%

State average:

75.1% 76.9%

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



**Management of Bullying
Years 7 to 12**

School percentage
endorsement:

Latest year
(2023) 4-year
average

40.3% 55.0%

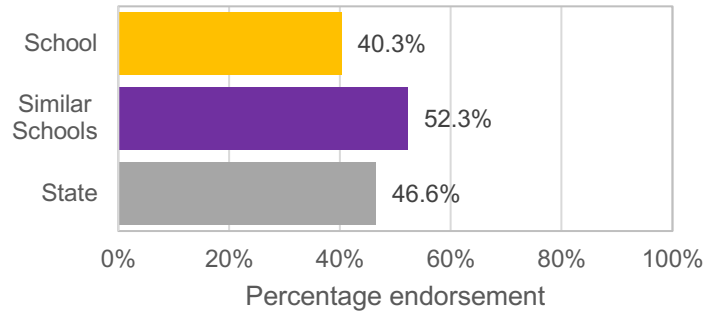
Similar Schools average:

52.3% 54.9%

State average:

46.6% 51.0%

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



ENGAGEMENT

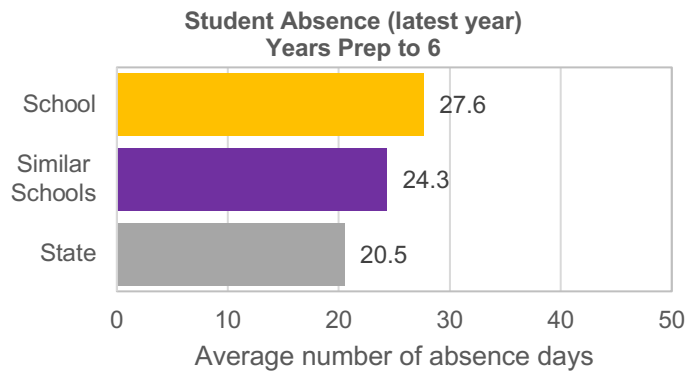
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

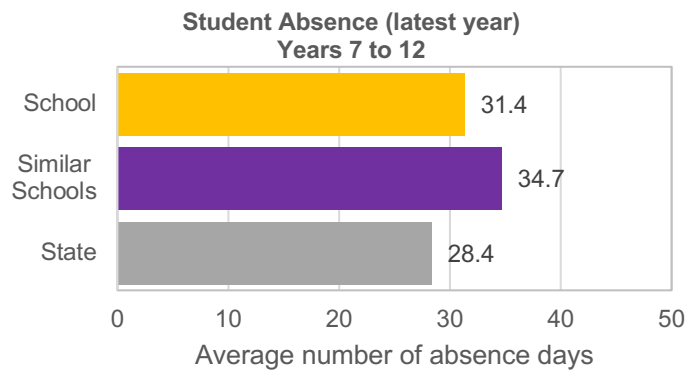
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.6	22.5
Similar Schools average:	24.3	22.0
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	31.4	29.1
Similar Schools average:	34.7	29.5
State average:	28.4	23.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	85%	89%	78%	89%	88%	89%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	83%	81%	86%	81%	89%	85%	

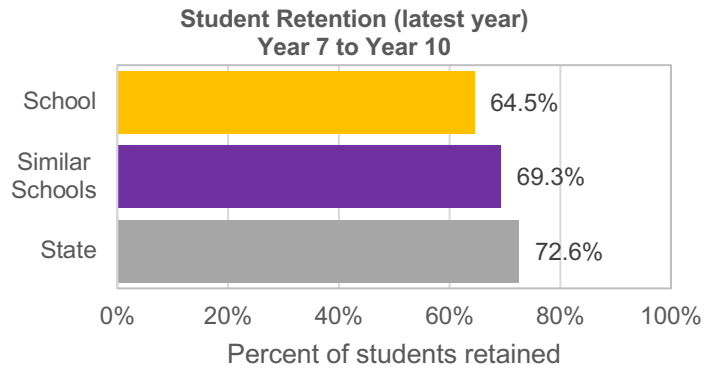
ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	64.5%	75.0%
Similar Schools average:	69.3%	70.7%
State average:	72.6%	73.8%



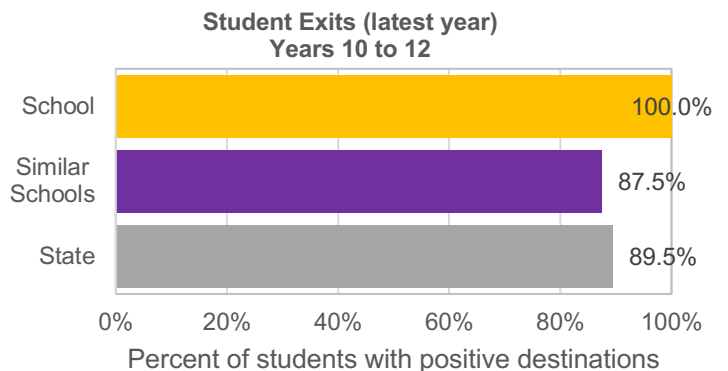
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	100.0%	92.2%
Similar Schools average:	87.5%	86.3%
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	\$4,280,913
Government Provided DET Grants	\$844,846
Government Grants Commonwealth	\$10,254
Government Grants State	\$12,495
Revenue Other	\$49,400
Locally Raised Funds	\$166,850
Capital Grants	\$0
Total Operating Revenue	\$5,364,758

Equity ¹	Actual
Equity (Social Disadvantage)	\$309,660
Equity (Catch Up)	\$17,154
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$326,814

Expenditure	Actual
Student Resource Package ²	\$4,490,272
Adjustments	\$0
Books & Publications	\$6,246
Camps/Excursions/Activities	\$63,212
Communication Costs	\$7,616
Consumables	\$128,337
Miscellaneous Expense ³	\$24,632
Professional Development	\$37,808
Equipment/Maintenance/Hire	\$57,772
Property Services	\$254,401
Salaries & Allowances ⁴	\$103,534
Support Services	\$206,808
Trading & Fundraising	\$82,362
Motor Vehicle Expenses	\$5,658
Travel & Subsistence	\$2,612
Utilities	\$24,608
Total Operating Expenditure	\$5,495,879
Net Operating Surplus/-Deficit	(\$131,120)
Asset Acquisitions	\$73,251

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$846,564
Official Account	\$20,170
Other Accounts	\$0
Total Funds Available	\$866,734

Financial Commitments	Actual
Operating Reserve	\$144,666
Other Recurrent Expenditure	\$31,049
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,148
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,204
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$47,000
Capital - Buildings/Grounds < 12 months	\$256,715
Maintenance - Buildings/Grounds < 12 months	\$10,006
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$515,788

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.