

2022 Annual Report to the School Community

School Name: Hampton Park Secondary College (8709)



- 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 03 April 2023 at 11:19 AM by Wayne Haworth (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 28 April 2023 at 12:32 PM by Luke Delutis (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
-

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

Hampton Park Secondary College is a large multi-cultural learning community situated in southeast Metropolitan Melbourne. We currently have almost 1200 students, from over 60 cultural backgrounds. We have approximately 160 staff, comprising of Teaching and Educational Support staff. At Hampton Park Secondary College, we are rich in diversity and, by empowering and engaging students, wholehearted in our pursuit of excellence. Our vision of learning is underpinned by our values of Respect, Learning and Working Together. Through our values, we hope that our students manifest the qualities of understanding the world with a global view, engaging in life-long learning, and always being critical and creative problem solvers. Hampton Park Secondary College is committed to providing education that is both student-centred and focused upon personalised learning experiences. We have re-designed our learning programme to enable students to excel through a researched based, future focused model, ensuring all our students benefit from deepened learning and improved educational outcomes. Learning at Hampton Park Secondary College is categorised into three stages or programmes: Explore, Enhance, and Excel. These programmes recognise the unique needs of each student and allow students to 'move through' their secondary schooling experience in a way that better reflects their passions and abilities rather than their normal 'year level.' During 2022, we planned structural changes to our then existing Sub Schools. Following extensive collaboration and consultation with students and staff, our new House System was launched at the start of the 2022 school year. Students and staff are now aligned with one of our four Houses: Hollows, Freeman, Mabo, and Walton. Each House comprises of students from Years 7-12 and includes staff from a range of positions and teaching areas. Our new House System has already created a stronger sense of connection amongst both staff and students, and we have created such a strong foundation for this system as we see Houses as being a powerful way to enhance student engagement and sense of belonging. At Hampton Park Secondary College, we are deeply committed to improving student learning outcomes and supporting the wellbeing of our students. Following the interruptions due to COVID and remote learning, we know that it is perhaps even more important than ever before to ensure our students are connecting or reconnecting with the school and with their peers, and to provide intensive support for learning 'catch-up'. Building upon our already extensive and intensive interventions that sit within our RTI Framework, we have bolstered and extended these supports through refining our MYLNS programme, running an outstanding Tutor Learning Initiative Programme with the support of Monash University, and extending our Intervention ES team so as that they can now run intensive programmes with our most at-risk students. As always, the programmes for our at-risk students are mirrored by the opportunities offered to our High Ability students, including Extension Maths through TLI and an Extension and Enrichment Writing Programme. Framework for Improving Student Outcomes (FISO) As a college, considerable progress was made in relation to our three Key Improvement Strategies (KIS) underpinning our College Strategic Improvement Plan. KIS 1 focused on building practice excellence with emphasis on 'learning catch up'. This was addressed through the strategic development of an agreed Pedagogical Model and training fourteen leaders in the Department's Professional Learning Communities (PLC) approach. Both the Pedagogical Model and PLC approach have been implemented in 2022 with the objective of improving student learning outcomes by improving staff collaboration and quality of instruction within and across all classrooms. Furthermore, significant human resources were allocated to our Literacy and Numeracy Support classes, Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) initiative. KIS 2 centred around supporting all students to be Happy, Active, and Healthy. The College placed emphasis on the Mentor Program, developing responsive resources for the 45 mentor teachers who played a significant role in supporting students to build and strengthen connections to the College, their peers, and their learning as well as in maintaining a positive sense of wellbeing. Lastly, KIS 3 was about building communities. Here the College decided to focus on clear and timely communication. Consultation and strategic planning resulted in the creation of new position, Cultural Diversity Co-ordinator, with the primary aim to establish and strengthen ties with our diversity learning community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teaching and Learning

Curriculum design and documentation ensuring a guaranteed and viable curriculum was a key focus for 2022. The Understanding by Design Framework was used with PD to support teachers. Support was provided by domain leaders and relevant members of the leadership team. All domain leaders took part in PLC training in 2021 and PLCs ran throughout 2022.

PLT was successfully re-structured and driven by the Learning Specialists and key Leading Teachers. It included a combination of choice professional learning to address individual teacher needs and interests and professional learning in line with school priorities such as literacy and developmental rubrics. Choice PD based on Blended Learning strategies proved particularly popular and had a significant impact on Teaching and Learning; these included sessions such as Using Digital Tools for Formative Assessment, Website Creation and Using OneNote to Personalise Student Learning.

Senior Learning

All Senior Learners were strongly supported by our mentors, our teaching staff, our student support services team, our tutors (volunteer and through the TLI) and our house leadership teams. Our course counselling process was restructured to ensure all students had the opportunity to achieve success and pathways conversations were held with our career practitioners for senior students over the year. Close monitoring and tracking of our senior learning data took place by House Leadership Teams to ensure no student was left behind, with considerable focus and supports put in place for our VCAL learners.

Domain Leaders and all staff attended PD around VASS Data. Specific VCE subjects were targeted, and greater support was provided to relevant domain leaders and teachers. Authentication, moderation and feedback processes were a key focus and the CED (Consideration of Education Disadvantage) process closely adhered to, to ensure no student was disadvantaged, with their needs and individual circumstances strongly considered.

A Senior Studies Improvement Team was established to review our senior learning data and our shared practices, with a recommendations document developed to drive improvement across the college. A senior school action plan is being developed from these recommendations. An implementation plan for the Senior School Reform was developed and successfully implemented during our commencement program in term 4. This included not only the transition from VCAL to VCE-VM, but also the introduction of VPC and a targeted program for Year 10 students who required further support to achieve improved outcomes.

A VET administration coordinator was appointed to further monitor the attendance and achievement of our VET students, as this has been an area of weakness. In 2023, further work will take place to sharpen and refine our approaches to VET – internal and external – to ensure maximum outcomes for our students.

Evidence suggests, whilst we have a lot of work to do, our approaches are supporting success. Our VCAL (Victorian Certificate of Applied Learning) completion rate goal of 80% was almost reached, achieving 79% for the completion for Foundation, Intermediate and the Senior VCAL certificates. Our Senior VCAL completion rate exceeded our expectations at 91%. 95% of our VCE students successfully completed their studies. Our mean study score held at 27. We achieved study scores of over 40 in Health and Human (43) and Psychology (45) achieved by Year 11 students. 34 Year 11 students achieved study scores above 30. 9 students achieved study scores between 37-39, some in more than 1 subject. We saw significant improvement in our results in Chemistry and Physics and individual classes in English and EAL outperformed the state in particular areas of the written exam, and were close to, if not on par with the state in other areas. Our School was also above the state in areas of the EAL exam. Further Math classes also outperformed the state in the end of year Exam.

In 2023 we will form community of practice groups to support moderation and to continue our learning from schools where achievement is evident across key subject areas. We will strengthen our work to understand and interpret VASS data. Staff will set goals for senior school improvement with their Assistant Principals. We will further refine our school improvement action plan for senior learning and we will develop consistent practices and approaches, beginning with the development of a senior studies staff handbook.

PSD/Disability Inclusion and Response to Intervention

There were 60 students funded under the Program for Students with a Disability in 2022. Students were funded under a range of categories, listed below:

- Intellectual Disability
- Autism Spectrum Disorder
- Severe Behaviour Disorder
- Severe Language Disorder with Critical Educational Needs

All PSD students were supported by experienced Learning Support Officers, and overall, most students made progress against their learning goals. Students were monitored and assessed through learning habit reports, attendance and engagement, and school-based assessments. Student Support Group meetings were held with parents and carers throughout the year and support was given to many families with NDIS applications. Students who were leaving at the end of 2022 were transitioned to meaningful pathways, including TAFE, SLES (School Leavers Employment Supports), and work placements, and support has been provided to these students post school.

Wellbeing

In 2022 our school community adapted to life, post COVID. In line with the Department of Education's Framework for Improving Student Outcomes version 2.0, student learning and wellbeing had equal priority. The wellbeing team worked tirelessly to re-establish early intervention programs for students, and we thank our partnering community agencies for their support. During 2022 the Raise Mentoring and Rite Mentoring program were introduced. Students that participated in these mentoring programs focused on their social and emotional wellbeing, team building, problem solving and had 1:1 sessions with their mentor. Other wellbeing programs included lunchtime activities ie. Lego Club, Rainbow Collective, which were well attended. The breakfast club continued 3 mornings per week, with food provided by Food Band. A highlight during 2022 was the commencement of our Doctor's in Secondary School Program, in partnership with the Southern Cross Medical Centre and South-East Melbourne Primary Health Network (SEMPHN). A purpose built portable was located on the school site and the Doctor's Clinic was operational each Thursday. It was satisfying to see students self-refer to access support for their health needs, ranging from medical conditions, mental health support and general health advice. Another highlight was the partnership developed with the Springvale Monash Legal Service / Sporting Change Program. Using sport as the framework for legal education, our students were made aware of their legal rights and responsibilities, how to identify legal issues and where to seek help. To support this learning, a lawyer was embedded into the school's well-being team to provide professional legal education to the school community. The new Wellness Centre began late in term 4 and should be completed around mid-year 2023. The House system continued to develop, with students enjoying the connection that the house system fosters, which was evident at the friendly rivalry across different school events. House points were awarded based on participation and achievement.

Engagement

In 2022 we sharpened our focus on attendance and engagement across the College.

Evidence suggests our approaches to attendance have supported and promoted a positive attitude to school for our students, parents and community. As highlighted in the panorama data in 2022 (students who have over 20+ days absent), our school outperformed the state, similar schools and schools within our network. We saw a significant reduction of unapproved absences from 13.2 to 5.1 (2021 to 2022), where we focused a large proportion of our time, and we had a larger proportion of students with 0 days absence. Together with staff and students, we further refined our attendance processes, initiatives and supports and we worked to ensure consistency – with further work to take place in 2023. We focused strongly on celebrating those with improved and outstanding attendance throughout the year. Our four administration officers and school attendance officer, together with an Assistant Principal, formed an Attendance Improvement SIT to regularly review our attendance data and our implemented processes with a critical eye, to ensure continued improvement. Our TAL (Team Around the Learner) meetings continued to strengthen and helped us further identify patterns and trends around school attendance, whilst ensuring close monitoring, tracking and

the implementation of strategies and supports for individual students and cohorts. In 2022 we implemented a redemption of time program for students in Years 10-12, with students below 90% attendance redeeming their time after school, before school, during the school holidays and on pupil free days, to meet their required outcomes. This evidently – both shown in the data and heard in dialogue - has begun to change the culture around attendance within our community. We worked with our student leaders to create marketing strategies and initiatives to promote the importance of attendance and arriving on time, every time, with this work continuing in 2023.

Whilst we have made significant headway, we still have work to do. In 2023 we will further strengthen our focus to ensure our students are attending school, rather than explaining their absences. Extended family holidays continue to be a challenge and is another area we need to work hard to address. We also need to make greater connections to cultural groups – Koori, Pasikifa and Afghani as a start. Finally, we need to work hard to reengage our families where communication is a challenge and children have not attended over 20+ days. Parent engagement is an area where we need to continue to explore, to gain greater connection and traction.

We continued to refine and strengthen our School Wide Positive Behaviour Support approach, with further work in 2023 taking place, including the introduction of the Berry Street Model, to ensure a deeper understanding and implementation of positive practices across the school. We held workshops and professional learning with staff to ensure a consistent approach and we began to engage our student leaders to understand what positive behaviours look, feel and sound like across the college. Our staged response to behaviour was further refined and unpacked with staff, and we continued implementation of a strong awards system to recognise and celebrate the positive behaviours of learners. Celebrations across the school promoted the achievements of our students and helped us to build a positive culture around our values and achievements. We worked hard to engage our Alumni as often as possible to show our students what success can look like, and the ways success can happen.

We engaged a Data Analyst to support the development of data literacy across the College. The introduction of our data dashboard, which is being developed this year and will be launched in 2023, will help our staff, house leadership teams and teachers more deeply understand who our students are and their points of need. The data will also help us refine our teaching practices and approaches and will ensure evidence-based practice to support engagement. The dash promotes inquiry around engagement, attendance and learning and will be a major focus in 2023 for all staff, students and our community.

Our House System has continued to strengthen and positively impact our attendance and engagement. In 2022 it became evident that staff and students knew which House they belonged to, and families were developing closer connections to House Leadership Teams. House events, challenges and opportunities helped strengthen our connections to the Houses and to School and a sense of pride was beginning to be felt and seen on House days. House Leaders met regularly, with House Leadership Teams and members of the Principal Class to explore consistent approaches and practices and to talk about the problems with implementation when working in a large team. Our Mentor program, whilst being redeveloped, has further helped us establish a strong sense of House pride and Community and has further promoted a positive climate for learning, where each student has an advocate who knows them as person and learner. In 2023 the development of our Mentor program will be an area of focus to ensure staff can provide pastoral care, support and a focus on attendance whilst also exploring our 3 pillars – Career Education, Wellbeing and Learning to Learn.

Other highlights from the school year

Throughout 2022 Hampton Park Secondary College offered a wide range of extracurricular activities to students. This has included many interschool sport opportunities, ranging from Rugby to Athletics, as well as visits to State Parliament for our 2022 College Captains and SRC Presidents. At Hampton Park Secondary College we recognize that not all learning takes place in the classroom and that as a part of the schooling experience, students require the opportunity to show their skills and knowledge in other ways. This is why we are proud to provide students with these extracurricular opportunities.

Our College Athletics and Swimming carnivals continue to be a highlight of the year as our students engage further in our college's new House system.

Throughout 2022 the College facilitated the following large-scale events:

- Whole of College Start Up Program
- Year 7 Camp
- Year 8 Camp
- College Production of Alladin Junior
- College Open Night
- Multicultural Day Whole School Celebration
- Year 9 City Experience
- Student Work Placements
- Individualized Course Counselling for every student
- Formal for Senior Students
- Year 12 Valedictory
- Swimming and Athletics Carnival
- 4Cs Performances
- End of Year Activities Program

Financial performance

The College has maintained a strong financial position with monies carried forward for expenditure in 2023. During 2022, the College continued in the planning and implementation of our three State Government funded building projects.

- Stage 1 – Senior Student Centre, completed early in 2022 this building has been well utilised as a base location for Freeman House and as a space for NAPLAN testing, Senior School Exams, and parent information sessions.
- Stage 2 – STEAM Building was completed late 2022. This exciting learning hub includes a substantial investment in new equipment and resources, including laser cutters, 3D printers and a robotics room.
- Stage 3 -Building project includes extensive civil works, a Wellness Centre and updated learning spaces and toilets in G/J Block. Demolition is underway with an anticipated completion date of early 2024.

School Council approved a school contribution to Stage 3 of \$1,525,434 million. This enabled the inclusion of tender options as presented by the architect - this payment will be paid from carried forward funds.

In 2022, equity funding was used to staff several programs to support improved student learning outcomes.

These programs included,

- Three-teacher teams for Math and English in years 7 and 8
- Small EAL classes
- Expansion of Literacy and Numeracy support intervention programs
- A school nurse
- A large team of staff to support student well-being.

Our parent payment policy facilitates the participation of all students in subjects and electives of their choice.

A fully subsidised Year 7, 10-week swim program was a new initiative for 2022. Other subsidised events included the EAL students' Swim program, Year 9 City Experience, College Swimming and Athletics carnivals, College Production Aladdin and interschool sport. These subsidised events were well attended and enhanced the learning opportunities and outcomes for our students.

For more detailed information regarding our school please visit our website at
<https://hpsc.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 1149 students were enrolled at this school in 2022, 548 female and 601 male.

63 percent of students had English as an additional language and 2 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).

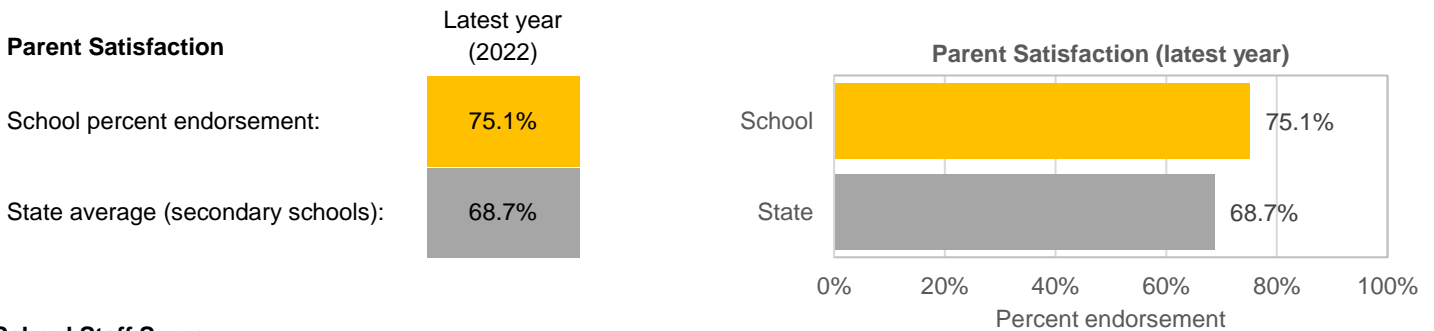
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

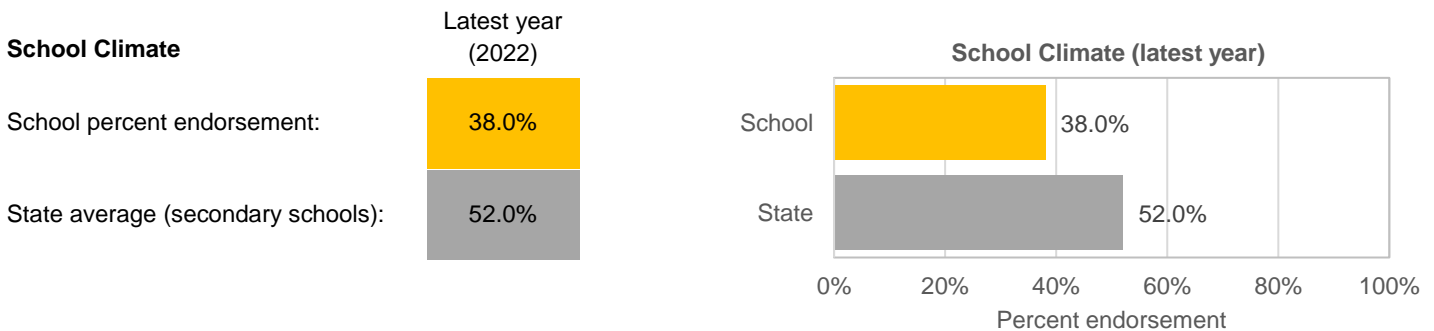


School Staff Survey

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:

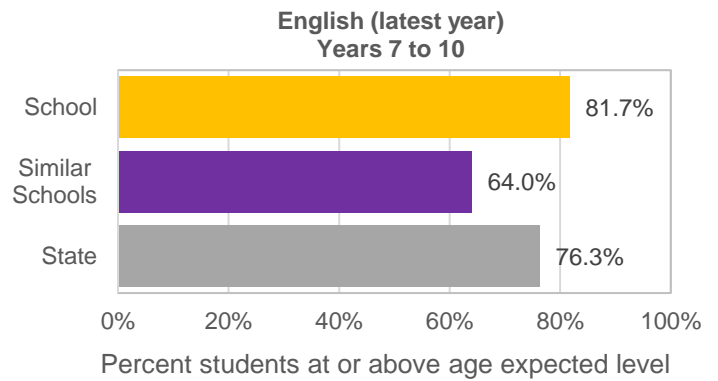
81.7%

Similar Schools average:

64.0%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

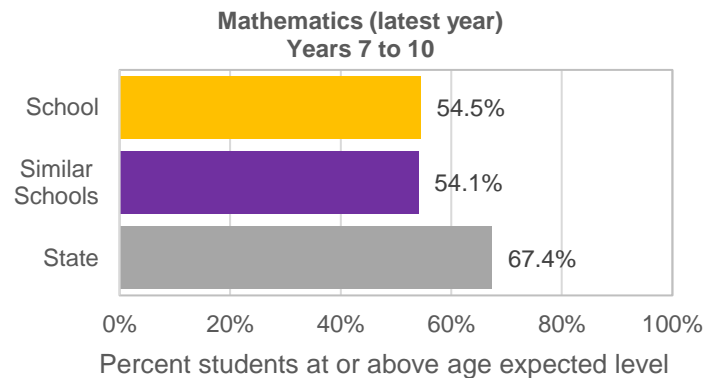
54.5%

Similar Schools average:

54.1%

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.

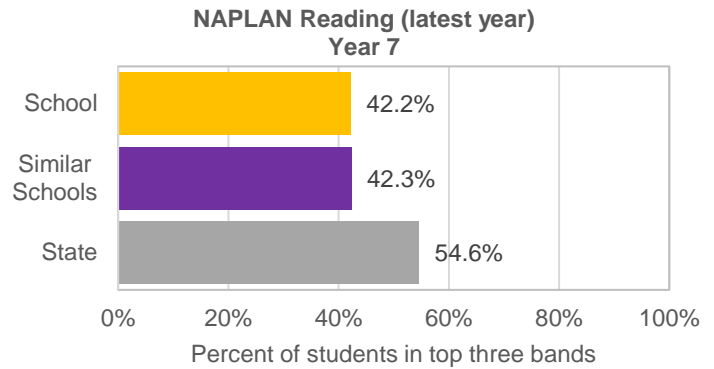
NAPLAN

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.

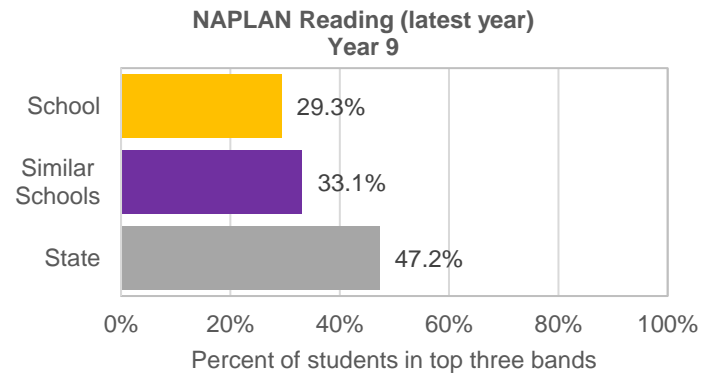
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.2%	41.3%
Similar Schools average:	42.3%	41.9%
State average:	54.6%	55.3%



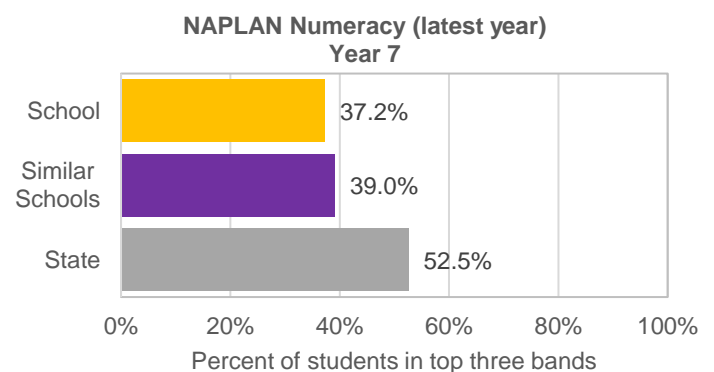
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.3%	26.4%
Similar Schools average:	33.1%	32.5%
State average:	47.2%	46.0%



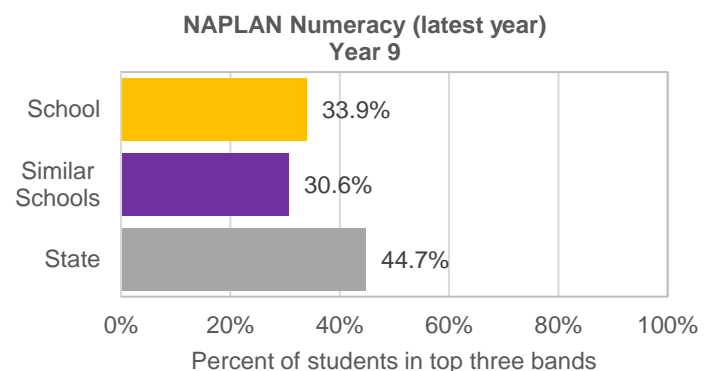
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.2%	35.9%
Similar Schools average:	39.0%	41.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.9%	23.5%
Similar Schools average:	30.6%	31.0%
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.*

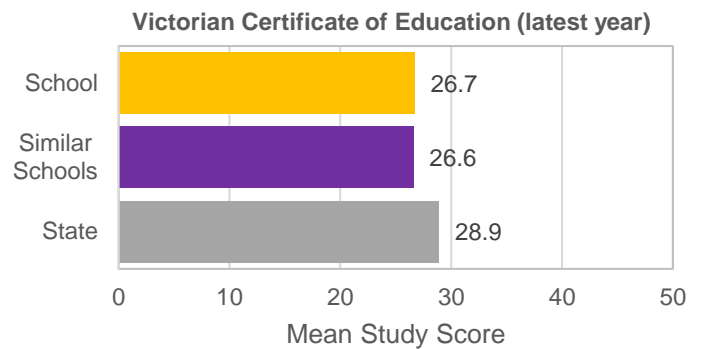
Victorian Certificate of Education (VCE)

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	26.7	27.0
Similar Schools average:	26.6	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

95%

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

44%

VET units of competence satisfactorily completed in 2022:

70%

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

79%

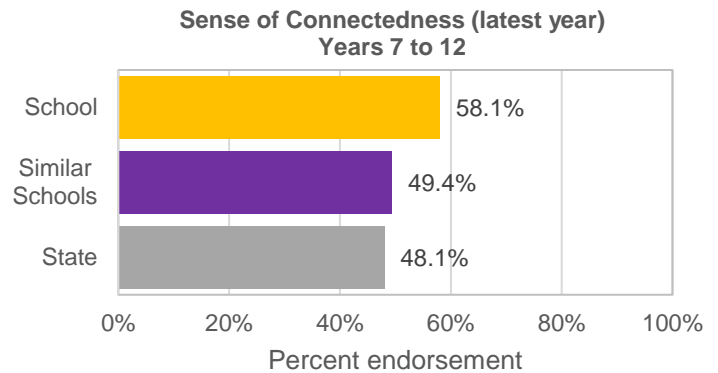
WELLBEING

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).

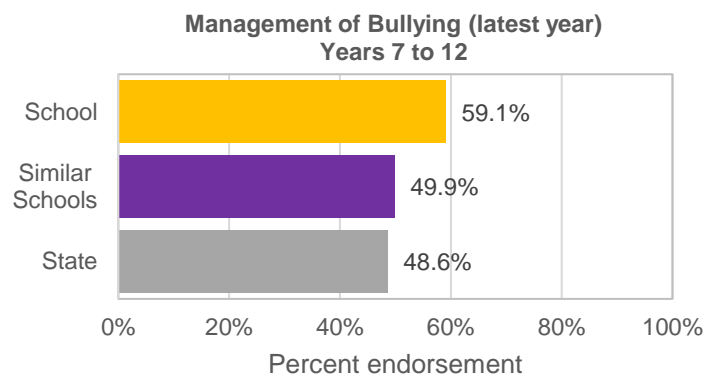
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	58.1%	54.7%
Similar Schools average:	49.4%	53.7%
State average:	48.1%	52.5%



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:	59.1%	53.9%
Similar Schools average:	49.9%	54.5%
State average:	48.6%	54.0%



ENGAGEMENT

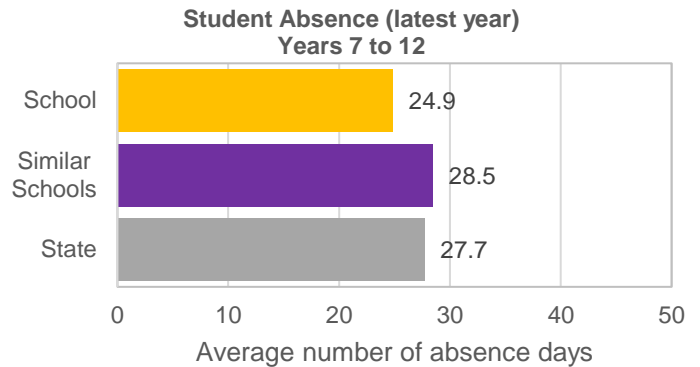
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.9	21.5
Similar Schools average:	28.5	22.9
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.

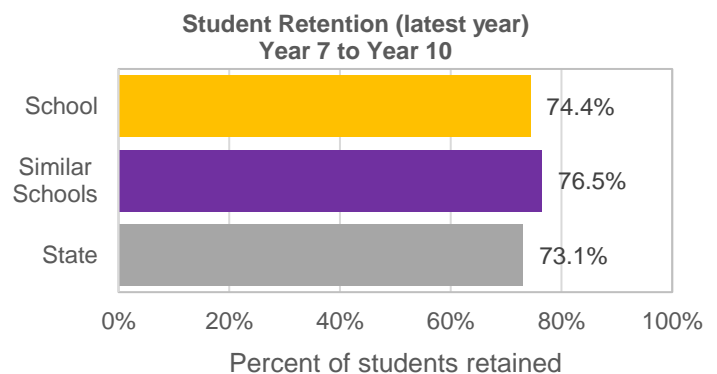
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	86%	85%	85%	90%	89%

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:	74.4%	74.5%
Similar Schools average:	76.5%	74.4%
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.

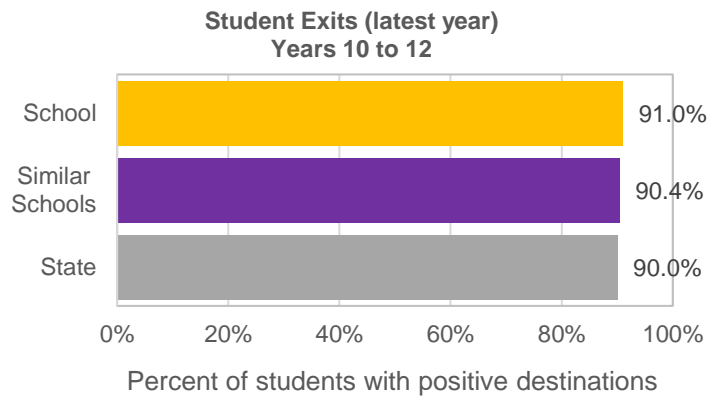
Students exiting to further studies or full-time employment

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:	91.0%	85.6%
Similar Schools average:	90.4%	90.4%
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	\$16,611,871
Government Provided DET Grants	\$3,627,098
Government Grants Commonwealth	\$27,167
Government Grants State	\$42,355
Revenue Other	\$260,104
Locally Raised Funds	\$304,728
Capital Grants	\$0
Total Operating Revenue	\$20,873,323

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,903,809
Equity (Catch Up)	\$156,085
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,059,894

Expenditure	Actual
Student Resource Package ²	\$15,853,247
Adjustments	\$0
Books & Publications	\$14,100
Camps/Excursions/Activities	\$210,626
Communication Costs	\$51,628
Consumables	\$377,239
Miscellaneous Expense ³	\$256,926
Professional Development	\$120,888
Equipment/Maintenance/Hire	\$520,476
Property Services	\$453,830
Salaries & Allowances ⁴	\$315,544
Support Services	\$851,356
Trading & Fundraising	\$16,905
Motor Vehicle Expenses	\$3,165
Travel & Subsistence	\$0
Utilities	\$186,151
Total Operating Expenditure	\$19,232,080
Net Operating Surplus/-Deficit	\$1,641,244
Asset Acquisitions	\$394,573

- (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 25 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	\$3,841,277
Official Account	\$614,645
Other Accounts	\$97
Total Funds Available	\$4,456,019

Financial Commitments	Actual
Operating Reserve	\$515,150
Other Recurrent Expenditure	\$5,057
Provision Accounts	\$1,189
Funds Received in Advance	\$0
School Based Programs	\$88,219
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,525,434
Asset/Equipment Replacement < 12 months	\$141,000
Capital - Buildings/Grounds < 12 months	\$634,566
Maintenance - Buildings/Grounds < 12 months	\$830,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$900,000
Total Financial Commitments	\$4,640,615

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.