

# 2023 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 \(VIT\)](#)
- 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 23 March 2024 at 02:46 PM by Wayne Haworth (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 27 March 2024 at 01:43 PM by Luke Delutis (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

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

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

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

### Victorian Senior Secondary Certificate

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

# About Our School

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## School context

Hampton Park Secondary College is a large multi-cultural learning community situated in southeast Metropolitan Melbourne. We currently have over 1200 students, from over 60 cultural backgrounds. We have approximately 190 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. Several years ago, we re-designed our learning programme to enable students to excel through a researched based, future focused model of student empowerment. Learning at Hampton Park Secondary College is categorised into three stages or programmes: Explore (Year 7), Enhance (Year 8 and 9), and Excel (Year 10, 11 and 12). 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.' In 2022, we made structural changes to our Sub Schools. Following extensive collaboration and consultation with students and staff, our new House System was launched. 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 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. 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, and our Tutor Learning Initiative. 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.

In 2023, we achieved the best senior school results the college has seen since its establishment over 40 years ago. We achieved a median Study score of 29, up from 27 from the year before. 97 % of our graduating cohort achieved success. 32% of our cohort achieved an ATAR of above 80. Our average ATAR was 68.

As a college, considerable progress was made in relation to our three Key Improvement Strategies (KIS) underpinning our College Strategic Improvement Plan.

Goal 1: Develop teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.

Goal 2: Build a culture of high expectations that is shared across staff, students, parents and the wider school community.

Goal 3: Partner with students and families or carers to improve attendance, through a tiered model of support.

To support improved outcomes, in 2024, we continue to develop curriculum but shift our focus to enhancing pedagogy via, enabling learning walks, peer observation and /or engaging in coaching. We will continue to engage in PLT's to collaborate and analyse data. We will continue to embed the use of Maestro, a data platform to better understand the learning needs of students so that we may differentiate learning tasks to meet students point of need.

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

### Learning

Curriculum design and documentation ensuring a guaranteed and viable curriculum continued to be a key focus for 2023. 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 have facilitated the Professional Learning Communities (PLC) approach throughout 2022 and 2023.

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 proved particularly popular and had a significant impact on Teaching and Learning; these included sessions on selected High Impact Teaching Strategies (HITS), Numeracy and Developmental Assessment Rubrics. In addition, all teaching staff received training on the new Disability Inclusion Reform.

All Senior Learners were strongly supported by our mentors, our teaching staff, our student support services team, our tutors (volunteers and through the TLI) and our house leadership teams. Our newly formed Senior Studies Team closely monitored and tracked each learner – across the new certificate - supporting our Houses to further understand the needs and progress of our senior students. A huge effort was made to ensure every student was known by face, name and learning progress, with a focus on tracking and monitoring learning data. 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. A strong effort was made to support our VCE VM and VPC students. A bespoke program was built and designed for our VPC students to ensure success in learning, engagement and the building of critical skills through the implementation of SBATs, VET and the SEED program at Foundation Learning Centre. We also implemented a pre VPC program to support Year 10 students to build similar skills, supporting their engagement and transition into VPC, with a focus on VET Active Volunteering and the SEED program.

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. Elevate Education sessions were implemented for all senior learners to support the building of study skills and Connect Education sessions were implemented for targeted subjects, where a greater focus on developing examination skills, key knowledge and understanding was the focus.

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. Our senior school action plan is still being developed from these recommendations.

A VET task force team was developed to support the understanding of our VET trainers, whilst also building their skills in the VET space. A strong focus on building our internal VETs in 2023 saw a big uptake and expansion of our VET program, whereby students were closely tracked and monitored. The appointment of a VET administrator to closely track and monitor student progress in VET, including attendance, was paramount to our increased completion rates in VET with 81% of our students successfully completing VET studies, compared to 70% in 2022. In 2024, 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 continuing to support success. Our goal of increasing the VCE All Study Median score from 27.46 in 2021 to 28 by 2023, was exceeded, reaching 29 in 2023 – the highest it has been in 8 years. The VCE completion rate exceeded our goal of equal or greater than 85% by 2023, where we reached 97% across the VCE General and VCE VM certificates. Our mean ATAR was 68.46, also the highest it has been in 8 years. 87% of students had ATAR scores over 50, 31% of our students achieved an ATAR over 80, and 95.7% received a first-round tertiary offer. We achieved study scores of over 40 General Math (47), English (44, 42, 40), Health and Human Development (42), Biology (42), Art Making and Exhibiting (41), Chemistry (40), and 52 study scores were above 35. We saw significant improvement in our results in General Math, Health and Human Development, Visual Communication, Food Studies and many more.

In 2024 we will form community of practice groups to support moderation, to further learn from schools where achievement is evident across key subject areas. We will strengthen our work to understand and interpret VASS data, through a structured PLC, focussed on inquiry. Staff will set goals for senior school improvement, and we will further refine our school improvement action plan for senior learning, developing consistent practices and approaches. We will unpack assessment in the senior years to ensure critical skills and knowledge are taught to the junior students and we will focus on the attendance of our seniors, as a strong focus has supported strong results.

There were 60 students funded under the Program for Students with a Disability in 2023. 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 2023 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 2023 there was a significant increase in the number of students who accessed support from the wellbeing team. A key focus was to improve students' self-help capacity and bring services within the gates of the College. The Doctor's Clinic had an increase in students referring for a range of health-related concerns, including mental health support. The mental health boost funding was extremely beneficial and provided funds to employ two psychologists, for two days per week to support students with counselling and a range of assessments. Early intervention programs were a priority and students participated in a range of activities, including mentoring, building resilience, conflict resolution, cyber safety and pop-up health clinics run by our school nurses. National days including International Women's Day; RU Ok Day; Wear it Purple Day and 16 days of Activism which were promoted with many fun activities running in partnership with our local agencies; including the MERLE Program targeted towards reducing youth disengagement by furthering our partnership with South East Community Links. Other wellbeing initiatives include breakfast club supported by the Victorian Food Bank, Rainbow Collective providing a safe and supportive environment for our LGBTQIA+ students and Year 7 Lego Club which ran outside of class time. Highlights included;

- our special guest, Elise Kellond-Knight a Matilda's player who played soccer at lunchtime with our female students and gave an inspirational speech on gender equality and her journey to represent Australia
- the partnerships developed with Springvale Monash Legal Service / Sporting Change Program, embedding a lawyer into the school's well-being team to provide professional legal education to the school community.
- The construction of a purpose-built wellness centre which was finished at the end of 2023. The centre provides warm and inviting counselling rooms, a large program room and confidential staff offices.

## Engagement

In 2023 we continued to sharpen our focus around attendance.

We developed an attendance improvement SIT, made up of an Assistant Principal, our School Attendance Officer and our House Administration Officers. This team met (and continue to meet) fortnightly, to put a spotlight on attendance, where they reviewed our whole school attendance data, our practices and together they identified what was working and where we faced significant challenges as a school. The team further refined our whole school attendance approaches and processes to ensure clarity and alignment across the College, as well as a shared understanding.

We sharpened the focus of the school Attendance Officer, who regularly met with the AP for attendance, to further review whole school attendance data and engage DET where required to ensure no student was left behind.

The role of each key stakeholder was defined, related to attendance, to develop a whole school understanding of the important role everyone plays in attendance and ensuring student learning success.

Our team around the learner meetings were further developed to focus on attendance, where teams reviewed their House attendance data and discussed students where supports were required to improve engagement and attendance at school. The wellbeing team and careers team supported our conversations with students and families, and attendance support plans were developed for identified students.

We continued to positively rewarded students where attendance gains were seen, and we regularly communicated the importance of attendance at school across all platforms.

We strengthened our redemption of learning process for all Senior learners, which contributed to a significant culture shift around attendance.

A strong focus on explaining absences was strengthened through our House Administration Officers and we trialled a variety of approaches to ensure parents understood the importance of explaining absences, but more importantly, students attending school. Our increased attendance requirement of 95% further helped us to raise the bar and our community expectations around attendance.

We engaged interpreting services to translate important attendance messages across our community, challenging the notion of holidays during the school term.

Whilst we do have more work to do, we finished the year ahead of the state, similar schools and the network, with our attendance rates being the highest they have been since 2020. 454 students finished the year with 0.5-9.5 days absence and 74 with 0 days absence. Our attendance rate across the college was 88.9%.

Our senior school results were the highest they have been in 8 years, with our Year 12 students attending school at the highest rate across the college, proving attendance leads to academic results – more class time, equals greater learning.

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## Other highlights from the school year

Throughout 2023, our students, across all year levels, had the opportunity to participate in many different activities both within our college and outside of the College.

Our Year 7s participated in another fantastic camp during Term Two that saw them take on many different challenges, pushing themselves to grow their relationships with their peers and their Year 7 teachers.

Our College Swimming Sports and Athletics Days were well attended and testament to our fantastic students and staff who run these programs each year. Athletics Day was challenging with poor weather to start, but the day cleared up and became another bumper event.

Students participated in inter school sports throughout the year and represented Hampton Park Secondary College with pride. Our schools sporting achievements continue to grow.

Our college hosted Year 5 Taster Days in June of 2023 which saw over 200 students attend our college from local primary schools to get a taste of what life at Hampton Park Secondary College would be like in the future. Our amazing primary transition team have a lot to be proud of with these events.

These are just some of the many highlights throughout our college year. Our college's commitment to growing the whole child ensures that we value academic progress as much as providing experiences to our students that they otherwise might not see.

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## Financial performance

The College has maintained a strong financial position with monies carried forward for expenditure in 2024. During 2023, the College continued in the planning and implementation of Stage 3 of the VSBA led State Government funded building project. 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, scheduled for completion during 2024, includes extensive civil works, a Wellness Centre and updated flexible, open learning spaces in G/J Block. School Council has approved a further school contribution that will be paid from carried forward funds. This contribution will facilitate an amendment to the plan to include additional learning spaces and external access with ramping to G/J block classrooms.

The College continues to invest in a safe and engaging learning environment with significant investment in improvements to buildings and grounds and the removal of asbestos in classroom ceiling spaces.

In 2023 Equity and EAL funding was used to staff several programs to support improved student learning outcomes. Investment in a data platform to enable efficient and accurate analytics of student growth and well-being is a tool that has been widely utilised amongst staff with plans to make aspects available to parents in 2024.

Revenue from the Mental Health Boost funding was used to engage psychologists and a canine companion program.

Disability Inclusion Tier 2 funding supported the employment of Leading Teachers to support Inclusion and Learning Adjustments, a Speech Pathologist, as well as other staff to support the learning and engagement of students.

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

A fully subsidised Year 7, 9-week swim program was a feature of 2023. Other subsidised events included the EAL students' Swim program, Pasifika Choir, 4c's, an evening performance of our multi-cultural assembly where parents could attend at no cost, College Swimming and Athletics carnivals, and interschool sport. These subsidised events were well attended and enhanced the learning opportunities, sense of community school pride 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 1167 students were enrolled at this school in 2023, 557 female and 610 male.

65 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).

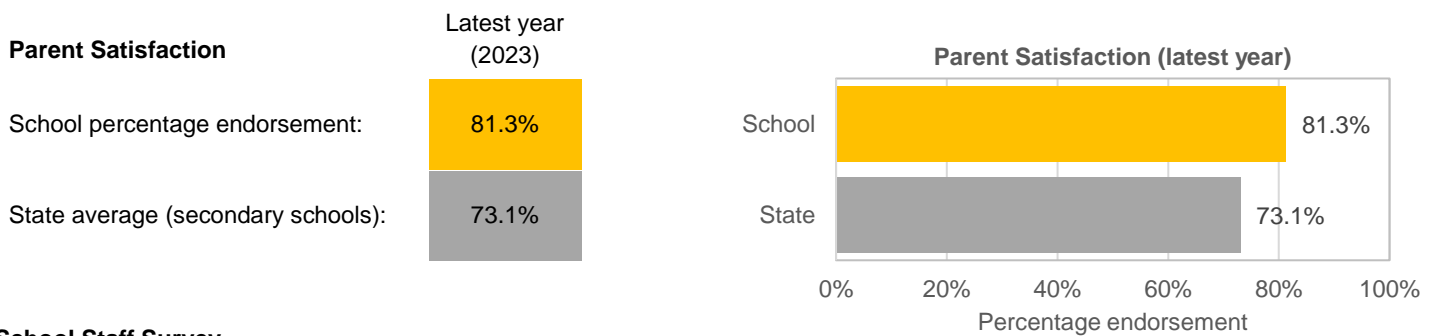
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

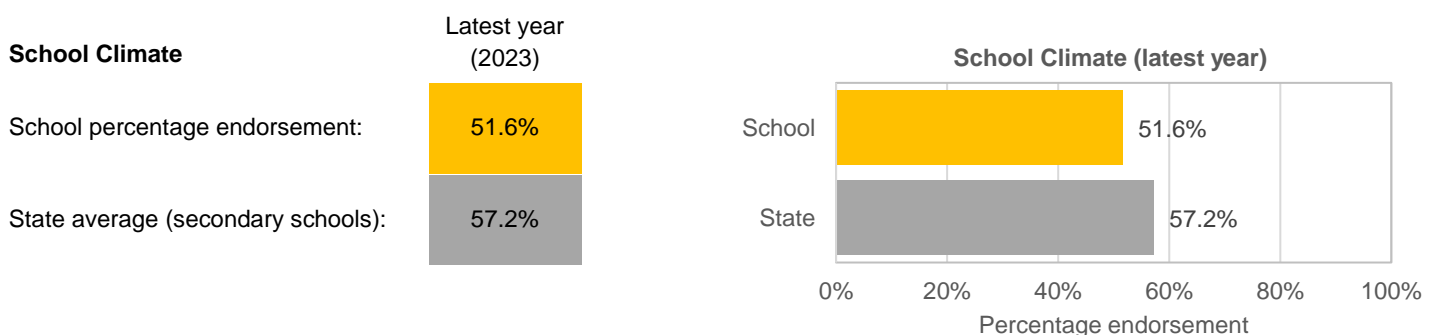


### School Staff Survey

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

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

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





## LEARNING

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

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

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

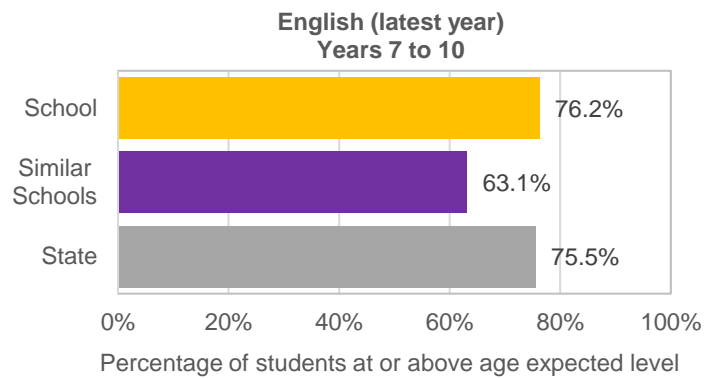
76.2%

Similar Schools average:

63.1%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

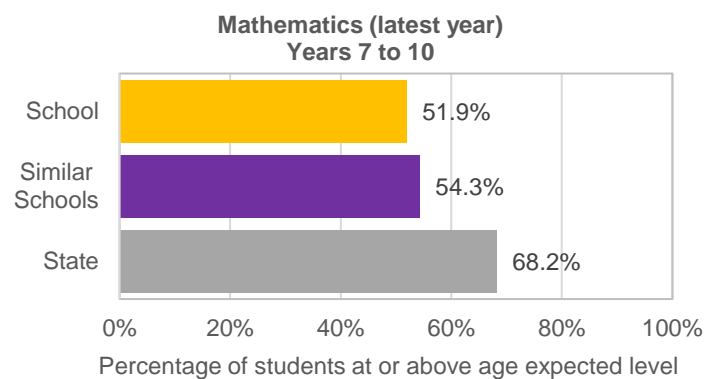
51.9%

Similar Schools average:

54.3%

State average:

68.2%



## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

52.2%

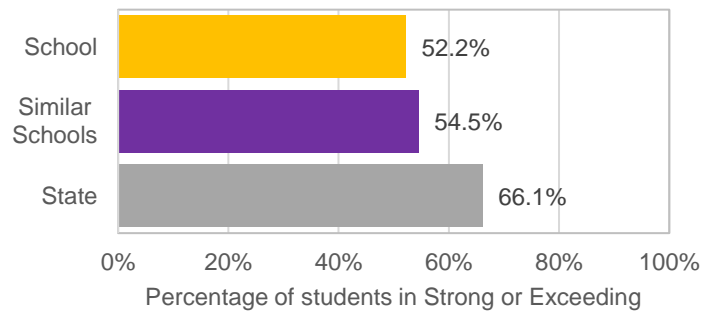
Similar Schools average:

54.5%

State average:

66.1%

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



#### Reading Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

45.4%

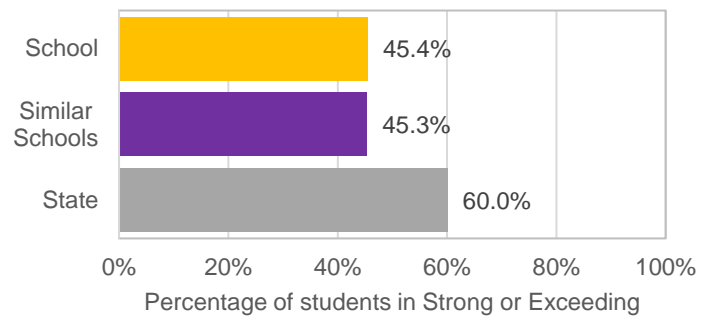
Similar Schools average:

45.3%

State average:

60.0%

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



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

48.4%

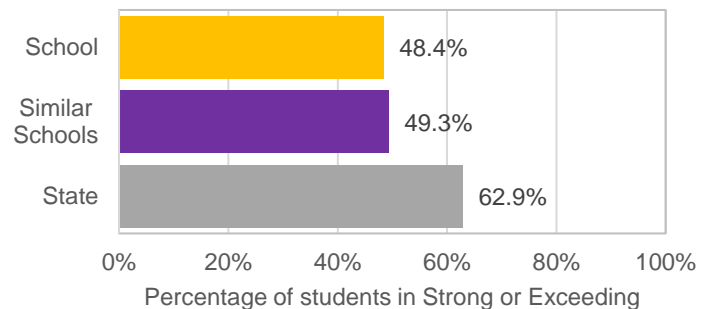
Similar Schools average:

49.3%

State average:

62.9%

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



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

45.7%

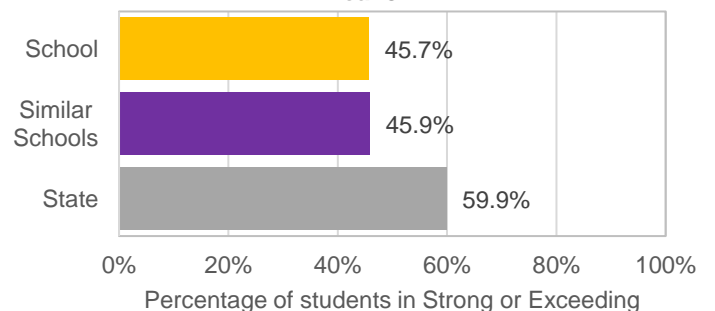
Similar Schools average:

45.9%

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 7

Latest year (2022)

School percentage of students in the top three bands:

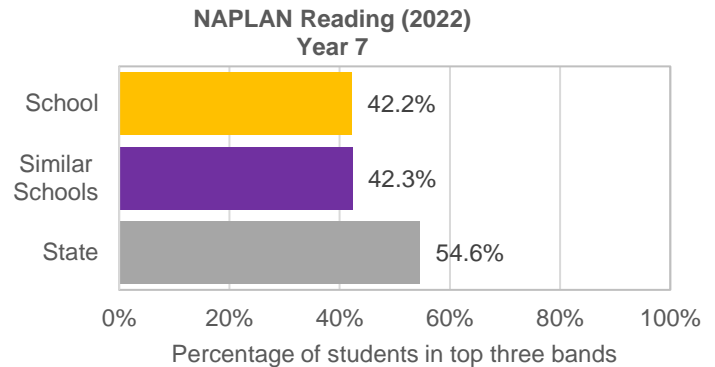
42.2%

Similar Schools average:

42.3%

State average:

54.6%



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

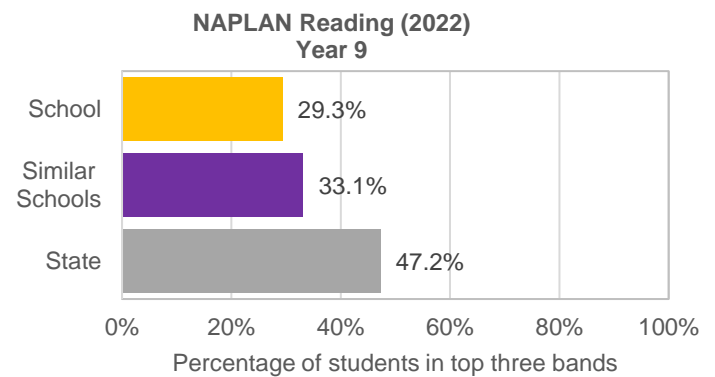
29.3%

Similar Schools average:

33.1%

State average:

47.2%



#### Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

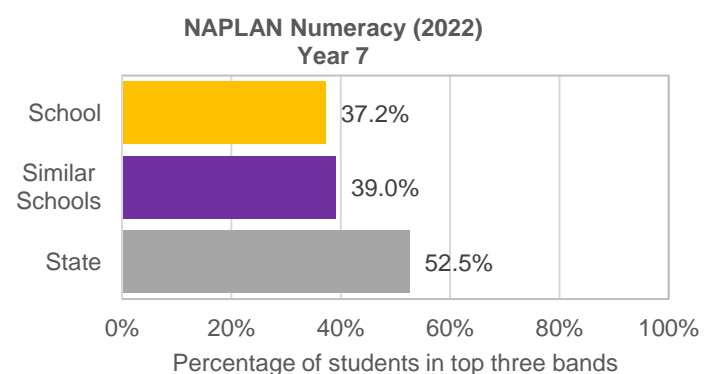
37.2%

Similar Schools average:

39.0%

State average:

52.5%



#### Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

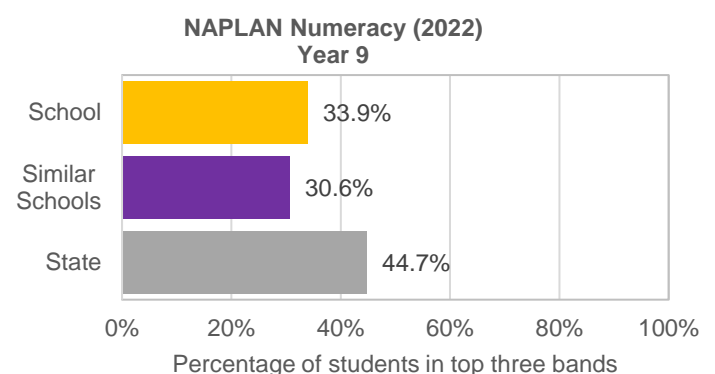
33.9%

Similar Schools average:

30.6%

State average:

44.7%



## LEARNING (continued)

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

### Victorian Senior Secondary Certificate

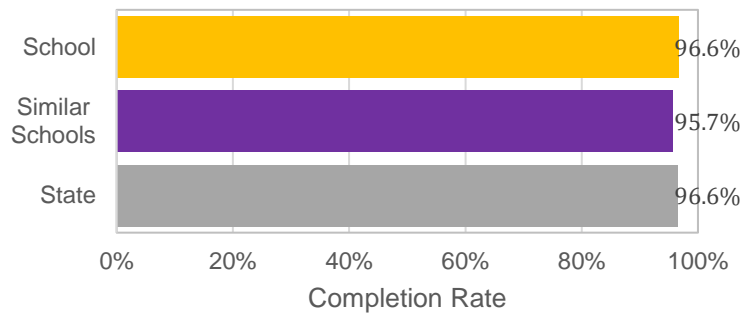
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.6%	97.1%
Similar Schools completion rate:	95.7%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.5

Number of students awarded the VCE Vocational Major

40

Number of students awarded the Victorian Pathways Certificate

9

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

35%

Percentage VET units of competence satisfactorily completed in 2023:

81%

## WELLBEING

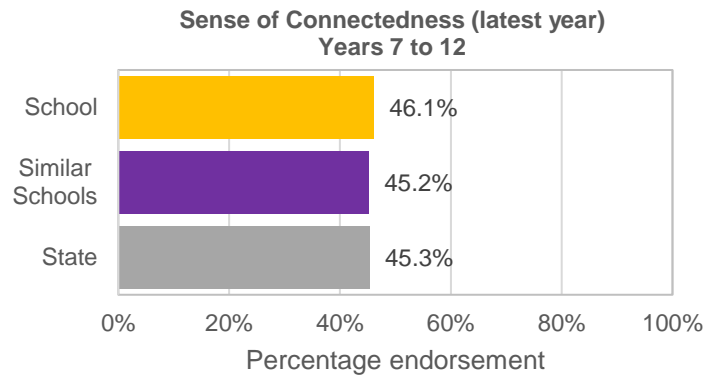
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	46.1%	53.5%
Similar Schools average:	45.2%	50.2%
State average:	45.3%	49.9%

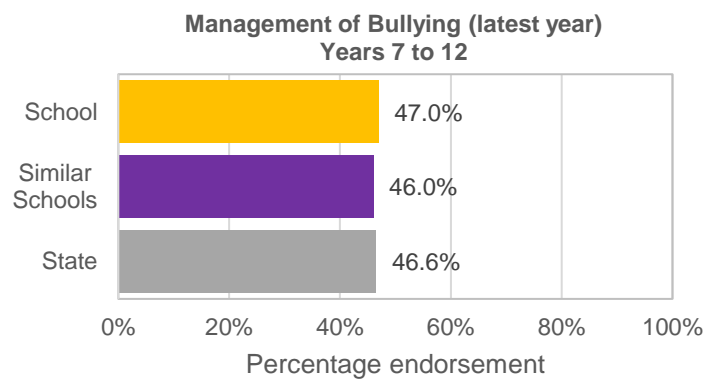


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.0%	54.3%
Similar Schools average:	46.0%	50.9%
State average:	46.6%	51.0%



## ENGAGEMENT

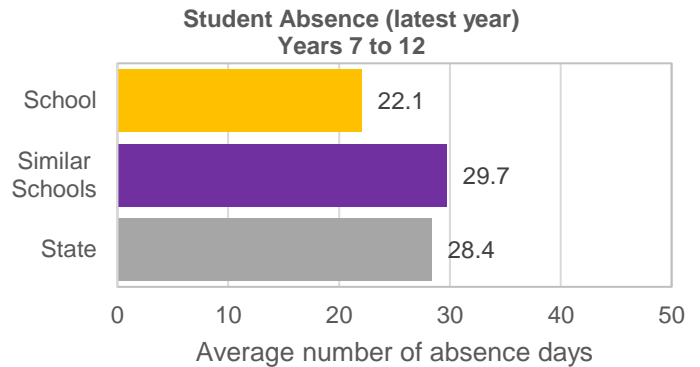
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	22.1	22.8
Similar Schools average:	29.7	25.1
State average:	28.4	23.8



### Attendance Rate (latest year)

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

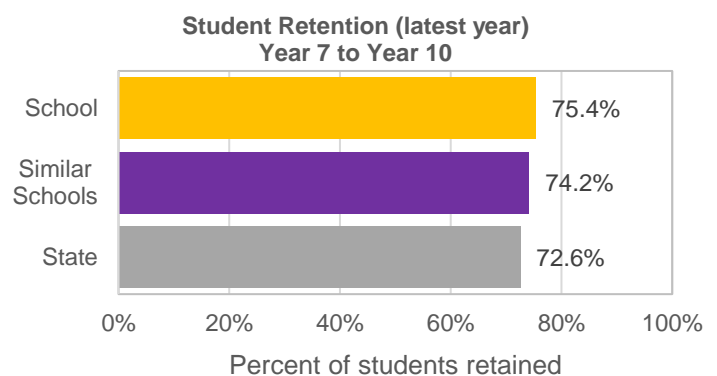
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	89%	87%	87%	89%	92%

### 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:	75.4%	74.9%
Similar Schools average:	74.2%	74.9%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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

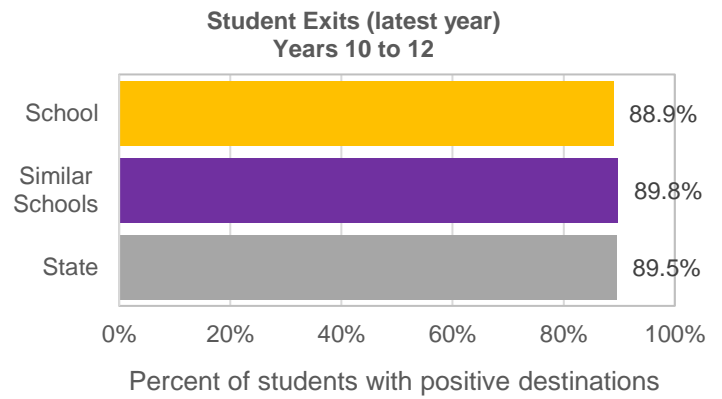
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	88.9%	87.5%
Similar Schools average:	89.8%	90.1%
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	\$17,168,008
Government Provided DET Grants	\$3,566,415
Government Grants Commonwealth	\$17,528
Government Grants State	\$26,849
Revenue Other	\$200,584
Locally Raised Funds	\$291,158
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$21,270,543</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,965,044
Equity (Catch Up)	\$155,698
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$3,120,741</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,923,977
Adjustments	\$844,585
Books & Publications	\$23,439
Camps/Excursions/Activities	\$236,951
Communication Costs	\$63,332
Consumables	\$393,775
Miscellaneous Expense <sup>3</sup>	\$1,349,092
Professional Development	\$146,849
Equipment/Maintenance/Hire	\$473,749
Property Services	\$607,695
Salaries & Allowances <sup>4</sup>	\$247,567
Support Services	\$1,111,309
Trading & Fundraising	\$17,412
Motor Vehicle Expenses	\$792
Travel & Subsistence	\$0
Utilities	\$184,492
<b>Total Operating Expenditure</b>	<b>\$21,625,015</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$354,473)</b>
<b>Asset Acquisitions</b>	<b>(\$595,151)</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,179,429
Official Account	\$237,646
Other Accounts	\$10,956
<b>Total Funds Available</b>	<b>\$3,428,032</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$719,814
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$207,650
School Based Programs	\$121,695
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$461,086
Capital - Buildings/Grounds < 12 months	\$1,523,188
Maintenance - Buildings/Grounds < 12 months	\$128,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$500,000
<b>Total Financial Commitments</b>	<b>\$3,661,933</b>

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