

2023 Annual Report to the School Community

School Name: Sandringham College (8739)



SANDRINGHAM
COLLEGE

- 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 26 March 2024 at 09:44 AM by Amy Porter (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 06:39 AM by Andrew Barlow (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)
- 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

Sandringham College is located in the south-eastern suburbs of Melbourne. The college caters for 1050 students from Years 7 to 12 and is situated across two campuses that are within a ten-minute walking distance of each other. The Bluff Road Campus is the home of our Middle Years - Years 7 to 9, whilst the Senior Campus at Holloway Road, provides a mature setting for Year 10, VCE, VCE Vocational Major, the Victorian Pathways Certificate and VET students. The school provides multiple pathways for students: general co-educational learning, SEAL (select entry academic learning), art, dance and sports academies. High quality teaching of core curriculum is complemented by a dynamic instrumental music, visual and performing arts program, and a French and Chinese Languages program that encompasses international language immersion opportunities.

At Sandringham College our strong vision supports us to provide opportunities for students to achieve both academic excellence and to develop as young people of great character. Our desire is that our students cultivate their intellectual capacity and that they strive for excellence in all that they undertake. We believe that Sandringham College students, if supported in their learning and development, will become young people of great character who are able to engage with the world around them as tolerant, kind and consciously curious life-long learners. To achieve our vision, we draw strongly on our college values of Respect, Excellence, Integrity, Creativity and Community. It is particularly important to our school that we work as a community; it is through the combined efforts of our students, staff and parents that we achieve our goals and support students to succeed in their aspirations. As a school we set high academic standards and expect both students and staff to aspire to achieve these. Learning within the classroom is complemented by supportive wellbeing programs and a whole college commitment to the *School Wide Positive Behaviours for Learning* (SWPB) framework.

In 2019 we received funding from the Victorian State Government to develop a new masterplan to rebuild the learning environment, replacing facilities that have served generations of students from 1949 onwards. The rebuild of the college comprises of four stages and will result in an improved learning environment focused on enhancing our high-quality teaching and learning program. In 2023 we completed stage one of the rebuild, a new sports/music/dance centre at Holloway Road. Students were given the opportunity to commence learning in this space at the end of 2023 as a part of the College's early commencement 'Head-start' program. The College remains committed to working with the Victorian State Government and the Victorian School Building Authority to enhance and renew facilities.

The college has the equivalent of 111.0 full-time staff: including 5.4 (EFT) Principal Class, 77.1 (EFT) Teaching Staff, and 28.5 (EFT) Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Sandringham College we recognise that continuous improvement in student outcomes is driven by teacher capacity to deliver high quality classroom instruction. Underpinning excellence within the classroom is a robust and innovative curriculum and the consistent use of student learning and wellbeing data to inform teacher practice. At our college we value the growth and learning of our teachers as well as our students. In 2023 our focus has been on the Framework for Improving School Outcomes (FISO 2.0) area of *Excellence in Teaching and Learning* and *Positive Climate for Learning* with a particular emphasis on the following priorities:

1. Maintaining excellence in teaching and learning.
2. Enhancing wellbeing practices across the college to ensure that students remain happy, healthy, resilient and engaged.
3. Developing and embedding high quality inclusion processes and practices.
4. Embedding a college-wide teaching and learning model
5. Refining and embedding a guaranteed, viable and rigorous curriculum.
6. Embedding the *School Wide Positive Behaviours for Learning* framework.

Sandringham College has been identified as a school making significant growth in improving student academic outcomes. On all measures, results indicate that we are on target to achieve the goals established in our 2023-2026 Strategic Plan. In 2023 the college maintained a VCE mean Study Score of 30 for the fifth year in a row; this study score places the school in the top 20% of the state for VCE results and reflects the strong commitment to developing teacher practice as well as a commitment to continued refinement of teaching and learning programs. We are proud of the efforts of our 2023 Year 12 students who demonstrated the school value of 'excellence' through their efforts.

NAPLAN in 2023 indicated that students continue to track positively when compared to statewide data. Students excelled in Year 7 and continued to achieve above the state and similar schools in NAPLAN reading at Year 9. In 2023 we also saw improvement in numeracy with NAPLAN results indicating an increase in the number of students in the top three proficiency levels, higher than both the state and similar school groups.

In 2023, PAT (Progressive Achievement Test) testing and teacher judgements were used to identify students for the college's literacy and numeracy support programs and the Department of Education tutoring program. Students chosen for these initiatives participated in withdrawal literacy support and/or in class mathematics tuition from Year 7 through to Year 10. Support for VCE students was provided through our after-school alumni tutor program.

Wellbeing

Sandringham College provides a safe, positive and inclusive learning environment for all students. We believe that a student's positive wellbeing is fundamental to academic success and their development as young people of great character. The college has progressed its student wellbeing goals through a systematic and coherent approach to student support across all year levels. To facilitate a proactive wellbeing approach, the college employs the equivalent of six full time staff including an Assistant Principal for Wellbeing and Inclusion, a Student Disability Inclusion Coordinator, three full time Student Wellbeing Coordinators and a Mental Health Practitioner who is a qualified psychologist. We also engage psychologists and youth mental health organisations to support the additional needs of students.

Sandringham College has worked as a community to foster a sense of connectedness and safety through a range of proactive programs such as *School Wide Positive Behaviours for Learning* framework. In 2023 the college continued developing the *School Wide Positive Behaviours for Learning Framework* (SWPB) with a cross-campus collegiate team. Consultative processes were undertaken within the college community with a targeted focus being on developing a consistent, sound and well researched system of classroom management and shared expectations of college wide behaviours. In 2023 the work in this area included the completion of the 'all spaces' behaviours matrix which guides behaviours in non-classroom spaces and the broader community. Staff continue to use SWPB and to provide positive acknowledgment to students through 'green posts' on Compass and through the sending home of postcards congratulating them on their positive behaviours.

Throughout 2023 all students participated in the college's *LifeSkills* program which provides age-appropriate presentations around study, sex/relationship education, cyber safety, wellbeing, mental health, careers and resilience. The specific needs of students are considered each year, the program is flexible and designed to be responsive to student data gathered through student voice initiatives and the annual student Attitudes to School Survey. Within the classroom, the college is delivering the Education Department's *Respectful Relationships* curriculum through Health and Physical Education classes. This program focuses on challenging negative attitudes such as prejudice, discrimination and harassment, which can lead to violence. Throughout the year, all students participated in targeted programs specific to their needs and level of readiness.

Engagement

Sandringham College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling, and particularly in the senior years, students are supported to develop their own pathway based on personal passion and future goals. To cater for the individual and the diverse interests of students, the college offers pathways through VCE, VCE Vocational Major (formerly VCAL), the Victorian Pathways Certificate and VET. Students are encouraged to commence VCE studies in Year 10 and many students undertake a VCE Unit 3&4 Study in Year 11. Students' results for 2023 were positive and completion of VCE Certificates at Sandringham College remained stable with 95% of students successfully attaining this qualification.

In 2023 93% of Year 12 students progressed onto a positive tertiary or work pathways, this is higher than the state average but still an area of focus for improvement. Over the course of 2023, many students were successful in attaining employment, traineeships and apprenticeships prior to the completion of their Year 12 VCE Certificate, this is a positive outcome for students but impacted on retention data. The college remains committed to improving retention rates whilst supporting all students to achieve the best pathway possible post school.

2023 attendance data at the school demonstrated that the college is continuing to track above the stage average. Attendance issues are addressed holistically through engaging with relevant stakeholders. Year Level Leaders at each year level support students with attendance concerns through parent interviews, student support plans and engagement with the college's wellbeing team. The Assistant Principal for Wellbeing and Inclusion actively engages with students to encourage and support attendance for those struggling to attend regularly. Students from Years 7-12 generally maintain high levels of attendance, with only 5% of absences non-approved. The college is consistently reviewing and refining our attendance processes and improving our engagement and work with parents/carers regarding attendance.

Connectedness to school data remains a strong indicator of engagement with the college consistently performing above the state and similar schools on in this factor which asks students to respond to the following statements:

- I like this school.
- I am happy to be at this school.
- I feel like I belong at this school.
- I look forward to going to school.
- I feel proud about being a student at this school.

Other highlights from the school year

As a school with a strong Arts/Performing Arts program, student talent was once again showcased through music and dance performances, as well as the annual VCE Art Show. In 2023 the Annual VCE Art Show once again featured the work of Year 7-9 Art Academy students, showcasing their talents and progress over the course of the year. The college's musical production of *We Will Rock You* was a particular highlight of the year, providing many students with the opportunity to participate in an event involving dance, music, and theatre and technical theatre craft from Years 7-12. We were proud that once again that several senior students from Sandringham College were chosen to present their creative works at the Top Arts and Top Class VCE showcases.

On the sporting front, our students represented the college admirably at the state finals of swimming and athletics, achieving commendable results with many students placing in respective events. College teams continued to progress through zone and regional competitions successfully, with a diverse range of students competing in a broad selection of sports. The completion of a new sports facility at the Holloway Road Campus in 2023 was also a highlight, and the venue will further enhance our sports, music, and dance programs, providing state-of-the-art facilities in which our students can learn, rehearse, train, and compete. Additionally, the introduction of a Netball Academy alongside our existing basketball and athlete development programs, reflects our commitment to expanding opportunities for student engagement in sports and our belief that the college is a school for excellence in all areas.

Finally, Sandringham College's debating and robotics teams achieved notable success with both advancing to the state finals of their respective competitions. Notably, the Robotics team's selection to represent the College at the Australian Championships in Tasmania and their subsequent receipt of the Rising Star award highlighted the College's dedication to fostering student excellence in co-curricular activities.

Financial performance

Sandringham College maintained a sound financial position in 2023 and the net financial position continues to remain stable. This reflects the College's consistent approach to our financial responsibilities, whilst also allowing for ongoing modest financial investment in facilities enhancement projects, learning improvement and student wellbeing.

Throughout 2023 financial resources continued to be targeted to support the specific needs of students achieving below expected standard in NAPLAN and priority cohorts through the provision of a specialist Literacy and Numeracy support. Other areas heavily supported include the College's wellbeing program which reflects the ongoing need to support the needs of the whole student by focussing on both learning and wellbeing

The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets, and the Sandringham College School Council in providing direction for the coming year. Our college parents' association has again contributed to funds throughout the college including supporting scholarships for students and providing resources to support the curriculum delivery in Food Studies and Outdoor Education and Environments.

In 2024 we look forward to the work of the curriculum team and the wellbeing team in their important role in supporting and improving student outcomes and ensuring wellbeing and academic growth.

For more detailed information regarding our school please visit our website at
<https://sandringhamsc.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 1011 students were enrolled at this school in 2023, 457 female and 546 male.

7 percent of students had English as an additional language and 1 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).

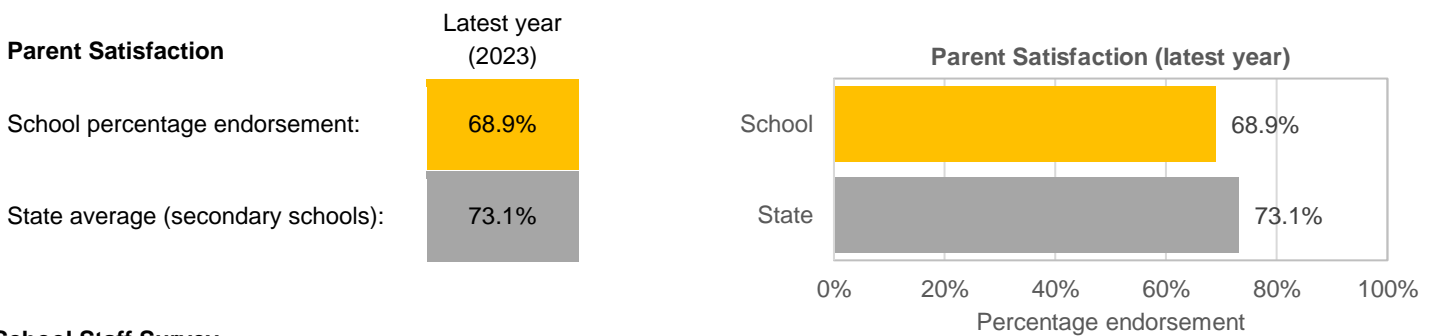
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

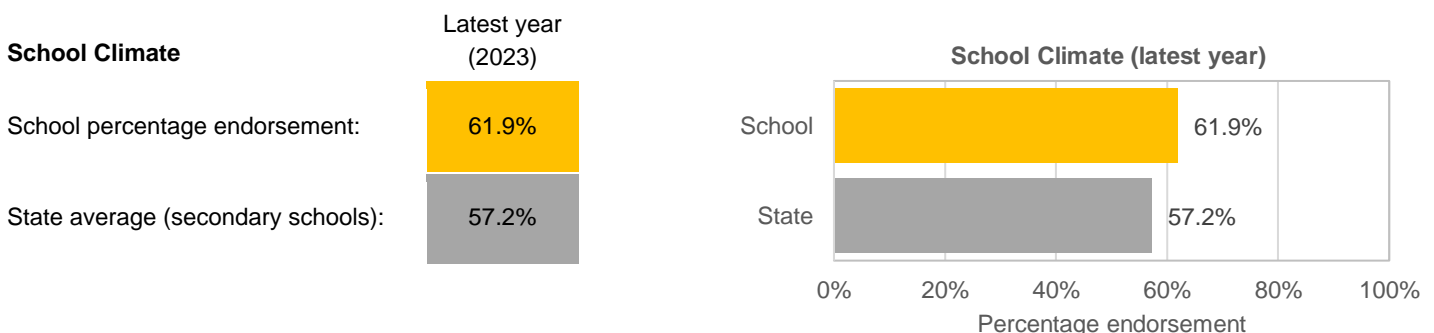


School Staff Survey

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

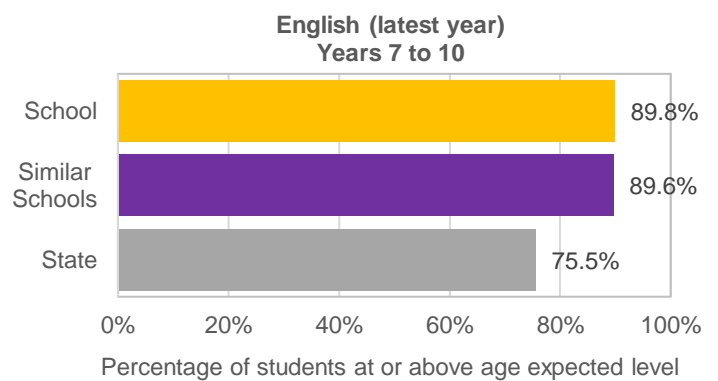
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

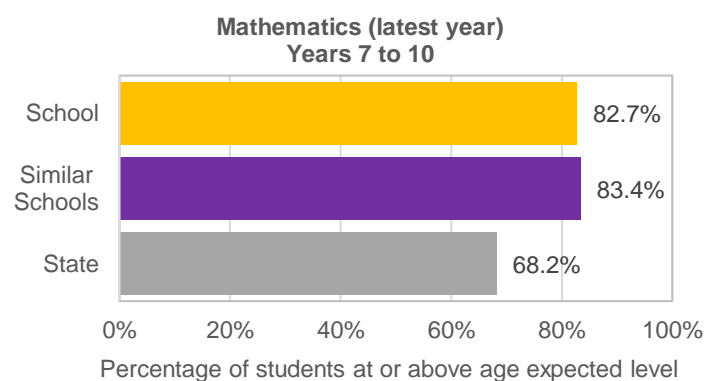
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 89.8% |
| Similar Schools average: | 89.6% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 82.7% |
| Similar Schools average: | 83.4% |
| 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:

86.9%

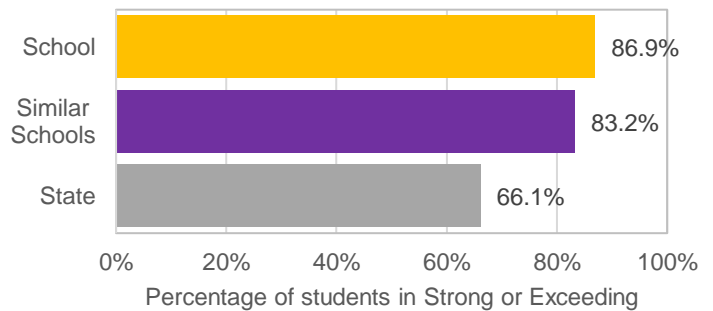
Similar Schools average:

83.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

79.2%

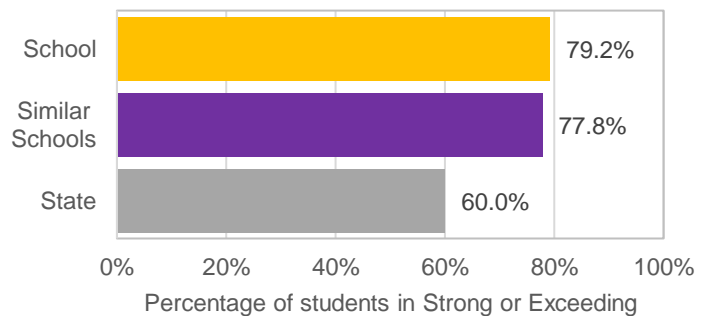
Similar Schools average:

77.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

83.1%

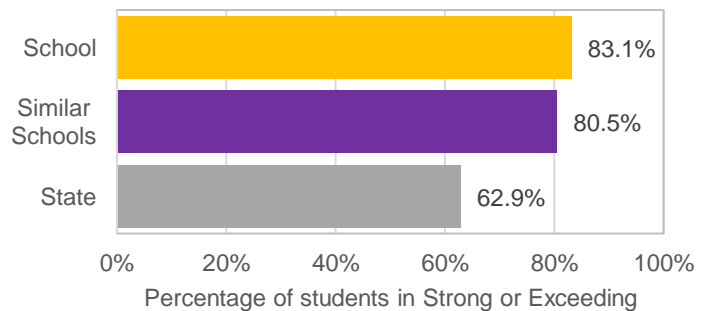
Similar Schools average:

80.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

82.3%

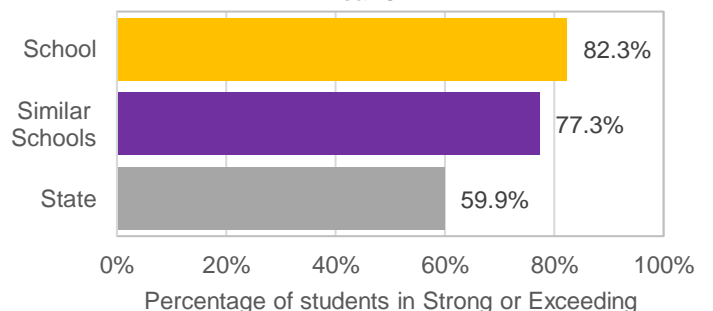
Similar Schools average:

77.3%

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:

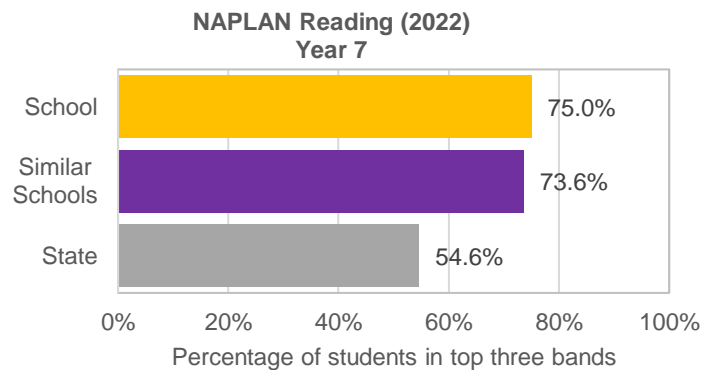
75.0%

Similar Schools average:

73.6%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

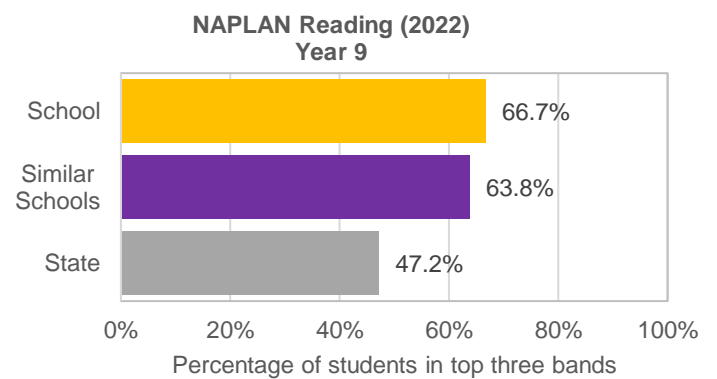
66.7%

Similar Schools average:

63.8%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

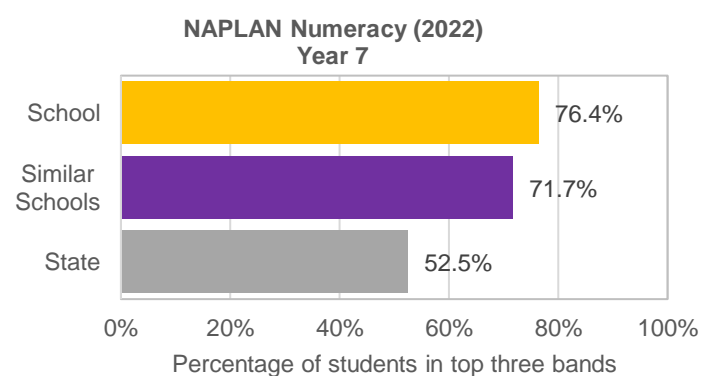
76.4%

Similar Schools average:

71.7%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

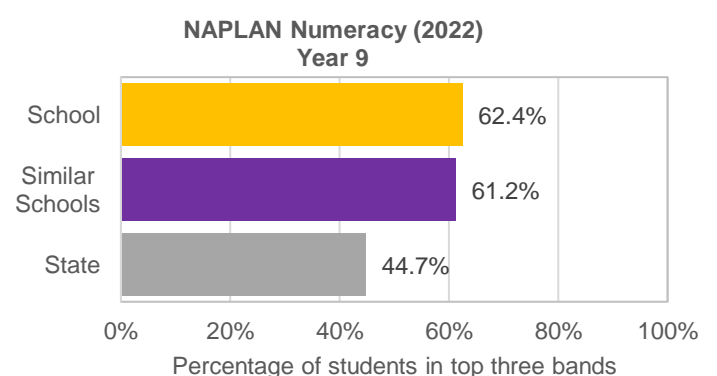
62.4%

Similar Schools average:

61.2%

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

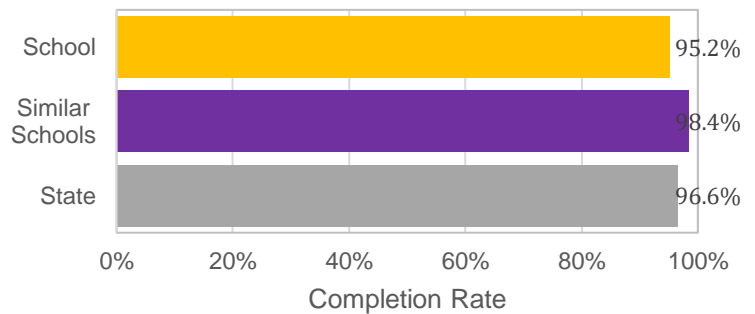
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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: | 95.2% | 95.2% |
| Similar Schools completion rate: | 98.4% | 98.5% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.1

Number of students awarded the VCE Vocational Major

7

Number of students awarded the Victorian Pathways Certificate

NDP

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

21%

Percentage VET units of competence satisfactorily completed in 2023:

82%

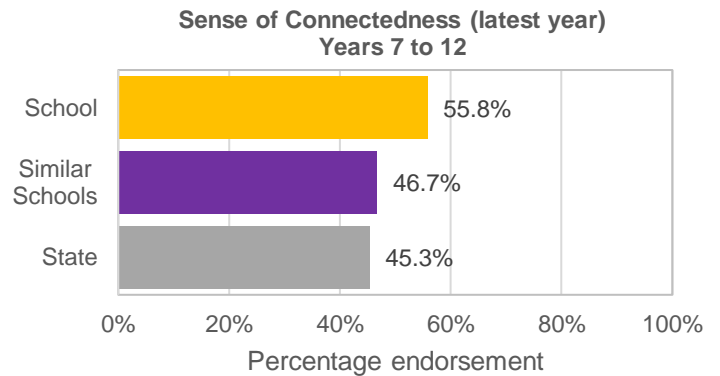
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The 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).

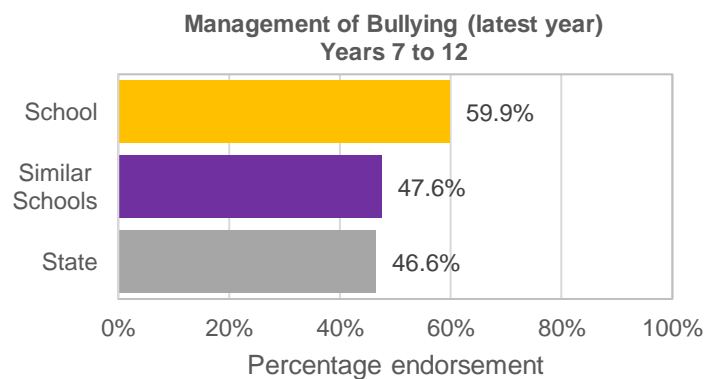
| Sense of Connectedness Years 7 to 12 | Latest year (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percentage endorsement: | 55.8% | 54.3% |
| Similar Schools average: | 46.7% | 51.3% |
| State average: | 45.3% | 49.9% |



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: | 59.9% | 53.1% |
| Similar Schools average: | 47.6% | 52.1% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

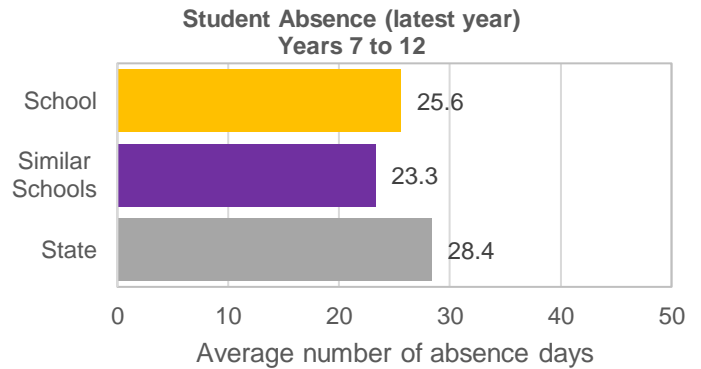
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 25.6 | 20.4 |
| Similar Schools average: | 23.3 | 18.8 |
| 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.

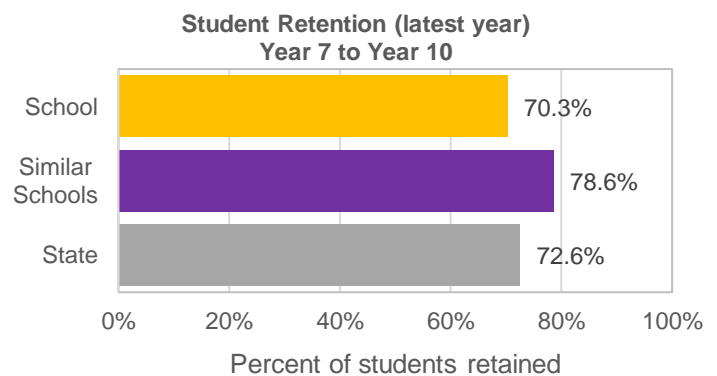
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 87% | 87% | 85% | 87% | 90% | 89% |

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 (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 70.3% | 74.3% |
| Similar Schools average: | 78.6% | 80.1% |
| 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.

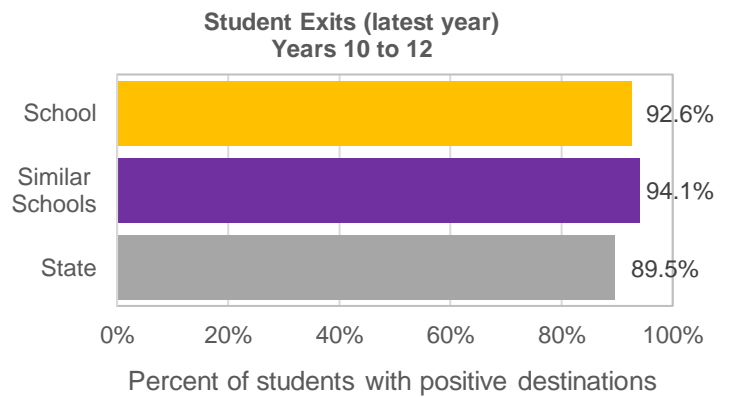
Students exiting to further studies or full-time employment

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: | 92.6% | 92.9% |
| Similar Schools average: | 94.1% | 95.2% |
| 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 | \$12,337,295 |
| Government Provided DET Grants | \$1,475,701 |
| Government Grants Commonwealth | \$13,713 |
| Government Grants State | \$26,186 |
| Revenue Other | \$149,659 |
| Locally Raised Funds | \$1,688,973 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$15,691,525 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$69,381 |
| Equity (Catch Up) | \$31,068 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$100,449 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$12,744,612 |
| Adjustments | \$0 |
| Books & Publications | \$6,139 |
| Camps/Excursions/Activities | \$611,219 |
| Communication Costs | \$27,933 |
| Consumables | \$284,167 |
| Miscellaneous Expense ³ | \$102,921 |
| Professional Development | \$41,182 |
| Equipment/Maintenance/Hire | \$281,522 |
| Property Services | \$312,288 |
| Salaries & Allowances ⁴ | \$723,069 |
| Support Services | \$487,206 |
| Trading & Fundraising | \$31,713 |
| Motor Vehicle Expenses | \$303 |
| Travel & Subsistence | \$1,573 |
| Utilities | \$175,477 |
| Total Operating Expenditure | \$15,831,323 |
| Net Operating Surplus/-Deficit | (\$139,798) |
| Asset Acquisitions | (\$4,558) |

- (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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$834,783 |
| Official Account | \$61,576 |
| Other Accounts | \$155,997 |
| Total Funds Available | \$1,052,356 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$472,196 |
| Other Recurrent Expenditure | \$214 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$133,847 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$27,738 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$171,736 |
| Repayable to the Department | \$825,272 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,631,003 |

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.