

2023 Annual Report to the School Community

School Name: Brighton Secondary College (7650)



- 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 11 April 2024 at 02:38 PM by Leisa Higgins (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 11 April 2024 at 05:24 PM by Asaf Harel (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

Brighton Secondary College (BSC) is a co-educational school situated approximately 15 km south-east of Melbourne. The school is strongly guided by its vision, mission and values.

Vision: BSC is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

Mission: Our mission at BSC is to develop future-ready global citizens. We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners, and critical thinkers.

We live by the values of **Respect, Excellence, Curiosity, Integrity, Teamwork and Empathy (RECITE)**.

Because of this ethos, the school prides itself on its inclusive enrolment and promotion practices.

Student enrolments in February 2023 was 987, 51 were international students, this increased in August 2023 totaling 995 students, 66 were international students (a positive increase of 23 international enrolments compared to 2022).

The school had 118.61 effective Full-Time employees in 2023. The leadership structure consisted of a Principal, three Assistant Principals and seven Leading Teachers, and 3 Learning Specialists.

The school delivers the Victorian, VCE, VCE (VM) and VET curriculum. It offers a range of other enhanced curriculum offerings including the SEAL accelerated learning program with 3 streams- EHLES (English, Humanities, Literature Enhancement Studies), STEM and Innovation and Enterprise streams. It also is an accredited International Baccalaureate World School offering the Diploma Program.

Additionally, the school has a very successful International Student Program. We are regarded as a model program by the DE and are proud of our international students, and the very positive, cultural, personal and academic richness which they bring to our school community. We have an enrolment cap for international students of 120. COVID19 meant many of our international students could not enter the country and as a result the number of enrolments decreased. In 2023 this began to turn around in a positive direction with enrolments steadily increasing.

The school continues to attract very reasonable patronage from our local community, but competition for enrolments in our zone has become fierce, with local independent schools offering record numbers of student scholarships, many of which have been accepted by students who either attended Brighton or would have. However there has been sparing enrolments for senior school year levels throughout the year.

We are not aware of any staff who identify as Aboriginal or Torres Strait Islander.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning Outcomes:

In 2023 we focused on student learning and student wellbeing to improve student outcomes. Students who experienced learning challenges were offered a pathway to catch up and restore gaps in their learning. This was done through our Literacy Support program, the Tutor Learning Initiative, and the MYLNS program (Middle Years Literacy and Numeracy Support). Our high-ability students continued to be challenged to achieve growth in their learning through the Victorian High-Ability Program, the SEAL extension program, along with enrichment and extension opportunities in various subjects offered.

To continue to build teacher capacity of data and evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth, PAT data, NAPLAN results and Common Assessment Task results allowed teachers to easily identify the needs of student growth in their classes.

The 2023 NAPLAN results show a strong increase in the percentage of Year 7 and 9 students in the top two bands for Reading and Numeracy. Our NAPLAN data continues to be well above 'Like Schools' and the mean of all State schools. The 2023 NAPLAN results indicate very positive results of 'Influence' in **Numeracy** for our Year 7 and Year 9 students. These results are pleasing, since moving away from a whole school 'Maths Pathways' program over the last two years. Our Year 9 **Reading** NAPLAN results also very positive and continue to improve, with results of 'Influence' with our Year 9 cohort.

In 2023 we focused on developing and implementing an instructional framework consistently across the college to ensure students felt a familiar approach and consistency to learning at BSC in every classroom, with teachers making informed decisions about the specific strategies that will best support their students' success. Teachers were involved in professional learning sessions to engage

with research and data on instructional models, consulted with, and worked collaboratively across all domain areas on the development of the BSC instructional model.

Our VCE results demonstrated that our students are engaged and very focused evidenced by our Year 12 cohort achieving an average Study Score of 31. Our students are well prepared for the world beyond school with 100% of Senior School students continuing to further studies or full-time employment.

Wellbeing

The Student Wellbeing Team continued to provide counselling and support to students and families. Students are also supported to engage with external support services and have access to HeadSpace. In addition we have a school Chaplain, with the longstanding partnership and support with Korus Connect, and a Mental Health Practitioner, and a partnership with the 'Raise Foundation' which runs the 'Raise Youth Mentor' program onsite for our students. We have maintained subscription and partnership with School TV, an online resource designed to empower staff and parents with wellbeing tools and resources.

The new well-being centre opened in Term 2 with newly renovated spaces, including 3 spacious and comfortable interview rooms for students, educational support staff offices, and well-being team offices. The new wellbeing centre also includes a new well-being classroom, where many programs are being run, such as the year 7 START program, as well as other lunchtime programs such as Mindfulness and the Safe Space Alliance (SSA).

The Year 8 and 9 cohort were involved in the Toolbox Education program 'Thinking Traps' to raise awareness for students on positive patterns of thinking and develop language skills to communicate experiences. All Year 9 students were also involved in 'Teen Mental Health First Aid', with the partnership and support from Nth Brighton Rotary, qualifying our students for a Teen Mental First Health certificate. This equipped students with skills to respond appropriately when friends are experiencing a mental health crisis.

Eight of our Year 9 students successfully applied to attend the School for Student Leadership (SSL is an Department Education program) in Term 3. They all successfully participated in an eight-week residential program at Snowy River. We have been fortunate to have our Year 9 students in this program for over ten years now.

We have continued our partnership with the United Jewish Education Board, who run 'J-Lunch' lunchtime session every Thursday onsite for all students. The lunchtime sessions are for our Jewish students to connect with other Jewish students in the school while also encouraging the wider school community to engage and learn more about Jewish culture.

Engagement

The leadership team introduced a dedicated 'Anti-Bullying Incident Reporting Email' for students/parents to use to report incidents of bullying. Principal class, leadership and the wellbeing team initiate an immediate investigation and take appropriate action. BSC are committed to providing timely updates on progress of incidents reported while ensuring the safety and well-being of all parties involved.

To continue to activate student voice, this year our SRC (Student Representative Council) ran whole school competitions for the 'Bullying No Way' day to raise awareness and to encourage an Upstander culture. Students participated in design competitions of socks, badges and hoodies. BSC has been a registered school for the last 5 years of the national 'Bullying No Way' program, and ran a school wide session in PEP (Personal Excellence Program) to focus on understanding bullying, how to report bullying at BSC and where to seek help. The SRC also celebrated 'R u ok' by running lunchtime activities, and another school wide session in PEP with a focus on students feeling safe, valued and supported.

The Leadership team introduced a 'Celebrating Multi-Culturalism' unit that was rolled out across the whole school during the PEP program. The purpose of this unit was to build a strong school culture to support cultural inclusion and understanding at BSC to ensure all students feel safe, valued and respected.

The school also continued its work with Courage to Care, an organisation dedicated to promoting the acceptance of diversity by helping schools and organisations transform bystander behaviour and inspire participants to become Upstanders in their own communities. Leadership at BSC engaged Courage to Care to conduct a series of workshops with staff and students schoolwide offering practical tools to stand up against racism, bullying and prejudice, and empower participants to take positive action in the schoolyard and workplace.

Student attendance at BSC is consistently high with lower rates of absence than similar schools and significantly lower rates than the state average. Research shows there is a strong correlation between school attendance and student achievement, and this is certainly evident at our school. The average proportion of formal school days students attended in Year 12 at BSC in 2023 is 95%. The parent/carer community came together in the later part of 2023 to re-invigorate the PCA which had been depleted by covid-19 and other factors. A significant number of parents and carers came together to form the 'Brighton Secondary College Community Connect' (BSCCC) with the aim of connecting parents and carers in the community, welcoming new families, supporting student

voice initiatives and working towards fundraising activities. The BSCCC ran its first event in Term 4 2023, "Ice-Cream Appreciation Day for Students". A group of around 30 parents/carers raised funds and handed out nearly 1000 ice-creams to students and staff. This positive initiative was designed to let students know that, not only do they have the support of their school and teachers but a whole network of parents/carers and a community are behind them.

Other highlights from the school year

2023 was the first year since COVID that Brighton Secondary College was able to offer its full suite and more, of co and extra-curricular activities, despite new challenges regarding changes set by the DOE for all Government Schools. Year level camps for years 7,8,9, 11 (Central Camp) and 12 were run a great success, with specialised camps which relate to the curriculum such as Outdoor Education. This year saw the re-commencement of the Japan Tour with our Sister school Tokoname High School (this alternates each year, in 2024 Tokoname Highschool Students will be hosted by BSC Students). Eight of our year 10 students participated in the RYPEN camp focusing on team building and leadership skills working with students from across Victoria as well as 3 students participated in the Rotary Youth Sailing Challenge departing from Adelaide on a 7 day voyage, these opportunities are due to the strong partnership and support from with Brighton Rotary. Our cultural events resumed including Smoking Ceremony, House Chorals, College Production, Brighton's Got Talent and Band Nights. This year saw the first in-house competitions, junior and senior. Student lead fundraising initiatives were a focus for 2023 such as, Worlds Greatest Shave (Leukaemia Foundation), ASRC Food Drive (Asylum Seekers Resource Centre) and Les Twentymen (school supplies drive). As well as the IB class planned and executed a fundraiser for the earthquake victims in Turkey and Syria. Celebrating student achievement was another focus for the year, not only for achievements within the school but externally as well, whether it was Chess tournaments, Taekwondo competitions, International Handball Championships, International Jump Rope and many more. The school had another excellent year in the sporting arena. 60 students represented Brighton Secondary College at the Kingston Athletics. Two students one U14 girl and one U17 girl won the age group championship. 12 students progressed to the Southern Metro Regionals and qualified for State Track and Field Championships in their respective events. The intermediate boys' soccer team, intermediate boys' badminton, and intermediate boys' tennis represented BSC at the Southern Metro Regional level. The senior girls' soccer team had another standout year, finishing as runners-up at the state championships. The college has an incredible debating team who continue to make every effort in representing the school and win Inter-school debating events against local schools. Our 2023 Year 11 debaters went on to take 2nd, overall, in the final Regional Competition with one of our Year 11 students winning the Bayspeak public speaking competition.

Financial performance

The school finished the 2023 calendar year with a deficit of \$2.1MIL due to the high ratio of staff, to students attending. Actions were taken by the new leadership team and DE in the latter part of 2023 to support the school to make adjustments necessary to regain financial equilibrium whilst ensuring BSC continues to be a well-resourced school delivering on strategic goals, high levels of academic success and social, emotional wellbeing of students. School raised funds related to hire of facilities increased in 2023 after being severely affected by covid-19. Parent payment contributions were less than expected and work began in the latter part of 2023 to engage the parent/carer community. Parent Payment arrangements were simplified, and communication went out to families to explain the difference school raised funds can make to the breadth and depth of learning experiences and learning environment schools can provide. BSC, located in a high sociodemographic area received \$52K of Equity funding. Equity funding is based on parental occupation, parental education and the level of concentration of disadvantage in a school. It is designed to allow schools to help raise educational outcomes, for students experiencing disadvantage. The college council supported the school to make several grant applications for funding through the VSBA Minor Capital Works and Inclusive Schools' Fund in 2023. We were fortunate to be awarded close to \$300K through the ISF program to build a beautiful outdoor wellbeing and learning space for students that will be called "The Oasis". Works will begin in 2024. Looking forward to 2024, the school leadership team and college council have worked together with DE to create a workforce structure and budget that is sustainable, delivers on strategic objectives for education and wellbeing, and invests in facilities and the learning environment. With a strong focus on increasing school raised funds, the school will be investing in facilities that not only benefit students but yield a return. The momentum of the newly formed parents' association, the BSCCC will build further connections and present opportunities to raise funds and build a proud and united community.

For more detailed information regarding our school please visit our website at
<https://brightonsc.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 985 students were enrolled at this school in 2023, 390 female and 588 male.

16 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).

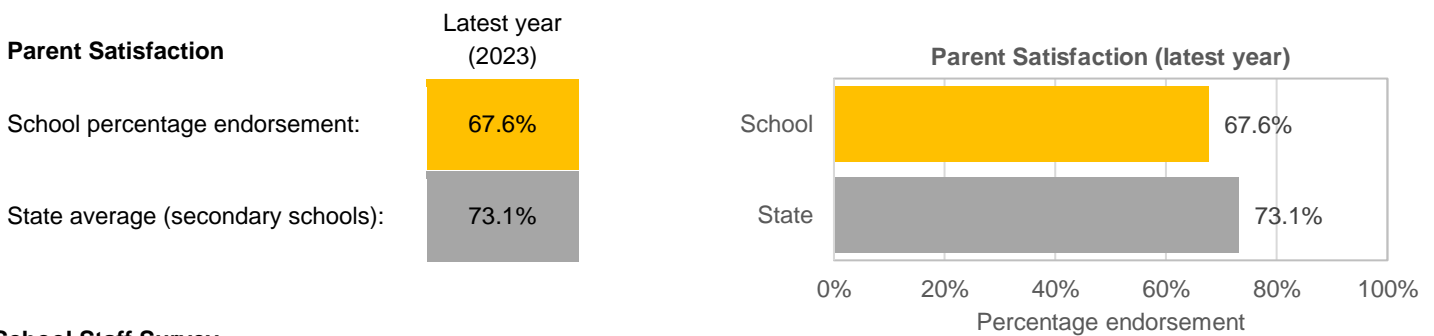
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

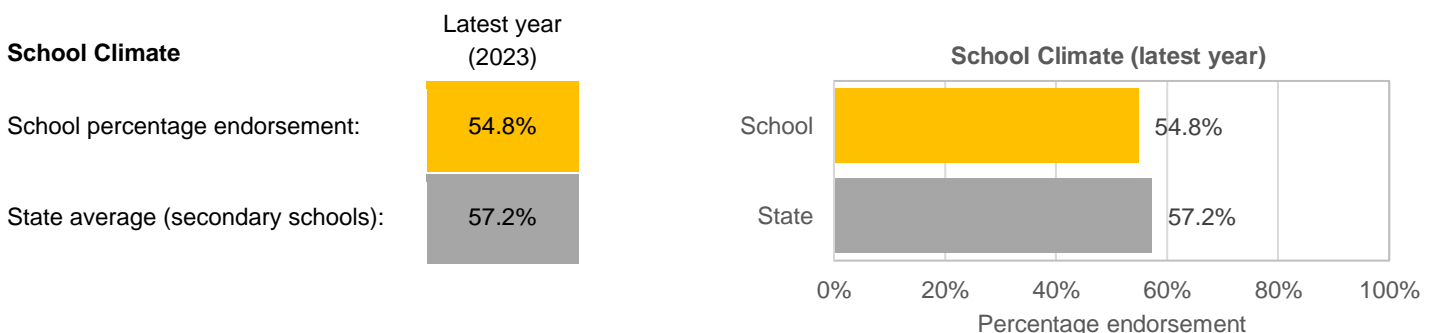


School Staff Survey

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

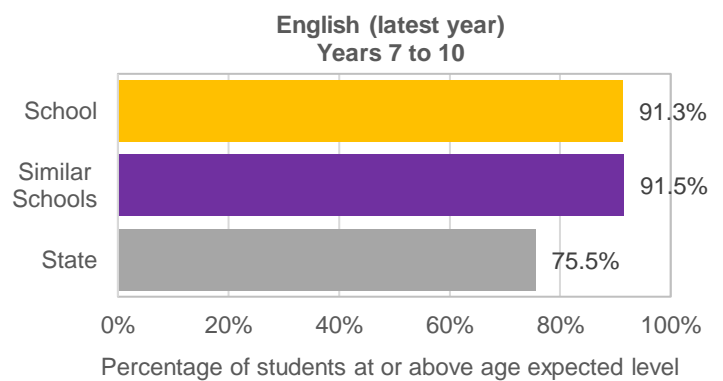
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

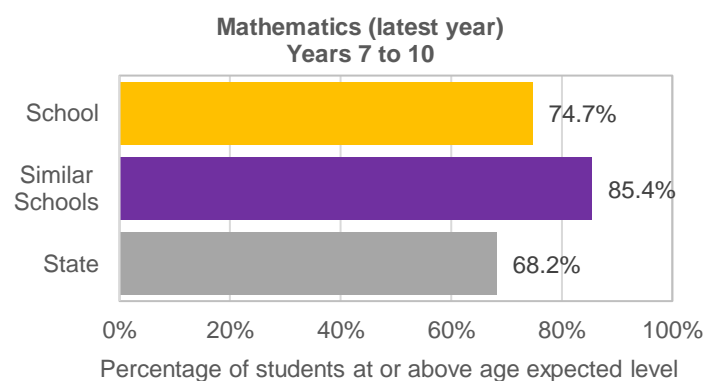
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	91.3%
Similar Schools average:	91.5%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	74.7%
Similar Schools average:	85.4%
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:

84.2%

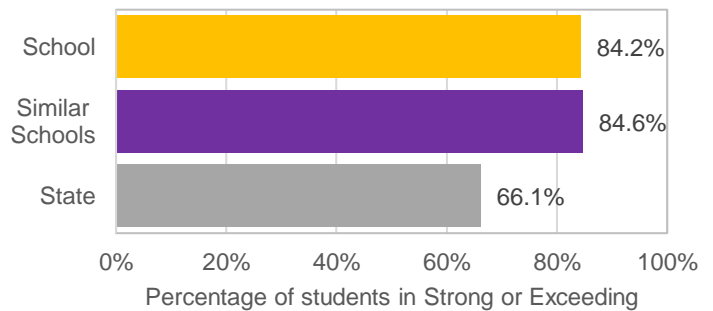
Similar Schools average:

84.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

82.7%

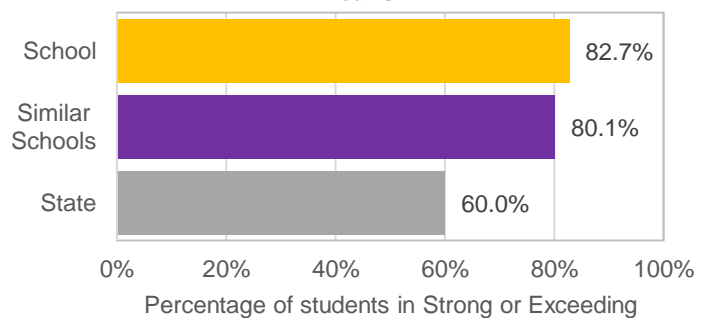
Similar Schools average:

80.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

92.5%

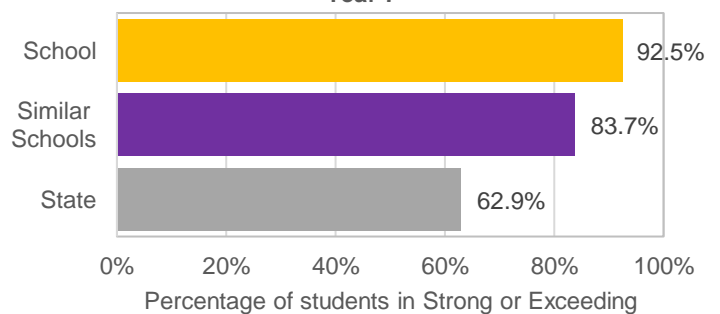
Similar Schools average:

83.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

83.4%

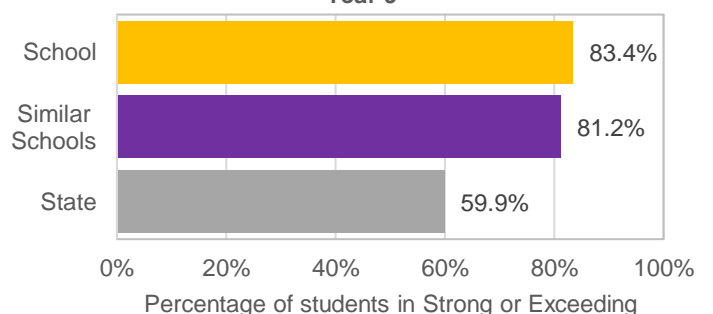
Similar Schools average:

81.2%

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:

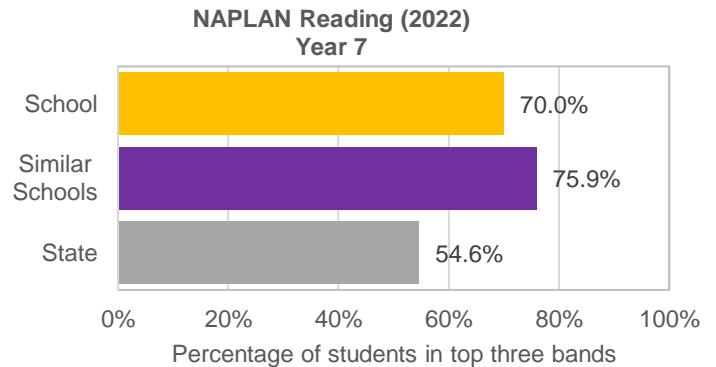
70.0%

Similar Schools average:

75.9%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

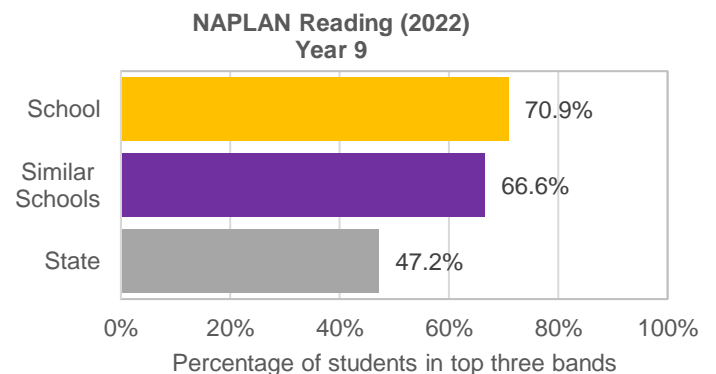
70.9%

Similar Schools average:

66.6%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

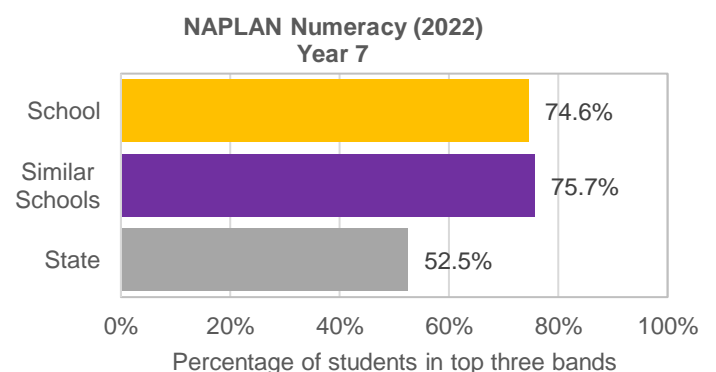
74.6%

Similar Schools average:

75.7%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

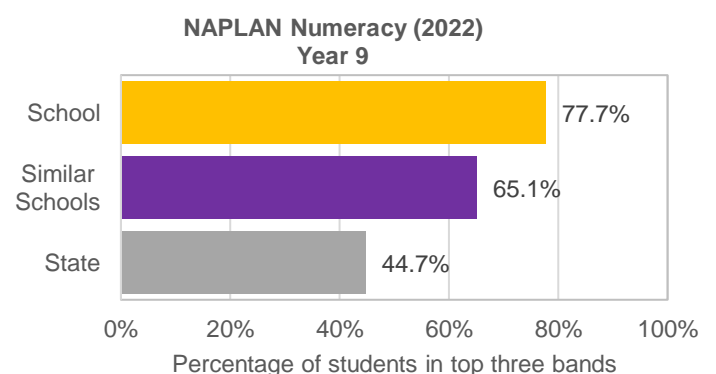
77.7%

Similar Schools average:

65.1%

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

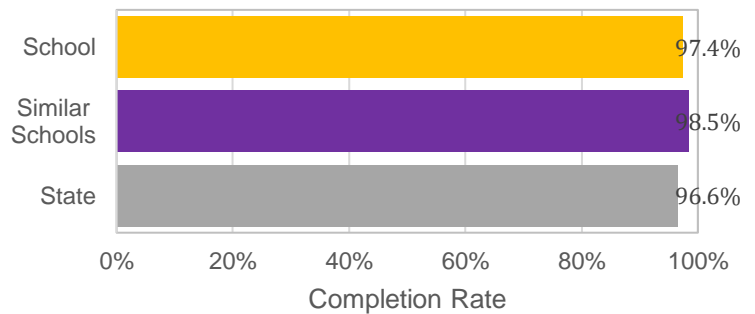
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	97.4%	97.8%
Similar Schools completion rate:	98.5%	98.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.2

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

20%

Percentage VET units of competence satisfactorily completed in 2023:

87%

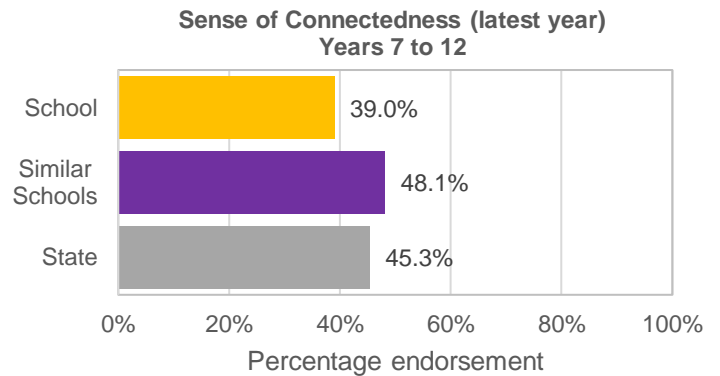
WELLBEING

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).

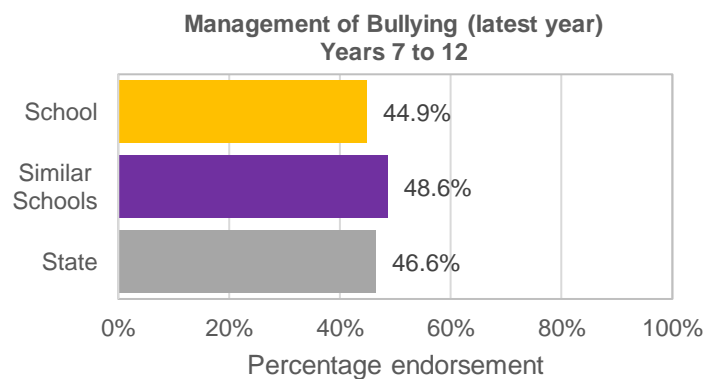
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	39.0%	43.5%
Similar Schools average:	48.1%	52.2%
State average:	45.3%	49.9%



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:	44.9%	50.4%
Similar Schools average:	48.6%	52.7%
State average:	46.6%	51.0%



ENGAGEMENT

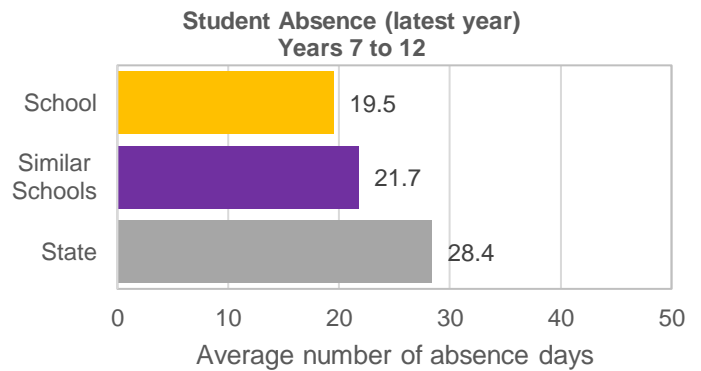
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	14.2
Similar Schools average:	21.7	17.6
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.

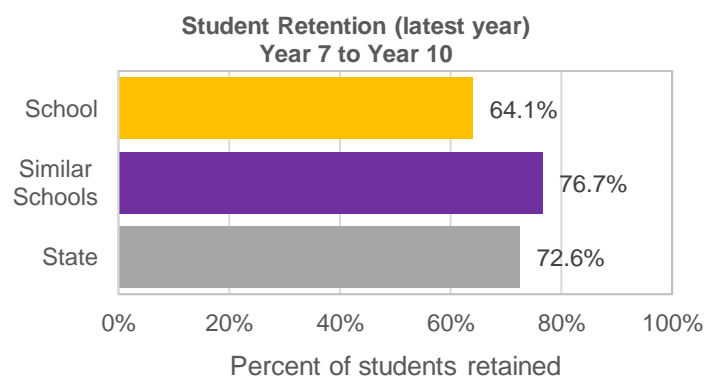
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	87%	88%	90%	91%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	64.1%	69.3%
Similar Schools average:	76.7%	78.4%
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.

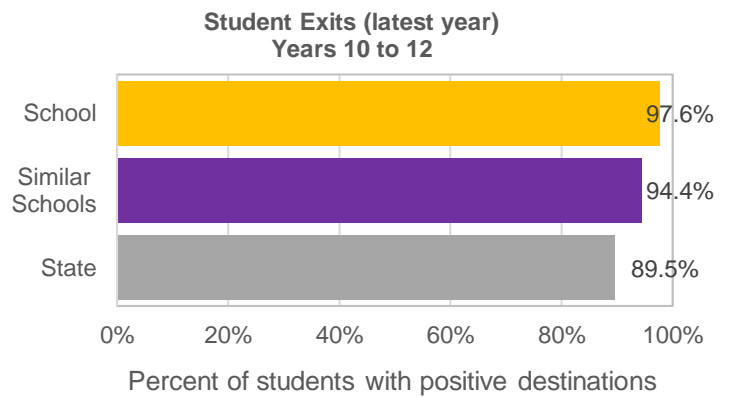
Students exiting to further studies or full-time employment

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:	97.6%	97.5%
Similar Schools average:	94.4%	95.4%
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	\$10,648,413
Government Provided DET Grants	\$939,652
Government Grants Commonwealth	\$33,604
Government Grants State	\$12,998
Revenue Other	\$78,043
Locally Raised Funds	\$1,547,522
Capital Grants	\$0
Total Operating Revenue	\$13,260,232

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,458
Equity (Catch Up)	\$18,953
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$52,411

Expenditure	Actual
Student Resource Package ²	\$12,579,427
Adjustments	\$0
Books & Publications	\$3,773
Camps/Excursions/Activities	\$500,272
Communication Costs	\$18,808
Consumables	\$275,030
Miscellaneous Expense ³	\$148,974
Professional Development	\$56,119
Equipment/Maintenance/Hire	\$187,437
Property Services	\$390,590
Salaries & Allowances ⁴	\$595,421
Support Services	\$450,277
Trading & Fundraising	\$10,118
Motor Vehicle Expenses	\$8,938
Travel & Subsistence	\$32,494
Utilities	\$104,672
Total Operating Expenditure	\$15,362,352
Net Operating Surplus/-Deficit	(\$2,102,119)
Asset Acquisitions	\$164,108

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,186,096
Official Account	\$99,652
Other Accounts	\$286,427
Total Funds Available	\$1,572,174

Financial Commitments	Actual
Operating Reserve	\$413,480
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,533
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$338,843
Repayable to the Department	\$2,668,589
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,936
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,575,381

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.