**2023 Annual Report to the School Community**

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|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 17 March 2024 at 05:18 PM by Graeme Holmes (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 | | To be attested by School Council President | |

School Name: Hopetoun P-12 College (8904)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

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

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

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

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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

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

**NDP and NDA**

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

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

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

**The Victorian Curriculum**

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

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

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

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

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

Updates to the ‘*Performance Summary’* in the 2023 Annual Report

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

**NAPLAN**  
  
In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/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** |
| Our Vision Hopetoun P-12 College strives to meet the individual needs of all students. The College promotes high expectations, accountability and feedback to produce responsible, respectful and collaborative citizens in a changing society.  Our Values v  Respect - we show compassion for the feelings, abilities and rights of others and ourselves.  v  Responsibility - Responsibility – we manage our own behaviour to achieve our goals.  v  Teamwork - Teamwork – we work together to help everyone achieve their goals.            These core values underpin all we do within and across our college. We use these values to ground our decision making, to develop and implement our policies and to deliver our day-to-day teaching and learning programs. They form the basis of our interaction with students, amongst staff and with the broader community. These core values also underpin student management and student wellbeing as well as all aspects of our leadership and school management.  They help to provide the direction and purpose for our college.  Current Context Hopetoun P-12 College is situated in the rural community of Yarriambiack Shire, approximately 385 kilometres to the Northwest of Melbourne. The College was formed in 2012 through the amalgamation of Hopetoun Primary School and Hopetoun Secondary College. The school grounds include an indoor basketball stadium, outdoor shade areas, an adventure playground, sand pit and cubby house. The grounds also include a sheep feedlot and an orchard developed by students in the school’s Victorian Certificate of Applied Learning (VCAL). All students and staff have spent 2022 and 2023 in portable accommodation awaiting renovation of the main building. The original structure is a typical 1960s build with science classrooms, food technology and general-purpose rooms.  The renovations have been underway throughout most of 2023 and are scheduled for completion in March 2024. We also have a Trade Training Centre (TTC) onsite which is part of the Southern Mallee cluster TTC.  Further buildings include a music room, library, art rooms and detached sheds used for a range of purposes.   Enrolments Enrolment in 2023 was 86 – 39 females and 47 males. Enrolments are relatively stable around the 75-80 mark. We exceeded the usual enrolment range due to a number of families moving to Hopetoun throughout the year.    The Student Family Occupation (SFO) category rated as ‘High’ which means a high level of socio-economic disadvantage. The high rating has been consistent over a period of time.   The staffing profile of Hopetoun P-12 College includes 13.2 EFT (Equivalent Full Time) teachers, comprising a Principal, an Assistant Principal and three Leading Teachers supported by 5.7 EFT Education Support Staff, including learning support, wellbeing support, administration, a gardener, a canteen manager and cleaner. The substantive principal went on leave mid-year and a principal was appointed. The substantive assistant principal was also on leave hence there was an acting assistant principal and two leading teachers making up the leadership team.      Parent satisfaction is close to the state average, as is the school climate as rated by staff. We have no staff who identify as Aboriginal or Torres Strait Islanders and we do not offer programs for overseas students.   Curriculum Hopetoun P-12 College provides a Foundation to Year 10 program through the Victorian Curriculum and a Year 11 to 12 program through the Victorian Certificate of Education (VCE), the Vocational Major (VM) and access to Victorian Education and Training (VET) courses. Students have access to the Wimmera Virtual School, and the Southern Mallee Cluster VET and VM provision enabling students to access more options. The college is well placed to provide students with access to the new Victorian Senior Secondary Certificate. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The Hopetoun P-12 College School Strategic Plan (SSP) was developed in 2020 hence 2023 was the third year of implementation. The learning goal was the broad task of improving student learning in literacy and numeracy. The actions implemented in 2023 were aligned with the goal and went some way towards achieving the goal. A focus for improvement was to moderate student work to ensure consistency across teacher judgments. A second imperative was an emphasis on deepening teachers’ understanding of formative assessment in literacy and numeracy. Building the capability of staff was an ongoing theme in 2023, consistent with our work throughout implementation of the SSP. Learning sprints were used in all three Domains (English, Maths, Super Domain) and teachers reported the efficacy of learning sprints. Peer Learning Walks continued to feature in 2023, and tutoring was implemented across the College.Staff professional learning based at the school level focused on the use of data and data analysis, deepening understanding of cognitive load, strategies for developing self-regulation amongst students and approaches to setting high expectations.  Time was also devoted to developing a more consistent approach to using rubrics as an assessment tool and we revisited the High Impact Teaching Strategies (HITS) regularly. A focus for the Maths Team was on problem solving while the teaching of academic vocabulary was a unifying theme across the Domains.Staff accessed external professional development. Consultant Andrea Hillbrick visited and assisted with the introduction of Writer’s Notebook which has improved our writing program in Prep to Year 9. We also employed James Anderson to deepen our understanding of learnership. The Science f Learning was also explored.Universal use of our school instructional model was central to explicit and high quality instructional practices at Hopetoun P-12 College in 2023. We also used FISO 2.0 and the Department’s improvement cycle to assist in planning, implementing and reviewing.The hard work and continual development in teaching practices resulted in improvements in achievement data in 2023. Teacher judgments, reported herein, indicate that Year 7-10 English is well above similar schools and marginally ahead of state averages. Year 7-10 Maths data indicates Hopetoun P-12 students are above similar schools. NAPLAN results reveal that our Year 7 cohort achieved pleasing results in Reading, being above both similar schools and state averages. The Year 7 students shone again in Numeracy where their results eclipsed both like and state averages. We continued our excellent record of 100% completion of VCE and 98% completion of VET units.In 2024, we will continue with implementing many of the initiatives introduced throughout the first three years of our SSP. One initiative, which aligns with our current work, will be exploring responsive teaching. |
| Wellbeing |
| The wellbeing of all students is a high priority for Hopetoun P-12 College. Our goal is to ensure that we continue to improve the wellbeing, social and emotional skills of all students so that all feel safe and connected to school. We have ensured that resources have been aligned with needs to address wellbeing concerns as they arose. We developed a strong, positive wellbeing support team in 2023 comprising a Mental Health Practitioner, a Mental Health Support, a school chaplain and trained staff and leaders. Pleasingly, we were able to appoint a chaplain to the previously vacant position. Regular case management meetings, proactive programs and extensive support were features of our 2023 wellbeing support team.We provided a range of wellbeing programs across the P-12 spectrum. Programs included: Elevate, Zones of Regulation, SWPBS, RRRR, Study Without Stress, School for Student Leadership, Rock and Water, Drumbeat, Man Cave, Flourish girls, Ministry of Dance, Advance, Mental Health First Aid, First Aid, STOMP, Buddies, year 7/8 Pastoral Care, Healthy Minds, Hero Horse and Inner Rhythm. The Mental Health Fund Menu was accessed to support selected program.Measures of student wellbeing include sense of connectedness and management of bullying, both of which are derived from the Student Attitude to School Survey. The Year 7 to 12 students reported positive connection to school. Their data was almost identical to similar schools and close to the state percentage. The secondary students also indicated that Hopetoun P-12 College manages bullying effectively.In 2024 we will continue with developing effective programs to address student wellbeing. SWPBS will be emphasised as we work towards full accreditation and we will continue with Zones of Regulation and Therapy Dogs. Staff will be trained in trauma informed teaching and we will continue to develop staff capability in the High Impact Wellbeing Strategies.  We will continue with the Hero Horse program for selected students and Drumbeat for all of the Years 3-6 students. Healthy Minds will be implemented for the Year 7 and 8 students. A range of other programs will be provided to address identified needs as they arise. |
| Engagement |
| Hopetoun P-12 College values student engagement in all aspects of learning. Our goal is to improve the engagement of all students in their learning. Students need to be at school to take advantage of the many opportunities available to them to engage in the academic, sporting, social and cultural elements the school offers. An important component of our 2023 AIP was the development of student voice across a range of school-based areas. The SRC was restructured with a clear emphasis on representation, consultation and collaboration amongst students and ensuring that representatives consulted with the broader student base. Students also held an equal chair at school council, council sub-committees, staff selection panels and any ad hoc committees such as the dress code committee. Staff, and School Council, consciously sought the opinions of students in a broad range of areas. Although school curriculum is set by the VCAA, teachers provided opportunities for student choice within the curriculum where opportunities arose.Student engagement is measured through student absence data, retention and exit data. The Hopetoun P-12 student absence data for Prep-Year 6 is almost identical to both similar schools and the state average. All are around an average of 20 days absence for 2023. Most of our Prep to Year 6 classes were around the 90% attendance.The secondary school data indicates our students in Years 7-12 have less absences than students in similar schools and only about one day absent more than the state average.  Years 12, 11 and 7 students had the best attendance rates, at around 90%. Continuation of daily phone calls to parents and carers when students were absent and no notification by parents, assisted in reminding parents of the need for students to attend regularly as well as reinforcing the unacceptable reasons for absences. Throughout the year we continued to emphasise the importance of 100% attendance and the positive impact of attending every day.Retention rates are an indicator of engagement. Data for retention of students from Years 7 to 10 is strong at 70% which is close to similar schools and state and our four-year average is very good at 75%. Exit data for Years 10-12 students is another indicator of engagement. Our data indicates that about 93% of our students who exited in 2022 (data for 2023 is not available at this time) either continued to further studies, usually at University or TAFE, or went to full-time employment. This exceeds both similar schools and state percentages and our four-year trend data is very good. Our pathways though our VCE programs and our VCAL (2022) have provided excellent choices within the core domains to enable students to transition to higher education or to work. We will continue offering pathways within the VCE structure to ensure students can access higher education of their choice. The introduction of the Vocational Major and the Victorian Pathways Certificate will also assist in student transitions to work or higher studies. |
| **Financial performance** |
| The management of school funds has again been exemplary in 2023. Hopetoun P-12 College has been operating in portable classrooms and makeshift offices for over two years while the main building is being renovated. Hence, a range of savings have been made over time in readiness to move into the renovated building. Savings have accumulated, all for designated improvements, enabling us to have a surplus of $530,704 for the calendar year. Part of the surplus is due to an inability to attract teachers to rural and remote areas hence we remained understaffed for most of the year.We received SRP funding of over $2.8m along with over $600,000 in government grants. Locally raised funds were over $104,000, most of which was payment for camps and excursions and Parents Club fundraising, and we received equity funding of over $105,000.We used our credit budget to employ teaching and support staff including tutors and MYLNS staff and to employ additional education support staff to assist students with behaviour and learning needs.Support services expenditure mainly involved payment for VET courses ($30,000), wages for two trainees ($81,000) and payment for agency CRTs ($54,900).The equity funding was provided through credit and cash and we used this funding to employ additional education support staff. Equity funds were also used to purchase programs for student learning such as Elevate and to assist with some educational excursions and camps. The equity funds provided additional support for students in need to support their learning and their social and emotional development.  Funds were also allocated through the Mental Health budget to employ staff as well as to provide student programs addressing mental health, engagement, values and wellbeing programs. The majority of locally raised funds were used to pay for camps and excursions throughout the year. Equipment and Maintenance Hire expenses were inflated as we had to hire a marquee for student shelter and eating area during renovations. Expenditure on utilities has continued to drop as we embark on upgrading lighting and the solar panels become more efficient.We commence the 2024 school year in a solid financial position with accumulated funds available to support programs and plans for the year. We have set aside funds for supporting welfare programs and ensuring that the mental health needs of our students are well resourced. We have carried forward some funds to support IT and to ensure we have suitable equipment when we move into the main building. It is anticipated that renovations to the main school building will be completed in March/April 2024. As the renovation has been only part of the main building it is anticipated we will need to use some of our funding to complete the classrooms and provide furniture and equipment to complete the renovation. We have also set aside funding for maintenance and replacement of equipment in the Trade Training Centre and for upgrades to the Stadium. |

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 86 students were enrolled at this school in 2023, 39 female and 47 male.

0 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

This school’s SFOE band value is: High

Parent Satisfaction Summary

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

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

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 66.7% |
| State average (P-12 schools): | 69.6% |

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 59.6% |
| State average (P-12 schools): | 59.3% |

LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

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| **English**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 81.3% |
| Similar Schools average: | 83.7% |
| State average: | 87.2% |

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| **English**  **Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 77.8% |
| Similar Schools average: | 64.0% |
| State average: | 75.5% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 70.0% |
| Similar Schools average: | 84.6% |
| State average: | 86.4% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 67.0% |
| Similar Schools average: | 58.5% |
| 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.

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| **Reading**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 25.0% |
| Similar Schools average: | 53.6% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 50.0% |
| Similar Schools average: | 76.6% |
| State average: | 76.9% |

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| **Reading**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding | 66.7% |
| Similar Schools average: | 60.1% |
| State average: | 66.1% |

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| **Reading**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 42.9% |
| Similar Schools average: | 53.9% |
| State average: | 60.0% |

LEARNING (continued)

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

NAPLAN (continued)

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| **Numeracy**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 25.0% |
| Similar Schools average: | 59.0% |
| State average: | 67.4% |

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| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 25.0% |
| Similar Schools average: | 63.9% |
| State average: | 67.9% |

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| **Numeracy**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 77.8% |
| Similar Schools average: | 57.5% |
| State average: | 62.9% |

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| **Numeracy**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 50.0% |
| Similar Schools average: | 60.7% |
| State average: | 59.9% |

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.

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| **Reading**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 40.0% |
| Similar Schools average: | 59.5% |
| State average: | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 63.7% |
| State average: | 70.2% |

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| **Reading**  **Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 45.8% |
| State average: | 54.6% |

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| **Reading**  **Year 9** | Latest year (2022) |
| School percentage of students in top three bands: | 40.0% |
| Similar Schools average: | 40.7% |
| State average: | 47.2% |

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 (continued)

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| **Numeracy**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 20.0% |
| Similar Schools average: | 54.2% |
| State average: | 64.0% |

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| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 45.1% |
| State average: | 54.2% |

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| **Numeracy**  **Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 42.9% |
| Similar Schools average: | 43.7% |
| State average: | 52.5% |

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| **Numeracy**  **Year 9** | Latest year (2022) |
| School percentage of students in the top three bands: | 53.3% |
| Similar Schools average: | 42.9% |
| 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.

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| **Victorian Senior Secondary Certificate** | Latest year (2023) | 4-year average |
| School completion rate: | 100.0% | 100.0% |
| Similar Schools completion rate: | 96.2% | 96.2% |
| State completion rate: | 96.6% | 97.1% |

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| Mean study score from all VCE subjects: | 23.6 |
| Number of students awarded the VCE Vocational Major | NDP |
| 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: | 34% |
| Percentage VET units of competence satisfactorily completed in 2023: | 98% |

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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 35.0% | 61.4% |
| Similar Schools average: | 80.2% | 78.9% |
| State average: | 77.0% | 78.5% |

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 43.0% | 48.1% |
| Similar Schools average: | 43.5% | 50.7% |
| State average: | 45.3% | 49.9% |

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

|  |  |  |
| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 50.0% | 64.3% |
| Similar Schools average: | 82.9% | 80.9% |
| State average: | 75.1% | 76.9% |

|  |  |  |
| --- | --- | --- |
| **Management of Bullying**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 58.5% | 67.5% |
| Similar Schools average: | 53.2% | 59.6% |
| 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 Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 20.7 | 24.8 |
| Similar Schools average: | 20.8 | 18.5 |
| State average: | 20.5 | 18.1 |

|  |  |  |
| --- | --- | --- |
| **Student Absence**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School average number of absence days: | 29.1 | 26.2 |
| Similar Schools average: | 32.9 | 26.7 |
| State average: | 28.4 | 23.8 |

**Attendance Rate (latest year)**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 88% | 93% | 88% | 90% | 91% | 88% | NDP |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2023): | 89% | 86% | 76% | 83% | 88% | 93% |

ENGAGEMENT (continued)

Student Retention

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

|  |  |  |
| --- | --- | --- |
| **Student Retention**  **Year 7 to Year 10** | Latest year (2023) | 4-year average |
| School percent of students retained: | 70.6% | 75.0% |
| Similar Schools average: | 69.4% | 71.1% |
| State average: | 72.6% | 73.8% |

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

|  |  |  |
| --- | --- | --- |
| **Student Exits**  **Years 10 to 12** | Latest year (2022) | 4-year average |
| School percent of students to further studies or full-time employment: | 92.9% | 95.0% |
| Similar Schools average: | 89.0% | 86.1% |
| 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 | $2,881,808 |
| Government Provided DET Grants | $632,544 |
| Government Grants Commonwealth | $3,000 |
| Government Grants State | $7,395 |
| Revenue Other | $71,029 |
| Locally Raised Funds | $104,006 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,699,781** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $105,881 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$105,881** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,564,578 |
| Adjustments | $0 |
| Books & Publications | $9,456 |
| Camps/Excursions/Activities | $65,480 |
| Communication Costs | $3,089 |
| Consumables | $68,431 |
| Miscellaneous Expense 3 | $19,016 |
| Professional Development | $25,228 |
| Equipment/Maintenance/Hire | $34,864 |
| Property Services | $51,759 |
| Salaries & Allowances 4 | $46,116 |
| Support Services | $196,091 |
| Trading & Fundraising | $52,051 |
| Motor Vehicle Expenses | $5,836 |
| Travel & Subsistence | $2,836 |
| Utilities | $24,247 |
| Total Operating Expenditure | **$3,169,077** |
| Net Operating Surplus/-Deficit | **$530,704** |
| Asset Acquisitions | **$28,268** |

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 | $1,268,424 |
| Official Account | $22,347 |
| Other Accounts | $0 |
| Total Funds Available | **$1,290,771** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $93,179 |
| Other Recurrent Expenditure | $382 |
| Provision Accounts | $0 |
| Funds Received in Advance | $7,074 |
| School Based Programs | $261,519 |
| Beneficiary/Memorial Accounts | $4,870 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $37,630 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $310,013 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $667,652 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,382,319** |

*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.*