

# 2022 Annual Report to the School Community

School Name: Viewbank College (8812)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2023 at 11:19 AM by Sharon Grimes (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2023 at 08:52 PM by Sam Ricardo (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Viewbank College is a vibrant and successful Year 7 to 12 coeducational College situated in the NW Region. The current enrolment is 1466 with 1000 students in Years 7-10. Viewbank College has a dedicated 166 staff, including 30% part time staff and 32 Education Support staff.

Viewbank College has at its focus high expectations and aims to provide quality educational opportunities that fully develop the potential of all its students as a priority. Our commitment is to ensure a caring environment where every student feels a strong connection to the College community. Students are encouraged and encapsulated in the College's Respectful Relationships pledge. These values include Respect for diversity, Care and Inclusiveness. Our College values respect and inclusivity.

The learning program is focused on meeting the needs of each individual student, with a focus on the use of data to inform teaching and learning, and ensuring learning experiences engage and stretch students no matter their starting point. Key to this, is the work being done to ensure evidenced-based assessment, so that students and staff can check learning growth. It is aligned with the Department of Education's FISS strategy.

The College has a vibrant Arts program. The Performing Arts Centre on campus has dedicated Music, Drama, Design Technology and Mathematics programs. The College has excellence in Drama Performance and Instrumental Music Program with over 370 students enrolled in this broad, performance - based program. The program is both in-school and extra-curricular, has a strong emphasis on preparing students for future pathways and to build connections to industry and globally. The program has a club attracting students from years 7-12.

The College has broad VCE program (30+ studies) which allows for acceleration in subject areas at Year 10 and 11. Students have access to a range of Vocational Pathways which enables students to access tertiary placements. Partnerships exist with local schools through the Northern VET Cluster, local community groups and the Banyule City Council.

The College uses an extensive 1:1 laptop program to complement the teaching and learning program. The House system continues to build motivation across sporting and other co-curricular events. The Launch program provides opportunity for students to engage in social and emotional learning and contribution to community and understanding place in a global world.

Students are supported in their academic progress, engagement and wellbeing, with Middle and Senior House Leaders taking an active role in their learning and the College has an extensive Student Leadership Program with a number of entry points for students.

The College enjoys an active and supportive community. A strong and discerning College Council, with significant capacity in planning and development. Parent participation is very active through parent support groups: Friends of Music, Friends of STEAM, Friends of the Performing and Visual Arts and Parent Formed Advocates for Sport and Physical Activity.

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

### Learning

Viewbank College welcomed the return to learning on-site for 2022, with the teachers and students adapting to the transition. The College has a strong focus on learning. The Year 7 and Year 9 NAPLAN data has indicated that the College has performed higher than the State mean in all areas for both Literacy and Numeracy. The College performed extremely well in both Reading and Numeracy. In Reading at Year 9, 72.3% of students achieving in the top three bands (47.2% State). In Numeracy at Year 9, 64.7% of students in the top three bands (44.7% State). Due to the gap in NAPLAN (2020) testing due to COVID, there is an absence of relative growth data for the current Year 7-10 cohort. The data continues to indicate that our Year 7-10 students are performing at a consistently higher level in English and Mathematics, compared to the median of the State.

The introduction of the Edapt platform enabled NAPLAN, Teacher Judgements and ACER data collected to be tracked over time, in an easy and accessible way. This provides valuable information for teachers to inform curriculum planning and the instructional groups within their classrooms and across the cohort. Professional Learning in English and Mathematics continued to work in collaboration with the Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) to support all students.

A pilot group of Mathematics teachers worked with a Learning partner, Esther Weichert, to investigate and develop an instructional model and program for growth in mathematics. The learnings of this group were shared with colleagues and used to adapt the mathematics program planning and instructional practices. Assessments for all Year 7 to 10 classes, that focused on learning groups and incorporated more problem solving and reasoning. This work will continue to be refined and implemented across the College.

Whole-school professional learning opportunities were delivered to support teachers with using an evidence-based approach to plan for and support learning. Workshops and collegiate sharing of the use of the Viewbank College instruction framework, use of key task words (cognitive terms) to scaffold learning and collaborative learning were also conducted throughout the year. We continued to focus on sharing practice, and using evidence and new research towards improving learning growth for all of our students from their point of need. As part of this work, the College undertook a review of our curriculum designs to evaluate and update our viable curriculum with a backward-by-design lens. A developmental rubric to support positive learning behaviours and agency in student's learning. This work will be introduced to the community in 2023.

In 2022, VCE students achieved very good results, pleasingly we had an increase with our high performing students with 34 (18%) students receiving an ATAR score of 50 and above which results in tertiary options being available. Our highest ATAR rank was over 99 and the average for all study scores was 29.4. One student achieved a perfect score of 50 in Business Studies and we have had a few students be invited to be in Environmental Studies and Systems Engineering VCE classes achieved fantastic results. The College had several students pursue interests through to VET studies and the start of the Vocational Major in 2023 will provide greater opportunities for student choice in their learning and a formal pathway.

## Wellbeing

In 2022, the House System for student support has continued a holistic approach to wellbeing in the College. Middle school has one House (Leading Teacher) and three House Leaders - each with approximately 90 students to oversee, advocate for and support student needs. The house system allows for the Middle School teams to consolidate relationships forged with young people and their families (Year 7 to Year 10). Traditional programs such as a Year 7 Health and Wellbeing Day, peer support and Year 7, Year 8 and Year 9 were able to occur in 2022.

The Senior School have been managed by two Leading Teachers and four House Leaders (each house leader being responsible for two teachers two each). Structured overlay time for senior students enabled guest speakers and study workshops to run without interruption. Pathways team were thorough in ensuring all senior students completed career action plans and sought assistance in planning. Pathways and Wellbeing teams) delivered engaging and relevant information/practical sessions related to respectful relationships and management of stress through coping skills.

These above mentioned Middle and Senior School programs together with Year Level and House based activities during the year improve students' sense of connectedness to the school and each other in response to Attitudes to School (AtoSS) data (4th Year School). Programs such as Bully Stoppers and promotion of National Day Against Bullying including lessons and scenarios for students in the AtoSS data responded positively regarding the Management of Bullying. This figure is less than the previous year programming but also education and mediation with students impacted by the unkind behaviours of peers. It is interesting to see students experiencing bullying. Building a positive culture for all students to engage in their learning is the focus of all teaching and learning and commitment from the whole school community.

House Leaders and the College Wellbeing team regularly checked in with students. The Mental Health Practitioner program provided health programs particularly for staff through the Be You initiative in particular noticing and responding to students in distress. Individualised counselling support in the wellbeing centre. Communication with families and links to support services was a focus for young people. The number of students using the wellbeing space increased again in 2022. This space allowed for students to be ready to engage with the learning program. In 2022 there were 128 new referrals to the Wellbeing team, and they have provided support at Viewbank College.

As Respectful Relationships (RR) lead school, the College continued with a staff and student RR Action Group. This group worked with the community and continued to deliver key targets in the Respectful Relationships Implementation Plan. The Year 7 and 9 Health program in Health classes. Resilience, Rights and Respectful Relationships was well received by students and highlighted ongoing and emerging issues in the community.

The College Pledge remains an integral part of assemblies, information evenings and formal events. Restorative conversations with the community are based on the key values as identified in the pledge. An immense amount of change has already occurred in the school and continue to work toward making a long-term cultural shift embedding connectedness, school pride, equity and inclusiveness.

## Engagement

In 2022, the Student Absence data for Viewbank College continued to be better than the State, with the school average being 21.5 days compared to the State average of 25.5 days. The average number of absence days across the State can be attributed to the impact of COVID on schools over 2022. Students chronically absent are supported internally through the house structure wellbeing team. In some cases students are also referred to external agencies including CYMH to develop strategies for getting back to school. A number of students transitioned back to school on reduced load timetables, supported by staff to ensure student confidence and wellbeing is the priority in returning to school. Staff and parents can monitor student absence through the attendance management system. The College has a Middle and Senior School assistant to manage attendance data, informing parents daily of absences and their impact.

Student retention data at Years 7-10 remains high (89%), and is well above the State (73.1%). The School Wide Positive Behaviours (SWPB) program is implemented at the College. Students received House points for showing positive behaviours towards others and their learning, with leading students and the program (vertical 7-10 classes) was focused on building house pride and social and emotional skill development. Through the Launch program on Diversity and related this to the College pledge. Staff were supported by the provision of professional development in essential questions, managing conflict, environment, and establishing protocols for facilitating class discussion and small group work. The Future Women program, targeted for Year 9, focused on conflict resolution, economic empowerment, personal management, self-advocacy, and confidence for at risk students. The launch program was held and took place in 2023.

The Year 9 students participated in the Melbourne City LEAD 3-day program. The Learn, Explore, Appreciate Diversity theme enabled students to visit the Cultural Hub in the CBD. The program aimed to build student growth in social and emotional Learning with real life learning experiences. This was undertaken as part of our partnership with the Whittlesea Tech School.

The College has continued to prepare students for further studies or full time employment. In 2022, student destinations included 88% of students going to university, 10% of graduating students are working (full or part time), 3% are completing apprenticeships and 2% of destination data is unknown. From the VTAC list, students went to Melbourne, Monash, Latrobe or RMIT Universities.

The student leadership program had its first full year of events with Middle and Senior school Leaders working together to engage the community. Roles were developed with specific areas of responsibility in the College and they worked together with other leaders to organise a range of positive, fun events including Diversity Day, Battle of the Houses in different activities, Battle of the Bands, Staff vs student activities and fundraising activities as well as a year-end event. Student leaders successfully ran and organised the Second Hand Uniform events over 2022. All funds that were raised were donated to different charities.

At year 11 and 12, VCE teachers assisted students weekly in their subject area in the Overlay period. This built over the year as VCE teachers supported students to target areas of difficulty. This program was reviewed mid year with feedback collected from teachers, and year 11/12 students to inform future years. From House Leaders, Year level assemblies and celebrations took place throughout the year during these overlay periods to assist with engaging students in learning through the challenges of VCE.

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## Other highlights from the school year

The College ran an extensive camping program in 2022. Camps at Years 7 and 8 were a feature, with students building resilience, independence and teamwork. The program provided students with the opportunity to discover Melbourne's CBD, with a three-day program of discovery, guest speakers and guided tours. A stronger inquiry focus. Central Australia camp was able to go ahead after two years of delay. This was a fabulous opportunity for students to experience a challenging experience, still juggling Covid cases and restrictions. Music camp continues to provide students with intensive preparation for whole school performances in different ensembles.

The College production - We Will Rock You, was a huge success, with packed houses over five nights and one Saturday matinee. This continued the success of the program was also able to run its full program of music nights, soirees and other events. Performance to audiences is an intrinsic part of the success of the program. Junior production continues to grow in popularity and provides an opportunity for our younger students to shine.

The Young People's Plan for the Planet, involvement in Maths and Science competitions and the Swinburne Space challenge are just a few of the highlights. Particularly with a focus on sustainability and engaging with the United Nations sustainable development goals. We would like to acknowledge the contribution of one staff member who was a recipient of the Prime Minister's award for Secondary Science teacher of the year.

Our sporting program continues to be highly successful. In 2022 the College was successful in gaining two grants which will be directed towards the development of the sports ground around the College. We also received grants for tree planting for the Queen's Jubilee commemoration and have begun a program for improving the grounds.

## Financial performance

The 2022 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan and student learning.

Major items of expenditure in 2022 included the deposit of \$96,818 for the VCE Centre building which is due for completion in 2023. Directional signage \$19,035; non-brick external surfaces on all buildings were painted \$106,090; a further ten split system air conditioners were installed in classrooms \$19,035; staff desks and whiteboards were installed in the PE staffroom \$9,163; table and chairs were purchased for the student café area for \$4,877, a total costing \$11,698 and the annual affiliations to the Banyule Sport Division of \$11,988 and School Sports Victoria of \$3,165.

The Operating Statement summary shows that the Department of Education (DE) Student Resource Package was 81% of the total revenue received. The Student Resource Package (SRP) provided by DE for staff salaries only.

The Government Provided DE Grants include the SRP cash component for \$1,242,801. 50% of this funding provides the resources to support the school (e.g. grounds allowance, annual contracts, and essential maintenance works) as well as programs such as the Student Excellence Program, Vocational Education and Training Middle School Literacy Program. The remaining funds are used to support the balance of the school operating costs such as, additional student learning resources, waste disposal, asset and equipment replacement, classroom resources, and staffing replacement costs.

Other DE grants include:

Amount	Allocation
\$210,116	Overseas Fees Paying Students
\$12,399	Camps, Sports and Excursions Funding to assist parents/carers holding a Healthcare card to support students attending programs.
\$75,560	<ul style="list-style-type: none"> <li>\$54,793 • International Student funding</li> <li>\$19,880 • DET Shade Sail Grant</li> </ul>
\$40,189	<ul style="list-style-type: none"> <li>\$15,189 • Targeted Funding reimbursement for approved expenses such as VET Materials</li> <li>\$25,000 • Additional support funding for the International Student Program</li> </ul>

Commonwealth Government Grants include:

Amount	Granting Body	Allocation
\$39,000	Department of Defence	A strong relationship is maintained between the Department of Defence and the College to support the students of the Defence Force through additional resources and staff to support the students of the Defence Force.
\$8,000	Department of Industry, Science, Energy and Resources	Successful grant application to fund landscaping materials and plants for a celebration of the Queen's Jubilee.
\$2,500	Australian Sports Commission - Sporting Schools Grant	Successful grant application to fund additional tennis equipment and professional coaching for the PE program for girls.

State Government Grants included \$2,727 from the Northern Territory Department of Industry and Tourism. Successful grant application to the Australia Tour.

Other Revenue is less than 1% of the total revenue and includes bank interest, payment from students for laptop items and some reimbursements.

Locally Raised Funds is 10% of the total revenue and includes a variety of revenue sources such as \$566,898 for camps/excursions (Central Area and other facilities) and \$265,032 for the 2022 voluntary contributions from families in response to the Parent Payment Policy which includes donations of \$100,000.

This year the generous donations from families to the College Building Fund supported the purchase of seven classroom air conditioners for \$30,000 and external painting works.

The College is well supported by several 'Friends' parent groups who fundraise at a variety of events to support programs such as the College Building Fund.



The Student Representative Council (SRC) held several Out of Uniform days raising \$1,131 for the McGrath Foundation Pink Day, \$685 for Kid Community Services. The SRC actively engages with the students at the College to lead a positive connection beyond the College.

The College is in a sound financial position and with the support of the parents/carers and community, the College provides the best possible p

**For more detailed information regarding our school please visit our website at <https://www>**



# 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 1467 students were enrolled at this school in 2022, 690 female and 777 male.

18 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).

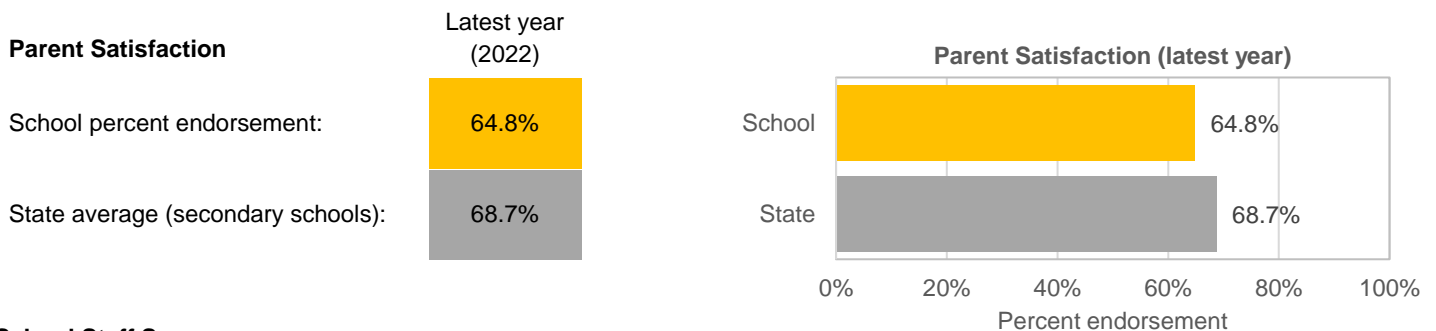
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

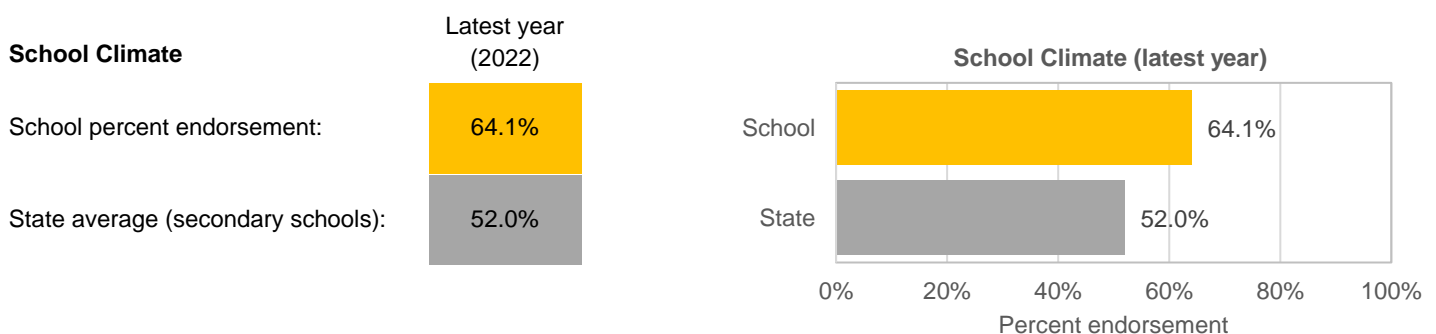


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

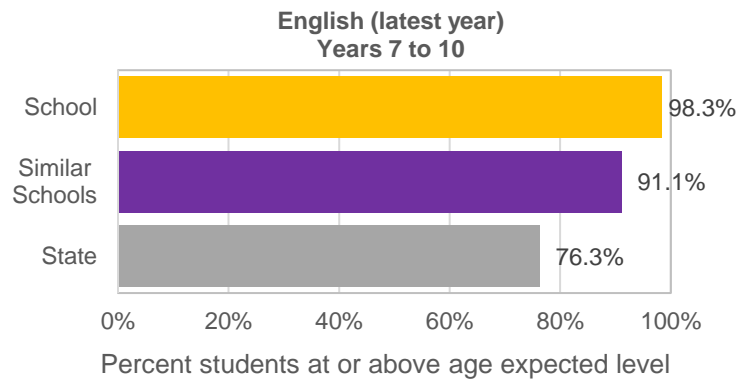
98.3%

Similar Schools average:

91.1%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

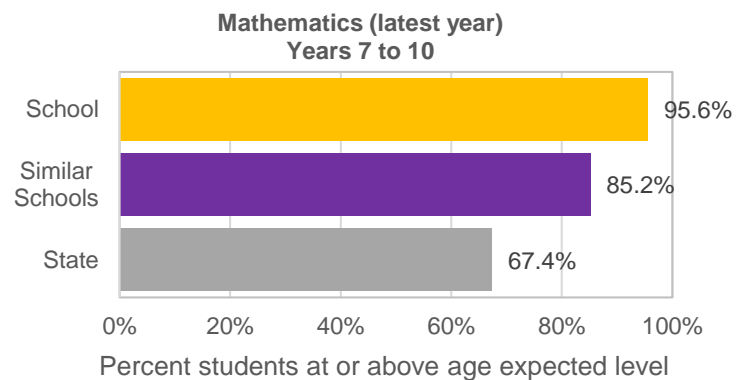
95.6%

Similar Schools average:

85.2%

State average:

67.4%



## LEARNING (continued)

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

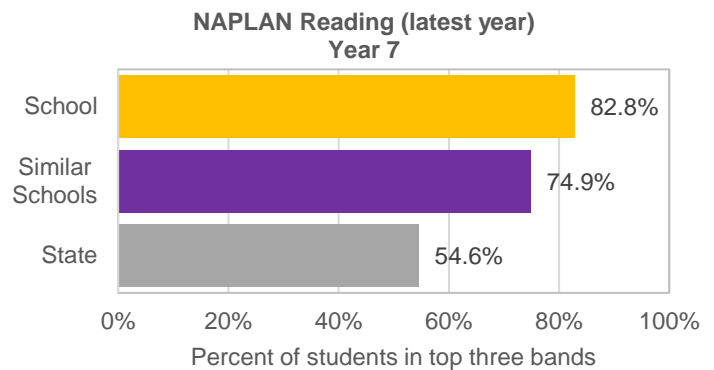
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

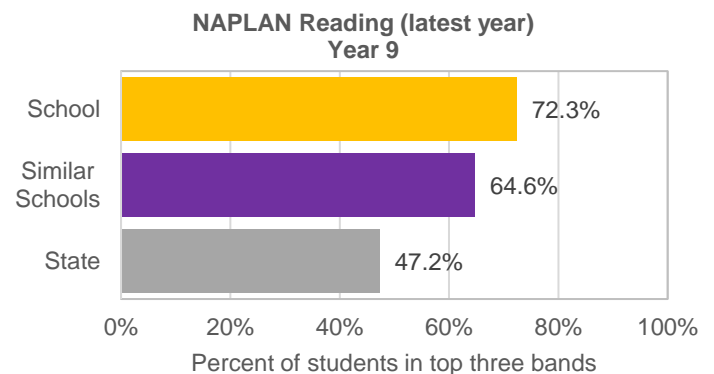
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.8%	81.4%
Similar Schools average:	74.9%	75.4%
State average:	54.6%	55.3%



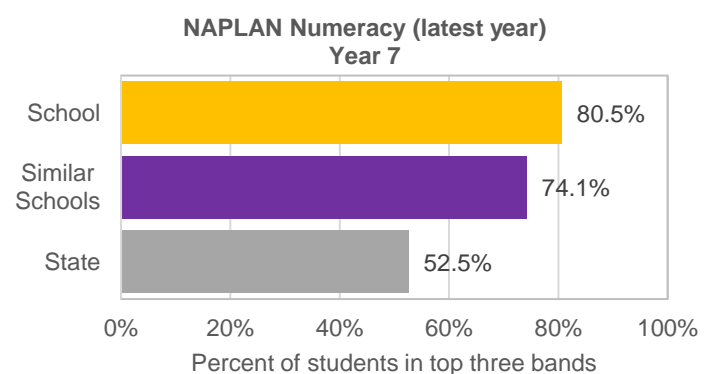
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.3%	69.7%
Similar Schools average:	64.6%	63.8%
State average:	47.2%	46.0%



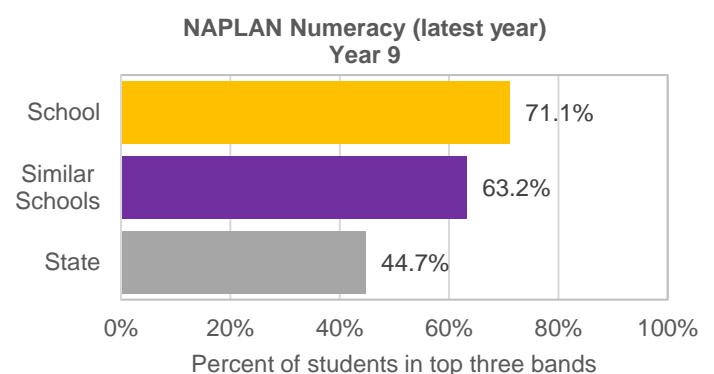
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	79.5%
Similar Schools average:	74.1%	75.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.1%	68.2%
Similar Schools average:	63.2%	65.0%
State average:	44.7%	45.6%



## LEARNING (continued)

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

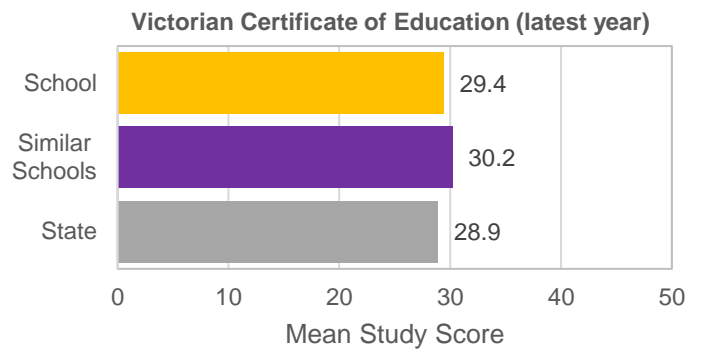
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.4	30.0
Similar Schools average:	30.2	30.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

5%

VET units of competence satisfactorily completed in 2022:

90%

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

NDA

## WELLBEING

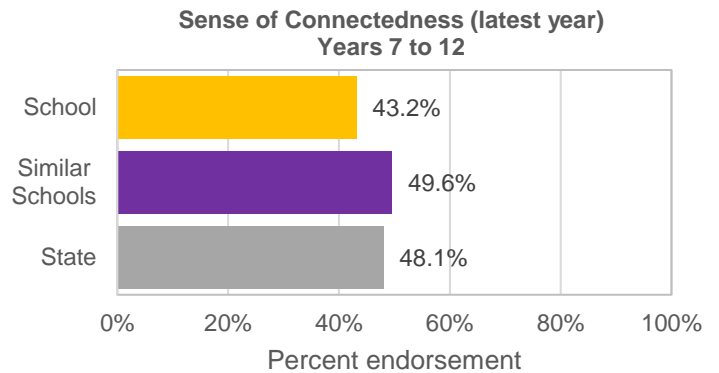
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.2%	50.4%
Similar Schools average:	49.6%	54.0%
State average:	48.1%	52.5%

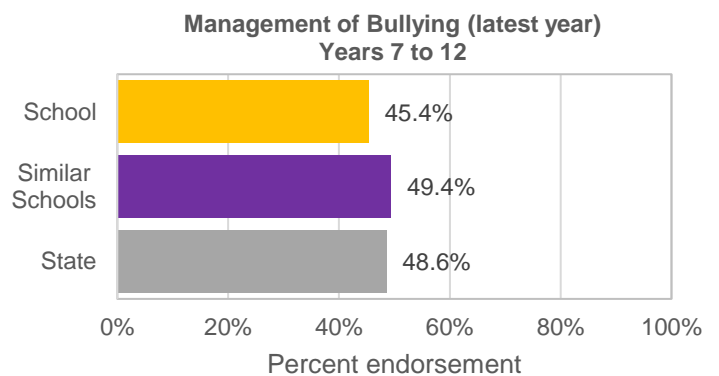


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.4%	51.8%
Similar Schools average:	49.4%	55.0%
State average:	48.6%	54.0%



## ENGAGEMENT

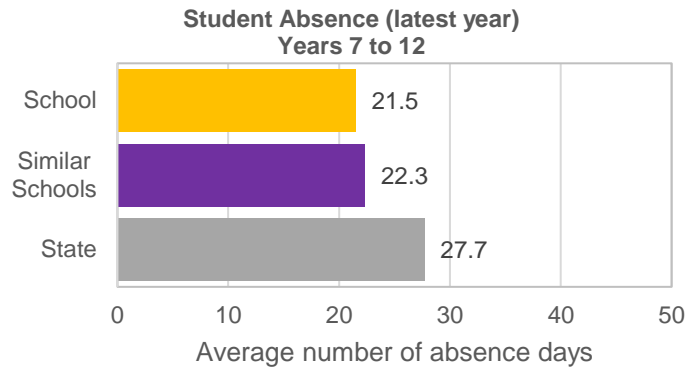
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	21.5	14.8
Similar Schools average:	22.3	16.7
State average:	27.7	21.8



### Attendance Rate (latest year)

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

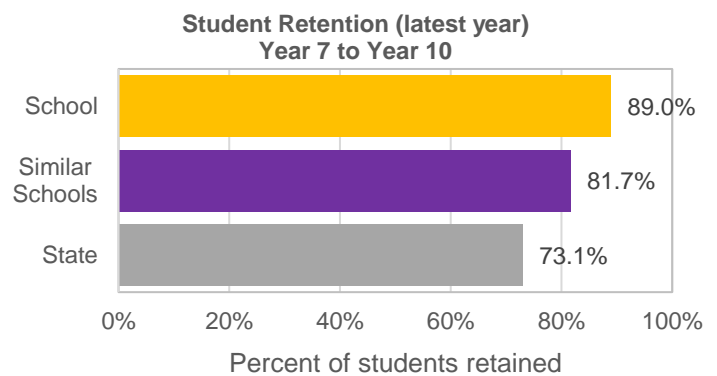
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	88%	88%	87%	90%	91%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	89.0%	85.0%
Similar Schools average:	81.7%	81.1%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

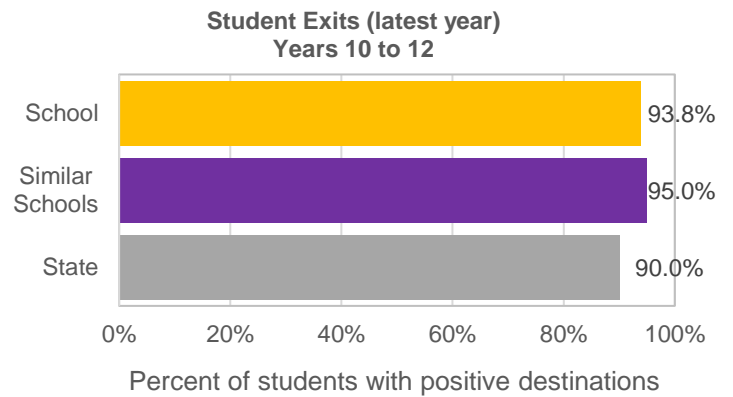
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	93.8%	95.7%
Similar Schools average:	95.0%	95.8%
State average:	90.0%	89.3%





# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$14,379,309
Government Provided DET Grants	\$1,581,065
Government Grants Commonwealth	\$62,692
Government Grants State	\$18,060
Revenue Other	\$50,338
Locally Raised Funds	\$1,705,676
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,797,140</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$50,225
Equity (Catch Up)	\$19,201
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$69,427</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,281,496
Adjustments	\$0
Books & Publications	\$11,721
Camps/Excursions/Activities	\$654,464
Communication Costs	\$22,396
Consumables	\$359,641
Miscellaneous Expense <sup>3</sup>	\$201,169
Professional Development	\$55,104
Equipment/Maintenance/Hire	\$196,384
Property Services	\$249,544
Salaries & Allowances <sup>4</sup>	\$472,836
Support Services	\$315,765
Trading & Fundraising	\$164,806
Motor Vehicle Expenses	\$15,262
Travel & Subsistence	\$807
Utilities	\$176,333
<b>Total Operating Expenditure</b>	<b>\$17,177,729</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$619,411</b>
<b>Asset Acquisitions</b>	<b>\$167,317</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,586,543
Official Account	\$187,441
Other Accounts	\$151,081
<b>Total Funds Available</b>	<b>\$2,925,064</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$452,917
Other Recurrent Expenditure	\$1,734
Provision Accounts	\$9,316
Funds Received in Advance	\$135,752
School Based Programs	\$3,227
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$78,959
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$155,000
Capital - Buildings/Grounds < 12 months	\$1,469,064
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,505,969</b>

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