

2023 Annual Report to the School Community

School Name: Eltham High School (7805)



- 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 18 March 2024 at 11:28 AM by Vincent Sicari (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 26 April 2024 at 01:40 PM by Rebekah Naim (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

Eltham High School is a large, single campus, co-educational, secondary school on the urban rural fringe of north-eastern Melbourne. It is highly regarded as an educational institution and its reputation as an outstanding academic school is well recognised within the community and education circles. The school offers vast opportunities in the curricula and co-curricula spaces. High profile co-curricula opportunities include the school's performing and visual arts programs and the elite sports program. In 2023 there were 1429 students enrolled supported by 100 EFT teaching staff and 35 Education Support staff. The Student Family Occupation and Education (SFOE) Index was 0.1994, a classification of 'low' for the scale of socio-educational disadvantage. The Student Family Occupation (SFO) was 0.2335. Nearly all of our students come from an English speaking background. 4% of students enrolled at the school have English as an additional language and 1% identify as Aboriginal or Torres Strait Islander. There are also a small number of students living in out-of-home care. The school leadership structure has the Principal, 3 Assistant Principals, 7 Leading Teachers, and 6 Learning Specialists. There are 3 sub-schools; Junior (Y7), Middle (Y8-9), and Senior (Y10-12); each with a Leading Teacher at the helm.

The school's primary focus has always been to enhance student outcomes through the provision of high-quality teaching and learning strategies. The work of the School is guided by the 'Deeds that Count' and our School Values; Pursuit of Excellence, Integrity, Creativity, Individuality, Respect for Diversity, and Social and Environmental Responsibility. These Values underpin the work and decisions of the school on a daily basis. There are a variety of ways in which students can contribute to the culture of the school including through formal leadership positions linked to the aforementioned Values, the Principal Advisory Group (PAG), and the Teaching and Learning Team (TLT).

It is important to us as a school community to be clear on our 'Why?'. We are driven by the unflinching desire to develop the next generation of moral, ethical, happy, and respectful citizens who have the skills to be resilient and optimistic about the future. Who, through their creative talents, their ability to think critically, their voices, their compassion, their courage, and their determination, will be able to make their mark on the world and leave it a better place. The way we achieve this is by providing opportunities to our students that challenge us to be continuous learners, developing strong, positive relationships with them and the home and developing our teachers to be the best they can be. In doing this, we believe we are providing an outstanding holistic education for our young people.

Over the course of 2023 we continued to address the needs of our students and the wider school community through a range of measures and as guided by our Annual Implementation Plan. We had a focus on the ongoing improvement of teacher pedagogical practice through the consolidation of Action Research Communities (ARC).

Progress towards strategic goals, student outcomes and student engagement

Learning

The goals set in the Strategic Plan continue to be well placed as we support our school community as we navigate education in the current context:

- Maximise learning growth for all students.
- Empower students to be active and motivated partners in their learning.
- Maximise the resilience and confidence of all students.

The continued funding of the Tutor Learning Initiative has been positive, with 230 students across Years 7-12 engaging in Tutoring in 2023, with all having an Individual Education Plan that identifies opportunities for support. There is a core group of Tutors that now know the school and the students well. The school continues to hone the program to ensure that it responds to the needs of the students. Five of the seven Tutors have either a Numeracy or Maths teaching background which supports the school's priority around Numeracy. Additionally having a group of Tutors that know the school and our students supports the wellbeing of all involved students. The tutoring program operates as a hybrid of in class and small group withdrawal support.

Changes to the approach to NAPLAN at a National level are evident in the data included in this report. Achievement in NAPLAN is now reported against proficiency levels instead of the previous numerical NAPLAN bands:

Exceeding: The student's result exceeds expectations at the time of testing.

Strong: The student's result meets challenging but reasonable expectations at the time of testing.

Developing: The student's result indicates that they are working towards expectations at the time of testing.

Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing.

In the short term this means that we do not have comparable data due to the changing reporting scales, and we will need to wait for more data for meaningful comparisons. As a result of the change, both the 2023 and 2022 NAPLAN results are included with this report, however it is not possible to draw any conclusions or to make comparisons between the data presented at this point. Despite the changes to the achievement scale we could say that the data continues to follow a similar trend.

VCE results continue to track consistently, with a Mean Study Score of 29. Most of our students undertook a scored VCE with over 13% of them achieved an ATAR Rank of above 90. Our Dux, Beau Duder received an ATAR Rank of 99.9 and a perfect study score of 50 in Physics. Beau alongside Esther Macisaac were our Valedictorians for 2023. Esther's results are also exceptional, having received an ATAR Rank well above 90. Whilst ATAR Ranks are used as a basis for entry into several university courses, it is each student's hard work, effort, and commitment that the school would like to acknowledge. Regardless of the result, every student (both scored or unscored VCE, as well as those undertaking VCE-VM) who worked hard, with persistent effort and commitment needs to be very proud of their achievement and continue to display these qualities and skills as they embark on their next journey towards a career. The new Vocational Major stream of the VCE has been positive with high level engagement by students that have access to a broad range of opportunities through the program.

A STEAM working party consolidated the STEAM agenda at Eltham High School in the context of the successful funding announcement of \$8.94 million for a new STEAM Centre announced in late 2022. Master-planning for the development has commenced. A STEAM trial was completed with all year 7 students, and the pilot informed the STEAM program to be implemented at year 8 in 2024.

A comprehensive review of the structure of the school day led to a planned change for 2024, with the school moving from a four-period day to a five-period day. Alongside this work was a great deal of planning for opportunities that the new school structure would allow. This has included an expanded Involve and Tutorial program that runs across the week rather than once per fortnight.

Wellbeing

The Berry Street Education Model (BSEM) funded through the Mental Health Fund was a significant focus of staff professional learning during 2023, with all teaching and Education Support staff engaging in two days of training across the year. Priorities from the program that have been adopted by the school include:

- Supporting students to be present, centred and ready to learn through enhanced strategies for self-regulation and de-escalation.
- A continued focus on positive relationships and unconditional positive regard.
- Increasing stamina for independent learning and growth mindset.

The impact of the professional learning is evident across the school in many ways, including:

- Use of the BSEM strategies in the development of the 2024 morning Involve and Tutorial sessions.
- Use of the BSEM staff and student diaries for 2024, with all year 7 students having a BSEM diary that will be used extensively within the Integrated Studies program in 2024.
- The development of a school resource on Active Breaks.
- Increased focus on acknowledging positive contributions by students through 'Deeds Count' acknowledgements.
- Being a feature of the Action Research Communities (PLC) program, with one group focusing specifically on strategies to support students that have identified that they 'are not ready to learn'

The work of the Student Services team focused on consistent and clear processes to support all students. Training of the team has supported this direction. Evidence of this coordinated approach includes:

- Clear and coordinated process to support students through the use of Reset passes.
- Clear expectations that support students to appropriately manage their 'Reset' time with the plan to get them re-engaged in class and their learning as quickly as possible.
- Development of an improved communication/ information management model through the development of a range of Chronicle templates including Safety Plans, Behaviour Management Plans, Wellbeing Support plans and referral documents.
- The team has worked in a coordinated way to support the increased resilience of the students they are working with, through a focus on improving coping strategies.

The school continues to seek feedback from students. The Principal's Advisory Group, both support student engagement in the Student Attitudes to School survey and also meet and reflect on the feedback. Some of the collected data does not always reflect what we are hearing from our students, and we will review our approach to seeking feedback in 2024 to ensure that students have an understanding of the questions.

The school commenced work on a Reconciliation Action Plan (RAP) in 2023, with meetings well attended with representation from staff, students, families and community representatives. The work will continue into 2024.

Engagement

Engagement is a priority for the school, as reflected in the goals of the Strategic Plan:

- Empower students to be active and motivated partners in their learning.
- Maximise the resilience and confidence of all students.

This commences with a comprehensive transition program for students commencing in Year 7 with the Junior School team continually reviewing and refocusing the ways they work with families to support transition to high school, to the extent that the school has been asked by the Department to be part of a showcase of exemplary transition practices.

The positive engagement by students in the co-curricular programs including Instrumental Music, Drama and Volleyball is evident through all school year levels, with involvement often a feature of the comments made by our top VCE achievers in their response to the question, 'How did Eltham High support you to find your path?'

A significant review of the school's approach to Compass Chronicle has been focused on increasing student engagement and family involvement in student learning. Changes have focused on early awareness of issues associated with students who may not be engaging positively with their learning will be possible in 2024 using an Amber 'Deeds Count' notification, allowing opportunities for conversations at home before things escalate, and also opportunities for the Sub-school to intervene earlier. Where things are not changing the approach to Time Redemption will be expanded from Junior School into Middle School. These approaches will also support the review of the Home Study policy.

Approaches to improved attendance are supported by strategies included above including Reset passes, improved strategies for communication between school and home and many of the Berry Street strategies. However, the levels of student absence were a concern in 2023. While the impact of Covid still challenges the school community, the view for a small cohort of students that as a result of the past few years they see not coming to school as an option is something that still needs to be challenged. As a school we continue to focus on engagement in learning, and moving into 2024 have a focus on high expectations for all.

Financial performance

Operating Statement

The Financial Performance Summary for 2023 shows an operating surplus of \$294,163 and \$175,621 after capital expenditure.

Student Resource Package (SRP)

In 2023, 78% of the total revenue listed on the Operating Statement, refers to the Student Resource Package (SRP) credit \$16,009,651 (2022: \$15,305,861). This total represents a \$703,790 increase on the previous year. This is however offset by a higher increase in SRP expenditure (2023: \$15,870,403 2022: \$15,322,054) which increased by \$548,349.

Grants

Government Provided DET Grants represents 8.2% of the total income. This is attributable to our cash SRP Funding, the Camps, Sport and Excursion funding (CSEF) as financial assistance to parents/carers holding an eligible Health Care Card to support students. A final balance of a DET grant of \$5,000 (20% of total grant) for a shade sail and targeted program reimbursement funding of \$42,596 relating to reimbursement for the teacher notebook program.

Commonwealth Grants were from various Universities for payment to teaching staff for the additional responsibility of student teacher supervision and the State Government Grant included the reimbursement for the exam supervision staffing.

Locally Raised Funds

Locally Raised Funds of \$2,430,837 represents 12% of the total revenue generated. This includes the voluntary parent payments, the extra-curricular program fees such as music, drama and swimming programs, camps and excursions, trading operations and fundraising activities held by the Friends of Music and the Friends of Drama groups.

Expenditure

In 2023 total expenditure was \$20,101,128 compared to \$19,038,511 in 2022 being a \$1,062,617 increase. Eltham High School continued to provide student support with casual relief teachers and specialised teachers across music, student integration, maintenance, canteen, native speaker and welfare support staff areas with \$1,668,759 (2022: \$1,565,349) in school council local salary payments made across 2023 to support student growth and learning.

Cash Flow Position

Eltham High School total funds available as of 31st December 2023 is \$2,343,292 and contributed to by the operating profit of \$294,163. The majority of these funds have financial commitments against them which are identified below.

Operating Reserve earmarked by the DET to cover recurrent expenditure - \$675,178.87

Unpaid creditor invoices - \$392.86

Funds held for the provision of long service leave - \$53,953.37

Funds received in advance - \$248,541.86

Maintenance – Buildings/Grounds funds held for works to be completed in the next school year and across the

five-year plan of rolling facilities evaluation - \$640,642.81

Beneficiary/Memorial accounts donated to the school - \$162,508.35

School based programs where there is a budgeted commitment against the funds in the following year - \$141,936.42

Funds for committees/shared arrangements where there is a budgeted commitment against the funds in the following year - \$133,080.68

Total of identified commitments against reconciled bank balances is \$2,056,235.22.

Total uncommitted \$287,057.65.

The uncommitted portion of our bank balances is to be maintained for urgent unbudgeted expenditure and to cover the school in the situation of an operating loss in any given year in order to be able to cover the expenditure in that year.

For more detailed information regarding our school please visit our website at
www.elthamhs.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 1460 students were enrolled at this school in 2023, 667 female and 780 male.

4 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).

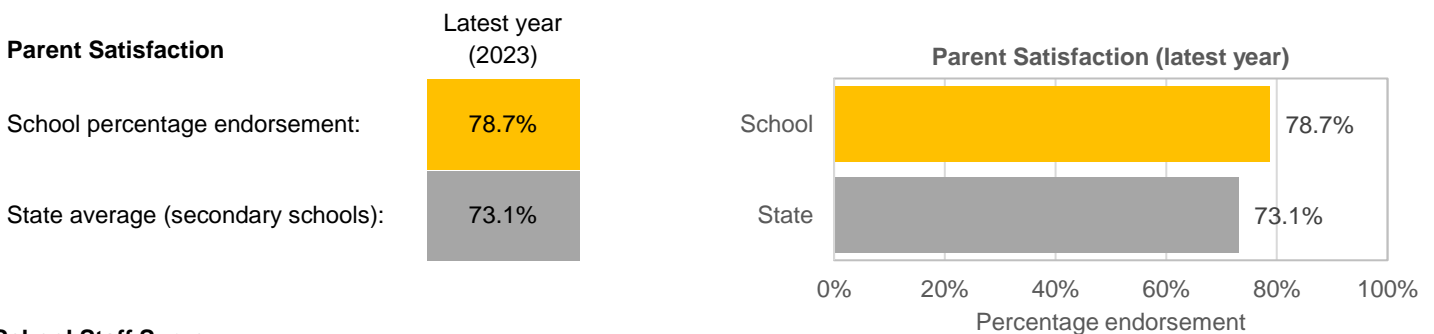
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

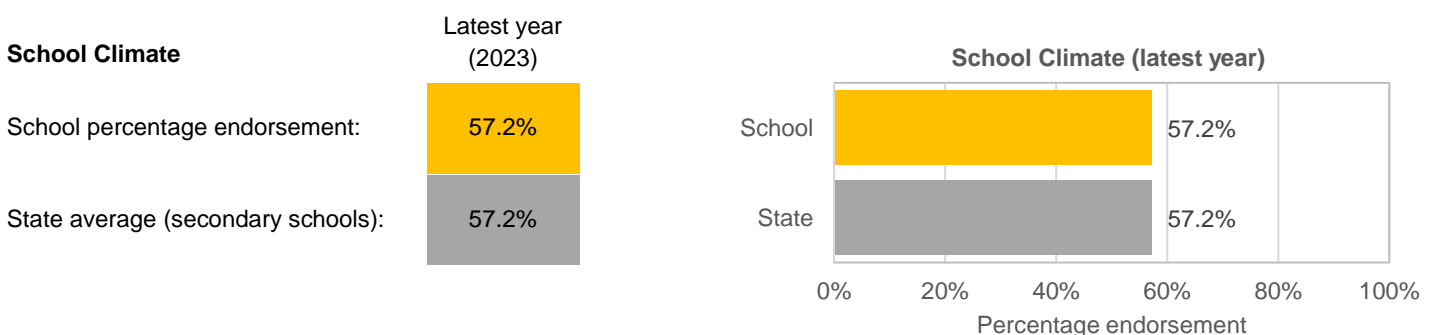


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2023)

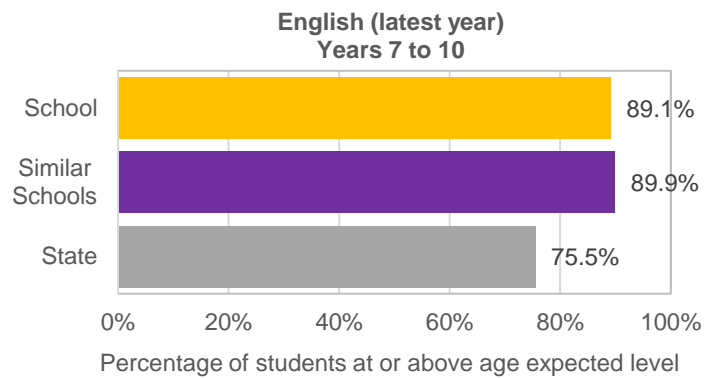
89.1%

Similar Schools average:

89.9%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

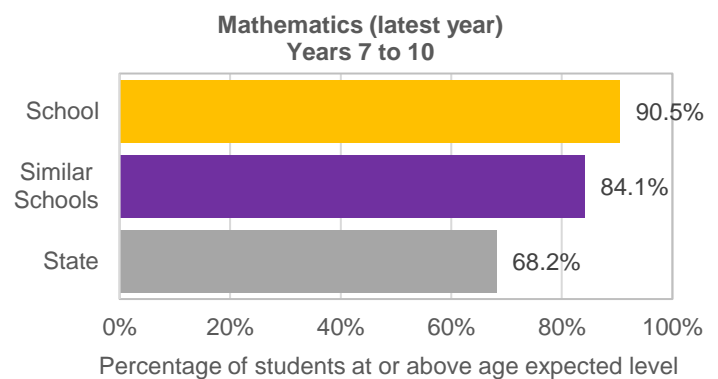
90.5%

Similar Schools average:

84.1%

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:

82.1%

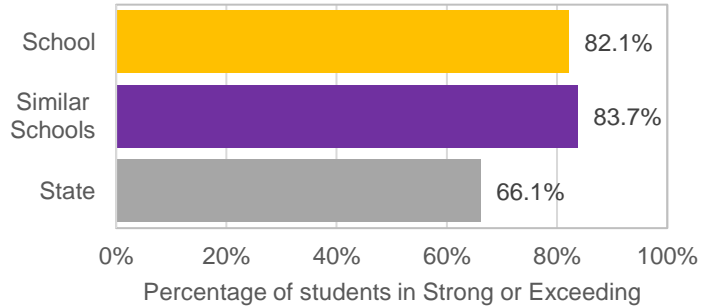
Similar Schools average:

83.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.9%

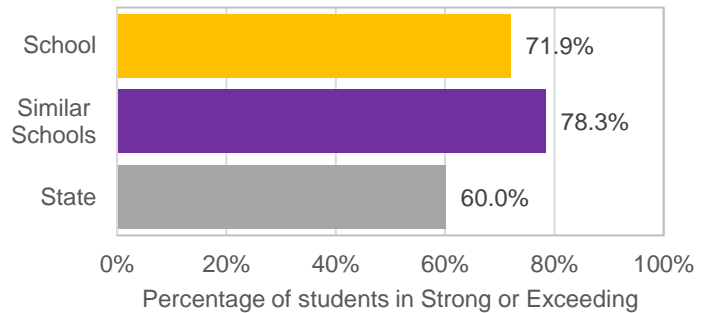
Similar Schools average:

78.3%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.4%

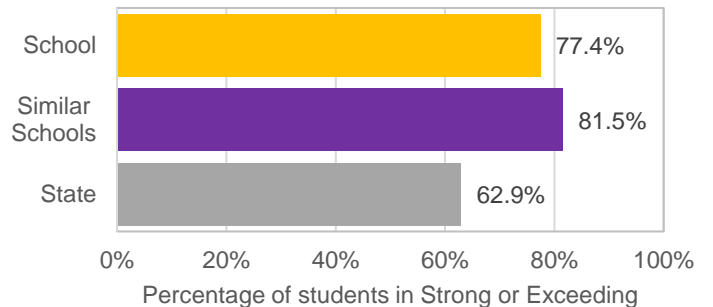
Similar Schools average:

81.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.5%

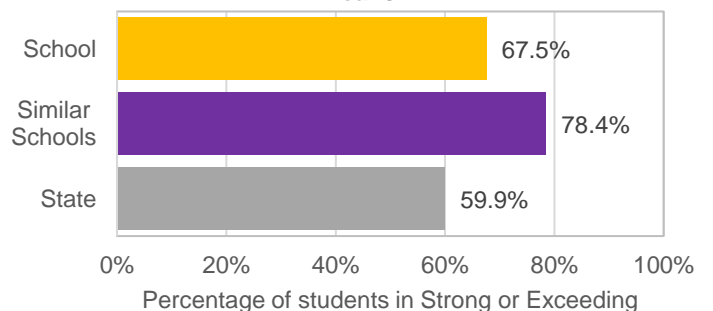
Similar Schools average:

78.4%

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:

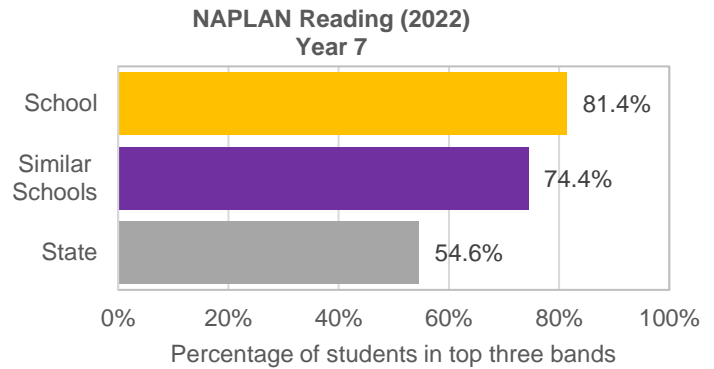
81.4%

Similar Schools average:

74.4%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

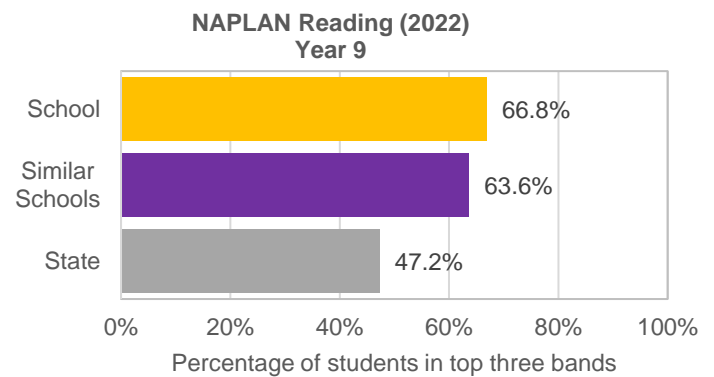
66.8%

Similar Schools average:

63.6%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

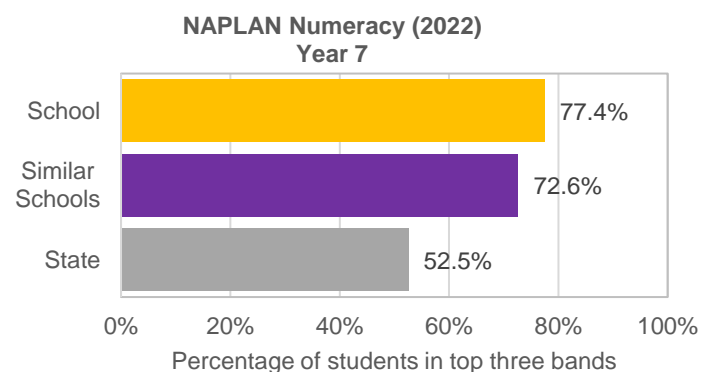
77.4%

Similar Schools average:

72.6%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

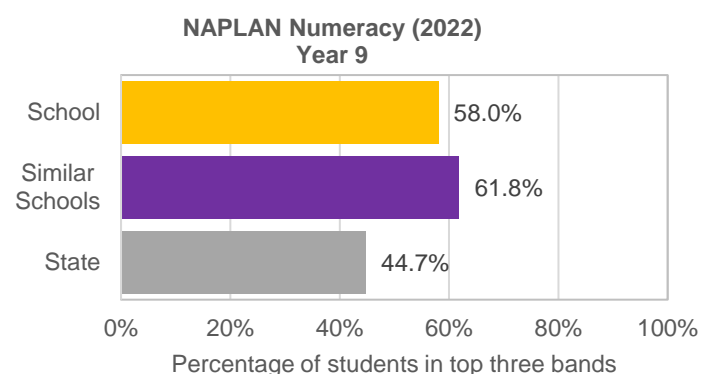
58.0%

Similar Schools average:

61.8%

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

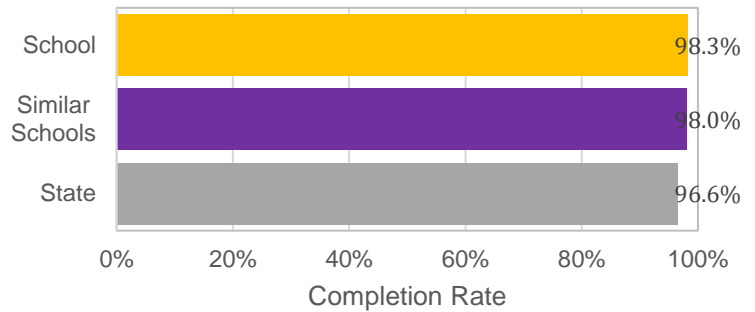
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.3%	98.5%
Similar Schools completion rate:	98.0%	98.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.5

Number of students awarded the VCE Vocational Major

6

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:

15%

Percentage VET units of competence satisfactorily completed in 2023:

86%

WELLBEING

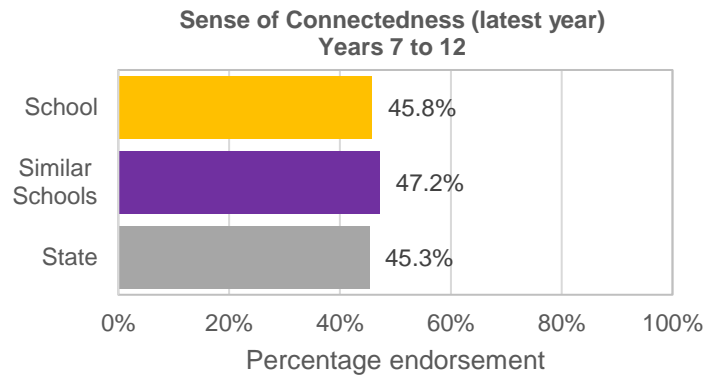
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	45.8%	50.1%
Similar Schools average:	47.2%	51.5%
State average:	45.3%	49.9%

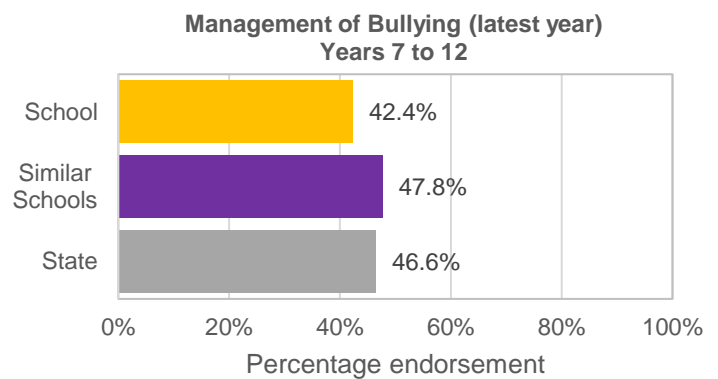


Student Attitudes to School – Management of Bullying

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:	42.4%	45.9%
Similar Schools average:	47.8%	52.1%
State average:	46.6%	51.0%



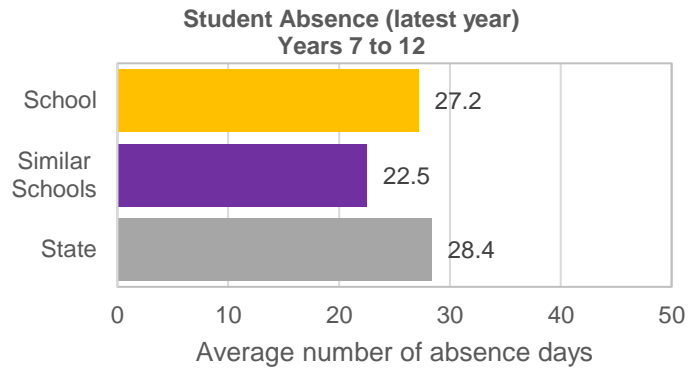
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	27.2	21.9
Similar Schools average:	22.5	18.4
State average:	28.4	23.8



Attendance Rate (latest year)

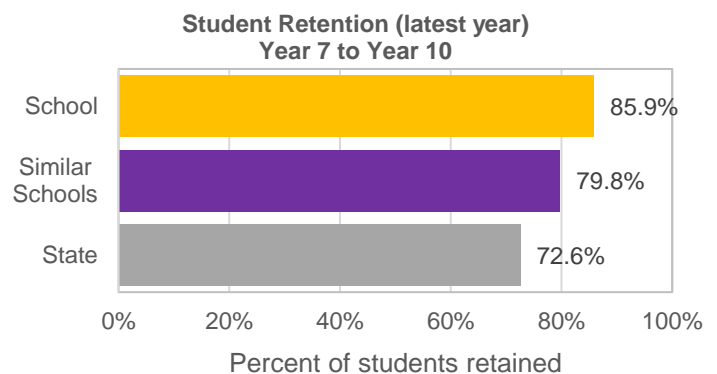
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	85%	82%	87%	89%	88%

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:	85.9%	87.4%
Similar Schools average:	79.8%	81.6%
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.

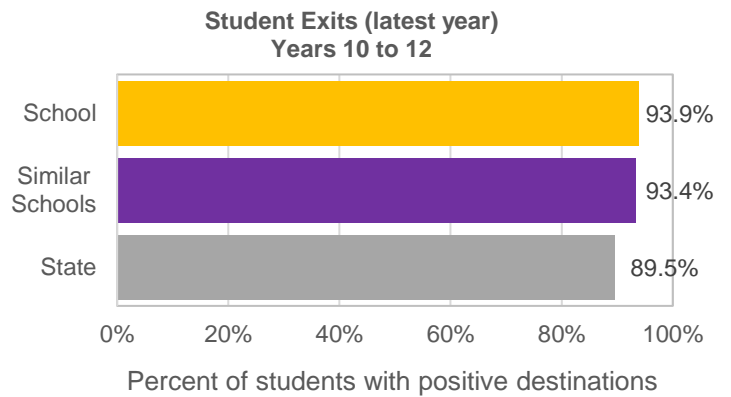
Students exiting to further studies or full-time employment

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:	93.9%	92.6%
Similar Schools average:	93.4%	95.0%
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	\$16,009,651
Government Provided DET Grants	\$1,685,434
Government Grants Commonwealth	\$20,252
Government Grants State	\$2,767
Revenue Other	\$246,350
Locally Raised Funds	\$2,430,837
Capital Grants	\$0
Total Operating Revenue	\$20,395,291

Equity ¹	Actual
Equity (Social Disadvantage)	\$72,730
Equity (Catch Up)	\$24,470
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$97,200

Expenditure	Actual
Student Resource Package ²	\$15,870,403
Adjustments	\$0
Books & Publications	\$7,064
Camps/Excursions/Activities	\$553,909
Communication Costs	\$35,749
Consumables	\$311,269
Miscellaneous Expense ³	\$271,188
Professional Development	\$88,139
Equipment/Maintenance/Hire	\$262,205
Property Services	\$226,492
Salaries & Allowances ⁴	\$1,668,759
Support Services	\$464,234
Trading & Fundraising	\$152,905
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,242
Utilities	\$186,569
Total Operating Expenditure	\$20,101,128
Net Operating Surplus/-Deficit	\$294,163
Asset Acquisitions	\$118,542

- (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	\$2,010,594
Official Account	\$192,056
Other Accounts	\$140,643
Total Funds Available	\$2,343,293

Financial Commitments	Actual
Operating Reserve	\$675,179
Other Recurrent Expenditure	\$393
Provision Accounts	\$53,953
Funds Received in Advance	\$248,542
School Based Programs	\$141,936
Beneficiary/Memorial Accounts	\$162,508
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$133,081
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$260,643
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$380,000
Total Financial Commitments	\$2,056,235

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.