

2023 Annual Report to the School Community

School Name: Northern Bay P-12 College (8901)



- 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 29 April 2024 at 03:00 PM by Scott Diamond (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 30 April 2024 at 10:27 AM by Antony Vriesen (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 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'](#) 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

Northern Bay College is a comprehensive Prep – Year 12 school spread across five campuses in the Geelong suburbs of Corio and Norlane. We are also fortunate to host the Geelong Industry Trade Training Centre (GITTC), manage our own Family and Early Learning Centre, have our own School Camp site – Staughton Vale Outdoor Education Centre and be part of the Our Place initiative through the Korayn Birallee Community Centre.

Northern Bay College offers a comprehensive curriculum program for all students where Student Voice and Agency (the understanding and capacity to manage your own learning) is held in high regard and used as the stimulus for the planning and program development our staff complete. These curriculum programs are complimented by some excellent co-curricular programs such as SEED – our specialist sports program; IMPACT – an immersive and experiential program that covers all aspects of the Arts; Extended School Day program – which provides our students with after school experiences that enhance their classroom experiences, to name but a few.

At Northern Bay College our best asset without doubt are our amazing and inspiring students. Students who work to uphold and demonstrate our school values of Growth, Persistence, Collaboration and Kindness in everything they do. The College embraces a growing cultural diversity and has a long and proud history of welcoming families from refugee and asylum seeker backgrounds. As such the college is extremely proud of the ethnic diversity that exists in harmony across our school. Currently 600 students have a first language other than English with 11% of our students being of Middle Eastern origin and 10% Karen / Karenni and 9% of our students are First Nation students. The College supports the needs of these students through a structured EAL program (English as an Additional Language) and through the implementation of initiatives included in the Marrung Strategy.

The college has a steady enrolment just shy of 1800 students. At Northern Bay College 174 students are funded under the Program for Students with Disabilities now the Disability Inclusion Profile (DIP). The college has an SFOE of 0.7018 with 1329 students attracting social disadvantage equity funding. The college has 312.08 equivalent full-time staff; 11.7 principal class members, 164.81 teachers (including 10.22 tutors) and 135.57 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

There has been much to be proud of with relation to the continued improvement of the learning program at Northern Bay College through 2023. Of particular note the college has further advanced the PLC processes that ensure college work is completed in an aligned manner; the launching of the Numeracy learning and teaching focus that will ensure the college has a strong and agreed approach to supporting student numeracy learning in the years to come; and the ongoing implementation of the Disability Inclusion processes and further development of the support model that will allow students on the DI program to reach their educational goals.

With regards to performance against the 2023 AIP the college had a successful year. This includes meeting the targets set for the Staff Opinion survey related to Practice Improvement, Collective Efficacy and Guaranteed and viable Curriculum - all of these areas the college exceeded the targets set for the year. The NAPLAN targets that were set for 2023 have unfortunately become obsolete following the changes to NAPLAN program. Notwithstanding the college remains confident that the outcomes achieved through this program continue to demonstrate the college is on track in terms of student outcomes and looks forward to resetting these goals over the coming 12 months.

Also worthy of mention has been the transition to the new Vocational Module that occurred during 2023. The college has made a successful transition to this model in 2023 with graduating students being assessed against these targets for the first time and in doing so being some of the only students across the state who studied and completed this updated curriculum model. This work sits nicely alongside the overall school completion rate of NBC students - 92.2%, which again represents an improvement on previous years.

With the above achievements in mind the college is suitably confident that the final three years of this current strategic plan will continue to be successful across all target areas.

Wellbeing

Wellbeing has long been a most important role and responsibility for all staff at Northern Bay College. The 2023 school was certainly no different with a number of areas the college is most proud of. In 2023 the Department of Education Mental Health and Wellbeing Leaders (MHWL) program was rolled out across our school, and this saw the college provided the opportunity to employ an MHWL at each of Prep - Year 8 Campus. This teacher-class staff member works to support targeted intervention groups with a large focus on development of student self-regulation and further implementing the Berry Street Educational Model, extending into Zones of Regulation. MHWLs have also been the lead educators in the college Social and Emotional Learning sessions that see students in year Prep - Year 6 work through the SEL curriculum that will grow to also include learning related to the respectful relationships program and learnings.

This increased focus in supporting student wellbeing at an early and really pre-intervention level reflects the overall college approach to student wellbeing which is to support students to develop strategies that will see them through the inherent 'tough' days that come with being a young person whilst also being available to provide the just in time support through counselling and referral to our Mental Health Practitioner staff along with external agencies such as Headspace and supporting family service providers.

Data in the wellbeing space is mixed in this year's performance summary with the college remaining at and above similar and staff averaged for Year 7-12 Sense of Connectedness and Management of Bullying but returning slightly lower results for 2023 in the Year 4-6 levels. This data has been unpacked with college leaders and work is underway to support an increase in these results in future.

Engagement

There are several aspects to celebrate student engagement related to this year's Annual Report. Of note has been the increase in attendance rates for 11 of the 13, year levels at the college. In particular, year 9 and 10 enjoyed a 4% increase in the attendance of students at school - equating to 8 days extra attendance across these year levels. This is an excellent result particularly as the year 9 cohort is the 'transition' year at NBC as students arrive at the senior Goldsworthy Campus from our four P-8 Campuses. These results across the college are the outcome of some diligent and rigorous work to firstly bring to front of mind the importance of regular attendance but also to develop processes to bring families and students into the conversation of regular attendance. The college looks forward to further work in this space as we continue to strive to achieve 90% attendance across all year levels.

Within the Performance Summary it is also worth noting the excellent outcomes in both year 7-10 retention and positive outcomes of student exits for those students leaving the college during Year 10 -12. Again, each of these areas has been a focus for the college. In relation to student retention the college continues to focus on strategies to ensure that families recognise NBC as a Prep-Year 12 destination. Recent statistics that show a year-on-year increase in student numbers over the past three years are further evidence of a positive response to this work. It is also hoped that the recent significant investment in infrastructure at the Goldsworthy Campus will be seen as another positive reason for students continuing at NBC.

Engagement, including positive destinations for students at NBC is seen as a major responsibility by all staff at the college and the college remains committed to ensuring that all students who are at the college are engaged in learning programs and pathways opportunities that will proactively support their future vocational aspirations.

Other highlights from the school year

The above commentary provides much information on the programs and initiatives that have supported the college to achieve positive results in 2023. However, as would certainly be understood, there is much more to celebrate across our college, and we take the opportunity here to share some of the events and programs that have been memorable and of significant importance.

Whole-school, team & Individual development in Numeracy – In 2023 the college began a two-year journey to implement common teaching practices in Numeracy across all Stages of Learning. This work kicked off with a day of learning for all college staff during our Term 3 PL Day that allowed staff to begin working alongside the partners in our work - Love Maths. The capacity of college leaders - namely our Numeracy Specialists and members of the PCO team aligned to this work - to firstly identify a focus that could be held from year P-12 and then develop an implementation plan that would address both staff capacity and dispositions has been a particularly impressive piece of work. We look forward to this work continuing to flourish in 2024.

Development of our Disability and Inclusion practices - The 2023 school year has been significant in the work completed to

develop our aligned response to this DE initiative. The new approach to supporting students through DI has seen a huge increase in students eligible for support as opposed to the previous PSD program. This has allowed the college to think strategically on how resources and support can be spread across the college to enhance learning outcomes for identified students. The development of our Inclusion Support Coordinator roles, our newly established Learning Adjustment Specialists and the increase in our Classroom Support staff are all significantly positive steps forward in this work - which across our Area and beyond is being identified as an example of best practice. We look forward to the further evolution on this work in 2024.

Transitions - Finally the college is proud of the work completed to enhance transitions at our two most significant milestone moments - Those being - Kinder - Prep and Year 8 - Year 9. In both instances a far more advanced and detailed program is in place that considers the individual needs of students involved in these transitions. This is the result of a lot of collaborative work and listening to the needs and feedback of students and families alike.

Financial performance

Northern Bay College is currently in a stable financial position, ending the year with a surplus of \$6,089,648. We received \$6,372,026.40 in total (half in cash and half in credit) for Equity Funding along with various other grants including National Chaplaincy Funding, Community Hubs, Security Fence Grant, the Sports In Schools Grant and DET Bushfire Prep Grant for our Staughton Vale Outdoor Education Centre. Our surplus is made up of \$1,220,730 as a cash reserve and the rest committed to various programs. This includes a just under \$1 million planned SRP deficit which is primarily due to Equity funding expenditure and GITTC wages (approx. \$550,000). Just under \$3 million make up our school-based programs including Swimming in Schools, STEAM and Community Hub programs and just under \$1,000,000 is reserved for short term Maintenance and Capital Works

For more detailed information regarding our school please visit our website at
<https://www.nbc.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 1710 students were enrolled at this school in 2023, 824 female and 883 male.

29 percent of students had English as an additional language and 9 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.

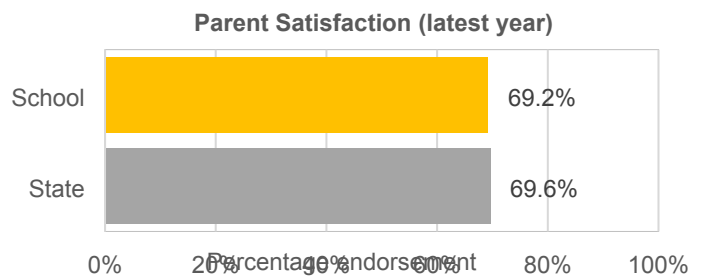
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	69.2%
State average (P-12 schools):	69.6%



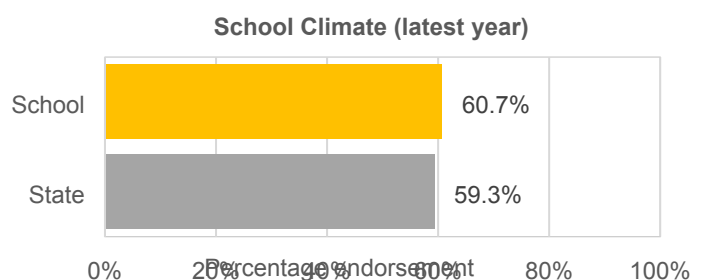
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	60.7%
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.

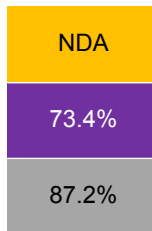
English Years Prep to 6

School percentage of students at or above age expected standards:

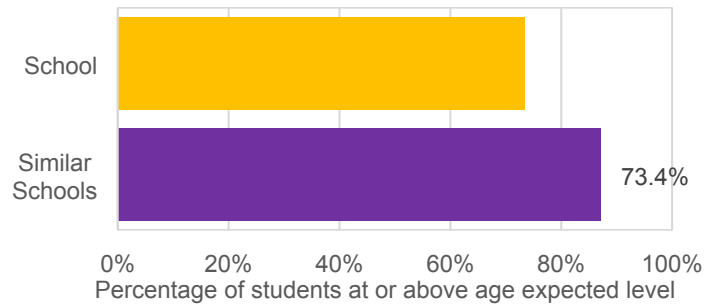
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



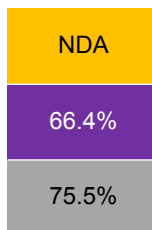
English Years 7 to 10

School percentage of students at or above age expected standards:

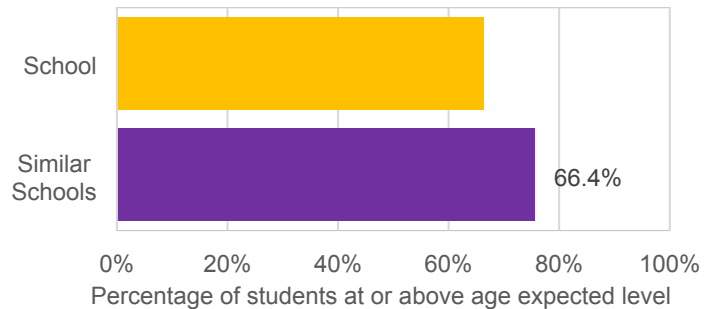
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years 7 to 10



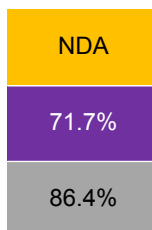
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

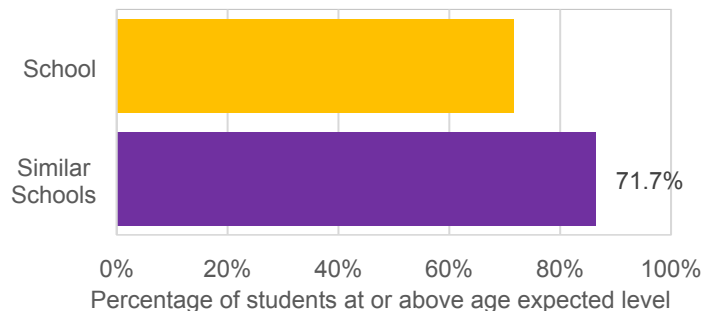
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



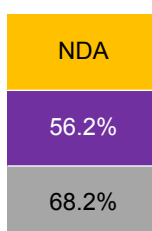
Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

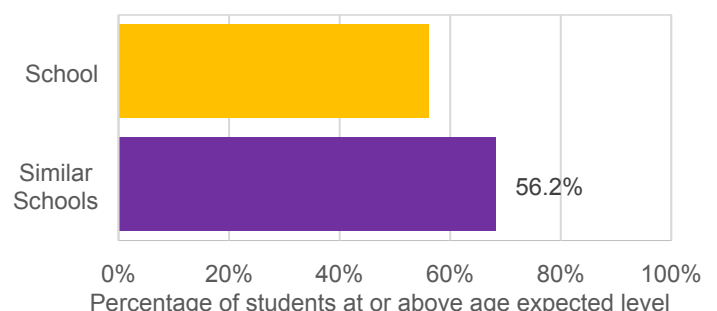
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years 7 to 10



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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.7%

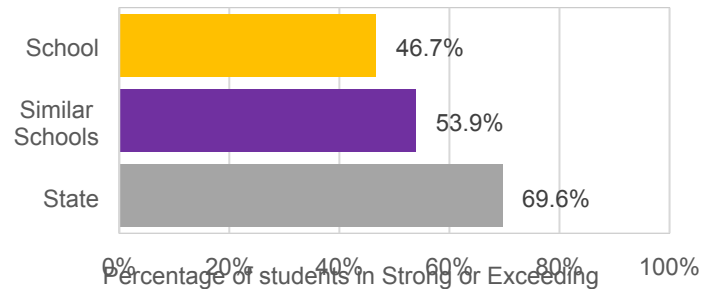
Similar Schools average:

53.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.7%

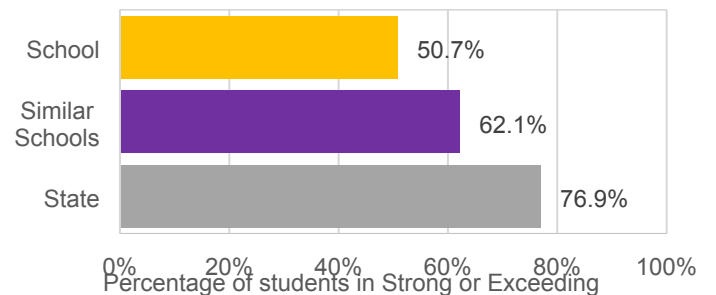
Similar Schools average:

62.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.0%

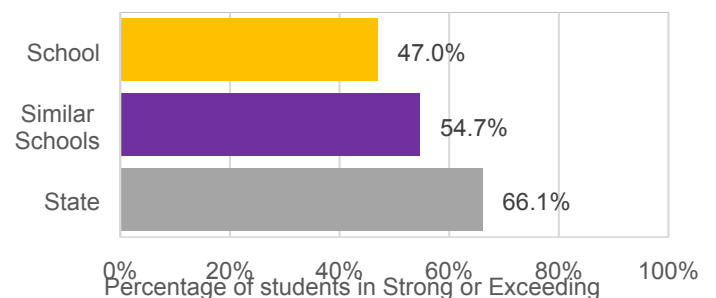
Similar Schools average:

54.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.8%

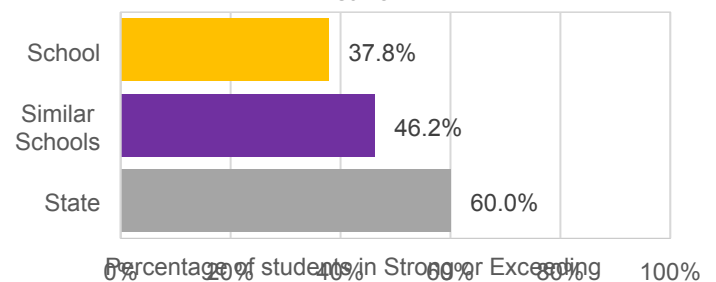
Similar Schools average:

46.2%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

36.8%

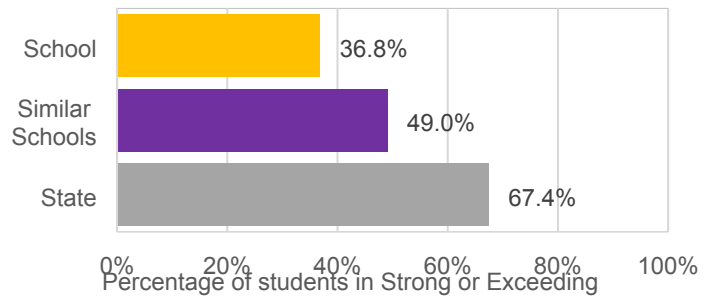
Similar Schools average:

49.0%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

31.6%

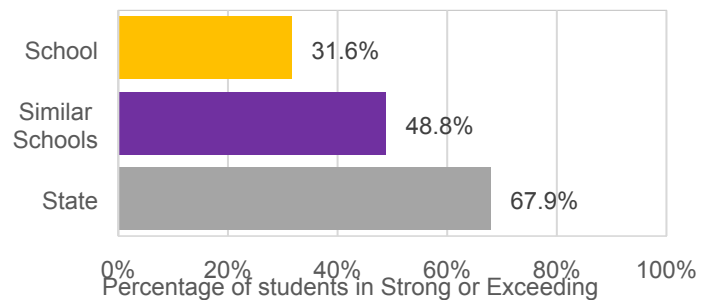
Similar Schools average:

48.8%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

40.2%

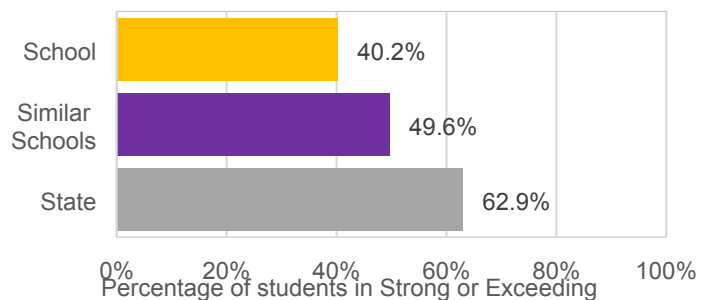
Similar Schools average:

49.6%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

29.8%

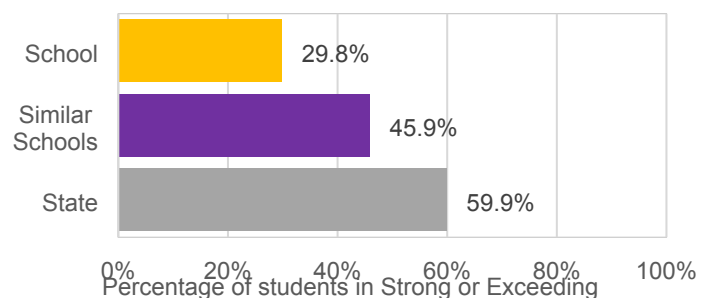
Similar Schools average:

45.9%

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 3

Latest year (2022)

School percentage of students in the top three bands:

52.8%

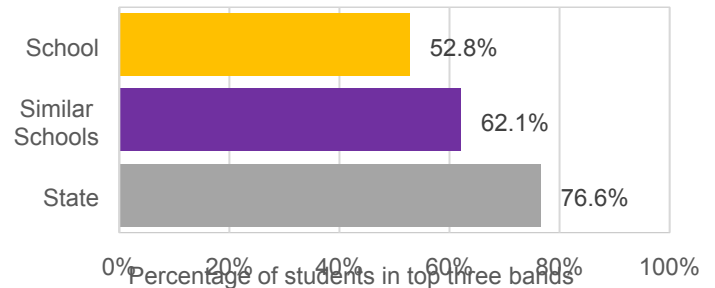
Similar Schools average:

62.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.3%

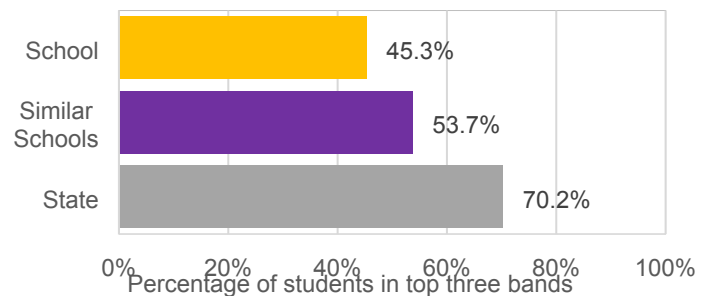
Similar Schools average:

53.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

39.4%

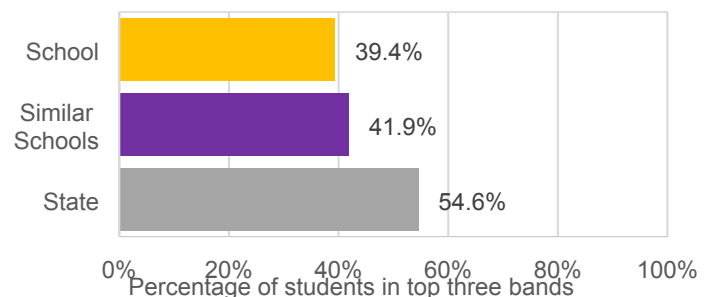
Similar Schools average:

41.9%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

30.4%

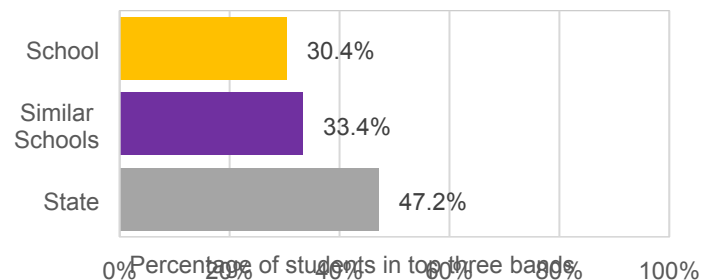
Similar Schools average:

33.4%

State average:

47.2%

NAPLAN Reading (2022) 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 (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students
in the top three bands:

33.7%

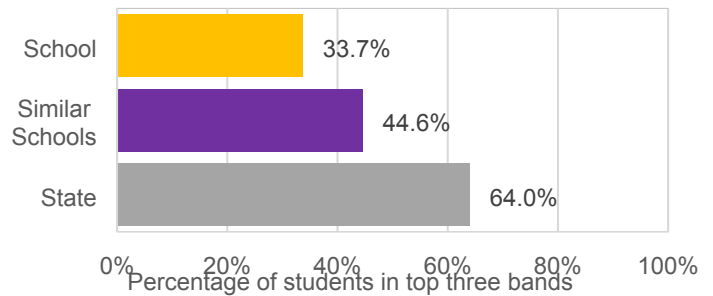
Similar Schools average:

44.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students
in the top three bands:

28.2%

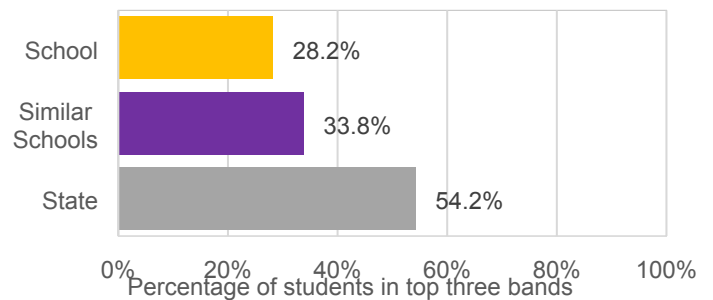
Similar Schools average:

33.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

26.9%

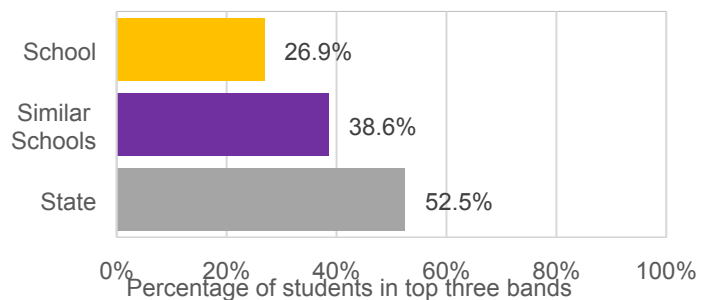
Similar Schools average:

38.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

21.2%

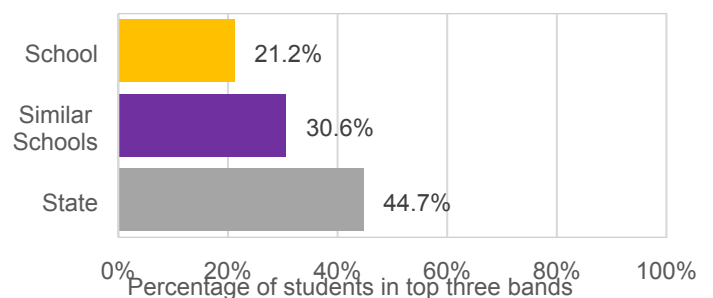
Similar Schools average:

30.6%

State average:

44.7%

**NAPLAN Numeracy (2022)
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.*

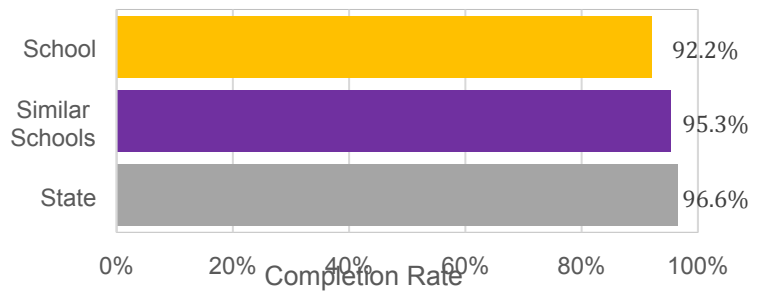
Victorian Senior Secondary Certificate

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:	92.2%	89.2%
Similar Schools completion rate:	95.3%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.9

Number of students awarded the VCE Vocational Major

14

Number of students awarded the Victorian Pathways Certificate

5

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

55%

Percentage VET units of competence satisfactorily completed in 2023:

52%

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 4 to 6

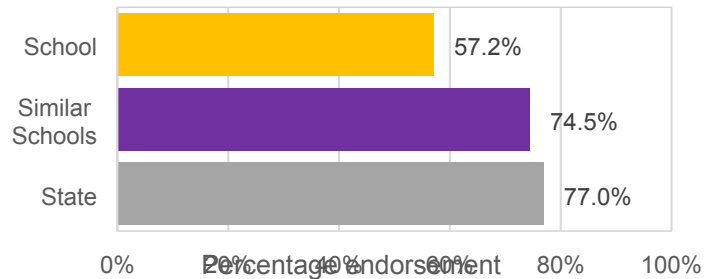
School percentage endorsement:

Latest year (2023)	4-year average
57.2%	65.4%
74.5%	76.5%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

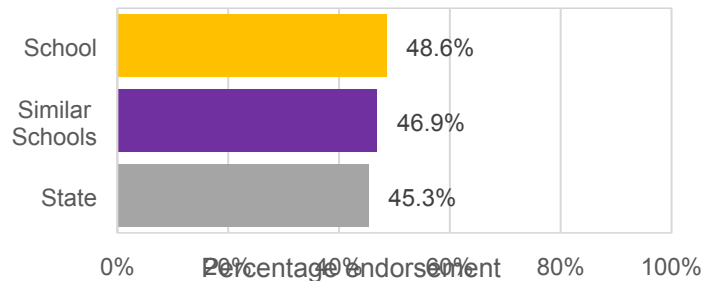
School percentage endorsement:

Latest year (2023)	4-year average
48.6%	55.2%
46.9%	52.1%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



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**

School percentage endorsement:

Latest year (2023) 4-year average

52.8% 61.3%

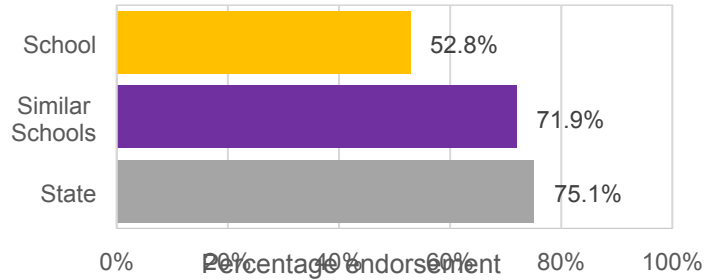
Similar Schools average:

71.9% 74.4%

State average:

75.1% 76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

Latest year (2023) 4-year average

46.8% 54.2%

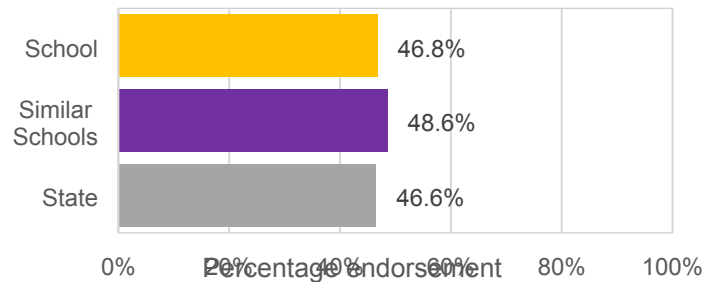
Similar Schools average:

48.6% 53.1%

State average:

46.6% 51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

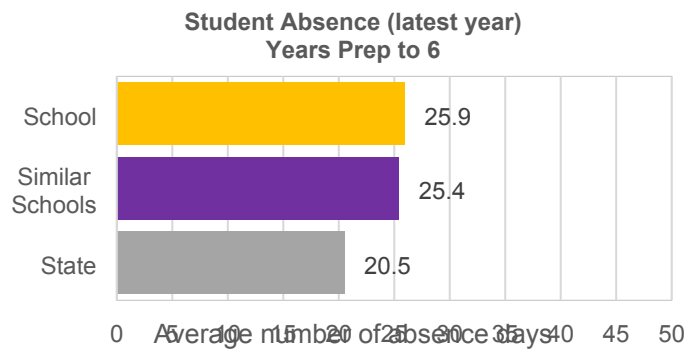
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

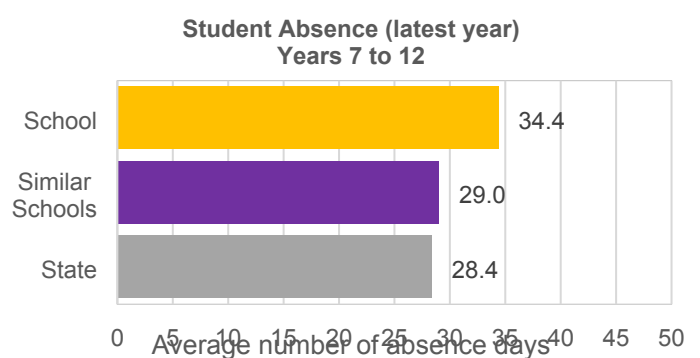
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	25.9	27.9
Similar Schools average:	25.4	23.8
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	34.4	38.0
Similar Schools average:	29.0	24.9
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%	88%	87%	87%	87%	86%	86%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	81%	81%	79%	84%	89%

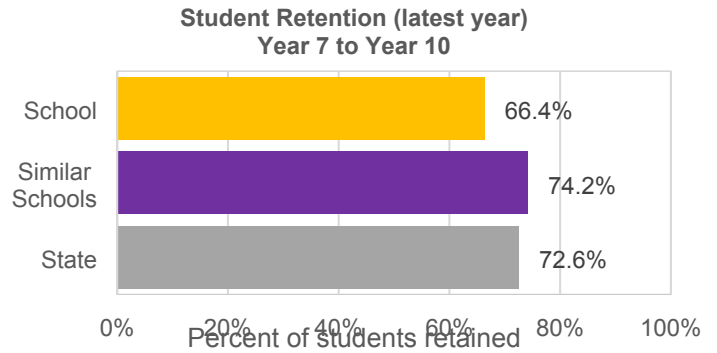
ENGAGEMENT (continued)

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:	66.4%	65.7%
Similar Schools average:	74.2%	74.5%
State average:	72.6%	73.8%



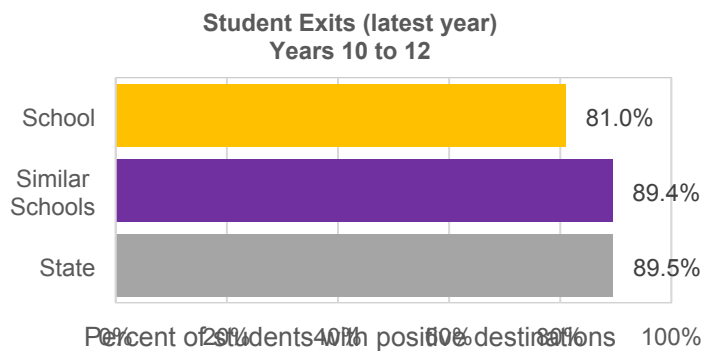
Students exiting to further studies or full-time employment

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:	81.0%	68.3%
Similar Schools average:	89.4%	89.6%
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	\$29,459,096
Government Provided DET Grants	\$4,918,674
Government Grants Commonwealth	\$0
Government Grants State	\$181,295
Revenue Other	\$894,863
Locally Raised Funds	\$626,909
Capital Grants	\$0
Total Operating Revenue	\$36,080,838

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,372,026
Equity (Catch Up)	\$132,789
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,504,816

Expenditure	Actual
Student Resource Package ²	\$30,444,542
Adjustments	\$7,015
Books & Publications	\$75,658
Camps/Excursions/Activities	\$535,691
Communication Costs	\$117,429
Consumables	\$765,875
Miscellaneous Expense ³	\$150,594
Professional Development	\$135,277
Equipment/Maintenance/Hire	\$707,410
Property Services	\$1,058,854
Salaries & Allowances ⁴	\$1,483,819
Support Services	\$2,211,509
Trading & Fundraising	\$63,199
Motor Vehicle Expenses	\$29,400
Travel & Subsistence	\$2,216
Utilities	\$284,283
Total Operating Expenditure	\$38,072,769
Net Operating Surplus/-Deficit	(\$1,991,931)
Asset Acquisitions	\$91,653

- (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	\$5,762,062
Official Account	\$327,586
Other Accounts	\$0
Total Funds Available	\$6,089,648

Financial Commitments	Actual
Operating Reserve	\$1,220,730
Other Recurrent Expenditure	\$7,842
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,869,116
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$950,431
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$981,529
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$6,089,648

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.