

2023 Annual Report to the School Community

School Name: Camperdown College (6259)



- 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 30 April 2024 at 04:36 AM by Xavier Davis (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 06:48 AM by Luke Webb (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

Camperdown College takes great pride in its membership within the Great South West Coast Network of Government Schools. Situated on Djargurd Wurrung country in the distinctive Lakes and Craters region of south-west Victoria. It is a co-educational Prep - Year 12 institution on two separate Campuses (P-6at Brooke St & 7-12 at Wilson St), with a rich tradition of empowering students towards achieving successful educational outcomes.

In 2023, the dedicated staff team, comprising three principal class members (College Principal & 2 x Campus Principals), **43 teachers, and 18 education** support staff across various roles, contributed to the growth of student enrolments to 386, at time of census in late February - with 189 female and 197 male students. The College's commitment to evidence-informed teaching, supported by ample resources, ensures a strong foundation in literacy and numeracy, particularly in the early years. The Junior Campus serves as a '*Sounds Write Training School*' for synthetic phonics, hosting numerous teachers from across the state, keen to observe and learn from the morning literacy block's developments. Continuous monitoring of student progress and collaborative efforts by teaching teams facilitate ongoing improvement throughout all thirteen years of schooling. In 2023, Vicki Angus began the year in the Acting Principal's position, whilst Cherie Kilpatrick officially moved into a senior role within the Regional Office. The College thanks Cherie for her contribution to its growth. In April, we welcomed Xavier Davis as substantive Principal in April, with Vicki Angus returning to the Senior Campus Principal role.

Customised pathways offer students a robust groundwork for further education, employment, or training programs, including VCE, the 2nd year of **VCE Vocational Major**, VET, Structured Workplace Learning, and School-Based Apprenticeships. The College's investment in information and communication technology (ICT) ensures that students from Years 3-12 are equipped with dedicated laptops and supplementary devices to support their learning.

Strategic goals across the College focus on enhancing student wellbeing, maximising learning growth, and promoting student agency to help develop stronger student engagement. Initiatives such as the Berry Street Education model and strengthening Mathematics delivery aim to achieve these objectives.

The College's extensive camps program, with funding assistance through the Positive Start initiative, provided enriching experiences for students, complemented by incursions and extension activities. Involvement in House and inter-school SSV sports, academic competitions, leadership forums, and cultural events further enriching students' educational journey.

The College also provided a wide range of additional programs through the Tutor Learning Initiative, Middle Year Literacy & Numeracy Program, as well as extension opportunities through the Victorian High-Abilities Program (VHAP).

Camperdown College's mission and vision are bolstered by its core values of excellence, respect, responsibility, caring, and honesty. Community confidence remains high, with strong enrolments and satisfaction levels among parents and staff.

The College's ambitious mission and vision is supported by values that underpin strong relationships between students, staff and families:

Our Mission:

Camperdown College will provide exemplary teaching and learning programs within excellent facilities which foster school pride, aspiration and persistence to achieve high levels of learning for all students.

Our Vision:

Camperdown College will be a high performing school that produces graduates well equipped to succeed beyond school and contribute actively to the community.

Our Values:

Excellence, respect, responsibility, caring and honesty.

A major highlight of the year was the development and actioning of the Marrung initiatives through class developed and individualised Acknowledgement of Countries. With ceremonies to celebrate the erection of Torres Strait Islander flagpoles at each campus.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher planning is grounded in instructional models and their evolution has enabled Key Learning Areas to adapt to suit different teaching and learning contexts - particularly evident within the Senior Campus across English and Maths; as well as the domains of Humanities, Indonesian, Physical Education, Science, Technology and Art.

Collaborative planning approaches have been strengthened throughout the year through lesson planning, assessment and monitoring, intervention planning and trackers.

Embedding collaborative planning has helped prioritise core work, with meeting structure/norms/common expectations at the forefront to help prioritise the use of evidence-based practice and the use of student learning data to inform instruction.

The College has prioritised a sequential approach to teaching and learning across P-10. Routine use of student work samples and moderation in teams has continued to allow teachers to plan according to student achievement and at point of need. Additional work throughout the 2023 year, focussed on development of High Impact Teaching Strategies (HITS) in the 7-10 year levels.

In regard to student achievement in learning in 2023, the College continued to perform above similar schools in many areas and in particular Reading & Writing, with gains in numeracy also noted.

NAPLAN received a change in the terminology in 2023 with the 'Bands' becoming obsolete and a new scale of achievement being recorded. Students achievement being categorised as Needs Assistance, Developing, Strong and Excelling, with Strong and Exceeding grouped together. Highlights to celebrate are that percentage of students in Strong or Exceeding outperformed similar schools and whole of state in the following areas: Year 5 Reading Proficiency (**88.9%**), Year 7 Reading Proficiency (**71.9%**) and Year 5 Numeracy Proficiency (**70.4%**).

In 2023, the College continued its strategic focus on extending and developing numeracy teaching through engaged participation in the WSW region's Numeracy Learning Community (Prep - Year 8). Camperdown College's numeracy teachers were also invited to present at the Mathematical Association of Victoria's (MAV) annual conference - sharing their journey of numeracy teaching development.

In the Senior years, the College has continued to perform strongly at the VCE level - with both Unit 3/4 English (**30.4**) and Unit 3/4 Physical Education (**31.25**) out performing state 'means' of 30. The mean for 2023 across all subjects being **28**. The VCE completion rate, although slightly down in 2023, continues to be above both similar schools and the state's '**4 year averages**', achieving a successful completion rate of for the last four years of **98.2%**.

Within the classroom, students expressed their classrooms are filled with stimulated learning opportunities with positive endorsement reaching **65%** in 2023 compared with only **59%** across the state. Showing a clear focus on student learning evident at the school.

Wellbeing

Throughout 2023, the College furthered professional learnings from the previous year by hosting Day 3 and Day 4 of the Berry Street Educational Model (BSEM) training, with all staff participating in the training. Day 3 focussed on **Stamina** exploring how to create a culture of academic persistence in classrooms - through resilience building and emotional intelligence development. Also linked to the Day 3 training was an **Engagement** aspect, helping students with strategies that increase their willingness to learn across Prep to Year 12. Day 4 focussed on **Character Strengths**. Through the four days of learnings, the staff introduced welcome circles at the start of each day at the Junior Campus, and the re-introduction of Homegroup meeting time each day at the Senior Campus. Ensuring that importance was placed upon; **Greetings, Values, Classroom Expectations, Announcements, Positive Primers** and **What Went Well (WWWs)**. Importantly, these aspects were also a key feature of staff meetings, establishing successful through lines from staff professional learnings, leadership meetings to student classroom experiences.

Highlights for the year within the student Attitudes to School Survey (AToSS) data were evident in the **Sense of Connectedness** section, where the students % of positive endorsement in Year 4 to 6 (**78.7%**) was above state mean of **77.0%** and well above similar school positive endorsement of **75.2%**. Additionally, our Year 7 to 12 **Sense of Connectedness (46.3%)** was a full 1% higher than experienced at other schools around the state (**45.3%**).

Camperdown College takes the management of bullying very seriously and the percentage endorsement on the Management of Bullying factor, as reported in the Attitudes to School Survey showed that the students report a higher positive endorsement **53.8% (Years 7-12)** and a 4-year trend (**59.8% at CC**), which is markedly higher than the state 4-year trend of **51.0%**. Students consistently feel bullying is taken seriously and followed through at the College. Camperdown College continues to develop the components of the Respectful Relationships program through Health lessons at each year-level.

The College was successful in employing a Chaplain at the Brooke Street Campus in Semester Two through the National Student Wellbeing Program (NSWP), adding an additional dimension to the Wellbeing provision for students.

Engagement

The college takes attendance at school very seriously and continues to support students and families to prioritise school attendance. Throughout the 2023 year the College formed part of a WSW Attendance Community of Practice to help our school and all schools across the Wimmera South West improve school attendance following the COVID-19 remote learning period of education.

Pleasingly, Camperdown College has on average higher rates of school attendance at both the campuses than those attending

similar or other schools across the state. Prep to 6 school average number of absence days averaged **16.6** compared to the state mean of **20.5** and similar schools of **21.5** days absent. The Senior Campus outperformed state and similar schools with **our students attending school on average 8 days more** per student than at similar schools. This shows a commitment to engagement between students, families and staff with student retention rates in Year 7 - 10 considerably higher than similar schools (71.1%) - being **75.6% at Camperdown**.

In regard to Exit Destination data, the percentage of students from Years 10 to 12 going on to further studies or full-time employment has slightly decreased compared to the 4-year trend data (**89.7%**), down to **84.4%** in 2022 (most recent year for which data is available). Similar schools being **89.2% for Exit Destination** - being more closely aligned to our 4-year trend data. Hopefully the move to the 2-year Vocational Major VCE certificate from the 1-year VCAL program at Years 11 & 12, will re-establish a higher percentage of students exiting for pathways of their choice.

Senior pathways in 2023 included wide access to Vocational Educational Training (VET) courses through the Corangamite Trade Training Cluster with Salon Assistant & Hair and Beauty being offered on-site.

Other highlights from the school year

Camperdown College engages with families and the community to offer a diverse range of extracurricular activities and leadership chances for students. It promotes excellence in leadership, academic accomplishments, sports, performing arts, public speaking, as well as cultural and artistic opportunities.

The year was full to the brim with extra-curricular activities - including camps and outside of school hours activities;

- Year 2 Sleep-over at school
- Year 3/4 Grampians Retreat Camp
- Year 3/4 Angahook Camp
- Year 5/6 Grampians Retreat
- Year 5/6 'Ranch' Camp
- Year 7 Sunnystones Camp
- Year 8 Torquay Camp
- Year 9 Halls Gap Camp
- Year 9 School for Student Leadership Camp (Dinner Plain) - whole of Term 2.
- Year 10 Charlton Driving School Camp
- Year 11 Work Experience Camp (Melbourne)

In the Performing Arts area, 2023 was marked by exceptional performances, including the magical '100 Years of Disney' Junior Campus production and the captivating Senior Campus production of 'Annie'. These productions showcased the talents and creativity of our students, and I commend all involved for their hard work and dedication - who brought joy to all in attendance.

The College has prioritised connection to country and understanding of the key priorities in the Marrung Plan. College leadership has shared learnings through SPIKKE training and has focussed on developing the highest levels of respect and inclusion of both Koorie students and understanding broader and local culture.

The College continued its longstanding association with the Lions Club 'Youth of the Year' program with both College Captains entering and competing to a high standard.

Financial performance

The College finished the 2023 school year in a strong financial position. The College experienced similar recruitment difficulties to similar regional schools, resulting in credit based surplus - much like in previous years. As the College was successful in becoming a PLC Link school, we were fortunate to receive substantial additional funding to enable internal recruitment of two Leading Teachers. The College through the committed Parents & Friends group again was able to fundraise extensively and volunteered many hours at school events.

Equity funding was used to establish targeted initiatives to support particular cohorts of students and the College received funding through the Minor Capital Works Grants programs to upgrade student toilets at the Junior Campus (Brooke St) and the staff toilets at the Senior Campus (Wilson St). Funding was also received to improve the access to the Brooke Street Campus via external and internal ramps, as well as access and upgrades to all-abilities showering, toilet and change facilities. Additional upgrades included a new digital sign and completion of the large permanent shade structure for sports activities at the Junior Campus. The College continued to plan for further refurbishments of facilities and developed a College Master Plan through the Buildings & Grounds Committee.

For more detailed information regarding our school please visit our website at
<https://www.camperdowncoll.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 386 students were enrolled at this school in 2023, 189 female and 197 male.

NDP percent of students had English as an additional language and 4 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.

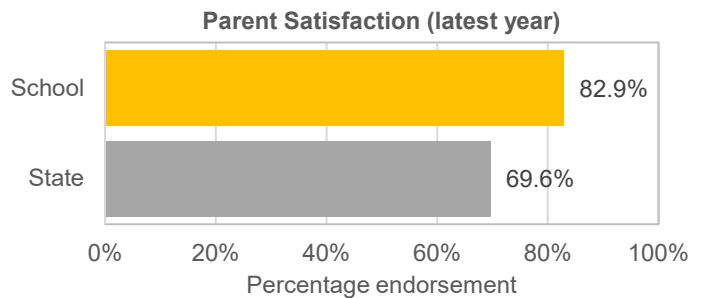
This school's SFOE band value is: Medium

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:	82.9%
State average (P-12 schools):	69.6%



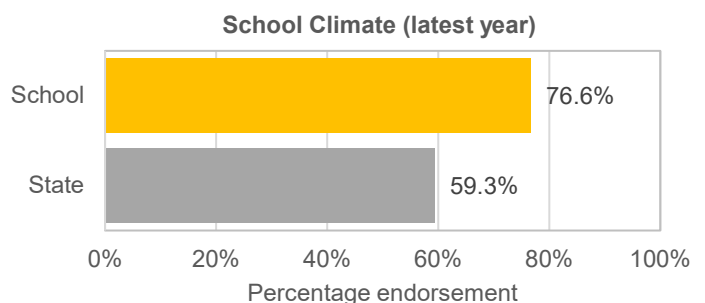
School Staff Survey

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:	76.6%
State average (P-12 schools):	59.3%



LEARNING

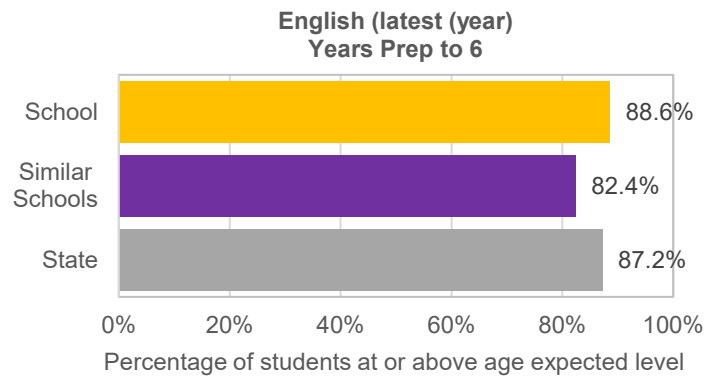
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

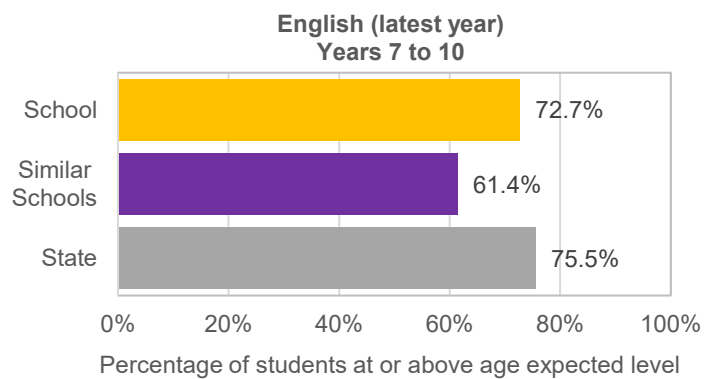
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	88.6%
Similar Schools average:	82.4%
State average:	87.2%



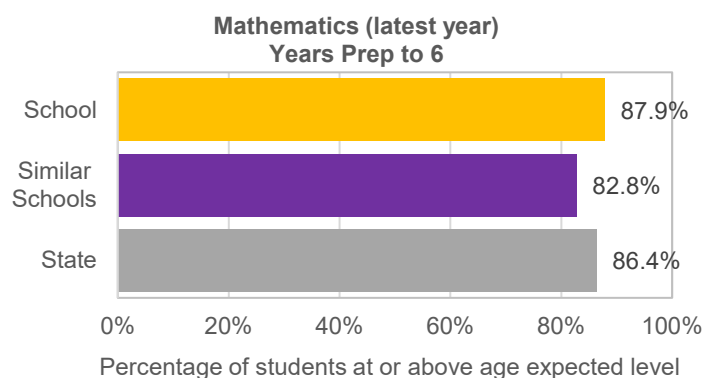
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	72.7%
Similar Schools average:	61.4%
State average:	75.5%



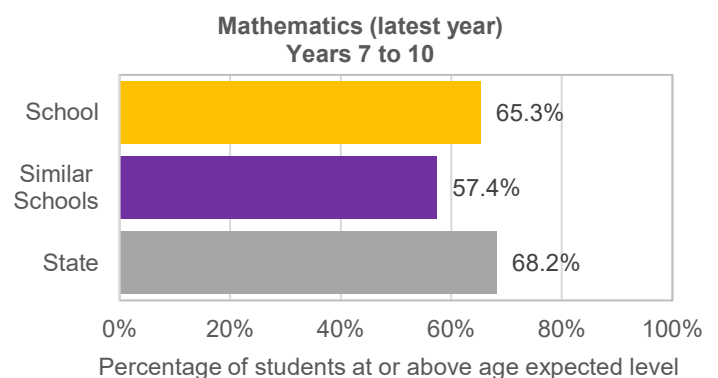
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	87.9%
Similar Schools average:	82.8%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.3%
Similar Schools average:	57.4%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

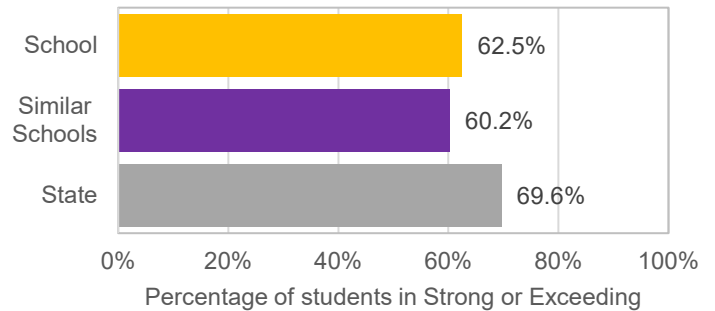
Similar Schools average:

60.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

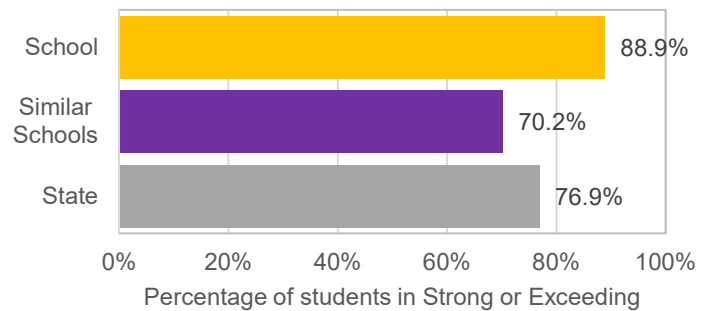
Similar Schools average:

70.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.9%

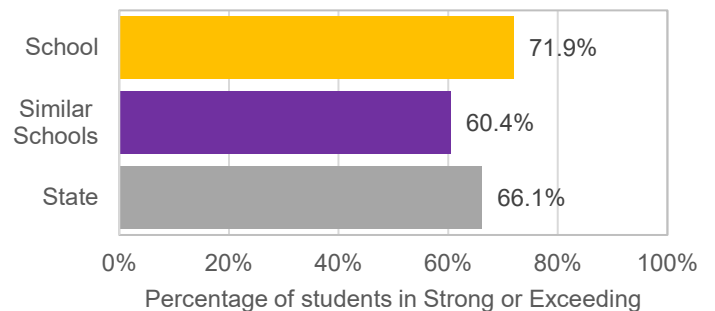
Similar Schools average:

60.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.8%

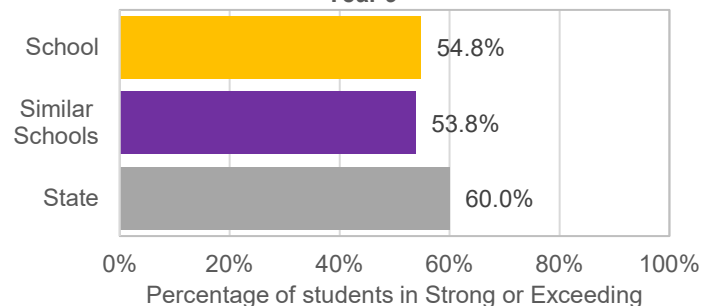
Similar Schools average:

53.8%

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:

45.8%

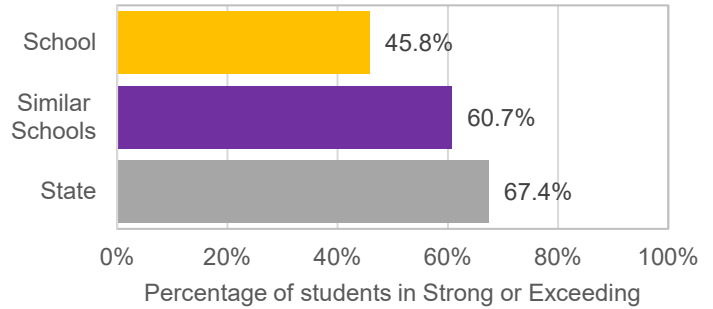
Similar Schools average:

60.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.4%

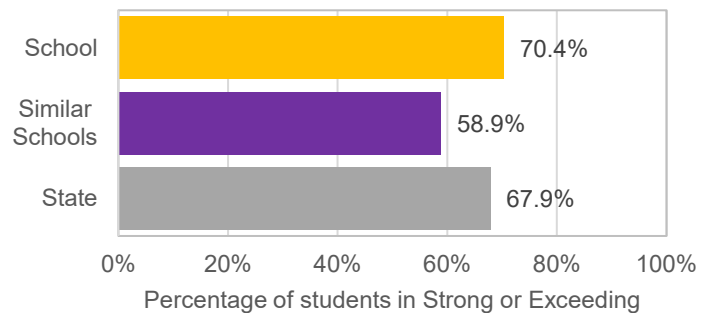
Similar Schools average:

58.9%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.1%

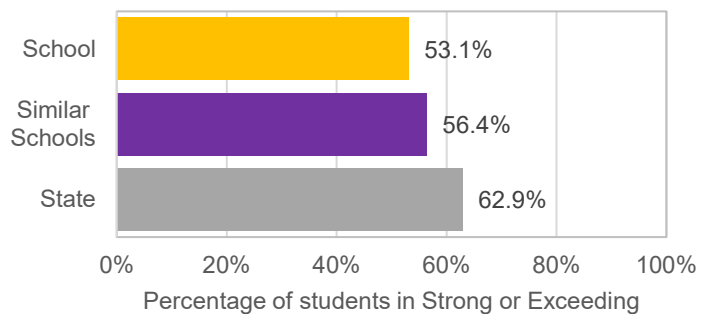
Similar Schools average:

56.4%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

51.6%

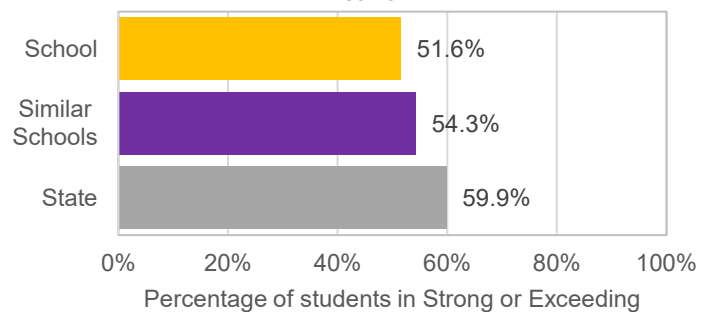
Similar Schools average:

54.3%

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:

68.8%

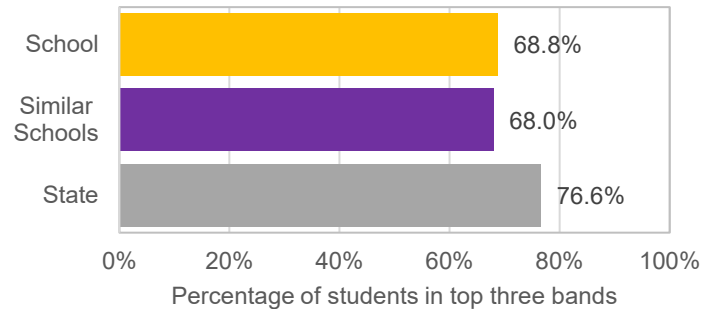
Similar Schools average:

68.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

78.1%

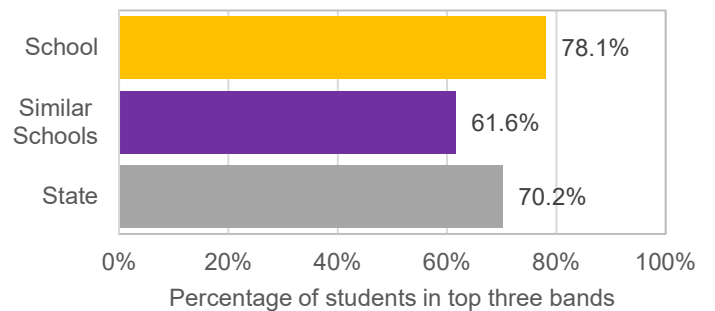
Similar Schools average:

61.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

62.5%

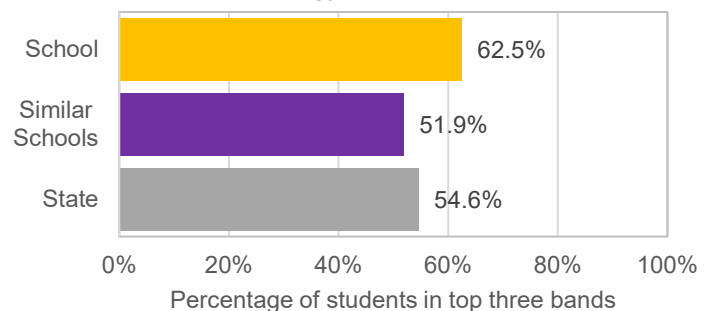
Similar Schools average:

51.9%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

53.7%

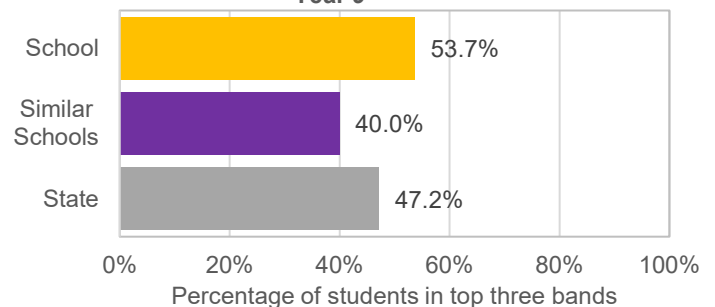
Similar Schools average:

40.0%

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:

62.5%

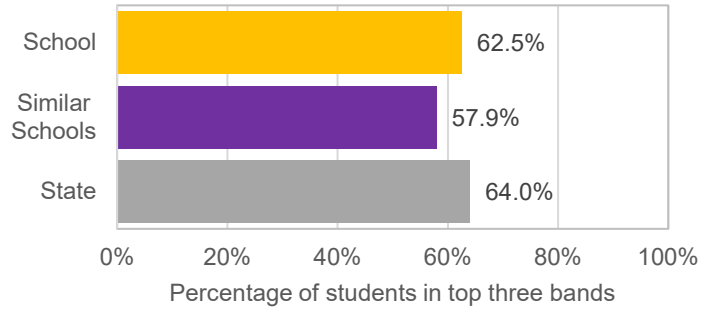
Similar Schools average:

57.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

65.6%

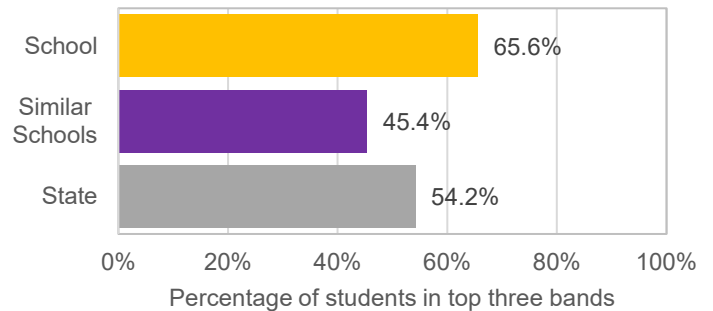
Similar Schools average:

45.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

57.5%

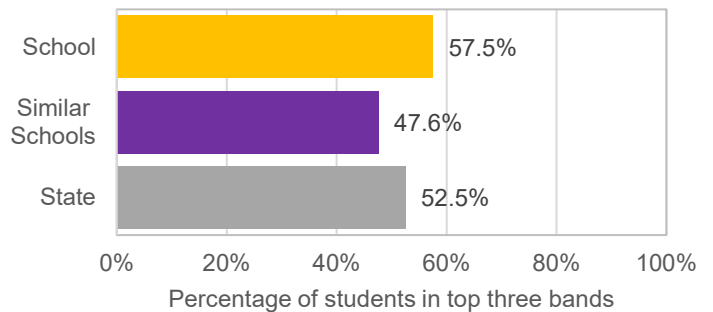
Similar Schools average:

47.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

51.2%

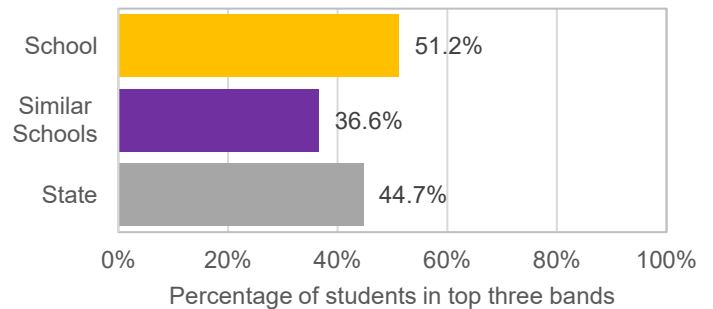
Similar Schools average:

36.6%

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.*

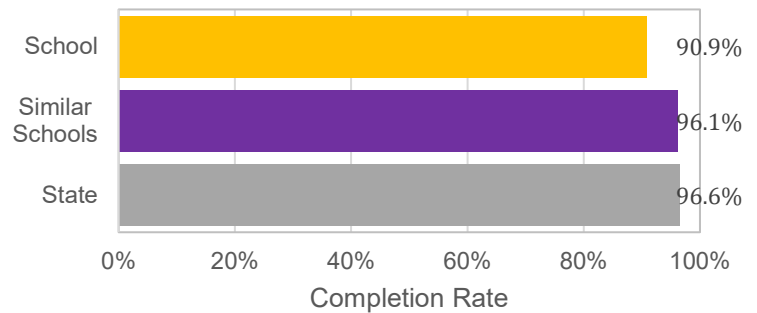
Victorian Senior Secondary Certificate

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:	90.9%	98.2%
Similar Schools completion rate:	96.1%	97.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.9

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDP

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

38%

Percentage VET units of competence satisfactorily completed in 2023:

78%

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

78.7% 79.0%

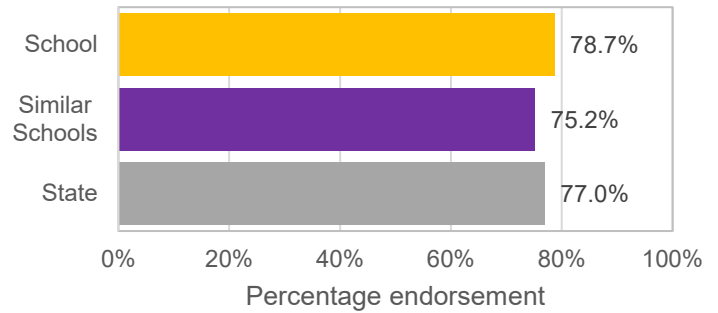
Similar Schools average:

75.2% 77.7%

State average:

77.0% 78.5%

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

46.3% 52.4%

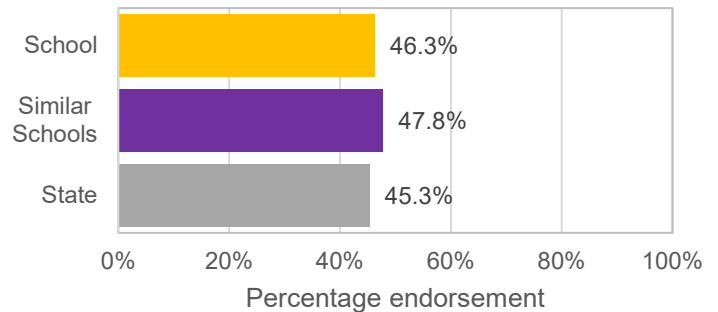
Similar Schools average:

47.8% 50.5%

State average:

45.3% 49.9%

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

74.8% 78.4%

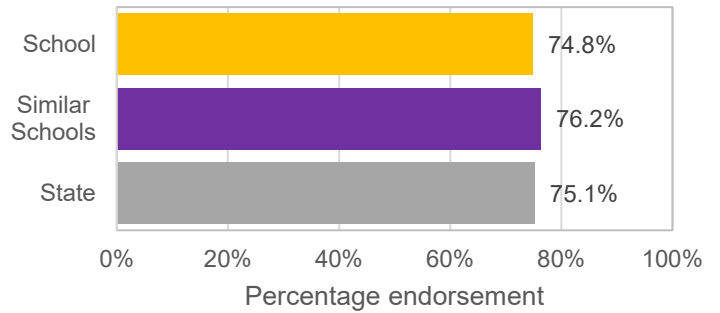
Similar Schools average:

76.2% 78.9%

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

53.8% 59.8%

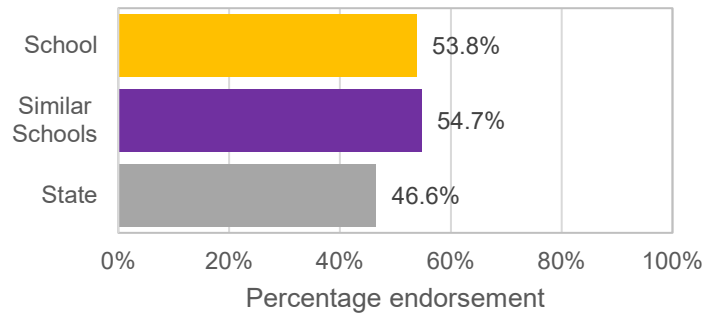
Similar Schools average:

54.7% 56.7%

State average:

46.6% 51.0%

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



ENGAGEMENT

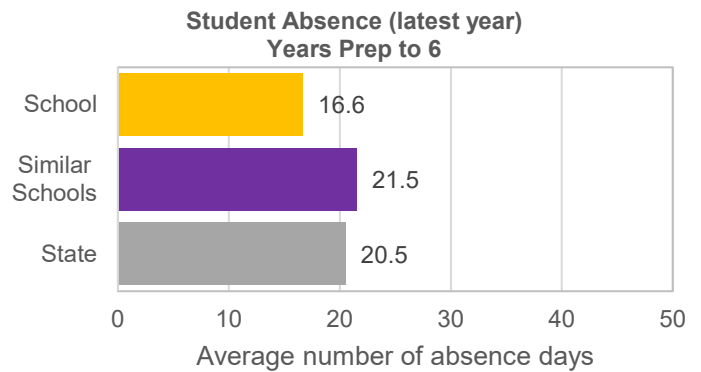
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

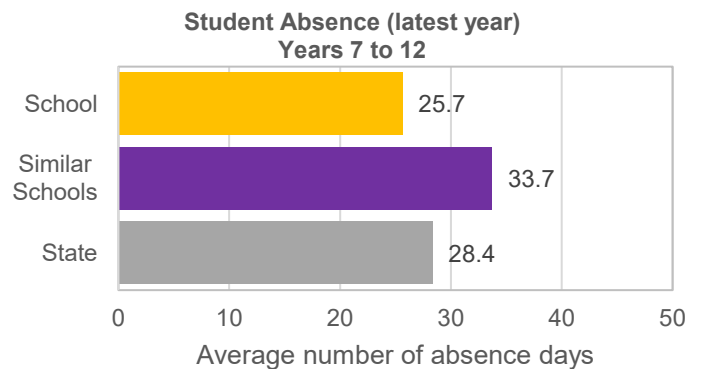
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.6	17.2
Similar Schools average:	21.5	19.5
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	25.7	23.4
Similar Schools average:	33.7	29.1
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):	91%	91%	94%	91%	88%	91%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	89%	88%	83%	86%	88%	91%	

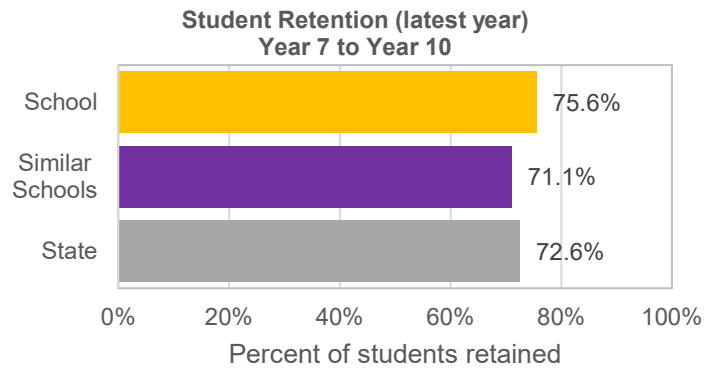
ENGAGEMENT (continued)

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:	75.6%	74.3%
Similar Schools average:	71.1%	71.3%
State average:	72.6%	73.8%



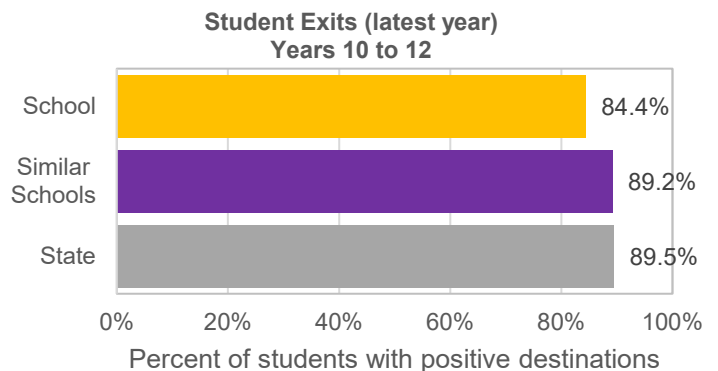
Students exiting to further studies or full-time employment

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:	84.4%	89.7%
Similar Schools average:	89.2%	87.0%
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	\$5,788,175
Government Provided DET Grants	\$1,348,881
Government Grants Commonwealth	\$3,400
Government Grants State	\$6,500
Revenue Other	\$153,141
Locally Raised Funds	\$373,200
Capital Grants	\$0
Total Operating Revenue	\$7,673,298

Equity ¹	Actual
Equity (Social Disadvantage)	\$224,968
Equity (Catch Up)	\$28,789
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$253,757

Expenditure	Actual
Student Resource Package ²	\$5,446,573
Adjustments	\$132,705
Books & Publications	\$8,160
Camps/Excursions/Activities	\$74,299
Communication Costs	\$13,552
Consumables	\$270,856
Miscellaneous Expense ³	\$253,325
Professional Development	\$39,823
Equipment/Maintenance/Hire	\$177,972
Property Services	\$214,209
Salaries & Allowances ⁴	\$153,750
Support Services	\$34,101
Trading & Fundraising	\$174,900
Motor Vehicle Expenses	\$163
Travel & Subsistence	\$0
Utilities	\$82,530
Total Operating Expenditure	\$7,076,917
Net Operating Surplus/-Deficit	\$596,381
Asset Acquisitions	\$69,347

- (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	\$2,010,017
Official Account	\$16,188
Other Accounts	\$28,609
Total Funds Available	\$2,054,814

Financial Commitments	Actual
Operating Reserve	\$231,166
Other Recurrent Expenditure	\$13,025
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$206,291
Beneficiary/Memorial Accounts	\$30,498
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$728,562
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,209,542

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.