

2023 Annual Report to the School Community

School Name: Maryborough Education Centre (8845)



- 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 15 March 2024 at 04:06 PM by David Sutton (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 March 2024 at 07:53 PM by Anita Ford (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

Maryborough Education Centre's vision is to be an inclusive, connected, and flourishing learning community. Our values are Aspiration, Kindness and Respect. Maryborough Education Centre (MEC) caters for the families of Central Goldfields Shire, which is recognised as one of the most disadvantaged local government areas (LGA) in Victoria and is in the bottom 10% of LGAs in the nation in terms of socio-economic disadvantage. Maryborough Education Centre (MEC) is a Prep-12 campus that includes a Specialist Education Setting. The current enrolment is 940 students with approximately 115 of these students funded under Transition Funding, Program for Students with a Disability (PSD) and Disability Inclusion (DI).

The school maintained an enrolment of around 1000 students for a decade up until 2024. The school's Student Family Occupation Education (SFOE) index has declined over the last few years. In 2022, the Student Family Occupation (SFO) for Balaclava was 0.6264 and for Beckworth was 0.7904.

School facilities feature a Performing Arts Theatre, gymnasium, a well-resourced library, and the Trades Skills Centre to support woodwork, fabrication and other activities. Extensive ovals, landscaped gardens and adventure playgrounds surround the learning pods to ensure students have plenty of spaces to enjoy and explore during breaks. Significant work has been undertaken to continue the development of the school's buildings and grounds, with new playgrounds installed in both primary and secondary areas in 2023.

The staffing profile of MEC includes a Principal, five Assistant Principals, 71.42 full-time equivalent teachers including 6.0 leading teachers, 4.0 Learning Specialists, 32.36 full-time equivalent Education Support (ES) staff, 28.03 full-time equivalent Teacher Assistants, 0.8 ICT TSSP and a qualified school nurse. The school also has a doctor and nurse practitioner 1.5 day per week under the Doctors in Secondary Schools program. MEC has expanded on its partnership with Teach for Australia, Melbourne University and Latrobe University and in 2023 employed 5 paraprofessionals who have all excelled in their roles.

The school provides an approved curriculum based upon the Victorian F-10 curriculum, along with VCE and VET senior programs. Individual Education Plans (IEPs) identify the specific learning goals for several priority cohorts of students including Specialist students, PSD and DI funded students, students with Aboriginal or Torres Strait Islander heritage, students in Out of Home Care, and students deemed by staff as needing extra support or extension. We have successfully embedded the Middle Years Literacy and Numeracy Support (MYLNS) program with the employment of a teacher and literacy tutors employed through the Tutor Learning Initiative (TLI). All students who participate in this program have an IEP, which are used to guide teachers in the planning and delivery of individualised programs. The school has embraced Trauma Informed Practice with the majority of staff having completed trauma informed training. An area of school wide focus has been the implementation of the Respectful Relationships program and Real Schools Partnership.

Progress towards strategic goals, student outcomes and student engagement

Learning

The journey with numeracy improvement supported by the Differentiated Support for School Improvement, made a solid start in 2023. 2024 will see the continuation of this work lead by the Numeracy Improvement Learning Specialist. This will focus on further development of the Launch Explore style instructional model and the delivery of regular professional learning sessions for P-6 staff that promotes strategies to engage students more effectively in mathematics and build confidence/resilience. We will also plan for the communication and unpacking of the Maths 2.0 across KLA's/Units. Next year will also seek to improve the use of data to tailor individual learning goals for students. We will improve our use of PAT testing and make better use of resources found in the teacher resource centre. The work implementing a writing focus across the school did not proceed due to the need for concentration on other projects. However, teams were formed in each of the areas across the school that will take up this work again in 2024. P-6 will continue to work on the 6+1 Traits with the Specialist keen to look at this model and how it could be utilised in the Specialist area. 7-10 are looking to improve writing confidence and stamina through daily writing activities and the use of a writer's notebook will be embedded into the curriculum for Years 7&8 students. These groups will also consider how writing can be encouraged in other subjects apart from English/Literacy, including utilising vocabulary building techniques and identifying key writing texts that can be focused on and enhanced in different learning areas.

Review against Targets

By the end of 2023, increase the average percentage of Years 1-6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:

Reading and viewing from 62 per cent (2021) to at or above 65 per cent (66% in 2022) - (67% at the end of 2023)

Writing from 65 per cent (2021) to at or above 68 per cent (70% in 2022)- (67% at the end of 2023)
 Number and Algebra 57 per cent (2021) to at or above 63 per cent (70% in 2022)- (73% at the end of 2023)

By the end of 2023, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:

Reading and viewing from 38 per cent (2021) to at or above 45 per cent (71% in 2022)- (58% at the end of 2023)

Writing from 44 per cent (2021) to 50 per cent at or above (64% in 2022)- (68% at the end of 2023)

Number and Algebra 49 per cent (2021) to at or above 52 per cent (48% in 2022)- (48% at the end of 2023)

NAPLAN data unable to be reviewed due to the change for bands to proficiencies i.e. Exceeding, Strong, Developing and Needs additional support. The 2024 AIP has been changed to include the 2023 NAPLAN proficiency data.

Wellbeing

In 2023, we launched two significant initiatives, namely Real Schools and When Challenges Arise. Real Schools is designed to foster emotional intelligence among students, emphasising affective language to facilitate a deeper understanding of their own emotions and those of their peers. This initiative incorporates a restorative approach, featuring regular circle time within our daily mentor classes. Through these sessions, Student Voice and Agency are strengthened, facilitated by Student Representative Council (SRC) circles led by our elected representatives. The SRC team engages in regular meetings with the Leadership, providing a genuine platform for advocacy and meaningful change.

Additionally, the When Challenges Arise program was collaboratively developed with our staff to establish clear expectations for teachers when confronted with behavioural challenges. These expectations are communicated gradually to students and families in a clear and light-hearted manner, fostering a community-based approach to behaviour and response. The effective management of classroom and playground behaviour aligns with our strategic goals outlined in the Sense of Confidence and Stimulated Learning plan. Despite our continued efforts, student absenteeism has seen a slight increase since 2023, remaining a primary challenge. Throughout the year, our Department of Education (DET) Wellbeing Partners supported us in documenting over 170 tiered initiatives aimed at enhancing student wellbeing and, subsequently, attendance.

Highlights of our wellbeing program include the Resilience, Rights, and Respectful Relationships (RRRR) Lead Schools Showcase, Nurture and Alternate Programs, Multicultural Services-Culturally Sustaining Schools initiative, collaboration with the Central Goldfields Shire Healthy Foods Advisor, Man Cave and Flourish Girl sessions, MEC Social Skills Groups, PRIDE celebration, Whole New World Celebrations for years 10-12, Safe Schools LGBTQI+ State-wide Training, Child Link Training, Party Safe Guidance, 'Nino's' free toasties and lunches, Live4Life Mental Health First Aid training for Years 8 and 10, BeYou Continuum Training, Student Representative Council- GRIP Leadership Training, and the introduction of MEC Student Wellbeing Leaders for 2024.

Review of Key Improvement Strategies 2a. Embed a whole school approach to improving student attendance – Marginal improvement 2b. Implement a whole school approach to student engagement and wellbeing – Stable with reduced endorsement in years 4-6 2c. Strengthen staff capability to activate student voice and agency – Stable with a reduced endorsement in Student Voice. Despite there being a lack of significant improvement the data suggests that we have processes and programs in place that will focus on and hopefully show improvement in the following year.

Engagement

The incidence of student absences exceeding 20 days has decreased across all school sections from 2022 to 2023. While there is only marginal improvement, it is gratifying to observe progress in this area. The indices for student sense of confidence, stimulated learning, and student voice remain relatively stable in most areas, except for a decline in positive endorsement for Years 4-6 universally from 2022 to 2023. Similar patterns emerge in the percentage endorsement of Student Voice and Agency and Stimulated Learning, with a slight drop in Student Voice.

Looking ahead to 2026, our key improvement strategies include:

2a: Embedding a whole-school approach to enhancing student attendance – Marginal improvement

2b: Implementing a comprehensive school-wide approach to student engagement and wellbeing – Stability with reduced endorsement noted in Years 4-6

2c: Strengthening staff capabilities to activate student voice and agency – Maintained stability, with a reduction in Student Voice endorsement.

Despite the absence of significant improvement, the data indicates that our existing processes and programs provide a foundation for focused efforts, aiming for positive changes in the upcoming year.

A notable concern relates to the lower attendance rates among our Aboriginal and Torres Strait Islander student cohorts. To address this issue, we have undertaken various initiatives, including Student Voice Reflection sessions with MEC Indigenous students,

Principal team participation in the Strengthening Professional Capability of Principals in Koorie Education (SPPIKE) program, hosting the Central Goldfields Shire NAIDOC event, supporting the Nalderun School Camp, facilitating Nalderun Youth Mentor meetings, organising monthly excursions for Indigenous students to The Meeting Place in Yapeen, exploring strategies through Racism No Way! to combat racism, and ensuring personalised communication channels with our Aboriginal and Torres Strait Islander families. Collaboration with the Koorie Engagement Support Officer and Wellbeing Partners continues to develop comprehensive school-wide strategies to address racism.

In response to concerns about low attendance, we have devised a new attendance process scheduled for implementation in 2024. This process includes over 20 tailored responses to student attendance issues, connecting students and their families with various in-school experts who can assist in their return to school.

Financial performance

Financial Performance

Maryborough Education Centre completed the 2023 school year with a net operating deficit of \$248,493, primarily due to a deficit in relation to the school's Student Resource Package (SRP). This occurred as the school continued to invest heavily in staffing to ensure students are provided with access to all programs, to improve student learning outcomes. As a result of the increased staffing appointments and expansion of student programs, an overspend of credit (SRP) funding occurred which was closely monitored throughout the year.

In terms of professional development, during the year, the school commenced a three-year partnership with Real Schools, focusing on the implementation of restorative practices to underpin school culture.

During the year, \$453,457 was expended on asset acquisitions including:

- \$104,868 on new fitness stations located across the school site
- \$76,322 on playground upgrades for use by specialist and primary school students
- \$44,900 on a climate control system for the Outside School Hours Care (OSHC) program
- \$65,251 on new furniture for Primary classrooms
- \$15,832 on multi-purpose fold and roll tables
- \$12,606 on CCTV camera upgrades
- \$12,553 on new whiteboards as part of the Moonlight building upgrade
- \$11,500 on the installation of a new fence in the Craigie area
- \$11,414 on a new parent shelter
- \$10,170 on portable acoustic dividers for use across the school.

Equity funds continue to be spent on initiatives designed to improve student outcomes and further develop school pride. During the year, funds were used to:

- Enhance our Literacy Programs and Curriculum Services through the purchase of additional resources
- Expand our reading programs by purchasing additional books to improve our high-quality classroom library sets maintained within primary classrooms
- Provide access to a variety of software programs for all year levels, including specific programs for students with special needs
- Invest in our Numeracy Improvement programs
- Support our Positive Climate program which focuses on improving school culture and pride
- Enhance our Nurture and Alternate programs, which ensure every child is provided with the opportunity to learn.

Our 2023 cash surplus is committed to improving asset/equipment replacement during 2024, in addition to managing the 2023 credit deficit and forecast deficit for 2024. The surplus will also be utilised to support school-based programs, and the OSHC Care program in 2024.

For more detailed information regarding our school please visit our website at
<https://mec.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 986 students were enrolled at this school in 2023, 476 female and 510 male.

2 percent of students had English as an additional language and 7 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.

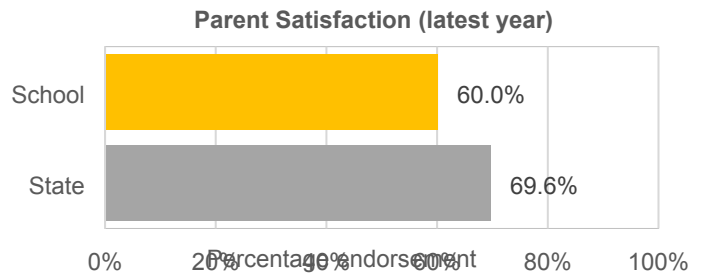
This school's SFOE band value is: High

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:	60.0%
State average (P-12 schools):	69.6%



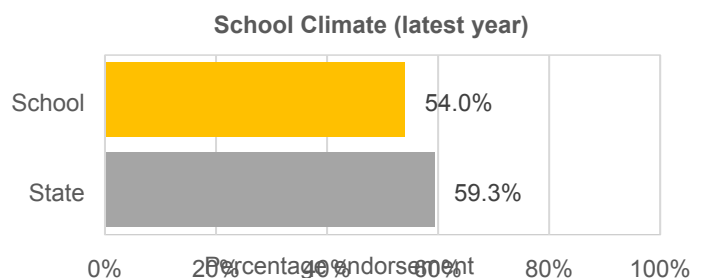
School Staff Survey

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:	54.0%
State average (P-12 schools):	59.3%



LEARNING

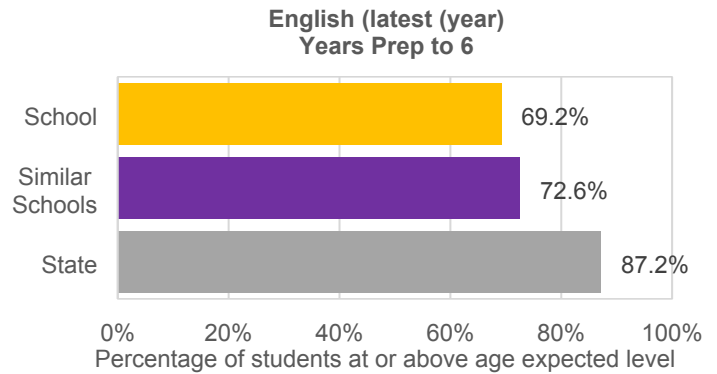
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

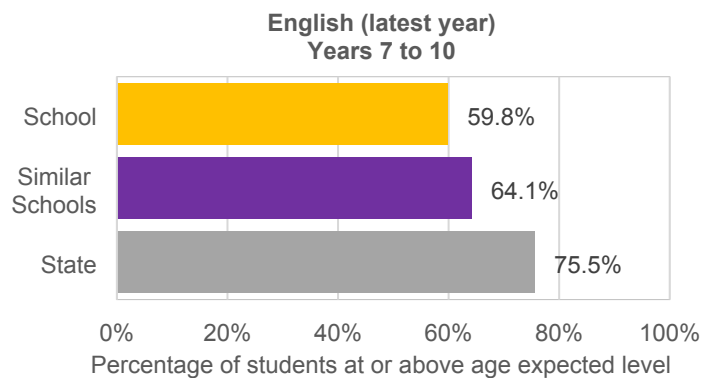
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	69.2%
Similar Schools average:	72.6%
State average:	87.2%



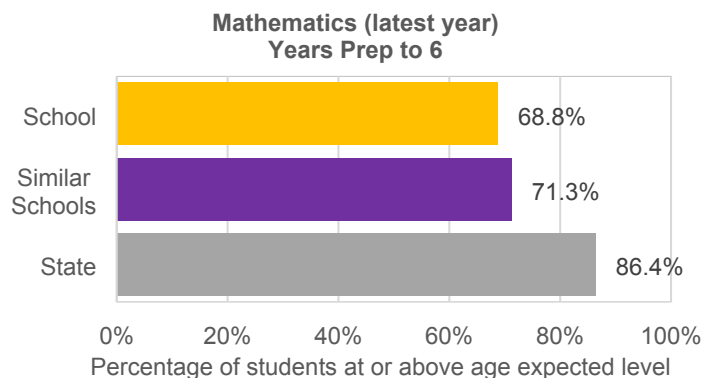
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	59.8%
Similar Schools average:	64.1%
State average:	75.5%



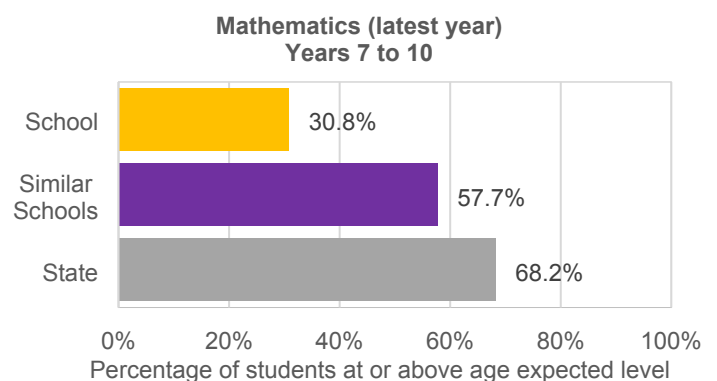
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	68.8%
Similar Schools average:	71.3%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	30.8%
Similar Schools average:	57.7%
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:

34.3%

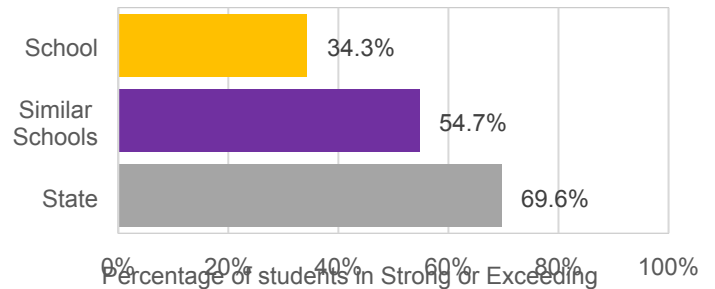
Similar Schools average:

54.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.8%

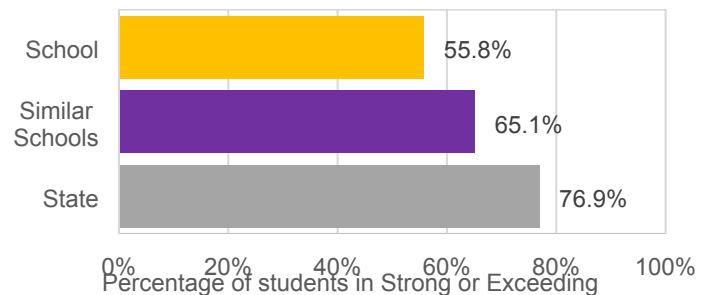
Similar Schools average:

65.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.2%

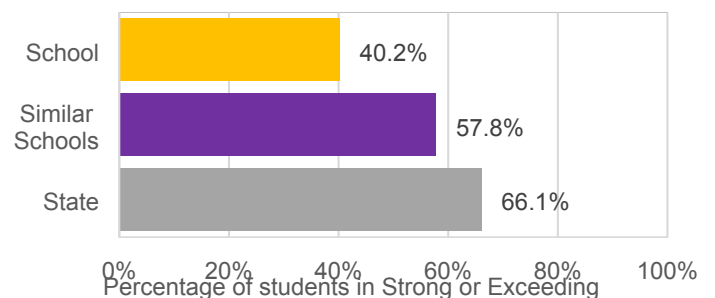
Similar Schools average:

57.8%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

31.3%

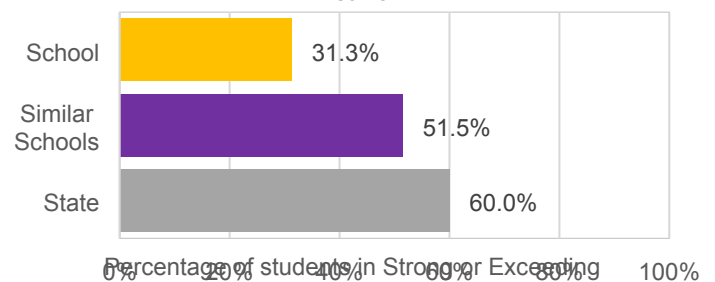
Similar Schools average:

51.5%

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:

36.1%

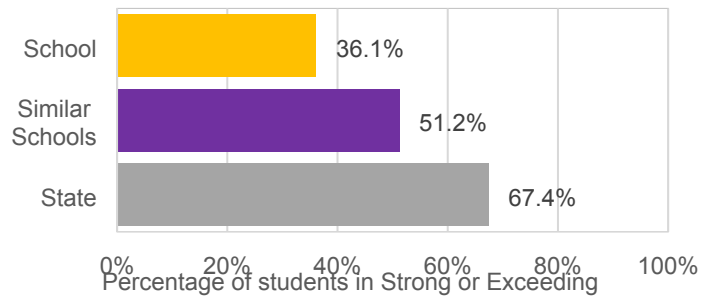
Similar Schools average:

51.2%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

33.3%

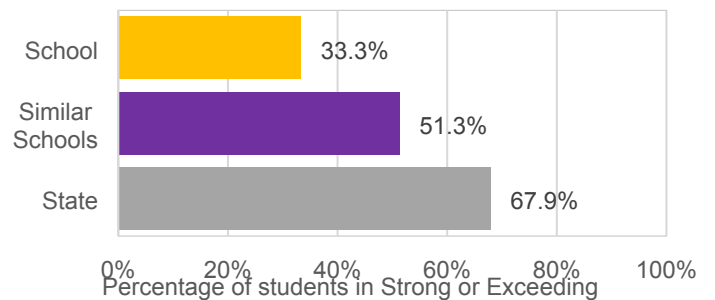
Similar Schools average:

51.3%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

38.0%

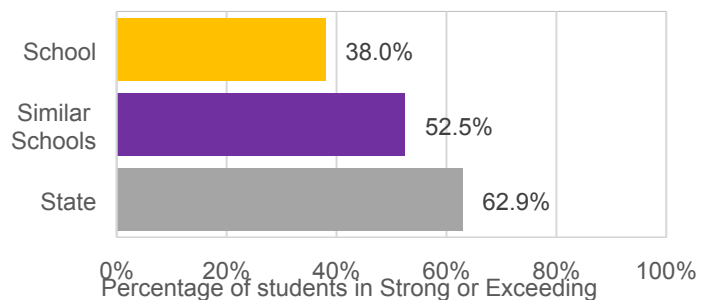
Similar Schools average:

52.5%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

26.3%

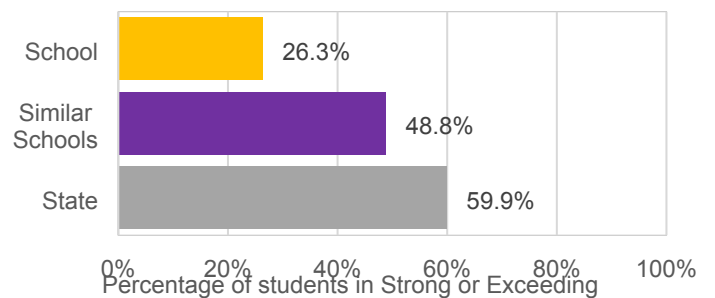
Similar Schools average:

48.8%

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:

55.6%

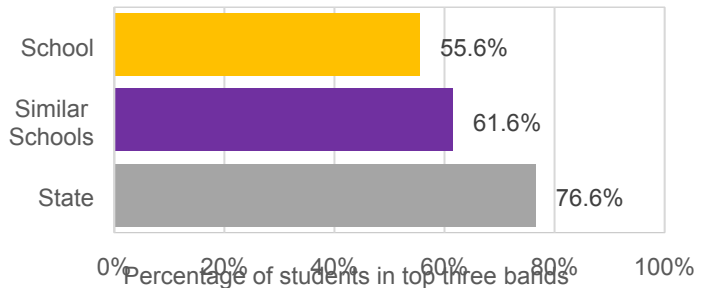
Similar Schools average:

61.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

31.0%

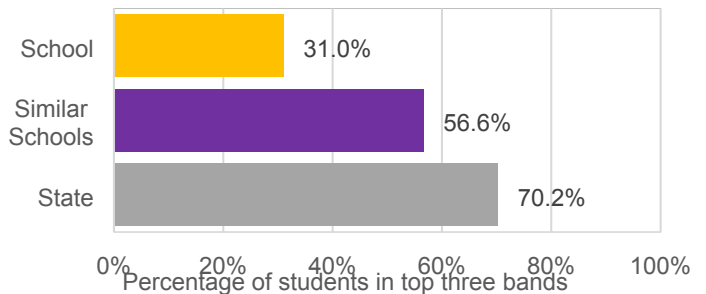
Similar Schools average:

56.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

34.7%

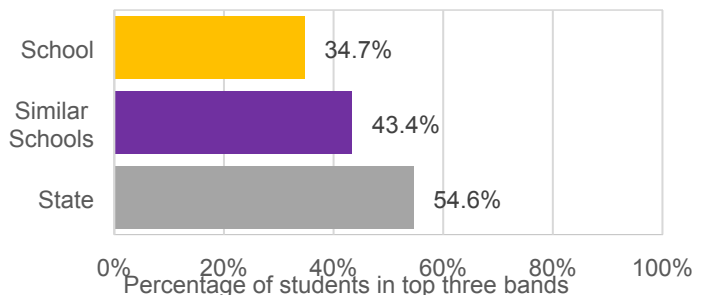
Similar Schools average:

43.4%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

22.1%

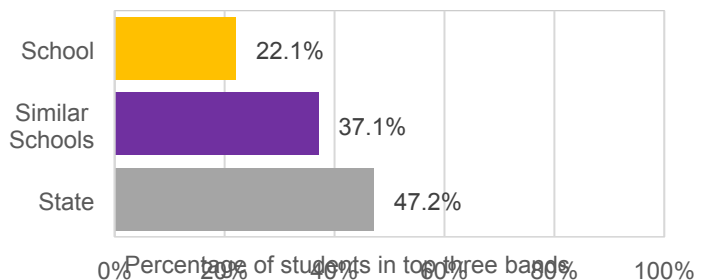
Similar Schools average:

37.1%

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:

57.5%

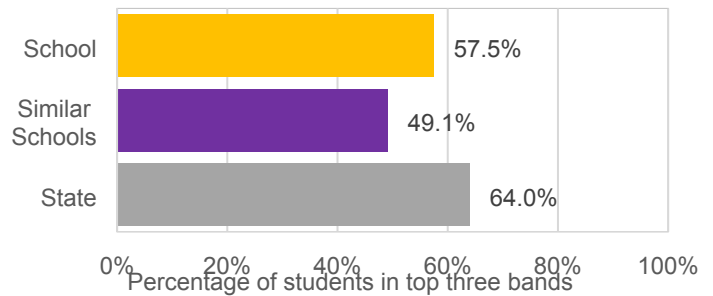
Similar Schools average:

49.1%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

22.2%

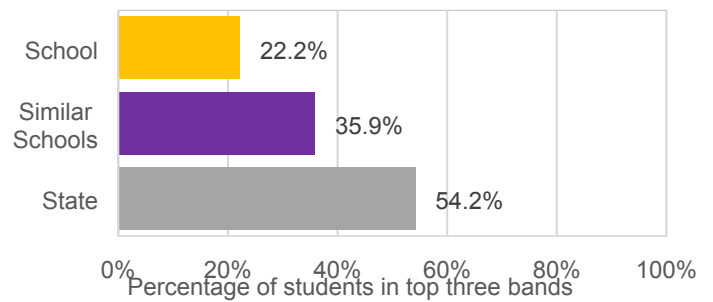
Similar Schools average:

35.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

29.9%

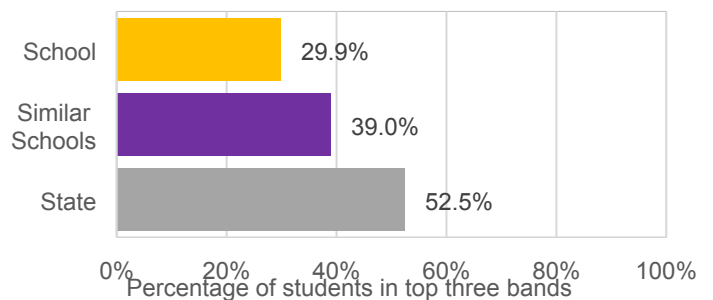
Similar Schools average:

39.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

24.3%

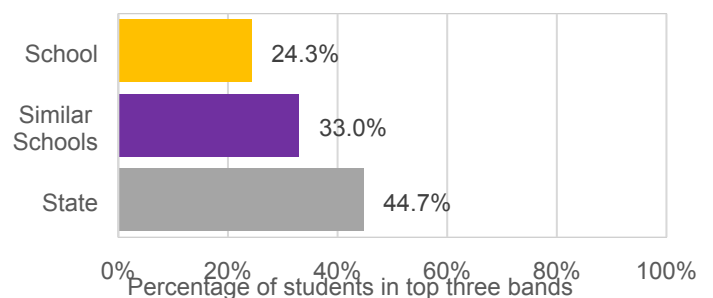
Similar Schools average:

33.0%

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.*

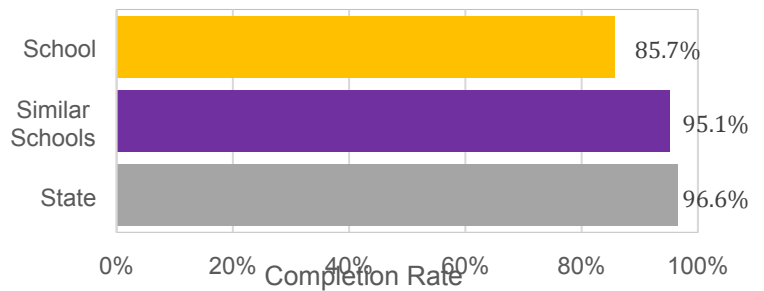
Victorian Senior Secondary Certificate

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:	85.7%	92.4%
Similar Schools completion rate:	95.1%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.8

Number of students awarded the VCE Vocational Major

NDA

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:

46%

Percentage VET units of competence satisfactorily completed in 2023:

56%

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

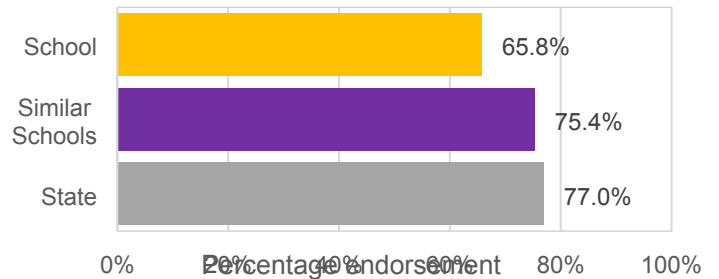
School percentage endorsement:

Latest year (2023)	4-year average
65.8%	65.7%
75.4%	75.5%
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

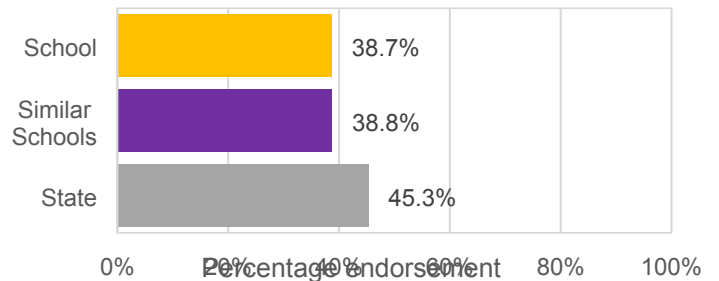
School percentage endorsement:

Latest year (2023)	4-year average
38.7%	41.6%
38.8%	42.7%
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

66.4% 66.8%

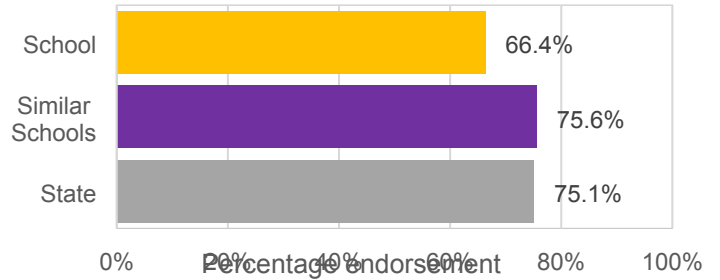
Similar Schools average:

75.6% 76.2%

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

39.4% 42.6%

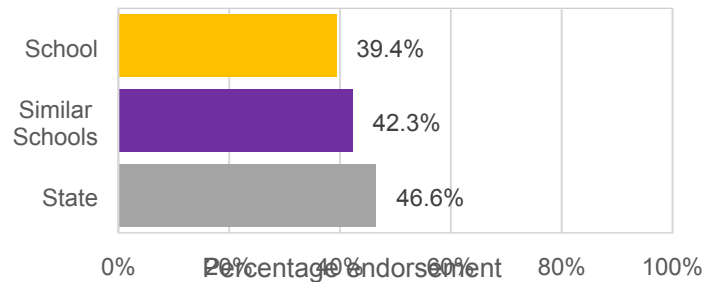
Similar Schools average:

42.3% 45.5%

State average:

46.6% 51.0%

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



ENGAGEMENT

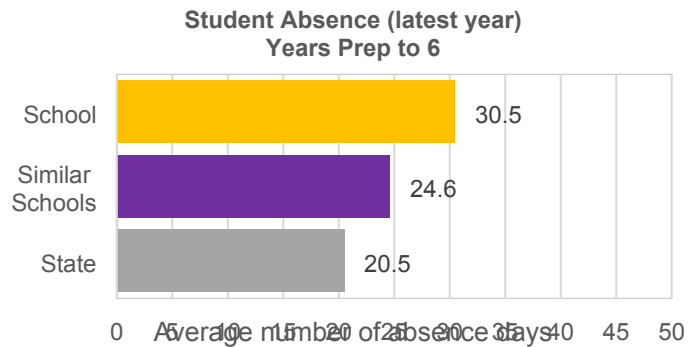
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

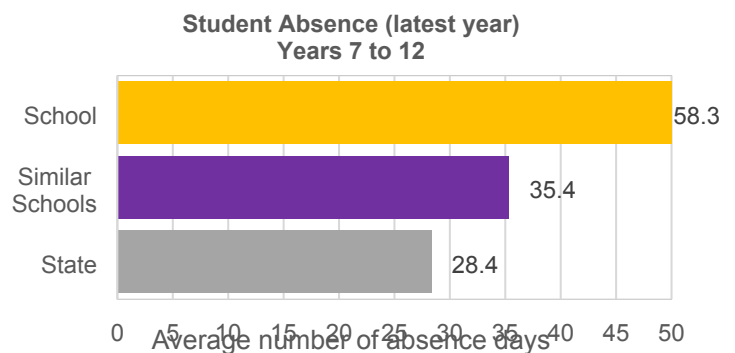
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	30.5	26.0
Similar Schools average:	24.6	22.4
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	58.3	52.8
Similar Schools average:	35.4	30.7
State average:	28.4	23.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	84%	87%	83%	85%	86%	85%	82%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	79%	69%	71%	62%	72%	72%

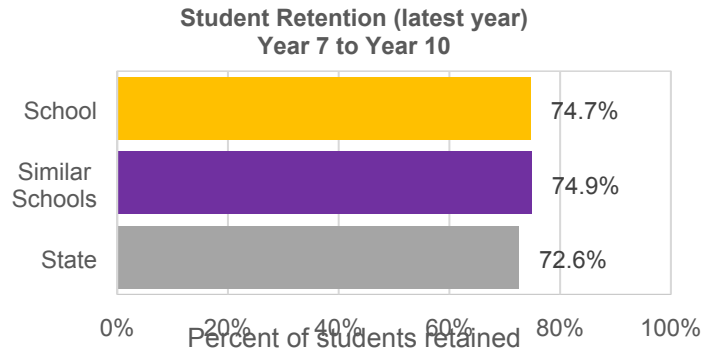
ENGAGEMENT (continued)

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:	74.7%	75.2%
Similar Schools average:	74.9%	75.5%
State average:	72.6%	73.8%



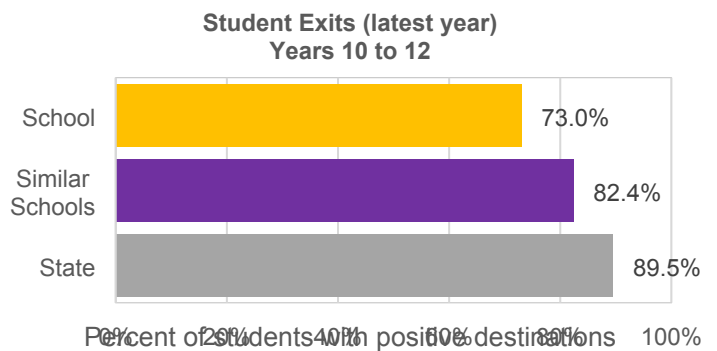
Students exiting to further studies or full-time employment

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:	73.0%	70.4%
Similar Schools average:	82.4%	82.6%
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	\$15,726,688
Government Provided DET Grants	\$3,243,581
Government Grants Commonwealth	\$151,834
Government Grants State	\$27,605
Revenue Other	\$205,421
Locally Raised Funds	\$452,095
Capital Grants	\$0
Total Operating Revenue	\$19,807,225

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,814,655
Equity (Catch Up)	\$130,512
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,945,167

Expenditure	Actual
Student Resource Package ²	\$16,445,833
Adjustments	\$0
Books & Publications	\$65,714
Camps/Excursions/Activities	\$252,231
Communication Costs	\$23,998
Consumables	\$491,179
Miscellaneous Expense ³	\$46,723
Professional Development	\$94,166
Equipment/Maintenance/Hire	\$469,593
Property Services	\$684,630
Salaries & Allowances ⁴	\$689,614
Support Services	\$401,358
Trading & Fundraising	\$229,213
Motor Vehicle Expenses	\$28,331
Travel & Subsistence	\$4,881
Utilities	\$125,251
Total Operating Expenditure	\$20,052,717
Net Operating Surplus/-Deficit	(\$245,493)
Asset Acquisitions	\$453,457

- (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	\$2,940,624
Official Account	\$173,903
Other Accounts	\$19,469
Total Funds Available	\$3,133,996

Financial Commitments	Actual
Operating Reserve	\$568,247
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$461,289
School Based Programs	\$281,500
Beneficiary/Memorial Accounts	\$79,469
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,504
Repayable to the Department	\$1,113,353
Asset/Equipment Replacement < 12 months	\$545,464
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,112,826

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.