

# 2022 Annual Report to the School Community

School Name: Northcote High School (8180)



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

Attested on 28 March 2023 at 01:49 PM by Christopher Jones (Principal)

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

Attested on 26 April 2023 at 01:01 PM by Liza Grage-Perry (School Council President)

## How to read the Annual Report

---

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

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

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

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

---

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

---

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

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

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

---

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

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

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

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

---

### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

## School context

High School (NHS) prides itself on being an inclusive learning environment that provides diverse, quality learning and enrichment experiences to students, staff and the broader community. We learn and build upon a rich history and strong traditions through a culture of continuous improvement. We are a local neighbourhood school that is embedded within the local community and we recognise the importance of creating a point of connection and purpose for students, families and staff, and the support it provides to local businesses. Our values of achievement, curiosity, humanity and fairness underpin our culture, ethos and practice and are lived daily by students, staff and our broader community. In 2022, our school community remained resilient and achieved outstanding results. NHS is a co-educational school offering the 1,699 local students, and 57 international students enrolled in 2022 a comprehensive curriculum across Years 7 – 12; 45.1 percent of students identify as female, 54.6 percent identify as male and at least the remaining 0.3 percent identify as gender diverse. 7 percent of students had English as an Additional Language and 0.3 percent were Aboriginal or Torres Strait Islander. The school has a rich intellectual culture, with a record of consistently high student achievement and strong levels of participation in the extensive co-curricular program. Academic success is born out of an unerring focus on progress and agency – for both students and staff, who also see themselves as learners. The SFOE Index remains categorised as low and classifies the families within our community as having high socio-economic and educational profiles. The school has 156 equivalent full-time staff (4 Principal Class, 126.1 EFT Teaching staff and 33.2 EFT Education Support Staff). The size of Northcote High School supports diversity and excellence across the board, allowing all students the opportunity to work within an area of passion and aspiration. Highlights include a renowned music program, diverse sporting opportunities, vibrant performing and visual arts, alongside excellent public speaking and debating programs. Our students also feature in national and state forums/competitions ranging from Mathematics, Writing, Languages, Art and Engineering to Politics, Design, Coding and the Environment. NHS is also a leader in a range of discipline areas and has built a reputation as a strong Humanities school, which sits alongside a long-held commitment to excellence in STEM based and design programs. The school encourages active citizenship and aims to prepare young people for a fast-changing world through participation in challenging learning both in the classroom and through inquiry-based learning in a broader context of their local and global environments. Some of these enriching activities were either reduced or modified throughout 2020 to 2022 due to the COVID-19 pandemic. Course offerings in the middle school at Year 9 and 10 are diverse and allow for deep learning in our innovative Northcote Model, and at the senior years, we offer a diversity of course offerings in the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning and Vocational Education and Training (VET) pathways, NHS delivers excellent educational outcomes in a supportive learning environment where all students can achieve success. In 2021 we moved to the Microsoft Teams environment and this year continued to support the professional learning of staff to develop class notebooks. A feature of the school has been an outward facing perspective in regard to contemporary education trends. We understand the tangible benefits of internationalisation. We are a school of choice for the International Student Program (ISP) and continued our excellent program for our International Students with our enrolments increasing throughout 2022 to 57 students enrolled mostly through the English Language Centre. The COVID-19 pandemic has had a significant negative impact on our international endeavours with international trips still not able to run, although we continued to find ways for young leaders to engage in international forums online such as the Young Leaders to China program. During 2021 our School Council and parent community continued to advocate for funding for the next stage of the Master Plan, in May 2021 it was announced that the school received an \$8 million dollar grant towards the first stage of the project. Architects were awarded the project and completed the planning stages required to undertake the first stage of the building program. In 2022, the school received an additional \$8 million dollars in funding and the allocation of two double storey relocatable buildings which has enable the first stage of the school Masterplan to begin, the priority project (PP01) which is a STEM building that includes a library and student services center. The school will continue to advocate for funding for further priority projects identified in the Masterplan, including the school gymnasium (PP02) which will continue the upgrading of facilities to support the school's progressive learning environment where students' curricular, developmental and personal and social needs are met, and match the vision for teaching and

learning. In 2022 the Thrive Fund continued to provide significant benefit to our school community through voluntary contributions (both monetary and services). Each of the five branches of the Thrive Fund: Build, Inspire, Empower, Innovate and Contribute, have all brought significant benefit to our school community. Further details are found in the Financial Performance and Position section of this report.

---

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

### Learning

The Key Improvement Strategies of the school are focused on maximising learning progress for all students, building student agency and further enhancing our connected community to ensure all students have a sense wellbeing and belonging. These continued to be features of our work in 2022, and were more important than ever, however our attention also shifted to innovating our practice to deliver effective teaching and learning and community building through the Microsoft Teams and Office 365 platforms. One key strategy that was started in 2021, was the professional learning for developmental rubrics to be implemented by faculties, this work was interrupted by remote learning and continued as a focus in 2022. During 2022, all staff were involved in the professional learning and incorporated the use of developmental rubrics into their classes.

The other focus was to identify any gaps in learning that may have occurred due to remote learning, through the use of various formative assessment strategies, and address those as quickly as possible. The Tutor Learning Initiative that was first implemented in 2021 to assist students that had fallen behind, disengaged, or needed study skills improvement was continued in 2022 and the school improved its system for identifying students targeted for individual or classroom support. This initiative will again continue into 2023.

Our Professional Learning Community (PLC) structure combined with targeted Professional Learning is once again well established to support teams in their own learning while focussing on student progress. Each PLC is led by a Learning Specialist who facilitates the identification of the improvement area and supports the team. In 2023 Northcote will be a Link Leader for PLCs within our Region and share our work as an example of best practise for other schools.

### Wellbeing

During 2022 we have implemented the department's FISO 2.0 model which highlights the focus on the wellbeing of both staff and students to enhance student learning. We continued to support our students in their return to face to face learning and re-establishing classroom norms and expectations. Students' sense of connectedness to school and their peers, as measured in the annual DET Student Attitude to School Survey, is slightly below the State median (by 1.2%) whereas in previous years it has been very similar as shown by the identical 4 year average of 52.5%. While the incidence of bullying at Northcote High (91%) is well below similar schools and the State measures, and has been consistently so over the past five years, the results for students' perception of the school's management of bullying is significantly below the similar school and State endorsement (6.5% and 5.1% respectively). We have noted the variation in 2022s survey results from the previous year and note the increased participation in the annual surveys after lower completion rates and engagement during remote learning.

Our students are well monitored and supported by each of the three sub-schools. The Heads of School, the Year Level Program Leaders and the Tutors, regularly examine student achievement, learning behaviours and attendance data to support those who need it and to recognise students who are living the school values. All staff, and in particular, our Student Services team support the development of help seeking behaviours in mental health, wellbeing, careers and pathways advice. In 2022 our work focused on strengthening community connections by supporting re-engagement in co-curricular pursuits, continuing to build support for, and engagement with House activities and reconnecting with our local community to enrich the curriculum experiences of students. During 2022 our updated Learning Behaviours reports were implemented with students reflecting on a rubric based Learning Behaviours that include, help seeking and proactive wellbeing skill development.

## Engagement

Relationships are key to a thriving school community, and Northcote's community actively promotes positive relationships among students, between students and staff, and between the school and families. This three-way relationship is nurtured by all teachers, but is the particular focus of tutors, the Year Level Program Leaders and the Heads of School. Positive relationships are a feature of the teaching and learning program in all subjects, but social and emotional learning is the driving force within the Connect curriculum. With the return to face to face teaching, 2022 continued to see a significant adaptation of our Connect Program to support students' engagement and wellbeing while adjusting to the return to school. Student engagement at NHS is generally high, with students showing commitment and focus towards their study and the school events, such as the extensive co-curricular programs. This is illustrated by the relatively lower rate of absenteeism although the average attendance rate for 2022 was impacted by the isolation requirements for students that were affected by COVID-19. We saw the average number of days absent in 2022 increase to above 22, which although is a significant increase from the 4 year average of 17.2 compares favourably with the State average of 27.7 days (four year average of 21.8). Our dedicated tutors, Year Level Program Leaders and Heads of School, follow up on student absences with students and parents, and provide supports and encouragement to ensure high levels of attendance. This was a challenge due to the implementation of COVIDSafe measures that required students that were unwell to remain at home. High level support and structure for students requiring it is provided through regular monitoring of student data sets throughout the year, and intervention through the teaching and learning teams, sub-schools and student services. Student retention also remained relatively high with 88.3 percent of students staying with us from Year 7 through to Year 10, as compared to 73.1 percent for the State, and this is consistent with the four-year trend data. This too indicates that student and families' regard for the school, its learning environment and its culture, is very high. Our students feel confident and are well supported when they leave the school, with 98.7 percent of Year 10-12 students going on to complete tertiary study or enter into full time employment. This compares favourably to the same percentage of 95.5 percent of students in similar schools and 90.0 percent of students across the State.

---

## Other highlights from the school year

The school maintains its strong reputation as one of government school education's top performers, and this success ensures that places at the school are highly sought after. Achievement is one of our school values, and is accordingly outstanding across all measures from Year 7 through to VCE. The NAPLAN was undertaken online in 2022 by our Year 7 and 9 students after not being completed in 2020 which does give us a break in trend data and the 4-year average being calculated over 3 years from 2018 to 2022.

In 2022 we continue to have a very high percentage of our Year 7 students in the top 2 bands in both Reading and Numeracy, between 5% to 10% above our similar schools and well above the state average. In Year 9, our percentage of students in the top 2 bands for Reading was still higher than our similar schools by 7%, in Numeracy our percentage of students in the top 2 bands remained well above the state average and 4% higher than our similar schools. With Year 7 students not completing NAPLAN it is difficult to track growth to Year 9 in 2022 although our NAPLAN data shows that our Year 9s had higher percentages of students remaining in the top 2 bands compared to our similar schools.

The achievement of students in Years 7-10 is measured by the teacher judgements against the Victorian Curriculum achievement standards. 97 percent of students in Year 7-10 English are at or above the expected level of achievement, which compares favourably to the 92 percent of students in socioeconomically similar schools and 76 percent of students in the State. The same trend exists for achievement in Year 7-10 mathematics: 95.0 percent of Northcote High School students are at or above the expected level, as compared to the 86 average percentage in similar schools and 67 percent in the State.

The 2022 VCE results continue to reflect a consistent positive trend over the past 8 years. Excitingly, the percentage of students achieving an ATAR above 70, 80, 90 and 95 remains a positive feature and provides broad range of tertiary options for students. The highest ATAR (Australian Tertiary Admission Rank) achieved was 99.15, 8 percent of students earned an ATAR of 95 or above, 21 percent of students earned an ATAR of 90 or above, 46 percent earned



an ATAR of 80 or above, and 64 percent of students achieved an ATAR of 70 or above. The median ATAR was 76.65. Our mean study score across all studies was 31.2, as compared to the State mean of 28.9. Our median study score was again 31. 7.7 percent of students achieved at least one study score of 40 or above. 27 studies from across all faculties had students achieve study scores in the 40s. Further highlights also include two perfect Study Scores of 50 – in Media and Further Mathematics, and students selected to be part of the VCAA Seasons of Excellence exhibitions; Top Design, Top Screen, and Top Arts. Our VCAL results in 2022 were relatively strong, with 80 percent of students who enrolled in VCAL at the beginning of the year completing their senior VCAL certificate. 100 percent of students still enrolled at the end of year completed their senior certificate. The tertiary pathways data for the 2022 graduates is incredibly strong with 90 percent of students applying for tertiary offers and only 3 students not being offered a place. Students were offered places at RMIT (34%), University of Melbourne (22%), Latrobe University (18%), Monash University (6%), and Swinburne University (7%) with the remaining 13% shared between Deakin University, Australian Catholic University and other institutions, including a number of placements at the Australian National University in Canberra (3%). Our future work is focused on further differentiation of learning for all students to ensure maximum learning progress particularly in numeracy.

## Financial performance

Northcote High School aims to utilise resources in order that expenditure best meets the needs of students. The financial data below indicates that the school was holding a surplus of \$1,824,351 at 31 December 2021. This surplus principally reflects capital held for future payments related to current and future building projects and outstanding 2022 committed funds (~\$1,050,000) for approved equipment upgrades across faculty areas (non capital and capital items) including the IT and AV infrastructure, new furniture, shade sail and equipment for different faculties all of which will improve the grounds, facilities and learning programs for our students including the co contribution of \$550,000 for our STEM building as part of the Master Plan project.

The 2022 surplus will also largely contribute to supporting the 2023 cash budget (~\$440,000) due to incomplete or carried over projects and initiatives as well as ongoing rebuilding of International Student Program and loss of enrolments due the impacts of the pandemic.

These surplus funds are drawn primarily from revenue raised locally, and whilst it seems like a large sum the school actually needs more to do the work required to provide 21st Century learning spaces across the board. We need to contribute funds towards our Masterplan projects, increase the number of and upgrade existing science labs and sporting facilities to a standard that our community deserves. \$4.8 million is kept in reserve to contribute to redevelopment of the school according to the Masterplan priorities.

Equity funding was used to provide professional learning to staff to equip them to better our Connect Program and provide additional support and resourcing to our VCAL Program to improve learning for all students in the areas of Numeracy and Literacy.

Government Grants to the value of \$44,000 are primarily related to funding receive for:

- VCE exam supervisor payments supporting the workforce for running VCE exams (\$18,580)
- VCE Exam hire secondary location subsidy (\$3,300)
- Sporting Schools Grant related to equipment upgrades and targeted sporting initiatives (\$7,500)
- Student teacher supervision payments (~\$14,400) for staff who supported and supervised a student teacher in 2022.

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

2022 was the fifth year of the Northcote Thrive Fund, which consists of four purpose-directed funds, three of which are tax deductible. Donations allow us to fund innovative programs, improve school spaces and resources and provide our students, including those in need, with opportunities that would not otherwise be possible.

Below is a brief snapshot of our achievements in 2022, possible only through the generous donations received from our community:

**BUILD** Improves and repairs learning and social spaces for our students

(Build fund - tax deductible)

In 2020, \$30,000 was committed from the Build Fund for a shades sail over the outdoor Performing Art Centre area however due to a grant we received and the delays of Covid-19 the funds have been redistributed to a new project outside the C Block courtyard area for completion in 2023.

The 2021 committed project was \$80,000 for an all weather Gym shade structure, providing an outdoor fitness area and classroom for our PE and Health programs as well as storage facilities proximal to Merri Park. This project is being finalised over the Term 1 holidays in 2023. The total outstanding commitment from the Build Fund for 2020/2021 is \$110,000. The Thrive Committee of Management will meet in Term 1 2023 to discuss the 2022 commitments.

In 2022, we generously received \$47,000 in donations to the Build Fund.

**INSPIRE** Funds library resources and space and student clubs / activities

(Inspire fund - tax deductible)

In 2022, we received \$45,000 in donations to the Inspire Fund. All funds donated have continued to fund the library upgrade as part of our Masterplan. All funds raised to date continue to be directed towards this project, enhancing the learning environment for our students and compliment the needs of the new Library upgrade. The Thrive Committee of Management will meet in Term 1 2023 to discuss the 2022 commitments and priorities in line with the needs of the new Library.

**EMPOWER** Assist with the purchase of essential items such as uniforms, books and travel cards for students in need.

(Necessitous Circumstances Fund: Empower - tax deductible)

In 2022, through the generosity of our community, \$44,000 was to assist those members of our community who need it most; through the purchase of devices, books, uniforms, myki cards, and other essential items. We are truly fortunate to have this service for our community. Since the beginning of the Empower Fund, a total of 63 students and families have been supported.

**INNOVATE** Donate to support innovative ideas and projects for/by students and staff, via a grant process.

(Not tax deductible)

In 2022 there were a total of 4 grants for students and staff projects to apply for to Inspire enterprise skills and community building. The total grant amount was \$4,000 as it was decided after 2 long years of Covid-19 and its impacts the grant amount was increased from \$500 to \$1,000. All 2022 grants have now been completed.

Over the years the Innovate Fund has granted the following student projects: Art Club House Mural, Robotics kits for the STEM Club, Indigenous wall art mural in the Middle Year's Centre, student newspaper "The Spiel" assist with funding a VCAL smoothie enterprise project, and support sporting participation for the International Student group.

In 2022, \$14,900 was kindly donated by our community to support future year grants.

None of these projects, or support to families, would be possible without the generosity of our community. We would also like to acknowledge the continued support and generous donations made to the different Thrive Funds during a global pandemic and a time where many families have been impacted financially. We are extremely grateful.

#### CONTRIBUTE

Volunteering Services to Assist the School Community

2022 was the first year since the impacts of the pandemic that our Friends of Northcote Committee were able to get together to discuss fundraising opportunities and reestablish our community events. It was with great success that the Committee were able to hold 2 community events; Talkfest and the much anticipated Comedy Night.

The Talkfest event hosted Yves Rees and Claire Wright onsite, raising \$800.00 of which 25% was donated to Transgender Victoria and the remaining raised allocated to continue the amazing student work and ideas through the Innovate Fund.

The Comedy Night was a raging success with tickets almost sold out, raising \$13,058.50. All funds raised will be allocated to support the landscaping project and costs of the new STEM building as part of our Master Plan Project that is currently underway. We look forward to 2023 being an even better year for the Friends of Northcote in raising funds for our school and students and providing the community with opportunities to connect.

Our various School Council and Sub-committee members bring expertise and insight into the work that we do, including: assisting with the advocating for and consulting on the new Master Plan, Emergency Management and Risk mitigation, financial, policy and organisational expertise.

We thank you all for this, and so much more.

**For more detailed information regarding our school please visit our website at**

**<https://www.nhs.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 1758 students were enrolled at this school in 2022, 802 female and 956 male.

5 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

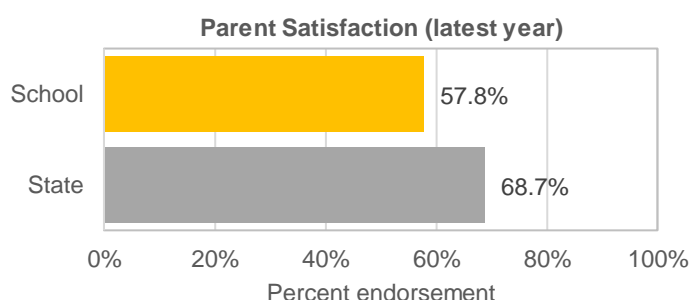
This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	57.8%
State average (secondary schools):	68.7%



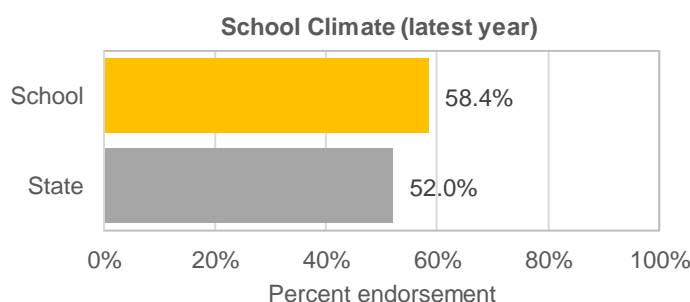
### School Staff Survey

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

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

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

School Climate	Latest year (2022)
School percent endorsement:	58.4%
State average (secondary schools):	52.0%



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

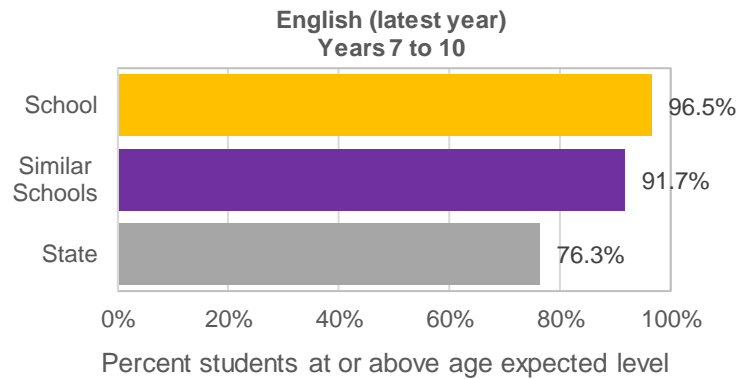
96.5%

Similar Schools average:

91.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

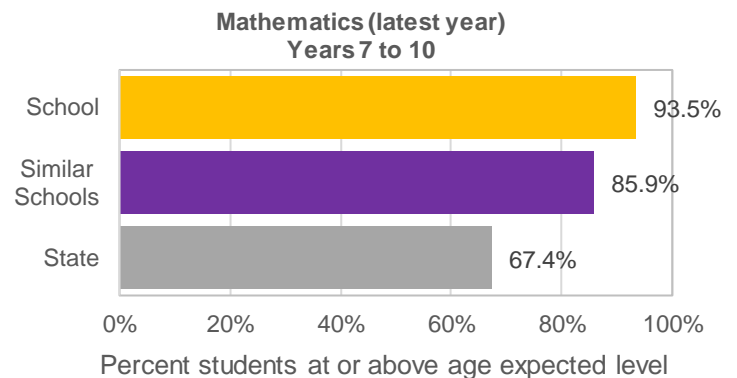
93.5%

Similar Schools average:

85.9%

State average:

67.4%



## LEARNING (continued)

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

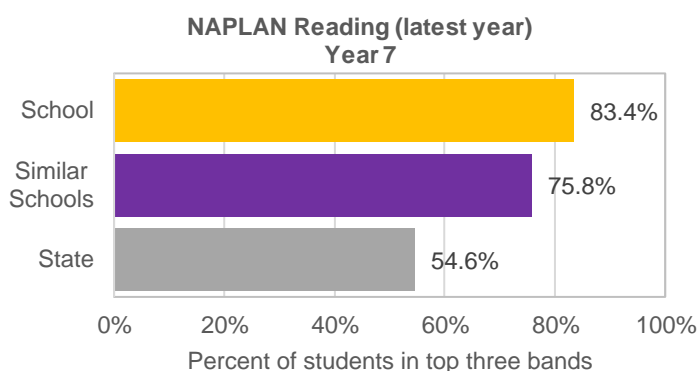
### NAPLAN

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

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

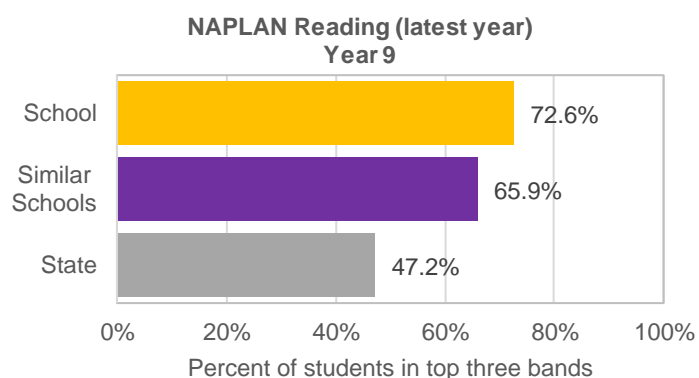
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.4%	82.9%
Similar Schools average:	75.8%	76.3%
State average:	54.6%	55.3%



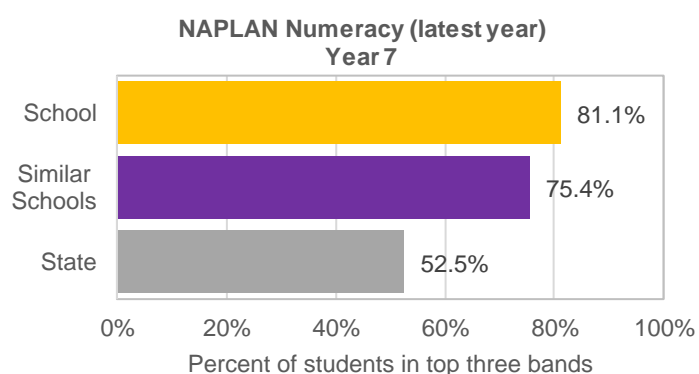
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.6%	72.3%
Similar Schools average:	65.9%	64.8%
State average:	47.2%	46.0%



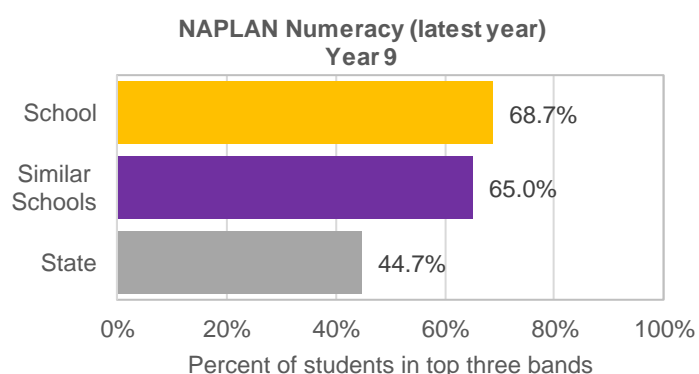
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.1%	83.5%
Similar Schools average:	75.4%	76.7%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.7%	70.2%
Similar Schools average:	65.0%	66.2%
State average:	44.7%	45.6%



## LEARNING (continued)

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

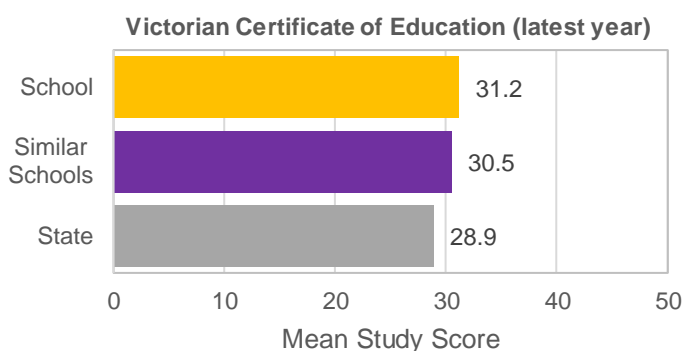
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	31.2	30.6
Similar Schools average:	30.5	30.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

19%

VET units of competence satisfactorily completed in 2022:

91%

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

74%

## WELLBEING

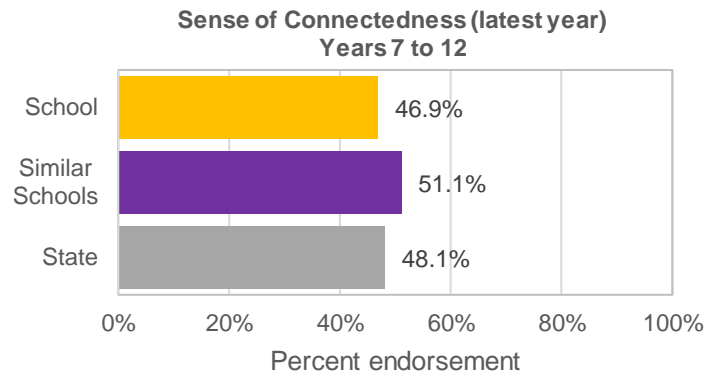
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.9%	52.5%
Similar Schools average:	51.1%	55.6%
State average:	48.1%	52.5%

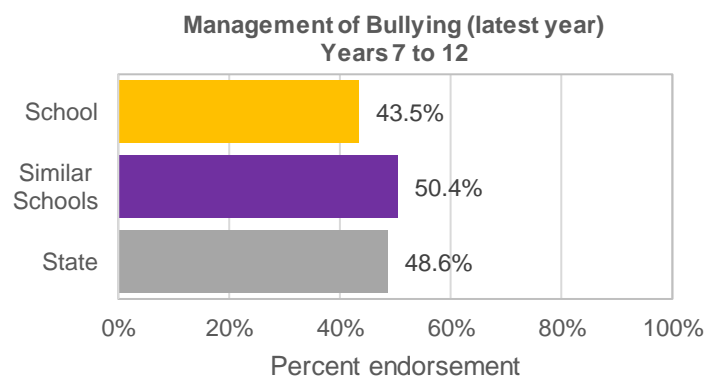


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	43.5%	52.0%
Similar Schools average:	50.4%	56.4%
State average:	48.6%	54.0%



## ENGAGEMENT

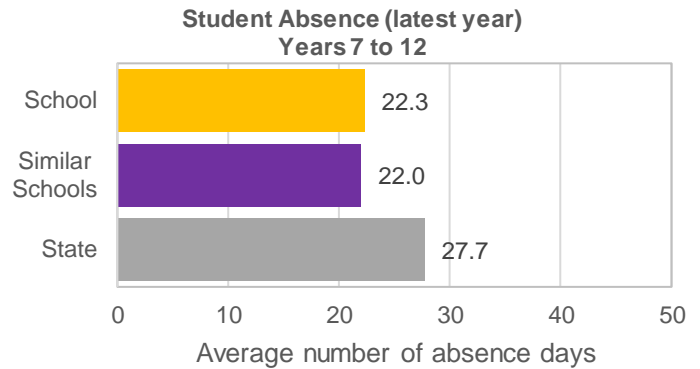
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	22.3	17.2
Similar Schools average:	22.0	16.3
State average:	27.7	21.8



### Attendance Rate (latest year)

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

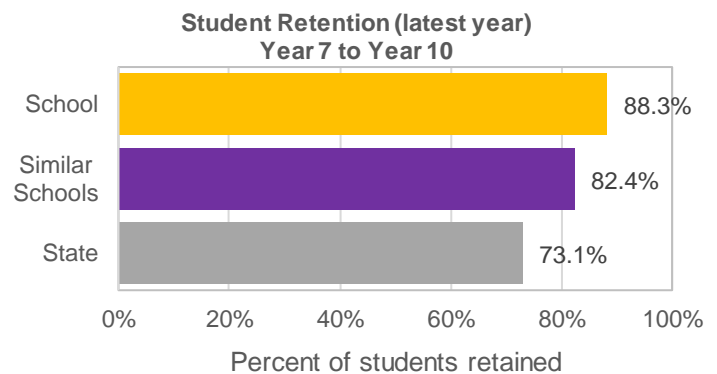
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	88%	89%	88%	90%	89%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	88.3%	88.0%
Similar Schools average:	82.4%	81.5%
State average:	73.1%	73.0%





## ENGAGEMENT (continued)

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

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

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

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

#### Student Exits Years 10 to 12

Latest year  
(2021)      4-year  
average

School percent of students to further studies or full-time employment:

98.7%

98.1%

Similar Schools average:

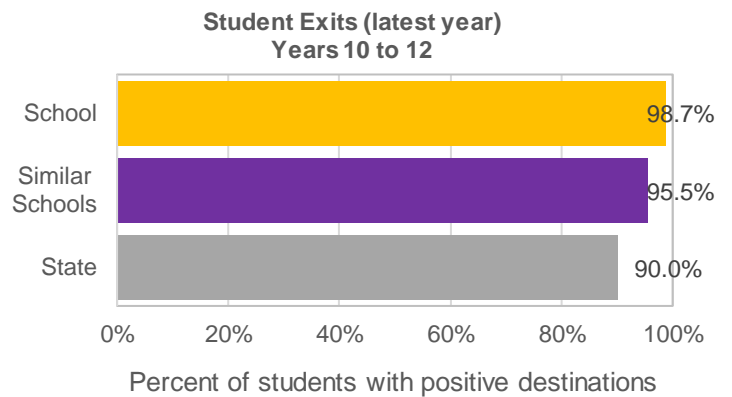
95.5%

96.1%

State average:

90.0%

89.3%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,924,996
Government Provided DET Grants	\$2,526,359
Government Grants Commonwealth	\$22,170
Government Grants State	\$21,879
Revenue Other	\$160,065
Locally Raised Funds	\$2,368,028
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,023,497</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$47,368
Equity (Catch Up)	\$52,185
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$99,553</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$16,979,035
Adjustments	\$0
Books & Publications	\$17,283
Camps/Excursions/Activities	\$597,267
Communication Costs	\$23,084
Consumables	\$316,580
Miscellaneous Expense <sup>3</sup>	\$142,206
Professional Development	\$311,876
Equipment/Maintenance/Hire	\$282,334
Property Services	\$199,250
Salaries & Allowances <sup>4</sup>	\$855,540
Support Services	\$289,299
Trading & Fundraising	\$43,369
Motor Vehicle Expenses	\$6,464
Travel & Subsistence	\$1,514
Utilities	\$134,045
<b>Total Operating Expenditure</b>	<b>\$20,199,145</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,824,351</b>
<b>Asset Acquisitions</b>	<b>\$413,733</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$9,166,116
Official Account	\$340,646
Other Accounts	\$890,057
<b>Total Funds Available</b>	<b>\$10,396,820</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$519,397
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,365,634
School Based Programs	\$1,754,627
Beneficiary/Memorial Accounts	\$20,454
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$921,315
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$565,000
Capital - Buildings/Grounds < 12 months	\$970,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$4,800,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$10,916,427</b>

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