

# 2022 Annual Report to the School Community

School Name: Beaumaris Secondary College (7566)



- 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 03 May 2023 at 10:43 AM by Debby Chaves (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 03 May 2023 at 07:42 PM by Steve Pearce (School Council President)

# How to read the Annual Report

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## 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.

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## 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
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## 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)

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### 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.

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### 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.

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### 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

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## School context

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 820 students from Year 7 to Year 11. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students is to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity.

Beaumaris Secondary College's vision is to inspire our students to become responsible global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all their endeavours.

We ensure that the learning is meaningful. We deliver a comprehensive, broadly based and culturally inclusive curricula in line with the Victorian Department of Education. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using 21st Century Learning Design. This model teaches students to work in new and challenging contexts through 'learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skilful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks.

Beaumaris Secondary College supports students to make healthy choices and have opportunities throughout the curriculum programme and co-curricular activities. Participation and understanding the importance of a healthy and active lifestyle is a founding tenet of the college. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 3 Assistant Principals, 77 full time teachers, and 16 Education Support (ES) staff, including office administration staff, wellbeing, specialist area support and classroom support staff.

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

### Learning

At Beaumaris our goal is to promote excellence and equity by developing the learning and wellbeing of every student. Our curriculum is informed by the F-10 Victorian Curriculum Standards and VCAA Study Designs and promotes rigour and challenge that allows for a strong educational experience and an improvement in student outcomes. This is evidenced by our strong NAPLAN results. In 2022, we had 35% of our Year 9 students achieve in the top 2 bands in Reading and 32% of Year 9 students achieve in the top 2 bands in Numeracy. This is further supported by the Progressive Achievement Test (PAT) data which shows 64% of Year 9 students performing at or above standard in numeracy. Similarly, PAT reading at Year 9 shows 74% of students achieving at or above standard in 2022. As part of our goal to support the learning and wellbeing of all students, our Professional Learning Teams have continued to work collaboratively to offer a differentiated curriculum using the Understanding by Design Framework. This has involved making adjustments to curriculum to support students with learning needs and by providing deeper learning opportunities to challenge and extend students in their learning. In 2022, the college provided masterclasses for students who were identified as being in the top 25% based on NAPLAN, PAT and teacher judgement data. Students were invited to participate in mathematical problem solving and writing workshops. In addition, students participated in the Victorian High Abilities Program, Tutor Learning Initiative and Middle Years Literacy and Numeracy Support. Students requiring literacy intervention, were invited to participate in EAGLE, a school literacy intervention program that focuses on reading and that is based on MSL (Multisensory Structured Language). Beaumaris also employed Occupation Therapists to work directly with students and staff to support with writing and understanding students' sensory needs. Project-Based Learning, provides students with opportunities to make real world connections by engaging in learning opportunities both in our flexible learning spaces and our community. In 2022, students were able to participate in multiple learning experiences some of which include, Fossils of Bayside, Forensic Investigations, Tech Girls Competitions, Interschool Debating, French Film Festival and Bio-Eyes as incursions and excursions. At Beaumaris we promote learning experiences beyond the school environment to allow students to make connections to the world around them. In 2022, Beaumaris was approved by the Victorian Curriculum and Assessment Authority for all subject within the General VCE offerings and Vocational Major as part of the VRQA accreditation process. This has allowed the college to offer 66 VCE subjects in 2023, that cater to students interests and provide multiple pathways to our students.

### Wellbeing

The health and wellbeing of our students is central to their schooling experience at Beaumaris Secondary College. We employ a 3 tier model of wellbeing support at Beaumaris to provide experiences and supports that meet young people at the point of their need. At Tier 1, we design and provide universal support and experiences for all students, that are prioritized through our embedding of School Wide Positive Behaviours across all learning areas, and social and emotional learning that is delivered through our GOAL program (Gratitude, Organisation, Aspiration and Leadership). Positive relationships with significant adults such as GOAL Mentors and Learning Team teachers build wellbeing, as well as promotion of positive peer-relationships, pro-social behaviours, and effective help-seeking as fundamental elements of resilience. At Tier 2, we develop and source interventions for individual students and small groups with particular needs. These are outlined below, and support young people to develop the skills to manage identified wellbeing, emotional and mental health needs. The college wellbeing and Head of House teams are central to this learning, and we also engage extensively with external agencies. At Tier 3, the college provides 1-to-1 counselling and liaison with external agencies, to provide high-level support to students, and their families, with escalated needs.



We are building a culture of wellbeing at Beaumaris Secondary College that seeks to embed wellbeing learning and practices in every learning space, for every student, every day. The SEARCH Framework is the robust research and evidence-based model that we have introduced this year, to audit wellbeing learning and practice at Beaumaris, and how we can seek to improve. SEARCH is an acronym that highlights what research shows are the most fruitful pathways for learning which will develop flourishing young people: Strengths; Emotional Management; Attention and Awareness; Relationships; Coping and Resilience; Habits and Goals. Teachers are receiving ongoing Professional Learning in SEARCH and our curriculum is incorporating elements of SEARCH in our ongoing review and development.

The school uses School Wide Positive Behaviour Expectations, which is based on developing, organising and delivering evidence based social-emotional and behavioural interventions and supports that enhance schools' capacity to maximise outcomes for all students. The tiered framework of SWPB utilises high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The expectations focus on the visible behaviours of students being respectful, being a learner and being safe.

The school continues to be a lead school for Respectful Relationships. This program provides age appropriate curriculum that equips students with comprehensive skills and knowledge around help seeking, problem solving, emotional literacy, as well as gender, power and respect. Safe Schools program is being developed by a team of staff who support LGBTQI+ programs, student groups and events. The school engaged with the Cyber Safety Project for student learning on safe, responsible and respectful online behaviours.

We have offered the following programs across the year:

Click Against Hate: To raise awareness of racism, sexism homophobia, and what we can do to respond to this.

Tai Chi: Focus on mindfulness and movement.

Silent disco: Team building and re-connection with peers.

Project Rockit: To raise awareness about bullying and how to speak out against it.

Martial arts Therapy: Using martial arts techniques to learn about emotional regulation and taking responsibility.

Students' choose an organisation which helps either people in need, or animals in need, or the environment in need.

## Engagement

**We have continued to encourage our school leaders to have an active voice in the college and ran our first ever Student Leadership conferences during Semester One and Two. Feedback from students reinforced the level of self- efficacy and confidence that they have developed as leaders. We have over 100 leadership positions for students across all year levels. The student voice and agency leadership structure includes College Captains, Year Level Captains (introduced in 2022 following student feedback), Learning Team Leaders, CORE Learning Area Leaders, GOAL/ House Captains, Student Wellbeing Action Group, ICT Champions and Community Safety Leaders. We expect to expand these roles as the college continues to grow in numbers.**

**Our GOAL Mentors continue to be the key conduit in the engagement, academics and wellbeing of all students with the addition of four Heads of Houses who monitor and support attendance protocols, and student individual education plans. The culture of engagement is further supported through the embedding of a School Wide Positive Behaviour framework. COMPASS, along with our College Newsletter and daily Facebook posts are our key communication portals with our families. Our Parent Opinion Survey strongly endorses the level of communication from teachers and school leaders with ratings significantly above the state.**

**In 2022, we continued to offer a broad range of lunchtime clubs and activities including Book Club, Electronics Club, Dance and Drama, Media, Art, African Drumming, Careers, Vocal Group, Chess Club, Debating and a number of musical ensembles. Our fitness centre has also been opened to our students for use before school. We also offered a number of lunchtime clubs to**

**support individual subjects like languages and maths.**

**The college's instrumental music program now has eight specialised instrumental music staff to offer the following: Piano/Keyboard, Voice, Guitar/Bass Guitar, Strings, Woodwind, Brass and Drum Kit. The program has grown to accommodate 70 students enrolled in the instrumental music program, with six students completing study in more than one instrument. The program also runs six weekly ensembles. Having outgrown our own Theatre, the College Staged a wonderful sold out production of 'High School Musical'.**

**2022 allowed us to run a popular Year 9 'Choose Your Own Adventure' week where students participated in Horse-riding, Sea Kayaking, Rafting, the Great Ocean Rd hike and a range of non-residential Urban expeditions program exploring the Melbourne CBD. Our Ski Camps offered at Year 9 and 10 continue to reach full capacity. Whilst pandemic operational guidelines prevented us from any International or Interstate trips, we look forward to launching our Reef Rainforest Camp, Kokoda trail adventure, and French and Japanese exchanges in 2023. Alongside academic reports, every student received a Co-Curricular/ Micro credentials statement of attainment. We concluded the year with our well subscribed Micro credentials week with a variety of courses including barista, bike maintenance, First Aid and CPR, baking, pottery, Lego and public speaking.**

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## Other highlights from the school year

We were delighted to have a number of highlights particularly in Semester 2 when COVID restrictions were easing. We had our first whole school production of High School Musical which was a triumph for the students who played a part in bringing the musical to life. It is wonderful springboard for 2023. The return of school camps including the Year 9 Choose your own adventure gave students wonderful experiences ranging from hiking at the Prom to horseback riding.

The Bayside Community Safety and Wellbeing Festival in Term 4 was a great success. This will now be an annual event bringing together the various safety supports in our community along with a range of wellbeing support that can be accessed locally. There were guest speakers on anxiety, gaming and the dangers of vaping. Our amazing parents contributed to the Parents' Association Bake sale. A highlight of the festival was our students who were able to showcase their musical talents with a variety of singers, musicians and bands entertaining our visitors throughout the day. The sound of bagpipes and drums could be heard throughout Beaumaris as the police band performed. Our Student Wellbeing Action Group and Community Liason Leaders supported the organisation of this event.

Another Beaumaris Secondary College first-a gallery exhibition of student work. Our students' showcased their creativity and critical thinking in their very striking and immersive art works. It was a wonderful experience and very positive to reconnect with the Beaumaris Arts Group. It will be the first of many burgeoning opportunities for our students to work alongside some wonderful local artists in the future.

Our students worked on a community project support by Bayside City Council, Headspace and the Lions Club of Sandringham. The 'Time Capsule Project' encompasses a documentary produced by students that shares their experiences of the pandemic during 2020 and 2021 and a photo mosaic canvas that uses photos taken by students, representing their time in lockdown.

We held our first Instrumental Music Soiree where our Instrumental Music students wowed their peers, staff and families with their amazing music performances. These committed and talented students showcased their musical skills for the first time.

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## Financial performance

Beaumaris Secondary College continues to sustain a strong financial position due to sound financial management and efficient use of college resources. Our school's Strategic Plan has provided a framework for school council which allocates funds to support school programs and priorities.

The College finances are also reviewed by the Finance Sub Committee and College Council ensuring that income and expenditure is meeting budget expectations. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools.

We are extremely fortunate that our families are fully committed to supporting the curriculum contributions and other contributions. Many of our families had credits on file because of the COVID-19 Pandemic, extended lockdowns and restrictions imposed and the move to remote-online learning. This resulted in holding credits valued at \$399 498. Our families agreed to use these credits to cover their contributions for 2022 school year, which resulted in a 95% collection rate.

These locally raised funds are committed to supplement the government funding in providing curriculum resources to our students, additional staff to support the college's information technology services, MYLNS literacy/numeracy support programs and the student well-being team, delivering significant benefits to students.

Operating costs in 2022 increased as we returned to on-site learning, the completion of stage 2 building and increased student numbers.

We continue to carry forward funding for Maintenance Blitz Grounds allowance, Annual Contracts and Essential Safety measures. These surplus funds will be used to cover any operating costs as part of the school's maintenance plan (SMP) and used when looking at the schools rolling facilities evaluation (RFE).

In addition to locally raised funds, the college received funding from DET including the regular cash SRP funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiatives funding during the year.

SRP funding relates predominantly to staff salaries. SRP income is based on student enrolments, our student enrolments for 2022 increased by 174. The net operating surplus in 2022 \$67 603 which is less than 2019 \$190 868. Major reasons for the decrease in our surplus have been the growth of our Leadership profile, Teaching and Education support team thus enhancing student outcomes, VCE and VET offerings and wellbeing programs.

The operating surplus enables us to continue to invest in the facilities and resources at the college to support the learning experience of our students.

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

**<https://beaumarissc.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 839 students were enrolled at this school in 2022, 344 female and 495 male.

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

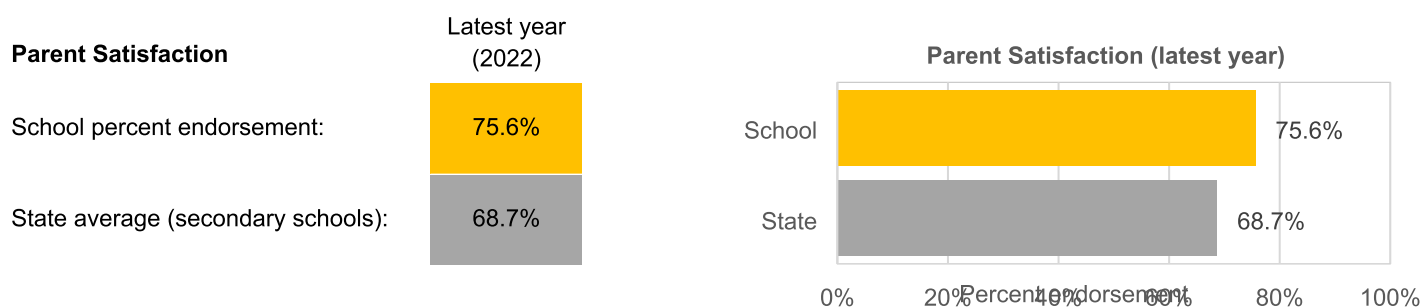
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

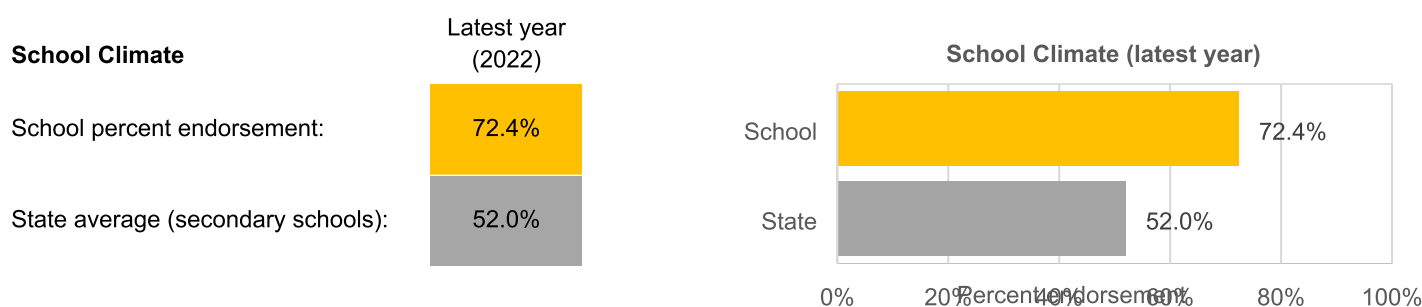


### School Staff Survey

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.



## 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:

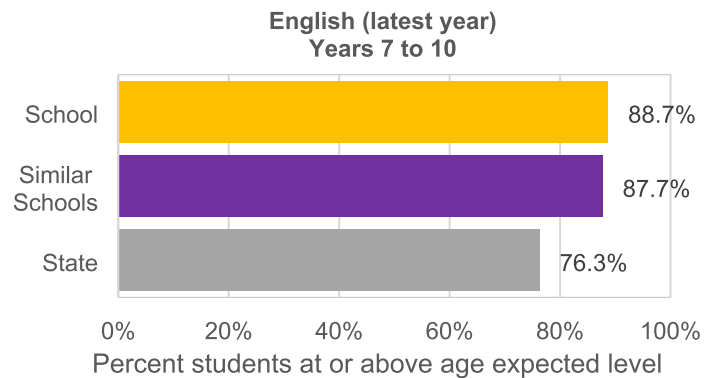
88.7%

Similar Schools average:

87.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

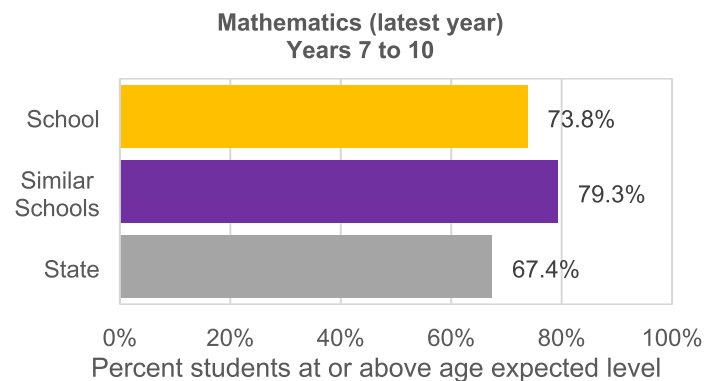
73.8%

Similar Schools average:

79.3%

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.

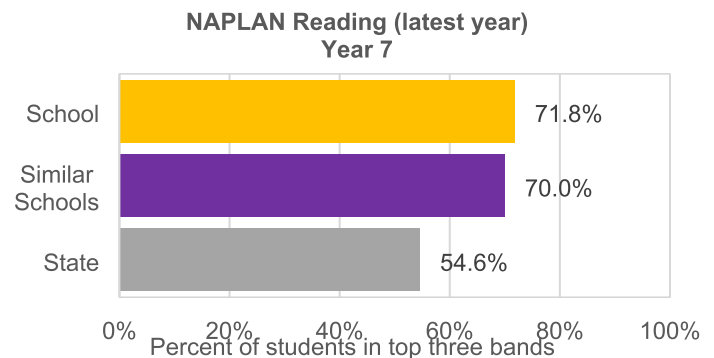
### NAPLAN

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.

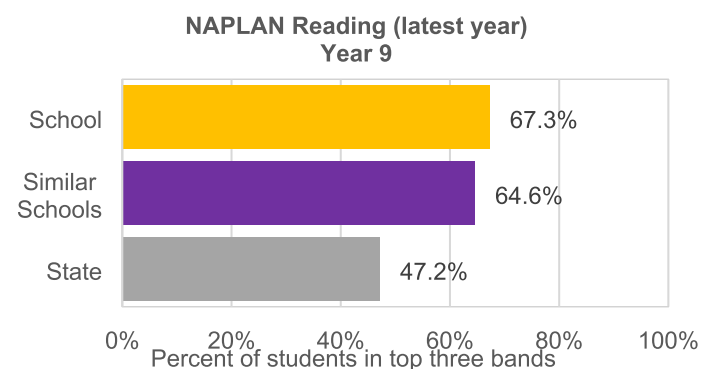
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.8%	74.6%
Similar Schools average:	70.0%	72.5%
State average:	54.6%	55.3%



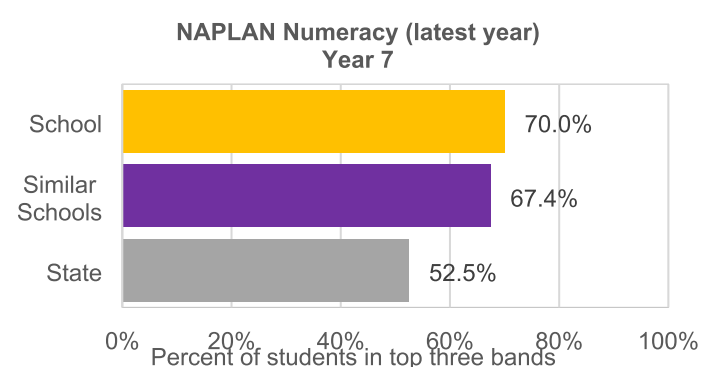
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.3%	62.6%
Similar Schools average:	64.6%	64.1%
State average:	47.2%	46.0%



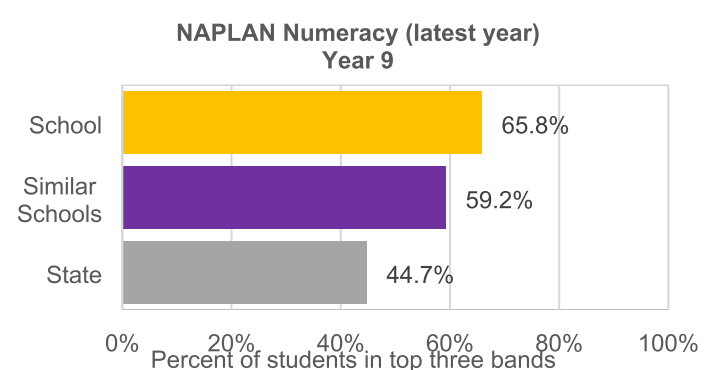
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	72.7%
Similar Schools average:	67.4%	71.0%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.8%	62.5%
Similar Schools average:	59.2%	62.0%
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)

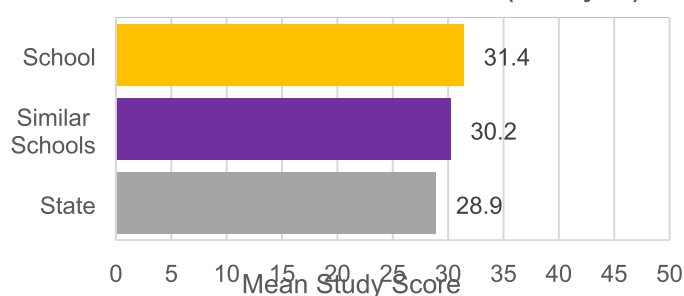
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	31.4	31.4
Similar Schools average:	30.2	30.4
State average:	28.9	28.9

#### Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

67%

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

NDA

## WELLBEING

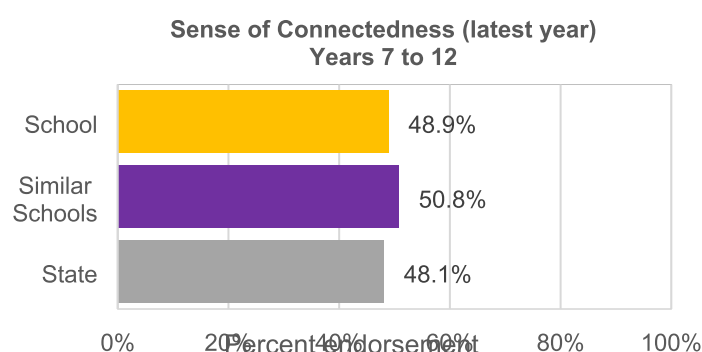
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	48.9%	57.2%
Similar Schools average:	50.8%	55.7%
State average:	48.1%	52.5%

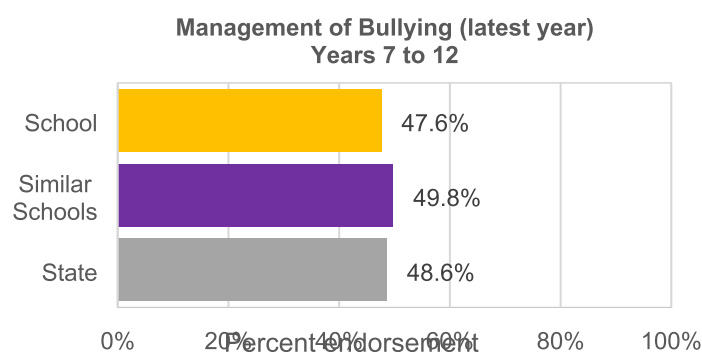


### Student Attitudes to School – Management of Bullying

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:	47.6%	56.6%
Similar Schools average:	49.8%	55.9%
State average:	48.6%	54.0%





## ENGAGEMENT

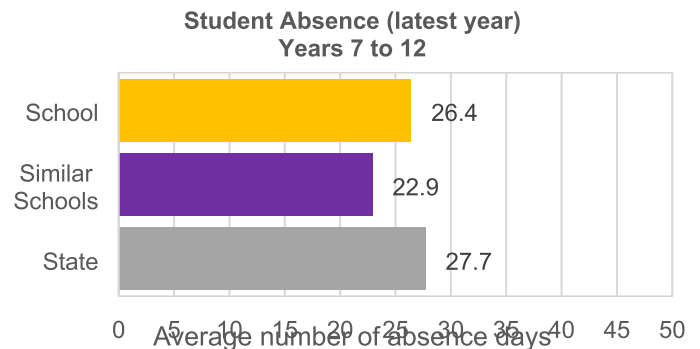
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	26.4	19.1
Similar Schools average:	22.9	17.7
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.

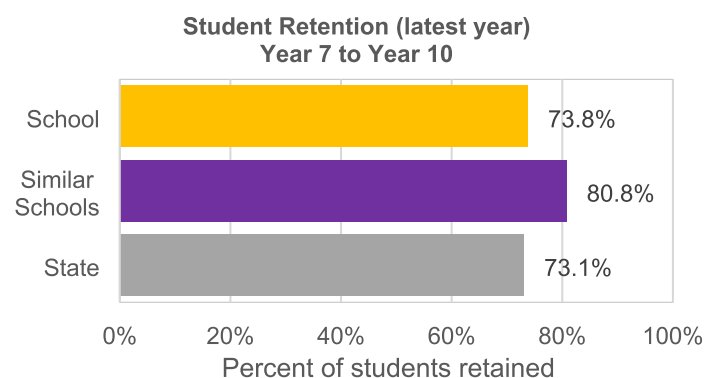
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	86%	87%	85%	87%	NDA

### 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:	73.8%	77.6%
Similar Schools average:	80.8%	79.8%
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

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

Latest year  
(2021)      4-year  
average

100.0%      100.0%

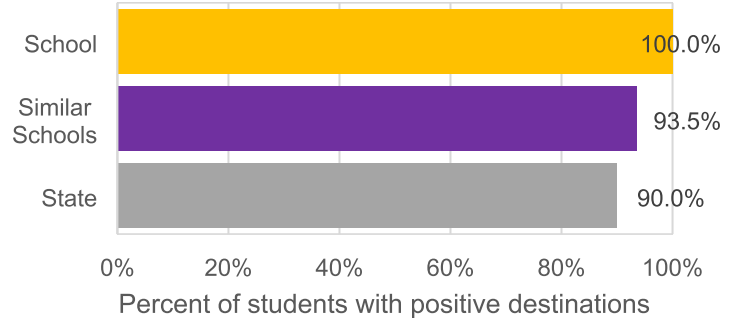
Similar Schools average:

93.5%      93.9%

State average:

90.0%      89.3%

#### Student Exits (latest year) Years 10 to 12



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,036,155
Government Provided DET Grants	\$1,048,465
Government Grants Commonwealth	\$7,503
Government Grants State	\$2,500
Revenue Other	\$133,952
Locally Raised Funds	\$1,617,224
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,845,800</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,051
Equity (Catch Up)	\$26,034
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$46,084</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,982,783
Adjustments	\$0
Books & Publications	\$4,660
Camps/Excursions/Activities	\$599,355
Communication Costs	\$13,283
Consumables	\$245,861
Miscellaneous Expense <sup>3</sup>	\$99,774
Professional Development	\$69,257
Equipment/Maintenance/Hire	\$563,287
Property Services	\$20,145
Salaries & Allowances <sup>4</sup>	\$367,820
Support Services	\$359,779
Trading & Fundraising	\$15,962
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$35
Utilities	\$147,894
<b>Total Operating Expenditure</b>	<b>\$11,489,897</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$355,903</b>
<b>Asset Acquisitions</b>	<b>\$210,877</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	\$1,130,229
Official Account	\$200,933
Other Accounts	\$39,439
<b>Total Funds Available</b>	<b>\$1,370,601</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$416,018
Other Recurrent Expenditure	\$14,878
Provision Accounts	\$0
Funds Received in Advance	\$228,812
School Based Programs	\$98,747
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$566,000
Asset/Equipment Replacement < 12 months	\$137,042
Capital - Buildings/Grounds < 12 months	\$23,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,484,497</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.*