

2023 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 \(VIT\)](#)
- 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 26 April 2024 at 12:11 PM by Debby Chaves (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 offline by School Council President and processed by Sophie Hoffman (SPOT Admin) on 27 June 2024 at 09:47 AM

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)
- 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

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 990 students from Year 7 to Year 12. 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 strong and growing 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 they do.

We deliver a comprehensive, broadly based and culturally inclusive curricula in line with the Victorian Curriculum. 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, 65 full time teachers, 6 leading teachers, 4 learning specialists, 2 learning tutors, 2.5 wellbeing staff and 14 Education Support (ES) staff, including office administration staff, specialist area support and classroom support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Beaumaris Secondary College, we have continued to work towards our goal to promote excellence and equity by developing the learning and wellbeing experience of all students. In 2023, we were a fully established 7-12 school for the first time with all curricula curated at each year level using Grant Wiggins and Jay McTighe's framework of Understanding by Design. Our curriculum provides differentiated learning opportunities for students to experience challenges and success. To inform curriculum changes in Years 7-10, a scope and sequence were created for all learning areas, allowing us to enhance a guaranteed and viable curriculum. This scope and sequence will support us with our work in 2024, to align the Victorian Curriculum 2.0.

In 2023, our NAPLAN data showed that 80% of students in Year 9 were in the strong and exceeding proficiency level in Reading, 74% in Writing, 76% in Spelling, 76% in Numeracy and 67% in Grammar and Punctuation. Points for celebration in our VCE data included 44% of students achieving a study score above 37 in Visual Communication and 27% of students achieving above 37 in Biology, Systems Engineering and Foundation Maths.

In 2023, staff engaged in professional development to build their capacity using the HITS strategies through our Term 3 and 4 PLC cycle. These strategies provided staff with a variety of ways to support and extend students in their learning experiences.

Our high abilities programs have expanded in 2023, with students provided with multiple opportunities to engage in extension and deeper learning opportunities from 7-12. These included deeper learning tasks embedded in the curriculum across all learning areas, maths enrichment programs and VCE English enrichment programs for students identified as being in to top 25% based on NAPLAN, PAT and Teacher judgment data, Debating, VHAP, Victorian Challenge and Enrichment Series, Emerging Science Victoria, CHES, VCE Extended Investigation, VCE Algorithmics, HES First Year University Subjects.

At Beaumaris, we provide an inclusive culture for all students with extensive support provided to students with learning needs. In 2023, we built the capacity of all staff to create Individual Education Plans. All students across 7-12 with a diagnosed learning difficulty have an IEP with goals and strategies to support them with their learning. The College has continued with Disability Inclusion Profile meetings in 2023, to support students and families with their learning and wellbeing. In addition, students were supported through our EAGLE, literacy intervention program, Tutor Learning Initiative and MYLNS program.

Wellbeing

Student wellbeing growth sits alongside student learning growth as key priorities for Beaumaris Secondary College, our goal being to embed wellbeing in every learning space, every day, for every student, based on our shared vision and values.

In building our culture of wellbeing, we effectively mobilise resources to support students' wellbeing and mental health, especially the most vulnerable; supporting teachers to implement intentional and explicit wellbeing learning for every student; growing student capacity to support and develop their own wellbeing; and building stronger emotional management in students through greater emotional self-awareness and self-regulation. Underpinning all this is students experiencing stronger relationships with peers and adults in the school community.

The keystone of stronger relationship building at the college is the GOAL mentor and group relationship. The GOAL program also provides the platform for student social and emotional learning. 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.

We continued our development of wellbeing learning and practices through growing engagement in the SEARCH Framework. 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 have been continuing to receive ongoing Professional Learning in SEARCH and our curriculum is incorporating elements of SEARCH in our ongoing review and development. In 2024, we have signed-up to become a Visible Wellbeing school, a whole school approach to flourishing wellbeing, that builds upon the SEARCH Framework and embeds wellbeing in all learning. In 2023, the college completed its term as a lead school for Respectful Relationships, hosting other secondary and primary schools collaborative communities of practice, and in professional learning, including on positive masculinity. This engagement further improved the quality of our respectful relationships education, across Year 7-12. The college also hosted Beaumaris North Primary School in professional learning on Restorative Practices, led by Dave Vinegrad of Behaviour Matters. Vinegrad is a national leader in Restorative Practice, which is a fundamental element of the college's School Wide Positive Behaviour Support framework. This PL grew the capacity of staff and continued our strong connection with BNPS.

The college wellbeing and Head of House teams have been central providing supports and interventions for individual students and small groups with particular needs. Our focus is on supporting young people to develop the skills to identify and manage their wellbeing, emotional and mental health needs. We also engage extensively with external agencies. In 2023, we have been joined by a HeadSpace practitioner onsite every fortnight, as we grow our wellbeing support offering. Heads of House team designed and introduced a *See Something; Say Something* channel for students to confidentially report experiences or observations of bullying, and seek guidance, support and active interventions.

We have offered the following programs across the year:

- Martial Arts Therapy: Using martial arts techniques to learn about emotional regulation and taking responsibility
- Toolbox Ed: Emotional Regulation and Thinking Traps
- HeadSpace: Understanding Anxiety
- Butterfly Foundation: Body Image in the Digital World
- Managing conflict with my friends
- Flourish Girl
- Man Cave
- Your Choiceez: Intimacy and consent education

Students' choosing an organisation which helps either people in need (The Intersection), or animals in need (Moonlight Sanctuary), or the environment in need (CERES).

Engagement

In 2023, student leaders at our college continued to play an active role, building on the momentum of the previous year. The annual student leadership conference early in the year provided a platform for students to articulate their vision and set ambitious goals for their leadership journey.

With a full cohort of Year 7-12 students, we seized the opportunity to nurture leadership qualities in all students, not just those in formal leadership roles. Various initiatives were undertaken, such as empowering students to organise and manage events. The Vocational Major students led the organisation of multiple BBQs throughout the year, raising both awareness and funds for charitable causes. Furthermore, our Year 10 cohort participated in the Goldstein Youth Forum, collaborating with peers from other schools to discuss and address key issues facing their generation. Notably, two of our VCE students of Indigenous descent orchestrated a successful fundraiser, screening the documentary 'The Last Daughter' to raise funds for the Indigenous Literacy Foundation.

In a bid to enhance student involvement in the learning process, we initiated efforts to gain feedback on classroom experiences. Working closely with staff, our CORE / Learning Area Leaders developed the AMPLIFY survey. The survey was piloted with Year 7 students in 2023, with the data informing plans for a full-scale rollout across Years 7-10 in 2024, following positive feedback from Learning Area Coordinators.

In June, the college warmly welcomed its inaugural exchange students from France, marking a significant milestone in our international engagement efforts. Later in the year, there was a bittersweet farewell as our Year 11 French students embarked on their educational journey to France. The students embraced every aspect of this enriching experience, from iconic landmarks like the Eiffel Tower to leisurely cruises along the Seine River. They explored the charms of Canal Saint-Martin, immersed themselves in the magic of Parisian Christmas windows and markets, and triumphantly ascended the Arc de Triomphe. Delightful culinary adventures included savouring escargot, while leisurely strolls along the Seine provided moments of serenity amidst the bustling city. The students also had the privilege of discovering the artistic wonders housed in the Musée d'Orsay, creating lasting memories and fostering a deeper appreciation for French culture and history.

Another highlight in 2023 was a two-week hiking trip on the Kokoda Track in Papua New Guinea for 20 of our Year 11 and 12 students. The journey, covering 96 kilometers in 9 days, was a challenging yet profoundly rewarding experience that tested their physical and mental resilience. Students expressed deep gratitude for the opportunity, highlighting the support of their friends, teachers, Australian and local guides, and the people of Papua New Guinea. The trek provided not only physical challenges but also a profound connection to the history and sacrifices of the soldiers who fought there. Students found the experience humbling, gaining a new perspective on life and a deep appreciation for their opportunities. The next opportunity for our students to participate in this trip is marked for 2025; our past participants are encouraging others to attempt the Kokoda Track, citing it as a life-changing journey filled with historical insights, personal growth, and unforgettable memories.

Other highlights from the school year

A truly momentous year as we are now a full secondary school with students from Year 7 to Year 12 for the first time since opening in 2018. Our first graduating class set the standard for the students who will follow. Throughout their time at Beaumaris Secondary College, the Year 12 students have grown with the school. They have demonstrated exceptional adaptability, flexibility and openness, particularly in the face of the unprecedented challenges posed by the global pandemic. We know that they will each forge their own path with character strengths of kindness, patience and determination.

The school continued to flourish with wonderful experiences across each year level. The strength and connection our students experience came from the wide array of opportunities offered.

Our camps program provided exciting year level camps for student in Year 7,8 and 12. Our Year 9 students experienced the

Choose your Own Adventure camp options. The Year 10 and 11 Ski Camp was a huge success even with limited snow. We had another group of keen cyclists participate in the Great Victorian Bike Ride. Year 11 and 12 students were the first to take on the challenge of the Kokoda Trek. Year 11 French students were part of the first French exchange program which took them to Paris for a whirlwind sightseeing tour followed by their exchange. We are proud of the array of experiences, excursions and incursions that bring learning to life for so many of our students. Please see below:

- Snapshot City & Ricketts Point excursions
- Luna Park VCE Physics Day
- Media Club Southern FM
- F1 excursion
- Indoor Rock Climbing
- Art Making & Exhibition NGV & city gallery excursions
- Cathedral Ranges overnight hike
- Murray River Paddling
- DNA to Dinosaur Museum Excursion
- Sustainable Development Ricketts Point fieldwork excursion
- Y12 BM Flour House excursion
- Police Academy visit
- Y7 Aquarium excursion
- Intermediate Bandfest
- Royal Botanical Gardens excursions
- Goldstein Youth Leadership Forum
- Model United Nations
- Chess Tournament
- Japanese City excursion & Primary School visits
- Cross Country Ski camp
- Surfing at Phillip Island
- Geography Overnight Tourism Fieldwork – Phillip Island
- Geography of Bees Windjana Apiary excursion
- Rocky Trails Academy Schools Mountain Biking Competition
- Holocaust Museum excursion
- French excursion to Flavours Patisserie Café
- Werribee Zoo Excursion
- The Big Bang Synchrotron excursion
- Snorkelling at Ricketts Point & Portsea
- Interschool Debating & BAYSPEAK

Our school productions highlighted the breadth of talent across the college. The wonderful musical School of Rock brought 2 casts together from across all year levels to perform. We also had the whole school grounds and buildings used as the back drop for a very creative and insightful Theatre Studies production of The Odd Couples.

Our students continue to excel in the sporting arena. We have had teams compete in Kingston Divisional as well as regional and state level with outstanding results in swimming, diving, athletics and cross country. We have had students chosen for state teams in swimming, gymnastics, volleyball, IRB and cricket. We are proud of our students that have competed and placed in the SSA Triathlon Championships with one of our student's part of the relay team that won gold. This is a testament to the commitment of our community to school sport.

We are proud of the numerous whole school events and celebrations that acknowledged students' skills, talents and hard work throughout the year. The events below highlight how each student has the opportunity to shine bright at Beaumaris.

- Instrumental Music Soirees
- Lunchtime Music Concerts
- Innovate & PBL Expo
- High Achievers Breakfast
- Strive & Rising Star Awards
-

We are part of a wonderful community and are always outward facing. We invite our community to be part of our events and in turn we are woven into the events that happen in our community. We are proud of our connections and continue to be proud of our students as ambassadors.

- Safety & Wellbeing Festival – Moorabbin Proactive Policing Unit & Victoria Police Blue Ribbon Foundation
- Hosted Neighbourhood Watch Forums
- Beaumaris Fossil Expo

- Putting together toiletry packs for Bayside Emergency Relief
- Clean Up Australia Day
- Connor's Run
- Adult Community Options Disability Day Program – student run drills at footy day
- State School Relief donation - \$17,000
- Food For Families Drive
- Beaumaris NHW Whimsical Windows

Financial performance

Beaumaris Secondary College is in a sound financial position with a managed deficit due to solid financial management and efficient use of college resources, whilst planning for a deficit in 2023 and further years to come. 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 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 committed to supporting the curriculum contributions and other contributions with 80% of families making such contributions in 2023. 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 2023 understandably increased as we offer a full compliment of learning opportunities and with 2023 being the first year with a full school cohort.

In addition to locally raised funds, the college received funding from DET including the Schools Resource Package (SRP) funding, equity funding, school infrastructure funding, instrumental music program funding and other targeted initiatives funding during the year. SRP funding is used entirely for staffing of the college. SRP income is based on student enrolments. The net operating deficit in 2023 was \$396,588 which is the first year that the College has recorded a deficit, which was a managed decision based on the following;

- Offering a wide range of VCE subjects, with some subjects attracting lower numbers and therefore increasing the staffing costs,
- Increased Wellbeing support above the SRP allowance, which we believe to be highly beneficial to the school community,
- Increased Information Technology support than what the SRP funding allowed, which reflects our support structure needed for our use of technology,
- VET program offering, costing significantly more than what the SRP funding allows,
- Camp and Extra Curricular Activity Time in Lieu payments, with the policy changes in 2023 to automatically pay staff for an overnight allowance and to pay out Time in Lieu not used, the College spent more than what the SRP funding allowed,
- Continued growth of our Leadership profile, Teaching and Education support team thus enhancing student outcomes, VCE and VET offerings and wellbeing programs.

Any cost savings that we managed to secure from the areas of Maintenance and Grounds allowance, and Contracts will be saved to cover operating expenses in 2024, with our quarterly cash funding being held in Term 3 and portion Term 4 to repay the 2023 deficit. The College and School Council Finance Sub Committee is and will continue working towards measures to implement in 2024 and beyond to manage this. The college will continue to invest in rich and diverse learning experiences for our students.

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 980 students were enrolled at this school in 2023, 410 female and 570 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).

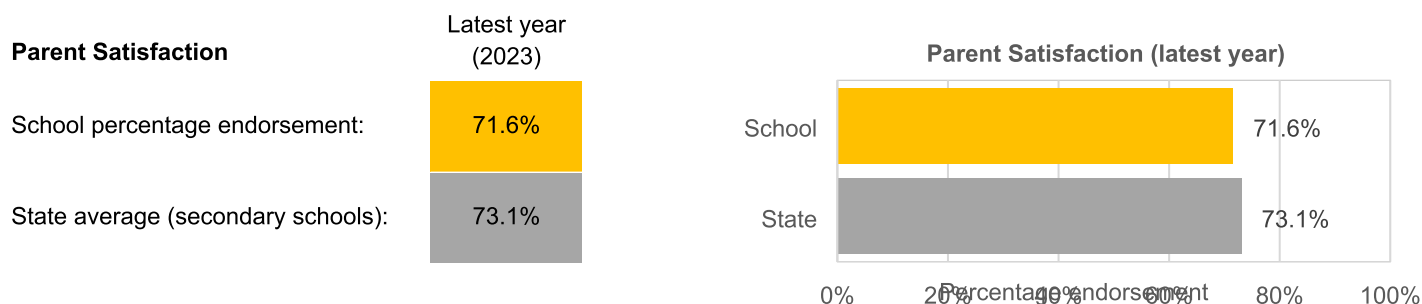
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

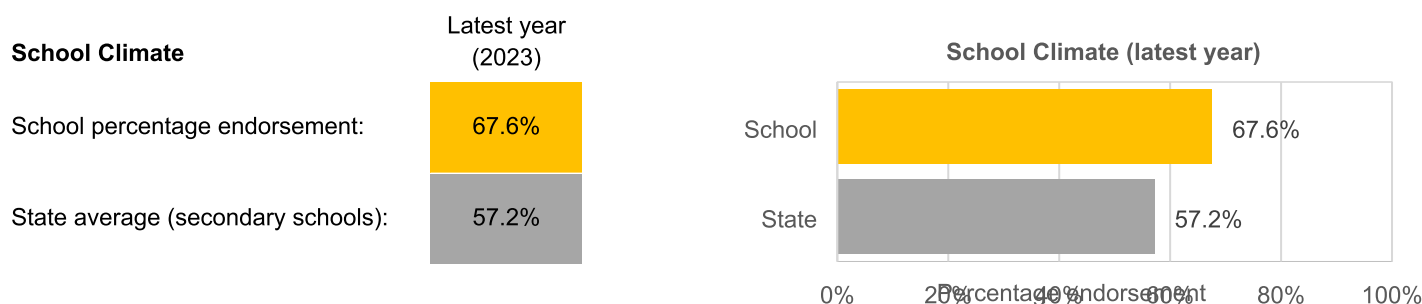


School Staff Survey

The 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.



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 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

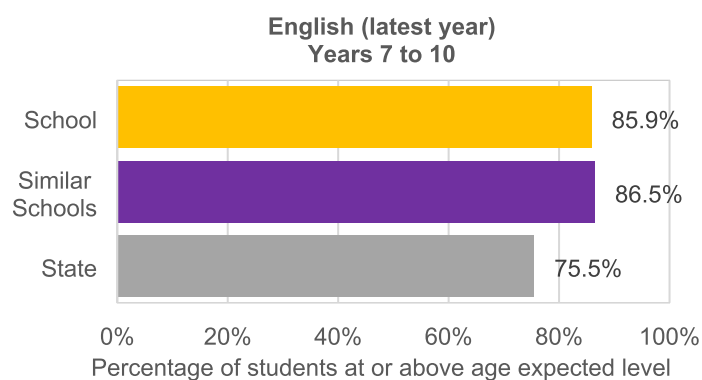
85.9%

Similar Schools average:

86.5%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

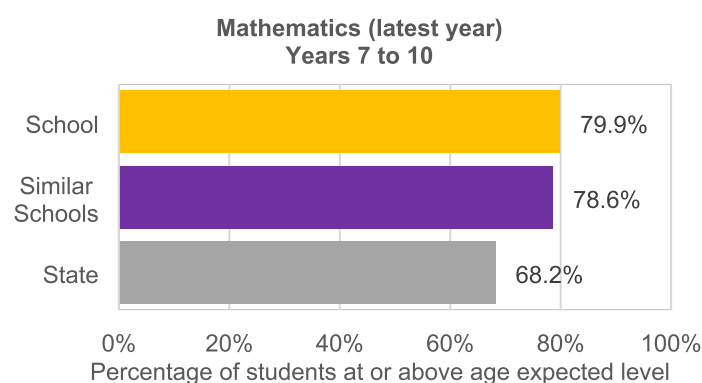
79.9%

Similar Schools average:

78.6%

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 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

84.0%

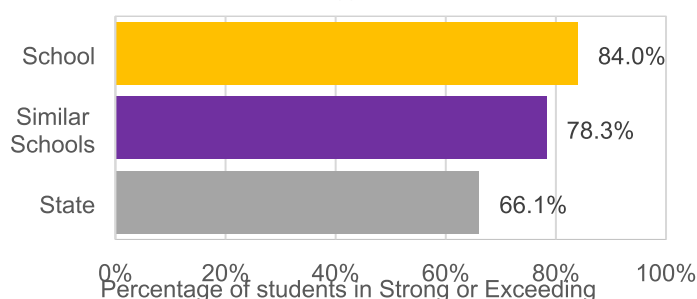
Similar Schools average:

78.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

79.9%

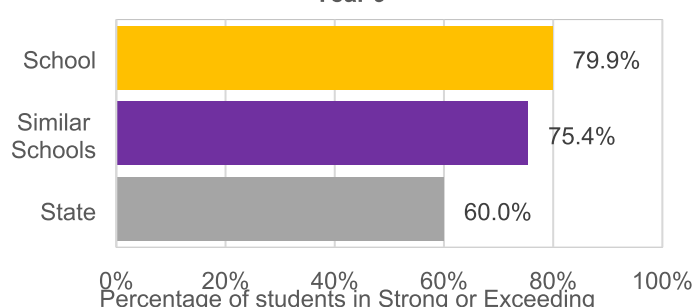
Similar Schools average:

75.4%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

79.9%

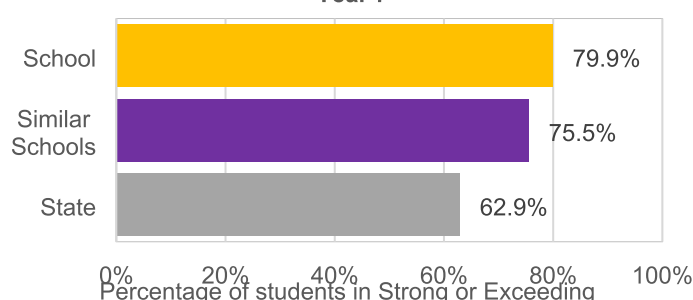
Similar Schools average:

75.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

75.0%

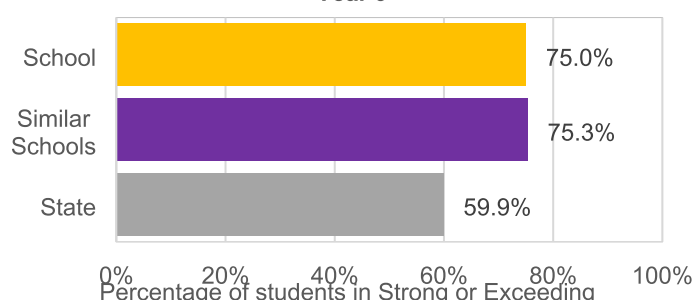
Similar Schools average:

75.3%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

71.8%

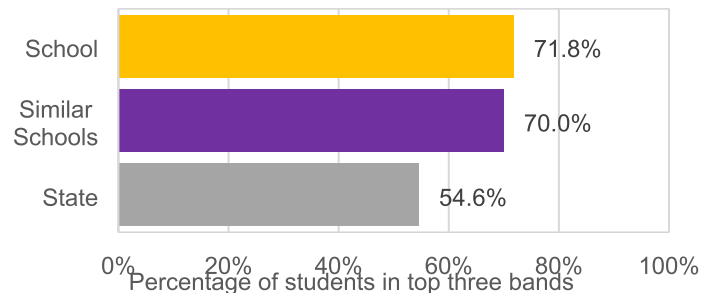
Similar Schools average:

70.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

67.3%

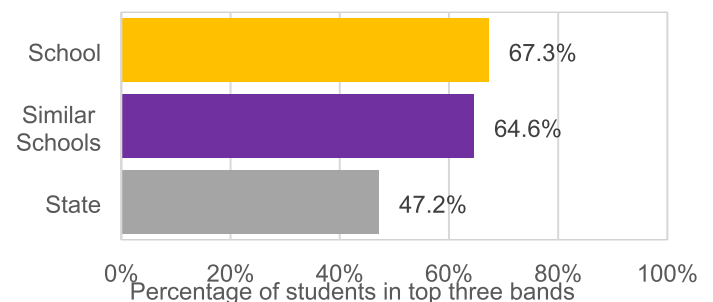
Similar Schools average:

64.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

70.0%

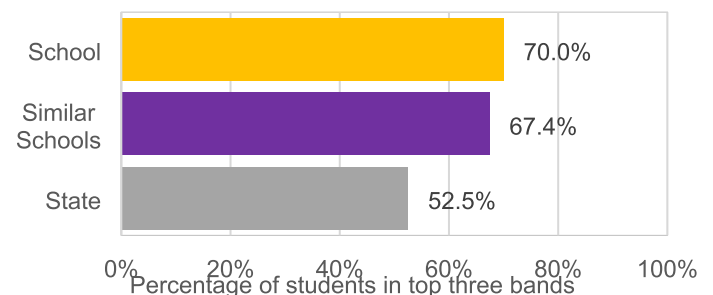
Similar Schools average:

67.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

65.8%

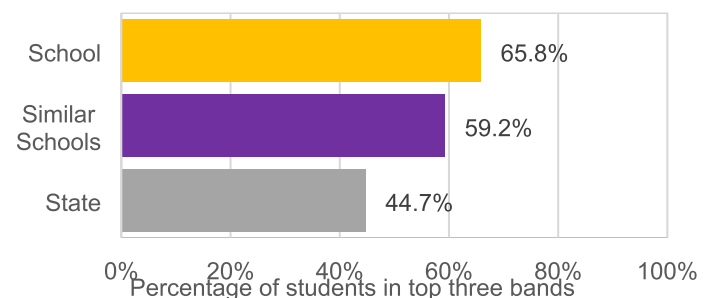
Similar Schools average:

59.2%

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.

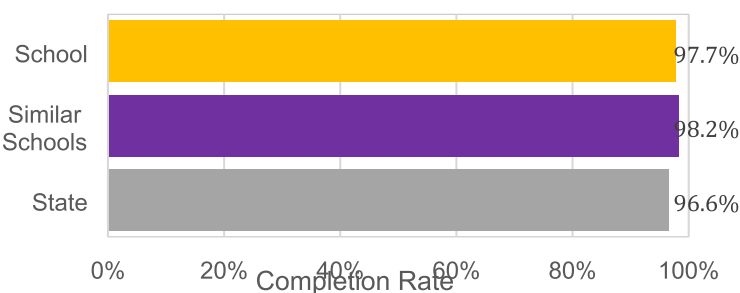
Victorian Senior Secondary Certificate

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: | 97.7% | 97.7% |
| Similar Schools completion rate: | 98.2% | 98.4% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.8

Number of students awarded the VCE Vocational Major

16

Number of students awarded the Victorian Pathways Certificate

NDP

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

18%

Percentage VET units of competence satisfactorily completed in 2023:

96%

WELLBEING

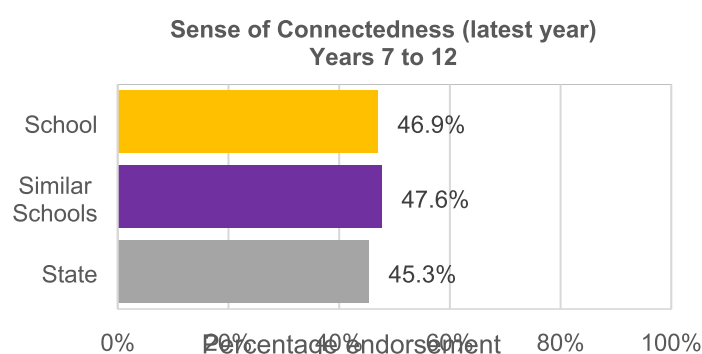
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 46.9% | 53.4% |
| Similar Schools average: | 47.6% | 52.9% |
| State average: | 45.3% | 49.9% |

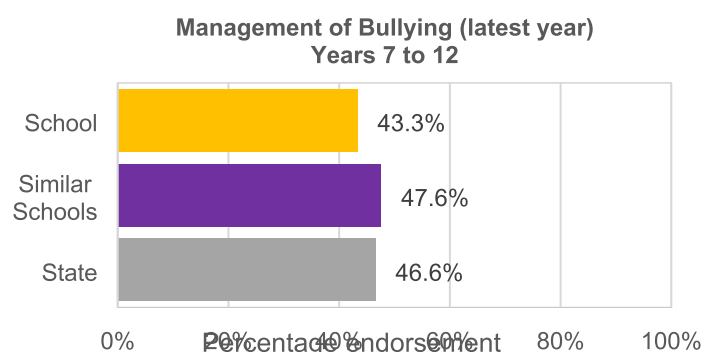


Student Attitudes to School – Management of Bullying

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 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|-----------------------|-------------------|
| School percentage endorsement: | 43.3% | 52.0% |
| Similar Schools average: | 47.6% | 52.8% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

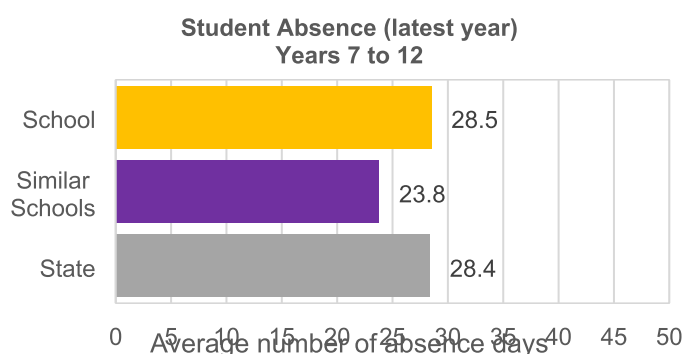
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023) | 4-year average |
|--|-----------------------|-------------------|
| School average number of absence days: | 28.5 | 22.2 |
| Similar Schools average: | 23.8 | 19.3 |
| 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.

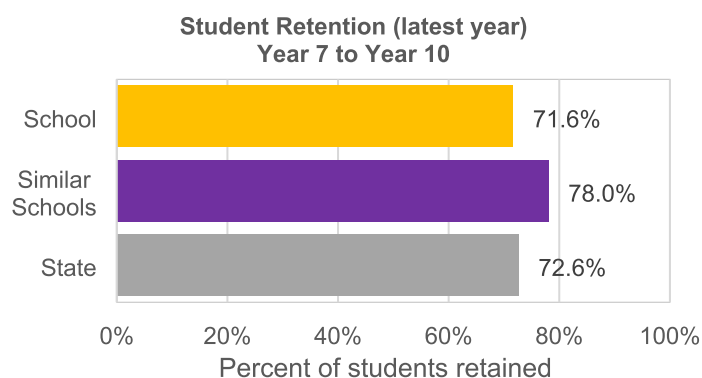
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 88% | 86% | 83% | 84% | 88% | 86% |

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: | 71.6% | 75.4% |
| Similar Schools average: | 78.0% | 79.5% |
| State average: | 72.6% | 73.8% |



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
(2022) 4-year
average

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

95.5%

97.0%

Similar Schools average:

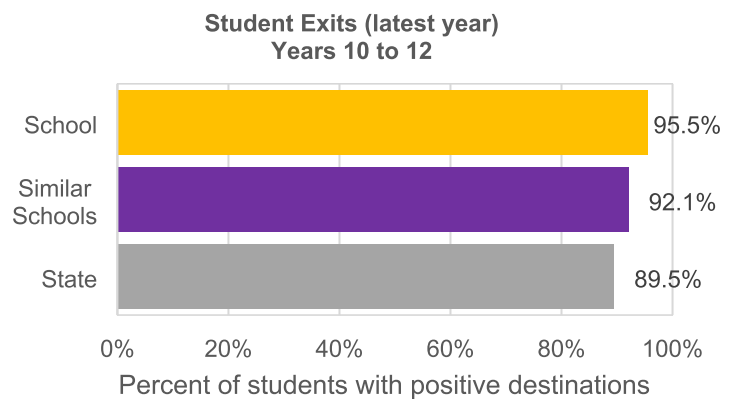
92.1%

93.4%

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 | \$10,749,190 |
| Government Provided DET Grants | \$1,117,442 |
| Government Grants Commonwealth | \$2,311 |
| Government Grants State | \$0 |
| Revenue Other | \$101,983 |
| Locally Raised Funds | \$1,637,300 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$13,608,227 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$26,739 |
| Equity (Catch Up) | \$31,669 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$4,701 |
| Equity Total | \$63,109 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$11,104,381 |
| Adjustments | \$0 |
| Books & Publications | \$7,517 |
| Camps/Excursions/Activities | \$1,065,794 |
| Communication Costs | \$28,191 |
| Consumables | \$252,113 |
| Miscellaneous Expense ³ | \$85,726 |
| Professional Development | \$60,367 |
| Equipment/Maintenance/Hire | \$329,410 |
| Property Services | \$47,831 |
| Salaries & Allowances ⁴ | \$283,559 |
| Support Services | \$572,966 |
| Trading & Fundraising | \$33,936 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$1,190 |
| Utilities | \$96,148 |
| Total Operating Expenditure | \$13,969,127 |
| Net Operating Surplus/-Deficit | (\$360,900) |
| Asset Acquisitions | \$109,596 |

- (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 | \$1,367,350 |
| Official Account | \$86,156 |
| Other Accounts | \$3,910 |
| Total Funds Available | \$1,457,417 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$473,317 |
| Other Recurrent Expenditure | (\$932) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$33,076 |
| School Based Programs | \$73,480 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$260,580 |
| Capital - Buildings/Grounds < 12 months | \$42,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$881,520 |

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.