

2022 Annual Report to the School Community

School Name: Melbourne Girls' College (8819)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 05 April 2023 at 10:05 AM by Tamara Stublely (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 05 April 2023 at 10:48 AM by Kristina Popova (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
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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)

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

Melbourne Girls' College was established in 1994 on the Birrarung (banks of the Yarra River) in Richmond, Victoria, and is a leader in innovative education. It provides enrolment opportunities for local, wider-Melbourne and international students to study inquiry and trans-disciplinary units in Years 7-9, followed by many Year 10, VCE, and VET subjects in the senior years.

The Melbourne Girls' College values provide the foundations of our strong community and guide students to "Lead and Achieve". We value: Excellence - In our achievements and aspirations while always striving to give and be our best. Teamwork - Together, we know we can achieve so much more. We strongly believe that effective communication and the celebration of individuality within the team are crucial elements to developing an effective team-based and collaborative environment.

Diversity - We are a richer community when we consider all perspectives and recognise and celebrate our differences. We challenge our students to think critically about their own beliefs and examine the world in fresh ways to promote creativity and innovation in an authentic, inclusive environment. We are proud of our commitment to inclusiveness and work to ensure all our policies, practices and programs are united.

In 2022, the school's enrolment was 1410 with representing diverse backgrounds including over 60 nationalities and a cohort of international students. Melbourne Girls' College has a low Student Family Occupation and Education index (SFOE) indicating a low level of social disadvantage for the student population. The staffing profile of Melbourne Girls' College is made up of a College Principal, 2 Assistant Principals, 7 Leading Teachers, 6 Learning Specialists, 82.47 Teachers, 23.91 Education Support staff, and a Business Manager. There are no Aboriginal and Torres Strait Islander staff at the College in 2022.

The pandemic and its impact on international border closures, remote learning and our International Student Program has been significant. At MGC, we have the capacity to offer 65 positions of enrolment to full fee-paying international students through DET's program and service. In 2022, six full fee-paying international students were enrolled at MGC. In the second half of 2022 significant time and energy was devoted to recreating our platform internationally and rebuilding opportunities and partnerships for 2023 and beyond.

The academic achievements of Melbourne Girls' College are strong and many of our students participate in the Student Excellence Program and the MGC Learning Extension and Advancement Program (LEAP). The curriculum at Melbourne Girls' College is designed to equip students with depth and breadth of knowledge, skills, and capabilities needed for success. Students are encouraged and challenged to strive for personal excellence, and we explicitly teach strategies, habits and dispositions that are deeply connected to a growth mindset. The school community takes pride in teaching students the transferable skills required to be global citizens and to challenge stereotypes, particularly in women's leadership, intercultural and ethical understandings, sustainability, and philanthropy.

While our academic achievements are a publicly recognised strength of Melbourne Girls' College, we are equally committed to the personal, social, and emotional wellbeing of our students. We recognise the intrinsic link between wellbeing and effective learning and have adopted a whole-school approach to wellbeing.

The College prioritises and celebrates success and growth in the whole person and MGC has a strong focus on co-curricular endeavours, particularly in rowing, aerobics, dance, and other school sporting programs. The College invests in creative, and artistic endeavours and experiences for students, particularly in the performing and visual arts. In addition, MGC has a thriving Australian Airforce Cadets program. The sustainability collective and environment projects are well known in the local and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Melbourne Girls' College continues to be recognised as a high-performance learning environment. In 2022, our student learning outcomes place us above the state and similar schools on all measures. It was pleasing to have returned to permanent onsite learning as this gave the College the opportunity to embed consistent learning routines and rituals that celebrate and support students and their learning.

A key performance measure for our school is the Year 9 NAPLAN Benchmark Growth (individual student growth from Year 7 to Year 9). This enables us to identify each student's growth over the two-year period, and how as a school we performed. While our Year 9 students completed their NAPLAN testing, we could not assess their growth data because in 2020 when they were in year 7, NAPLAN was cancelled due to COVID. Instead, we inform our practice by accessing and utilising other available data sets to drive differentiation across our classroom, and ensure we meet students at their point of need.

In 2022, 84.9% of students were assessed to be in the top 3 bands in Year 7 Reading NAPLAN. In Year 9 Reading, 74.4% of students were assessed to be in the top 3 bands. For Numeracy NAPLAN, 76.1% of students were in the top 3 bands of Year 7 Numeracy. In Year 9 Numeracy, 66.5% of students were in the top 3 bands.

Staff professional learning continued to focus on supporting students at their point of need to ensure all students can demonstrate growth. Specific examples of this professional learning included: supporting students with specific learning needs, analysing PAT, NAPLAN data and the VCE data service to inform teaching and learning practices, incorporating literacy scaffolds and vocabulary building across the College, and embedding our revised Instructional Model. This revised model led to collaborative practices where we were emphasising metacognition, student thinking, and reflection.

In 2022, we saw a significant increase in the number of our Year 7 and 8 students undertaking the Department of Education, Student Excellence Program, specifically the High Abilities Enrichment Program in both English and Mathematics. This is based on NAPLAN and PAT testing results and students were provided the opportunity to join in state programs working with students across all secondary schools to further enhance their literacy and numeracy capabilities. In 2023 we have reappointed our Literacy and Numeracy Learning Specialists whose key focus will be on embedding our literacy and numeracy action plans.

The College was able to cohesively embed both the Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) programs that focus specifically on supporting students to catch up with their learning. Students were identified from NAPLAN data and individual PAT testing and this extra support enables students to work with tutors to catch up on the interruption to learning experienced in the two years of the pandemic. This support will continue in 2023 and the College has aligned these programs with our school based Getting Ready in Numeracy (GRIN) program.

Our Program for Students with Disabilities (PSD) successfully supported students throughout 2022. Students in the program were able to progress towards meeting their identified learning goals and were able to participate in targeted programs and workshops facilitated by our PSD coordinator, Visiting Teachers, Inclusive Learning Team, and Education Support staff.

In 2022, we achieved a mean VCE study score of 31.6. This compares well with the state average of 28.9. In 2022, 99.2% of students who undertook VCE achieved their VCE certificate. Two students (DUX) received an ATAR of 99.6, 5 students achieved an ATAR above 99, 23.9% of students achieved an ATAR above 90, 50.8% of students achieved an ATAR above 80, with 10.2% of students achieving a study score above 40. 97.39% of students received a tertiary offer through VTAC, while 33.91% of students received more than one tertiary offer. These excellent results were obtained through the hard work, dedication and a positive partnership between students and teaching staff.

A working party was established in 2022 in preparedness for the implementation of the Vocational Major in Year 11 in 2023. This is a pathway option for our young people to explore and learn about vocational pathways, work-related skills, prepare them for further education and training and retain students who would previously have sought similar pathways elsewhere. We are immensely proud of the programs we offer students that support, challenge and extend all our learners, and encourage students to challenge themselves by providing many opportunities for extension studies both within and outside the classroom. In 2023, we will continue to focus on student learning - with an increased focus on numeracy, while further developing a guaranteed and viable curriculum which is challenging and stimulating and recognises students' point of need and will continue the work to embed the school's agreed instructional model.

Wellbeing

The wellbeing of our students is always paramount, and with the continued challenges of COVID, the College committed additional resources to ensure all students are supported. Our 2022 Attitudes to School – Sense of Connectedness (55.4%) and Management of Bullying (54.9%) data was above 'like' schools and the state average, including our 4-year average data. Our students continue to feel safe and comfortable in their learning environment and feel connected to their learning. This reflected our emphasis on our

positive school culture, even with disruptions, isolation rules and the uncertainty of the pandemic. It is pleasing to see students continue to feel a strong connection to our school.

Throughout the year, our student leadership team developed and led several whole school events to promote wellbeing by acknowledging and celebrating diversity via Harmony Week, recognising International Day of Action against Bullying and Violence, celebrating International Women's Day, IDAHOBIT, RU OK? Day and Wear it Purple Day.

The MGC Wellbeing Team manage students with a high level of risk within the college. The depth of experience of our wellbeing team enables the appropriate supports and relevant capacity building to be in place for our Year Level and Student Engagement and Wellbeing Team (SEWT). This includes professional learning for our SEWT in Youth Mental Health First Aid Training and tiered approaches and responses for students at risk. This investment has improved the process and analysis of data flow of information between the relevant teams in the College, which ensures a tailored, targeted response. Professional Learning and training for all staff continues to be offered in the areas of self-care, mindfulness, and youth mental health first aid.

The introduction of Multimodal Approach to Preventing Suicide in Schools (MAPSS), which targets Year 10 students was introduced in 2022 and at Years 7 to 9, The Seasons for Growth Education Program has been incorporated into the wellbeing program. This offers an engaging curriculum structure that incorporates age-appropriate opportunities for young people to come together and share experiences of change and loss. The aim is for students to develop skills, understanding, and build their resilience when faced with difficulties. MGC has continued to offer and upskill our parent and carer community in the wellbeing space by partnering with Melbourne Family Relationship Centre to offer the Tuning into Teens Program. The program has a focus on the emotional connection between parents, carers, and their children. It is evidence based and builds emotional competencies and behaviour. MGC invested in SchoolTV, an online platform that provides information, tools, and resources for families. It is designed to empower parents and carers with credible and sound information with realistic, practical, and ongoing support strategies.

The College continues to implement rigorous and successful programs to support the various transition programs. Our college has a strong focus on transition across all year levels and this includes transition and data sharing processes at each level with information and guidance about each child's academic progress and social needs. We continue to allocate additional time in February and December for the formal handover process of student information between staff to allow for a smooth transition for every student.

In 2023, we are committed to building the MGC Student Engagement and Wellbeing Framework which will be underpinned by restorative practices, with proactive and preventative actions in place. We will also be effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable.

Engagement

Connectedness to the College, positive relationships and student engagement in learning remain core objectives at MGC. Attendance is a key indicator of these objectives, and our student absence average of 21.4 days is lower than similar schools and much lower than the state average of 27.4 absence days. This is a trend that the College has continued to maintain over an extended period.

The college sustained high expectations regarding attendance throughout the periods of the year where isolation requirements continue to be mandated. The College continued to have robust processes in place which included consistently communicating with parents and students about attendance and following up immediately with students who were identified as falling below expectations. In 2023, the College will create and introduce three Education Support Attendance Officers. The core role of the Attendance Officers is to examine the attendance levels of all students and work in collaboration with the Student Engagement and Wellbeing Team to apply best practice actions, strategies and implement tiered supports for each student taking into consideration individual needs.

In 2022 we focused on building staff capacity to activate student voice and learner agency across the college. This work aims to deepen the culture of student empowerment and enable students to understand their critical role in learning, building authentic learner agency and motivate them to have greater input into their learning. In Term Three we held a dedicated curriculum day to explore student agency, metacognition, developmental assessments, and the growth mindset. This improvement work will continue in 2023 and will be led by our new Teaching and Learning Specialists Team.

The percentage of students going onto full-time study or work sat above both the state and similar schools, with an average of 98.6%. The college has invested in this program by expanding the careers and pathways team. In 2023 we will also see the introduction and implementation of the state-wide senior school reforms, which for us is the introduction of the Vocational Major. This will give our Year 11 and 12 students greater flexibility in blending vocational studies with VCE subjects and it is our belief that this will also impact the Year 7 to 10 retention rate at the College, which in 2022 was above state average but lower than similar schools.

The College has worked hard to increase student connectedness at the school after the cycles of remote learning, lockdowns, and increased student illness. This includes ensuring most College community events are held face to face while still giving our families remote options, such as filmed events or online interviews, where possible. It was refreshing to celebrate the return of our year level camp program, school production, the Pedal Powered Cinema, presentation evenings (Cadets, Rowing, Dance, Valedictory and Presentation Night), Open Days, wellbeing days, visual arts, and technology exhibitions, debating and guest speakers, Harmony Week and International Women's Day events. One particular event was the 2022 Edutech Conference where MGC students were invited to present on the theme "150 Years of Technology in Public Education". Our students explored and looked through the lens of technology and technological developments to commemorate the past, celebrate the present and imagine the future of technology and education. These events are critical to building and enriching our home, school, and community partnerships.

Other highlights from the school year

As identified in the College's recent review, we conducted a leadership evaluation, which was led by five nominated staff who sought and collected feedback from teams and individual staff from across the College. Using our College wide improvement documents (Peer Review, Strategic Plan, AIP, current leadership structure and role descriptions) the team steered staff to make recommendations for the next leadership structure at MGC. In the second half of 2022, we advertised and appointed the following substantive leadership positions for 2023: two Assistant Principals, two Curriculum Leading Teachers, four Student Engagement and Wellbeing Leaders, an Inclusion Learning Specialist, a Literacy Learning Specialist, a Numeracy Learning Specialist and four Teaching and Learning Specialists. The 2023 leadership team engaged in a two-day leadership conference which served as a powerful catalyst to align the new team, support the development of strong partnership and fuel collaboration across the College.

In 2022 the College completed the redevelopment of the College's performing arts facilities. The building program has multiple components: a standalone 415 seat theatre, performances spaces, foyer, careers and pathway centre and a VCE study centre. Each can be used separately for teaching, providing exceptional functional flexibility. The performing arts theatre will serve both the College and the wider Richmond Community.

Financial performance

In 2022 the school managed its finances in line with DET processes and guidelines. The College effectively kept within objectives, safeguarded assets and aligned compliance with applicable regulations. There was a clear segregation of duties to ensure that prudent checks and balances were in place regarding budgeting, receipting and expenditure funds. The College Council, whilst responsible for overseeing the program and provision of timely reports, has been supported by the Principal and Business Manager to provide financial leadership. SRP funding relates predominantly to staff salaries. SRP income is based on student enrolments. The total operating revenue in 2022 was \$21,401,033 and is less than the 2021 figure of \$21,915,549 due to a reduction in government provided grants. Major reasons for the decrease in net operating revenue were due primarily to the expenditure financial adjustment performed by DET at the end of year from our operating expenditure account to our building and land asset clearing account. This amounted to over \$4m. Whilst the operating statement summary shows a deficit, it must be noted that MGC invested \$4,359m on capital projects such as the Performing Arts. We also had a significant increase in support services expenditure due to replacement of teaching and support staff in 2022. A significant reduction in locally raised funds, such as parent donations, international student enrolments and hire of facilities was primarily due to the continued impact of the COVID pandemic. The revised Parent Payment Policy and changes in balance day adjustments and credits to families at the end of the year influenced our initial budgetary decisions in 2022. The rowing program is funded over two years and will show a surplus in 2023.

Through our innovative and visionary programs, MGC celebrated many achievements in 2022. Grants received in 2022 contributed substantially to our professional learning and environmental program, whilst raising consciousness among the school community.

The Confucius Classroom grant continues to contribute to the development of multiculturalism beyond the LOTE area. Asset acquisition in 2022 included our major Performing Arts building program, installation of audio equipment, stage lighting system, seating, and fixtures. Continual upgrades to our main building included our foyer, new sub school offices, wellbeing office upgrade, library spaces (mural rooms), air-conditioners, and replacement equipment.

The College has maintained DET recommendations, and during 2022, funds were expended in accordance with the budget approved by Council. The challenges in 2022 resulted in cancellation of activities and staffing restraints and time in lieu, which influenced our annual sub program budget variances throughout the year. Locally raised funds account for more than 14% of income. This continued support allows the school to offer the best facilities, resources, and programs to its students. An example of this is demonstrated by the capacity to fund several major capital items such as air-conditioners, projectors, innovative technology equipment (e.g., 3D printers), and building upgrades. Appropriate amounts have been expended on student learning with pleasing student achievement noted across the college. Staff development has been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement.

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 1410 students were enrolled at this school in 2022, 1410 female and 0 male.

14 percent of students had English as an additional language and 0 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).

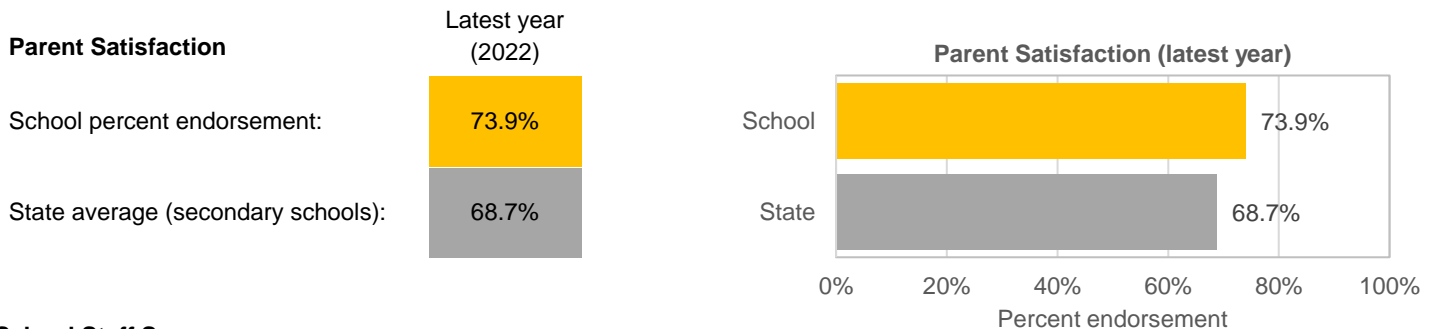
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

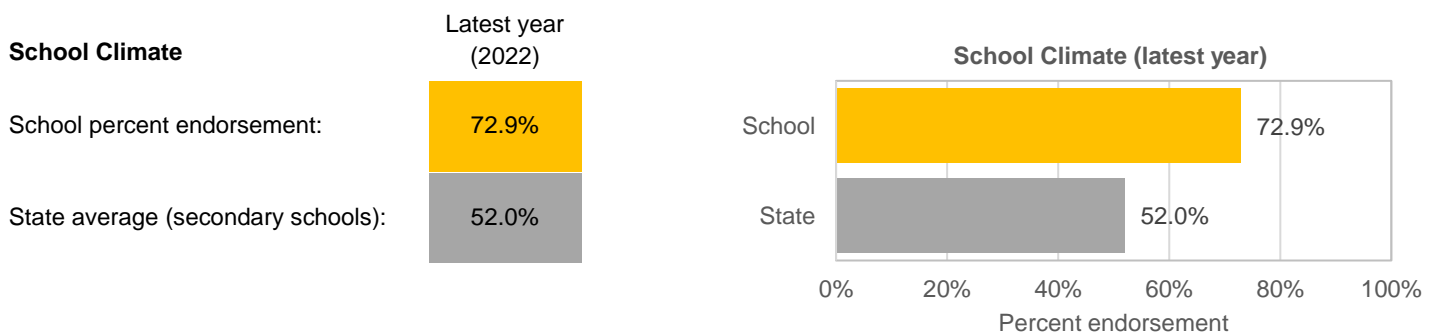


School Staff Survey

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:

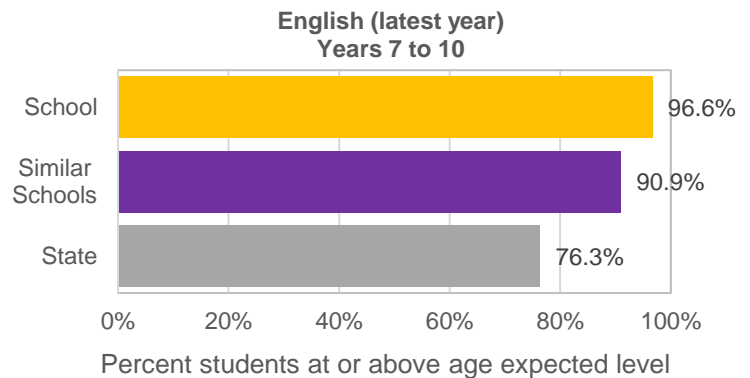
96.6%

Similar Schools average:

90.9%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

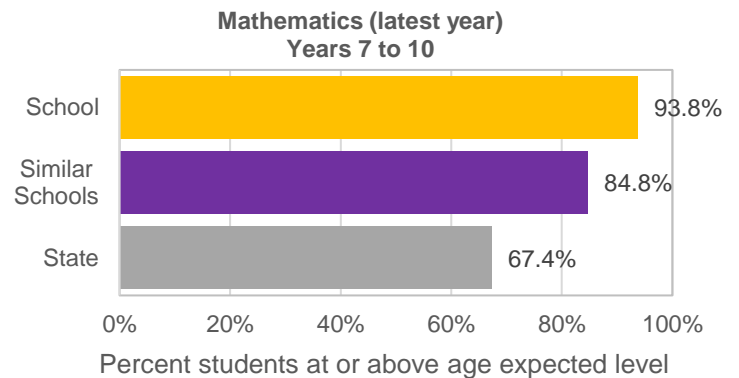
93.8%

Similar Schools average:

84.8%

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.

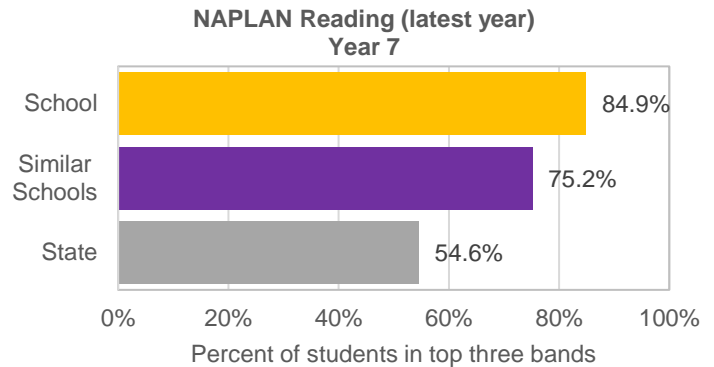
NAPLAN

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.

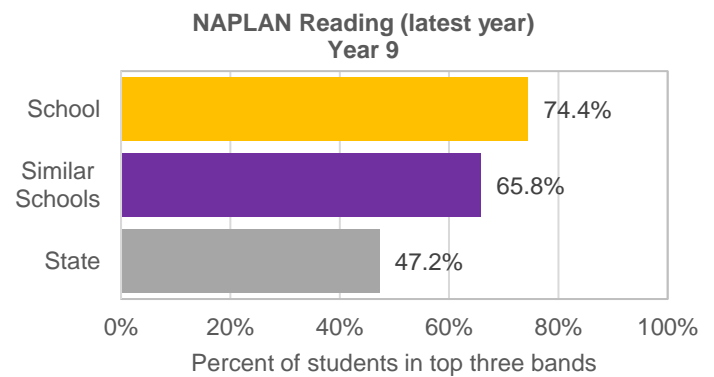
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.9%	84.6%
Similar Schools average:	75.2%	75.9%
State average:	54.6%	55.3%



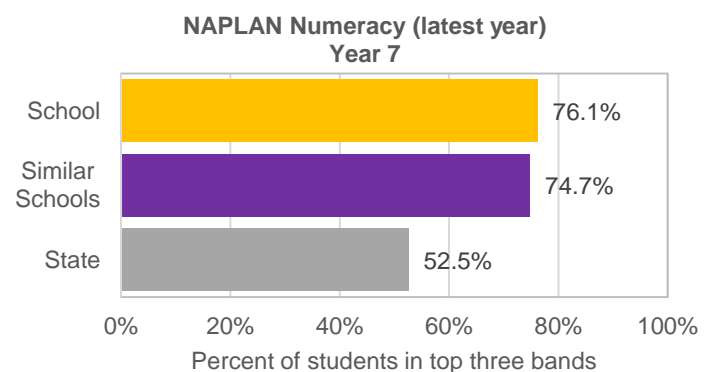
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.4%	75.1%
Similar Schools average:	65.8%	64.6%
State average:	47.2%	46.0%



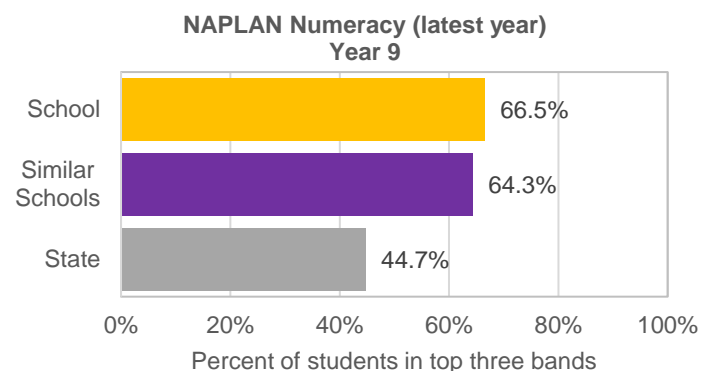
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	81.4%
Similar Schools average:	74.7%	76.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.5%	70.4%
Similar Schools average:	64.3%	65.6%
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.*

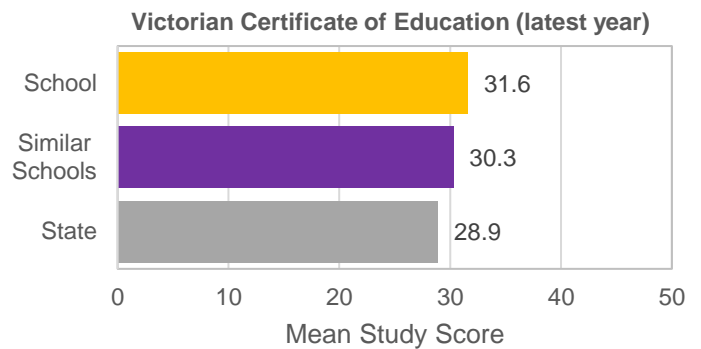
Victorian Certificate of Education (VCE)

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	31.6	32.7
Similar Schools average:	30.3	30.4
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

2%

VET units of competence satisfactorily completed in 2022:

85%

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

NDA

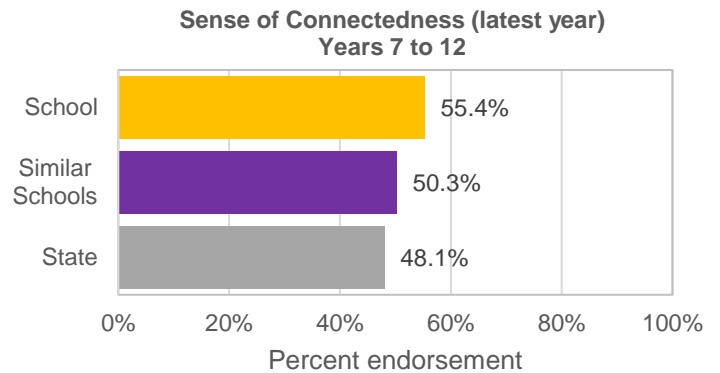
WELLBEING

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).

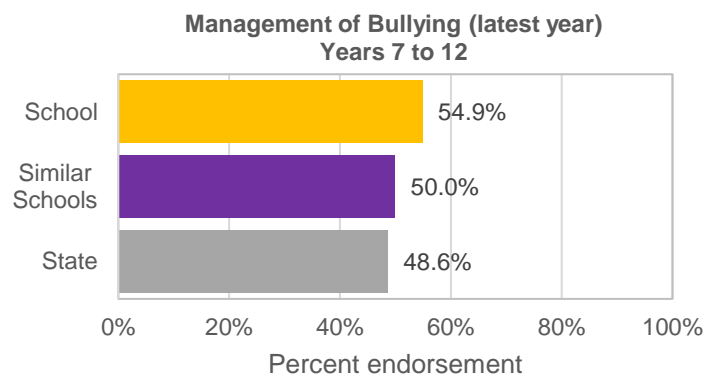
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	55.4%	59.8%
Similar Schools average:	50.3%	54.4%
State average:	48.1%	52.5%



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:	54.9%	63.6%
Similar Schools average:	50.0%	55.1%
State average:	48.6%	54.0%



ENGAGEMENT

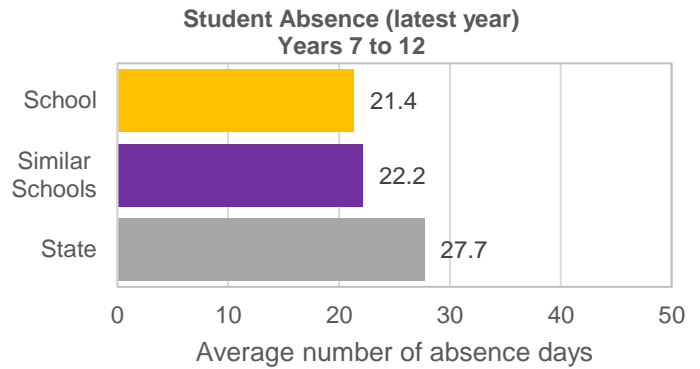
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.4	14.4
Similar Schools average:	22.2	16.4
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.

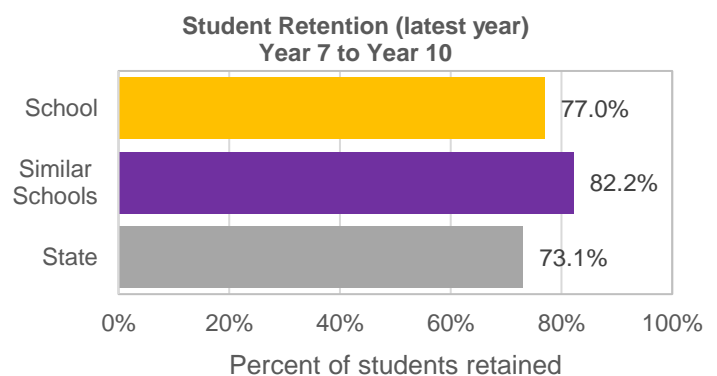
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	90%	87%	88%	90%	90%

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:	77.0%	82.6%
Similar Schools average:	82.2%	81.0%
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.

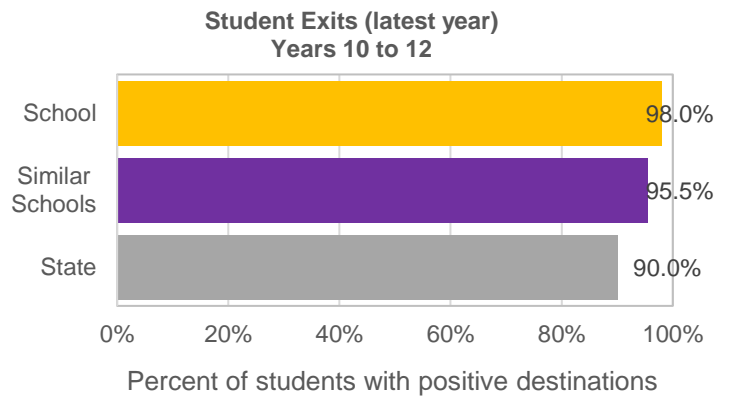
Students exiting to further studies or full-time employment

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:	98.0%	98.6%
Similar Schools average:	95.5%	96.2%
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	\$17,132,805
Government Provided DET Grants	\$1,596,929
Government Grants Commonwealth	\$22,215
Government Grants State	\$35,975
Revenue Other	\$180,228
Locally Raised Funds	\$2,432,881
Capital Grants	\$0
Total Operating Revenue	\$21,401,033

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,866
Equity (Catch Up)	\$14,136
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,002

Expenditure	Actual
Student Resource Package ²	\$13,560,976
Adjustments	\$4,518,616
Books & Publications	\$16,108
Camps/Excursions/Activities	\$799,311
Communication Costs	\$52,352
Consumables	\$287,007
Miscellaneous Expense ³	\$116,713
Professional Development	\$102,791
Equipment/Maintenance/Hire	\$337,663
Property Services	\$348,787
Salaries & Allowances ⁴	\$11,965
Support Services	\$1,417,353
Trading & Fundraising	\$17,743
Motor Vehicle Expenses	\$3,822
Travel & Subsistence	\$0
Utilities	\$151,575
Total Operating Expenditure	\$21,742,780
Net Operating Surplus/-Deficit	(\$341,747)
Asset Acquisitions	(\$4,359,446)

- (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 25 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

Funds available	Actual
High Yield Investment Account	\$6,768,831
Official Account	\$427,617
Other Accounts	\$423,410
Total Funds Available	\$7,619,859

Financial Commitments	Actual
Operating Reserve	\$565,237
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,266,392
School Based Programs	\$560,306
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$503,900
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$543,568
Capital - Buildings/Grounds < 12 months	\$1,544,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$2,600,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$7,583,403

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.