

2023 Annual Report to the School Community

School Name: Auburn High School (7526)



- 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 30 April 2024 at 03:29 PM by Ross Pritchard (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 05:56 PM by Sue HARALAMBOPOULOS (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)
- 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

Auburn High School opened in January 2014 in Hawthorn East, Melbourne. Since then, it has increased in student enrolments from 280 to 720. In 2023 there will be 69.4 staff including the Principal, 2 Assistant Principals, 5 leading teachers, 58 teaching staff and 14 Education Support staff. Auburn High School is a high performing government school of choice in the local community. The school provides a stimulating environment where students are given a wide range of opportunities to be challenged and engage in self-directed inquiry in their learning. Each week, extensive professional learning for all teachers focuses on improving instructional practice, building leadership capacity, and in providing challenging and engaging programs to students. Auburn High School is a system leader in student voice and agency. Students provide feedback to teachers which guides professional practice. The emphasis on using data to inform teacher practice and putting in place models and structures that increase collective efficacy in all classrooms. 2023 was the fourth year of the school's current 2020-23 School Strategic Plan cycle. The majority of the key measures for success have already been met, and the staff and students will continue to work towards further improvement and reaching the remaining goals. Our goal is to continue to challenge and improve the learning growth of every student. The VCE mean study score has steadily increased over the past eight years and like in 2022, our 2023 cohort exceeded the state median. Student NAPLAN data indicates that a large percentage of our students are academically capable and can engage in an aspirational program. The retention of students in the top 2 bands from Year 7 to Year 9 is pleasing. Following DET regional direction, Auburn High School took measures in 2023 to have a higher focus on Numeracy. Our engagement and wellbeing goals are "To create empowered learners who act as autonomous agents for their own learning" and "To develop students who feel socially and emotionally connected (and flourish) in their school community. We have introduced the Auburn Learner Qualities, My Learning Growth programs and Year Level statements to encourage the development of specific skills and attributes in our students and increase connectedness with their learning. We have reduced absences by implementing several non-attendance measures including parent SMS alerts; parent initiated Compass absence/lateness approvals; Tutor group teachers following up after three days of absence and six weekly attendance reviews conducted by Year Level Leaders and Assistant Principals. Our experienced well being staff identify students with additional needs and target their interventions and support in an individualised manner. Where required references to external providers have been a successful aspect of our well being support. The creation of positive classroom environments is essential in engaging students requiring additional support. For example, the progress of students in the Program for Students with Disability (PSD) continues to be monitored through regular student support group meetings, the development and review of Individual Education Plans (IEPs) and use of teacher feedback. The IEP development process is now fully documented on the school learning management system, and the IT based templates created have made the process much more efficient and effective. Each term Auburn High School runs an extensive extracurricular program involving lunchtime clubs, after school sports and numerous house and year level based activities. Student leadership and voice are highly valued at Auburn High School and the high profile within the school community is reflected in the number of successful projects completed by students in areas of philanthropy, social, and sustainability. We allocate a Leading Teacher to oversee this area and have multiple Positions of Responsibility leading programs.

Framework for Improving Student Outcomes (FISO) The school's FISO initiatives in 2023 under Excellence in Teaching and learning were focused on "Building Practice Excellence" and "Curriculum Planning and Assessment". The 3 Key Improvement Strategies were:

- Build staff capacity to implement a school wide approach to student writing at all year levels and in all learning areas
- Develop and embed a consistent approach, through Professional Learning Communities, to the use of assessment to inform and differentiate teaching practice and student learning
- Develop and consistently embed a whole school approach to desired student learning profiles.

The school's FISO initiatives in 2023 under Professional Leadership were focused on "Instructional and Shared Leadership". The Key Improvement Strategy was: sustain leadership that guides, supports, directs the improvement of teaching practice and student learning. The school's FISO initiatives in 2023 under Positive Climate for Learning were focused on "Empowering Students and Building School Pride". The 3 Key Improvement Strategies were:

- Develop tools that enable students to track and measure their learning growth.
- Consistently embed the whole school approach to student safety, resilience, health and wellbeing
- Developing a statement for each year level community that outlines their purpose and identity within our school.

All of these initiatives focused on building teacher capacity by using evidence-based research strategies and using data extensively to inform our practice. In addition, we worked closely with our Learning Area Leaders by building their leadership and instructional capacity with a targeted PDP mentoring program and extensive improvements in role clarity documentation. The Marzano GANAG instructional model, which is embedded in our practice, ensured that classroom learning was structured for our students, providing a familiar and positive experience with clear boundaries and opportunity for application tasks to be done in class. Learning Area Teaching teams invested time adjusting formative (snapshot tasks) and summative assessment practices and established reporting

and feedback cycles to check in with students weekly in relation to their academic progress and also conducting wellbeing checks. Student and parent response to this regular feedback was very positive. Student leaders provided additional activities and communications aimed at having strong year level community connections. Auburn High School achieved the highest VCE scores in its history, with both the median and % of study scores over 40 being above State medians. Our Common Assessment Task (CAT) Data Team continued to conduct quality assurance on Common Assessment Tasks and we trialed common formative assessment monitoring through Compass. We expanded the whole school roll-out of Professional Learning Communities (PLCs), and look to further develop effective PLC data cycles with our teaching teams. PLCs were asked to address a key improvement strategy from the AIP and use data to inform practice. PLC teams presented to the whole staff as a celebration of the successful interventions and the benefits to professional practice. These celebrations had a positive impact on staff agency, voice and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

VCE: Auburn High School is incredibly proud of the effort of our students and our staff. As our enrolments in VCE subjects increase, there has been consistency in the development of median Study Score of VCE subjects undertaken by students at this school. The median Study Score has increased from 27 in 2017 to 31 in 2023, this reflects our school's continued focus on high quality teaching and learning. 7.5% of VCE Study Scores across the school in 2023 were above 40. In English, our median Study Score was 31. Across all VCE subjects, 20.2% of Study Scores achieved were 37 and above. Our school completion rate for Victorian Senior Secondary Certificates is above the state completion rate at 98.1%. Following the compilation of VCE data at the end of 2023, staff workshops were facilitated in 2024 to unpack trends and plan interventions to support the needs of students, further driving growth.

New Senior School Programs: The International Baccalaureate Diploma Programme was introduced in 2023 with a Year 11 class composed of approximately 10% of the cohort. In addition, to prepare for the introduction of the Vocational Major (VM) in 2024, curriculum documentation and policies were developed. To support the successful implementation of these new programs, all teaching staff attended a professional learning session describing all of our senior school pathways. This has enabled staff to build their capacity in applied learning practices and global education. Key staff teaching the VM will attend an all-day workshop on Work-Related Skills (WRS) and Personal Development Skills (PDS) to collaborate with more experienced applied learning schools. More teaching staff also completed external training with the International Baccalaureate Organisation (IBO) to support our IB teaching teams.

NAPLAN: Auburn High School's 2023 NAPLAN data again demonstrates our students in both Year 7 and 9 out performing the state and network schools. For Year 7 and Year 9, both Numeracy and Reading sit above the State and similar school percentage averages. Across all 5 domains, Reading, Writing, Spelling, Numeracy and Grammar and Punctuation, our proportion of students in the top two bands outperforms both similar schools, the State and our Network schools. Upon receipt of 2023 NAPLAN data, staff professional learning sessions were facilitated to both unpack trends and allow for the collaborative planning of specific interventions to support the needs of all students.

Teacher Judgements: Auburn High School has continued to sustain its high student achievement levels. Our teacher judgment data highlights that 91% of our Year 7-10 students performed 'at or above the expected level' in English and 85.5% of Year 7-10 students performed 'at or above the expected level' in Mathematics. This is a testament to the tireless work of our staff, who authentically collaborate in Learning Area teams, subject teaching teams and Professional Learning Communities to review teacher judgment data and plan effective interventions, maximising student learning outcomes. Student achievement continued to be supported by the regular implementation of formative assessment, including Snapshot Tasks, across Years 7-12, targeting the development of knowledge/skills required for the final summative assessment. This data-driven approach supported teachers to effectively differentiate the curriculum, to meet every student at their point of need. From 2024, there will be a whole-school focus on enhancing individualised student feedback, so that students can clearly understand the next steps for them in their learning, and how they can get there. This will also inform effective task design to maximise both access and rigour. Additionally, students continue to monitor their own achievement and engagement via the My Learning Growth tool, which will be further enhanced in 2024 to include more rigorous goal-setting elements. Lastly, as passionate advocates for student voice and agency, a focus on engaging with student feedback contributed to the ongoing evolution of high quality classrooms that meet the needs of each individual student cohort.

Wellbeing

Auburn High School works proactively to nurture a safe, welcoming and inclusive culture. There is an emphasis on building strong year level learning communities within our junior (7-9) and senior (10-12) sub-school structure. This work continued throughout 2023. Year Level Leaders worked collaboratively and met regularly as an Engagement Team to analyse Student Attitudes to School data, learning behaviour data and Pivot survey data as part of a professional learning and planning approach. They were supported in building their leadership capacity to mobilise a sense of collective responsibility amongst their Tutor Group teams through staff professional learning and to further embed the Year Level Statements as the foundation for their work with students. Staff were supported in this work through a suite of professional learning sessions focusing on the legislative requirements of mandatory reporting and the new child safe standards, positive classroom management and developing resilience and a growth mindset in our classrooms. Staff also had an opportunity to engage with our students and hear their voices through our teach the teacher program. Student Attitudes to School Survey data against the Sense of Connectedness measure remained very positive, with 59.5% positive endorsement, well above the state average of 48.1% and similar schools, at 51.5%. This is also endorsed through our PIVOT surveys where three of the school wide statements top 5 statements relate to wellbeing and relationships (This teacher respects me for who I am, This teacher believes I can succeed in school, This teacher supports me if I am confused). Auburn High School takes a very proactive approach to anti-bullying and cybersafety, presenting explicit learning opportunities to students on a regular basis through the Education for Life (E4L) program. In addition to at least one session per term with this focus, students participate in an annual presentation from external facilitators to empower students with practical strategies. In 2023, Project Rockit facilitators led age-appropriate sessions with year level cohorts across years 7-10, followed by an evening session for parents/guardians. In 2023, a curriculum audit of Respectful Relationships content was conducted across years 7-12 to ensure these principles are embedded via a coordinated, whole school approach. Year Level Leaders work closely with Assistant Principals and members of the Wellbeing team to intervene quickly when instances of harassment and bullying arise. A restorative approach is employed, and behaviours discussed with the student and parent/guardian through the lens of the school values, Respect and Diversity. Wellbeing supports are offered to further support positive long term outcomes. Student Attitudes to School Survey data for Management of Bullying at AHS is strong, with 63.2% positive endorsement compared with a state average 48.6% and 51.1% across similar schools. The school employs a wellbeing team who liaise with external service providers to deliver small group programs and targeted interventions. Each member of the wellbeing team manages a caseload working 1 on 1 with students in addition to other responsibilities in their portfolios which may include wellbeing and mental health promotion, celebration and awareness days and liaising with external supports and families. Multiple avenues of financial assistance are available and sourced for families including CSCF, State Schools Relief, Rotary Scholarships and Education CHANCES scholarships through the Boroondara Cares Foundation. Our staff also provide a flexible and wide ranging extra curricular program which caters to student requests as well as staff interest and expertise. This allows our students to find their tribe and connect with students across year levels who share similar interests.

Engagement

2023 provided an opportunity for Auburn High School to strengthen student engagement and communities. Student attendance has remained consistent across all year levels, ranging from 89% at Year 8 to 92% at Year 11. AHS student absence days were significantly lower than the stage average, and on par with similar schools for the same period. This was due in large part to the focused work of our Engagement Team, with Year Level Leaders working closely with their Tutor Group Teachers, Assistant Principals and Wellbeing Team to ensure appropriate supports were put in place to support improved attendance in a responsive and timely manner. Parents and carers were invited to connect with their children and their education programs through Meet the Teacher evening and the City Project Presentation. Personalised pathway planning continues to be a focus for all students as they are supported to reflect on their data to inform their decisions as part of their course counselling program. Students complete a career action plan each year and this is further supported with year 9 and 10 students undertaking a series of career sessions (including Morrisby testing and mock interviews with our local Rotary Club) to assist them in planning their 3 year Senior School pathway. The majority of AHS students undertake at least one accelerated VCE subject in year 10. The introduction of the My Learning Growth tool enabled Year 10 students to review their attendance, learning behaviour and academic data to set individualised goals. School retention data is consistent from Year 7 - 10 and with the introduction of the International Baccalaureate from 2023 along with the Vocational Major in 2024 it is expected that these programs will respond to the needs of students in Year 10-12. 96.8% of students exited the Senior School to further studies or full-time employment, well above the state average and on par with similar schools. The student Pivot survey continues to be conducted at regular intervals throughout the year, a process of empowering student voice and agency further supported by student-led Teach the Teacher seminars and year level focus groups. Students participated in the Positive Ageing Digital Storytelling Intergenerational Project (PADSIP) at Year 9, connecting them with members of our local community. The Auburn Learner Qualities were continually embedded in 2023, with the first set of ALQ awards presented to students across all year levels biannually. Year Level Leaders and the Engagement Team have further developed the Year Level Statements drawing on this shared language to design community programs, regularly revisiting these as part of year level assemblies throughout the year.

Other highlights from the school year

A major highlight for the school was the review process completed. This proved to be a great opportunity to bring the community together and celebrate major contributions over four years. It also provided forums to suggest areas for growth and ideas for improvements. The school received a high distinction in almost every area and each member, past and present, of the school community can be thanked for their support and hard work. The review resulted in additional leadership positions (Wellbeing and Inclusion, Student Leadership and Community Engagement), a renewed focus on consolidating existing programs and establishing whole school approaches in the elements of FISO 2.0. Auburn High School provides a unique program: Victorian curriculum, SEAL, French Binational, VCE VM, VCE and the International Baccalaureate Diploma Program. The highlights in each of these programs are numerous, and include expansion of innovation programs, high numbers of students accelerating in Year 9 and 10, outstanding French Brevet results, over 550 students studying French for 4+ hours per week, our first IB DP cohort of 12 students, and the expansion of our senior school program to include the VCE VM in 2024. The outstanding culture, learning environment and general program has led to unprecedented enrolments. Student numbers during the year went from 680 - 740. This reinforced the need for an Enrolment Management Plan we were provided with by the DET. During 2023, camps were held for Years 7, 8, 9 and 12. The focus of these camps was to provide social and personal growth for the students. The Year 12 study camp at Cowes, had an added academic focus to assist students to prepare for their final year. Our school production of 'PUFFS' was a highlight in our extracurricular program. Over 70% of the cast and crew had not participated in a school production previously and a big thanks to Mr Luke Jedd who led this group of aspirational thespians. The Auburn High house system continues to flourish with outstanding participation and commitment shown across the sporting, cultural and academic competitions. Students also achieved house points for DARE values being displayed during the school year. Our student leadership program also broadened to include more leaders from each year's level. These students formed working groups that completed projects relating to extra-curricular, curricular, philanthropy and service. Auburn High School students benefited from being involved in programs available due to our extensive partnerships. For example, Hawthorn Rotary, Swinburne University, City Site school, IED, French exchanges. Building projects continued and our senior school building is closer to completion. Renovations to our existing building continued with window replacement, bathroom renovation, and an addition of an instrumental music classroom. Auburn High School held numerous assemblies and student forums celebrating student excellence. These are highlights for the whole community as we join to acknowledge students who have progressed academically, or in their social and community contributions. It also provides a great opportunity for the reinforcement of our school values, our culture of high expectations and the strength of our community.

Financial performance

We are a financially responsible school with the School Council Finance Sub-Committee overseeing the school's commitment to good financial practices in accordance with DE policy. Throughout 2023, the school maintained a sound financial position, guided by the School Strategic Plan and the 2023 Annual Implementation Plan, which directed fund allocation to support school programs and priorities as enrolments increased to 685 from 629 in 2022.

Parent contributions were directed towards non-funded DE resources, including the acquisition of ICT equipment such as CCTV, laptops, and classroom projectors. Maintenance of the building, gym, and oval remained a priority, with surplus funds earmarked for staffing needs, encompassing ongoing, contract, and casual relief staff requirements in 2023.

AHS continued its tradition of delivering high-quality programs, services, and facilities to meet student learning, engagement, and wellbeing needs. Supported by a comprehensive curriculum and well-resourced programs, all funds from the Department of Education and school-raised funds were diligently utilised or earmarked for future use.

Equity funding played a crucial role in supporting students with essentials like laptops, books, uniforms, and additional teacher support. All faculties within the school were fully financially supported for both curriculum and consumables used within the classroom. Further financial aid like the Tutor Learning Initiative funding and MYLNS funding were fully utilised to assist identified students. Revenue from the International Student Program and facility hire increased in 2023, though locally raised funds, including parent contributions, experienced a decrease.

Investments in facility upgrades remained a priority, there were large payments made to the VSBA for school contributions to notable projects including the construction of the new senior school building on Auburn Rd, complete refurbishment of the main building bathrooms, and the acquisition of an Instrumental Music portable. Due to the increase in student numbers, DE provided 4 new portable classrooms that were fitted out with projectors, TV's and classroom furniture paid for by the school. Additional funds were allocated to ensure the completion of these projects in 2024 and maintain the school's reputation as a modern educational institution.

Covid continued to affect staff absences, contributing to higher expenditure on casual relief teachers which was also exacerbated by broader workforce shortages.

In summary, Auburn High School's financial performance in 2023 reflects its unwavering commitment to providing an enriched educational environment while maintaining prudent financial management practices.

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 733 students were enrolled at this school in 2023, 259 female and 470 male.

25 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).

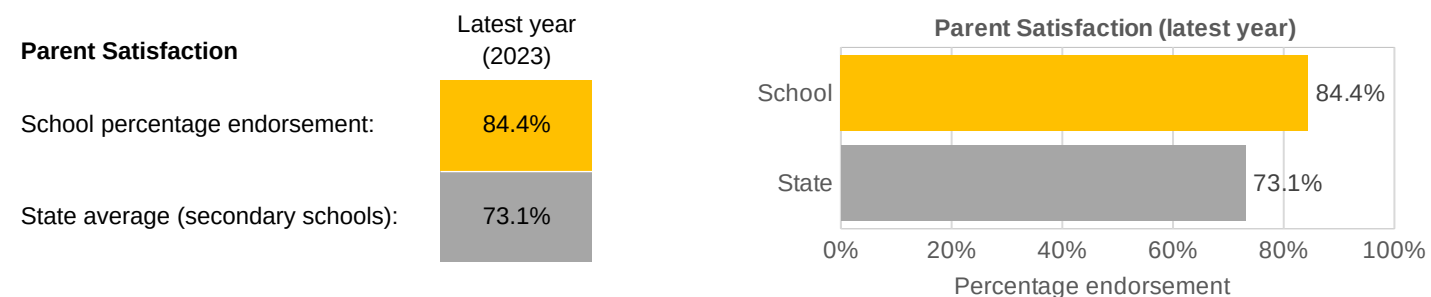
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

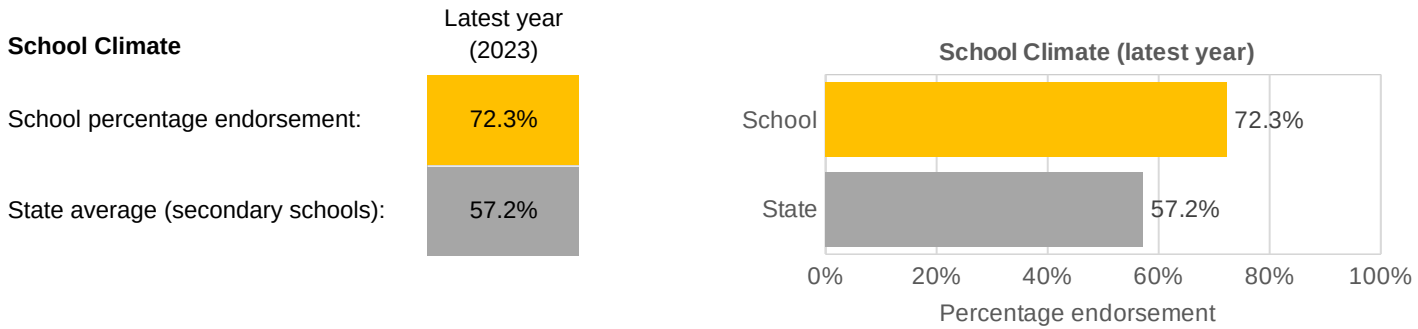


School Staff Survey

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.

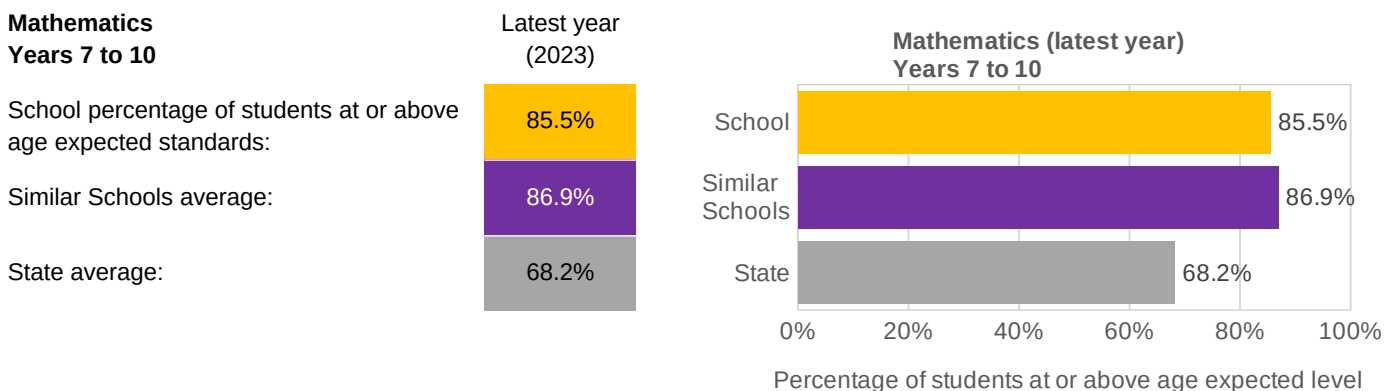
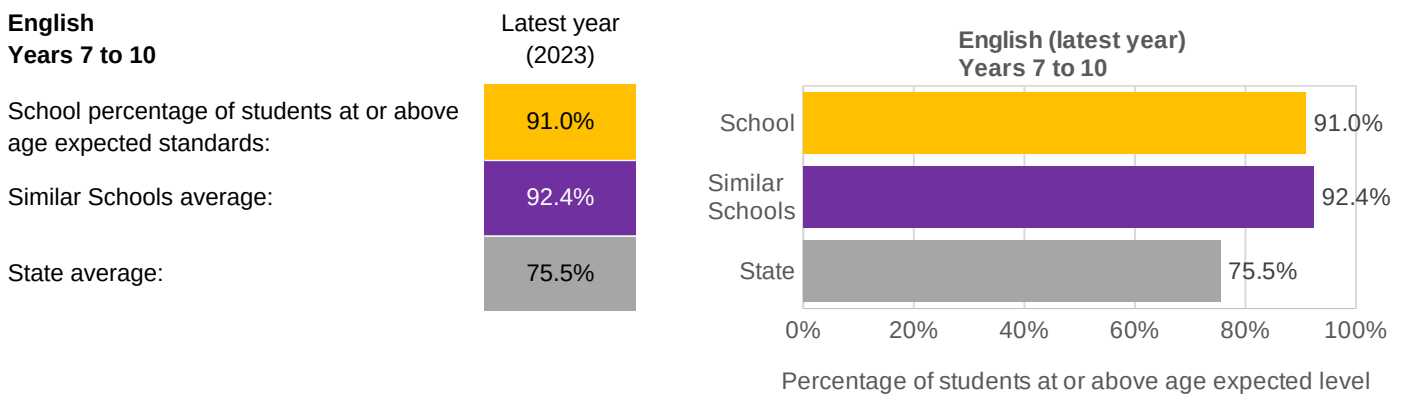


LEARNING

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.



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:

88.7%

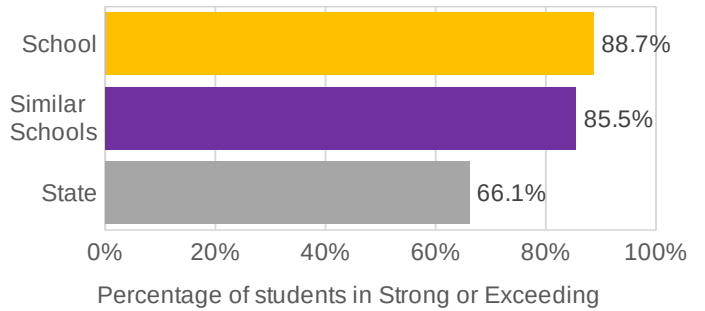
Similar Schools average:

85.5%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.2%

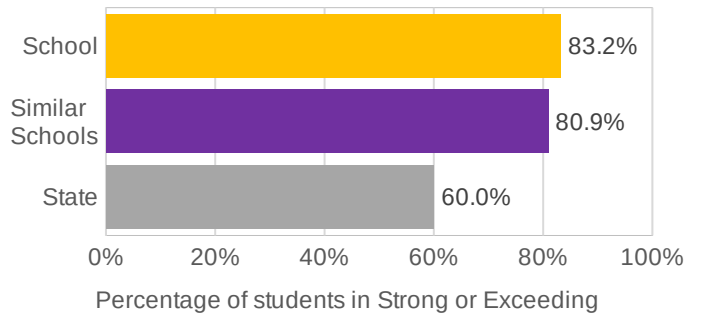
Similar Schools average:

80.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.9%

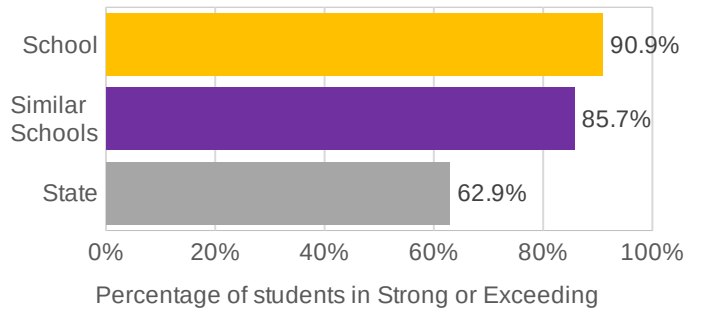
Similar Schools average:

85.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.6%

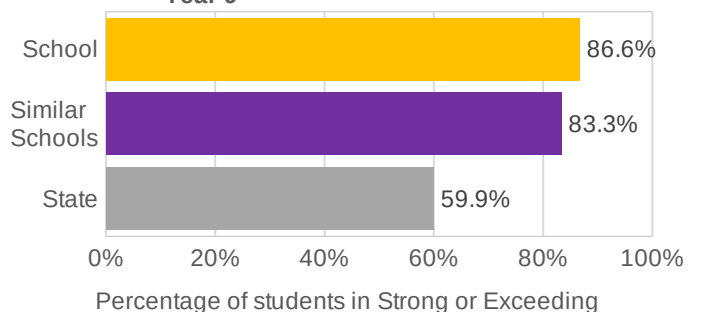
Similar Schools average:

83.3%

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:

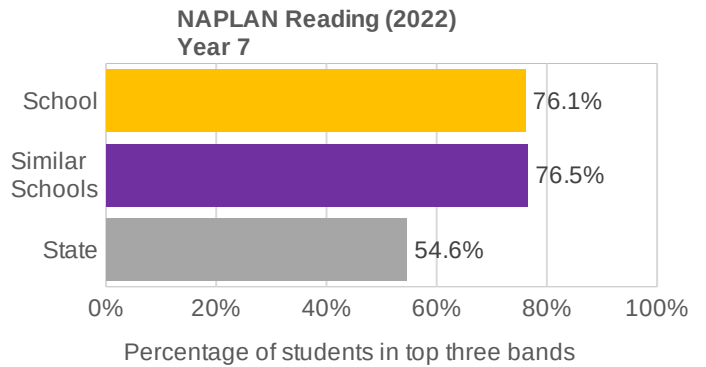
76.1%

Similar Schools average:

76.5%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

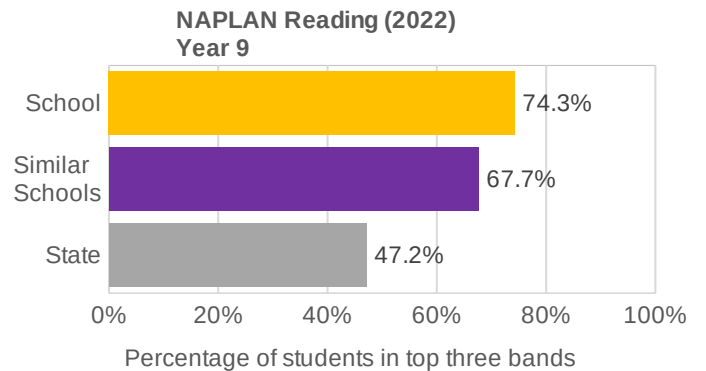
74.3%

Similar Schools average:

67.7%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

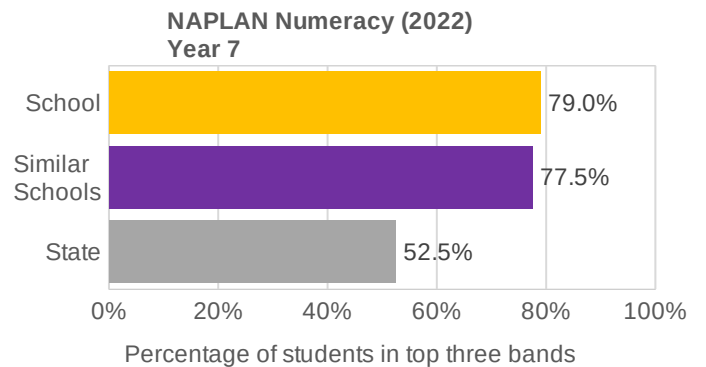
79.0%

Similar Schools average:

77.5%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

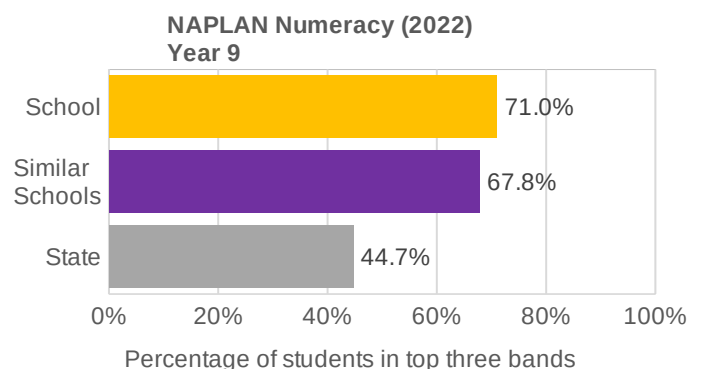
71.0%

Similar Schools average:

67.8%

State average:

44.7%



LEARNING (continued)

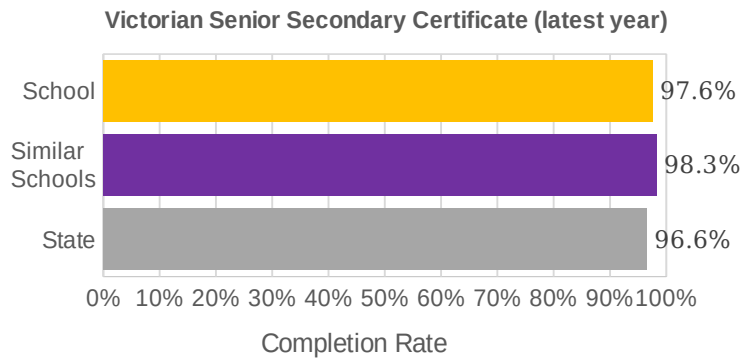
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	97.6%	98.1%
Similar Schools completion rate:	98.3%	98.5%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:

31.0

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

NDA

Percentage VET units of competence satisfactorily completed in 2023:

100%

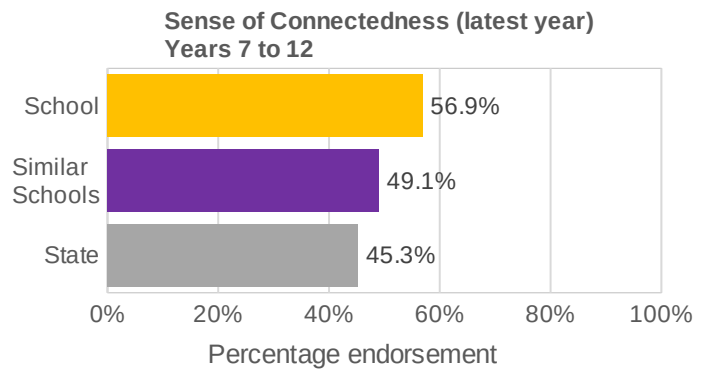
WELLBEING

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).

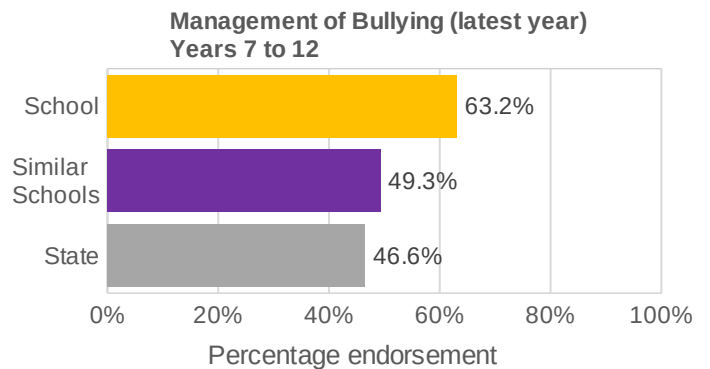
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	56.9%	57.8%
Similar Schools average:	49.1%	53.0%
State average:	45.3%	49.9%



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:	63.2%	62.4%
Similar Schools average:	49.3%	53.3%
State average:	46.6%	51.0%



ENGAGEMENT

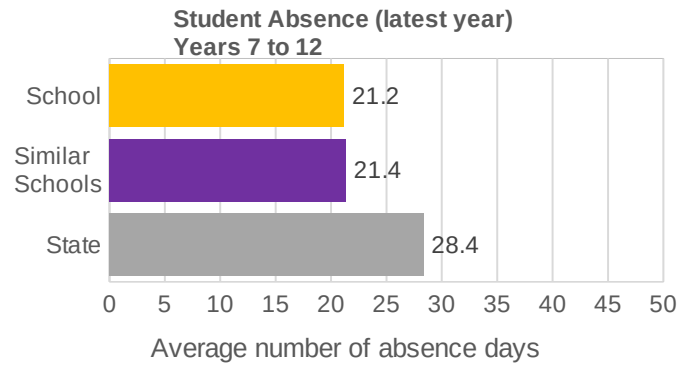
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.2	14.8
Similar Schools average:	21.4	17.4
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.

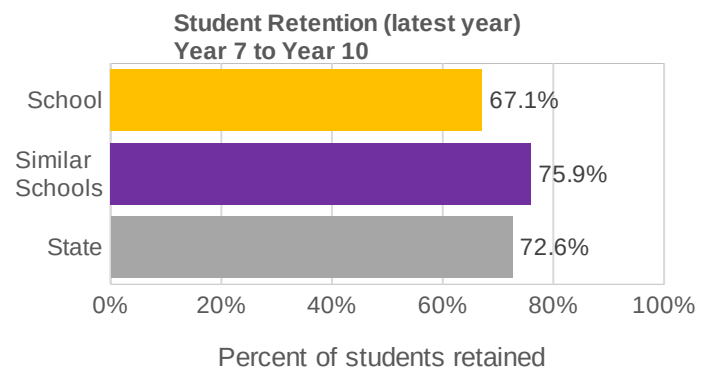
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	87%	88%	91%	91%	91%

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:	67.1%	66.7%
Similar Schools average:	75.9%	77.7%
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.

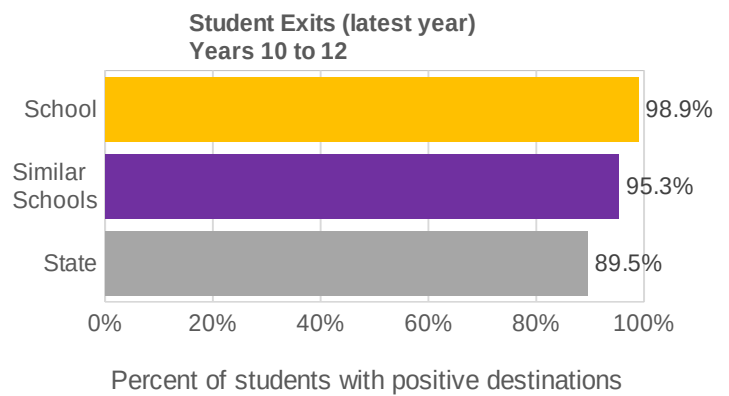
Students exiting to further studies or full-time employment

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:	98.9%	96.9%
Similar Schools average:	95.3%	96.1%
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	\$7,626,589
Government Provided DET Grants	\$1,279,076
Government Grants Commonwealth	\$17,506
Government Grants State	\$7,599
Revenue Other	\$88,347
Locally Raised Funds	\$1,492,345
Capital Grants	\$16,000
Total Operating Revenue	\$10,527,461

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,363
Equity (Catch Up)	\$11,995
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary)	\$0
Equity Total	\$32,358

Expenditure	Actual
Student Resource Package ²	\$7,966,659
Adjustments	\$0
Books & Publications	\$9,796
Camps/Excursions/Activities	\$385,201
Communication Costs	\$19,160
Consumables	\$133,710
Miscellaneous Expense ³	\$1,208,043
Professional Development	\$73,120
Equipment/Maintenance/Hire	\$231,955
Property Services	\$254,394
Salaries & Allowances ⁴	\$274,842
Support Services	\$345,589
Trading & Fundraising	\$10,291
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,468
Utilities	\$124,130
Total Operating Expenditure	\$11,046,358
Net Operating Surplus/-Deficit	(\$534,897)
Asset Acquisitions	\$11,527

- (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	\$1,505,202
Official Account	\$133,012
Other Accounts	\$220,360
Total Funds Available	\$1,858,574

Financial Commitments	Actual
Operating Reserve	\$480,306
Other Recurrent Expenditure	\$20,124
Provision Accounts	\$0
Funds Received in Advance	\$69,853
School Based Programs	\$1,440
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$401,436
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$678,000
Maintenance - Buildings/Grounds < 12 months	\$611,815
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,262,974

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.