

2022 Annual Report to the School Community

School Name: Dandenong High School (8858)



- 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 29 April 2023 at 03:03 PM by Susan Ogden (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 29 April 2023 at 09:44 PM by Rhonda Garad (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

Dandenong High School, located in the Southeast of Melbourne, is a co-educational school from Years 7 to 12 with an enrolment of approximately 1544 students. The school is highly multicultural with 62 nationalities and 80 different language groups represented and 80% of students speak a language other than English at home. While the School's SFOE indicates a level of disadvantage in the community, our families are highly aspirational and committed to their child's learning, and the school's equity funding supports the provision of opportunities that enhance outcomes for our students. Dandenong High School employs 135 teaching staff and 60 non-teaching staff. The school has a distributed leadership system that focuses on strong, dynamic and adaptive leadership and fosters a culture of shared responsibility. The school's vision is to create an environment where all students can achieve success in their learning and reach their potential. We aim to provide consistent and high quality teaching practice, that is targeted to meet student needs, supports the learning, engagement and success for all students, and assists them in transitioning into their post-school pathway.

The structure of the school is designed to foster students' connectedness and engagement. We have seven identically designed Houses; each containing purposefully designed learning spaces. Each House is vertically structured with students at each year level from Year 7 through to Year 12. In Years 7-9, our collaborative model is designed to allow groups of students to learn with a team of teachers for the core subject areas. There is a focus on project-based learning and students are encouraged to be independent learners, self-motivated and curious about the world around them. Students in Years 7 and 8 also undertake a range of Arts and Design subjects over the two years in specialised learning areas outside the House. In Year 9, students can select from an extensive elective program in addition to their core learning. Dandenong High School has a rigorous and academically stimulating Accelerated and Enhanced Learning Program, providing students with an enriched and extended personalised program designed to ensure all individuals reach their full potential. Our Languages program provides opportunities for students to study Japanese and French and through the strong links we have fostered with our Japanese-sister school, can experience extensive cultural and language immersion. Significant resources have been placed into programs across the school to further improve student outcomes. Dandenong High School offers a broad range of opportunities to senior students, including VCE, VET and VCAL. Our Senior Studies program provides all students with a tailored individualised pathway, allowing for informed student choice. We are the lead school in the D.R.E.A.M Trade Training Centre in partnership with Chisholm TAFE. The state-of-the-art Trade Training Centre allows students in Years 10 – 12 to undertake school-based apprenticeships as well as a range of applied learning opportunities. The personalisation of learning across the school is intended to ensure every individual student is provided with the most appropriate pathway so as to ensure all achieve success.

In addition, our STEM program includes a core subject in Year 7 and 8, a year-long elective in Year 9, Year 10 STEM Innovators, Robotics and IT, and a variety of pathway options in the senior years including Computing Science, IT, Systems Engineering and Software Development, proving extensive pathways opportunities into university and highly-sought after careers. In 2022, the school launched the Design Engineering Academy, a select-entry program intended to provide deeply immersive and full-faceted STEM learning with clearly articulated learning pathways reflected in the Victorian Curriculum, the VCE and VET, leading to a greater array of tertiary courses and career opportunities.

Student leadership, voice and agency is highly-valued and students have the opportunity to hold a range of formal leadership positions including School and House Captains and undertake membership on both the School Council and the Student Representative Council. Our Student Leaders have responsibility for shaping the strategic direction of the school. The school also offers a range of programs and initiatives to support the development of well-rounded students including clubs, camps (Snow, Surf and Japan) and extra-curricular programs.

To ensure all our students have the essential skills and knowledge relevant to 21st Century Learning, Dandenong High School has a one-to-one student laptop program, incorporating both a school-provisioned option in addition to a Bring Your Own Device (BYOD) approach that provides all students in Years 7-12 with their own laptops. A technologically rich curriculum and innovative learning environment enables student learning to be transformed through the creation of real-life, meaningful and highly engaging learning experiences.

The school has developed a highly specialised withdrawal program, the Decoding Program, which provides targeted support to students with low-literacy skills. The Middle Years Literacy and Numeracy Strategy (MYLNS) provides identified students with one-on-one tutoring to ensure they meet the national standard in Literacy and Numeracy skills before graduating. The Tutor Learning Initiative program has resulted in high-impact individual support for identified students, all of whom demonstrated significant learning growth over the year. The provision of a weekly Homework Club, supported by tutors from Monash University, provides hundreds of students with targeted learning support.

Dandenong High School is renowned, both nationally and internationally, for its state-of-the-art facilities that provide extensive and highly dynamic learning opportunities for all within the school community. These spaces, designed to empower students through discovery, inquiry and collaboration, which are purposeful designed learning spaces in which students undertake their core learning.

Our facilities also include specialist spaces such as the Melaleuca Performing Arts and Sporting complex and the Senior Science Wing and the Senior Visual Arts and Media space. To provide a rich and deeply immersive learning environment, our interim STEM Centre contains purposeful and adaptive spaces including a specialised Engineering space, Workshop and Test Arena. The refurbished Learning Resource Centre fosters a reading culture across the school and provides an environment in which students have access to a broad array of learning resources. Stage 5 of the rebuild of Dandenong High School was completed and handed over to the school in December 2022. The new STEM Building replaces the interim STEM facilities, and now provides the students and staff with state-of-the-art learning spaces that will enhance the quality of learning outcomes for students. This part of the redesign has included industry standard Food Technology Kitchens, a large dining Cafeteria and outdoor eating terrace. The Food Technology learning spaces have been in operation since Term 2, 2022, and have allowed our students to engage in their learning in contemporary and purpose-built classrooms, mirroring the experience they will have in tertiary and industry kitchens.

Our Student Support Services Team consists of the Wellbeing Team Leader and four Wellbeing Officers, a school nurse and three Guidance Officers. This team supports staff and students and work in a liaison role within the Houses. They also deliver extensive peer mentor and Wellbeing Programs throughout the year for a range of student groups dependent on need.

In 2022, due to limited capacity at the local English Language School, Dandenong High School was requested to establish a temporary Language School onsite to assist with the education of newly arrived students, who could not be catered for by the local English Language School. The students were made up largely of, students from Afghanistan, and the leaders, teachers and ES staff worked tirelessly, to create and develop a program that achieved exceptional outcomes for these students. This involved collaboration with a range of community services. The program supported the learning of 75 students from Term 2-4, who will transition into mainstream classes in 2023. A Transition EAL program and a team of Multicultural Educational Aides support newly arrived and refugee students, who have completed a placement at a Language School

Progress towards strategic goals, student outcomes and student engagement

Learning

Dandenong High School is proud of its achievements in student learning. Our targeted approach to building practice excellence across the school is having a significant positive impact on student achievement data. Through the use of the Data Dashboard, staff understanding, access and application of student data has improved significantly over the year. This has impacted teacher practice in the classroom, with a focus on targeted intervention strategies to support students leaning needs. Student participation in NAPLAN testing was high with 95.5% completion rate. Year 7 students in the Top two bands increased for reading, writing, numeracy and spelling. Year 7 NAPLAN results in reading increased and sit above the 4 year average and similar schools. Year 7 NAPLAN results in numeracy remained in line with the 4 year average and above similar schools. Students achieving the top two bands in Year 9 Writing and Numeracy increased in 2022, each sitting in line with or above similar and network schools. Year 9 Numeracy improved compared to the 4-year average and is closer to similar schools. This improvement has been facilitated by the implementation of the Literacy Improvement Strategy. The majority of students are performing at or above expected Victorian Curriculum levels in most areas and the school continues to perform very strongly in "like school groups" and against the State average in English and Maths.

The school's VCE results remained high with 92% of our students satisfactorily completing their VCE, three of whom achieved an ATAR above 90 and 9 receiving an ATAR above 80. There was a slight increase in the school mean study score compared to the 4 year average and an increase in the mean study score in a range of subjects including Biology, Chemistry, Literature, English, Maths Methods, Philosophy and Physics. Our Dux, who received an ATAR of 93.8, demonstrated extraordinary achievements in his Year 12 studies. A number of our Year 12 students achieved significant success in various VCE Studies, receiving Study Scores above 37 in English, Health and Human Development, Further Maths, Math Methods, Chemistry, Biology, Psychology and History Revolutions. A number of students received considerable scholarships and bursaries to study at Melbourne, Monash, RMIT and Deakin Universities. There was also a continued reduction in the number of students achieving ATAR's under 50.

Of the Year 12 students who submitted preferences for tertiary education, 95% received offers with the majority excepting a place at University. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), the majority of students achieved a satisfactory completion result and 72% of our students achieved a VET qualification. Our percentage of Year 10-12 students continuing on to further studies or full-time employment remains high at 92% compared to the state average of 90.0%, the 4 year average sits at 96.7%. We are incredibly proud of our senior students.

To support ongoing improvement with our Senior results, Student Pathways Check-ins were implemented for all Year 11 and 12 students. Each senior student met with their House Leader regularly throughout the year to discuss their progress in learning, engagement, wellbeing and attendance, as well as informing the student of their post-school options. These meetings ensured that each students received targeted support and guidance and enabled House Leaders to assess the progress of their students. The

incorporation of these meetings has seen greater student connection to their learning, and an improved understanding of the post-school options.

2022 has also been a year of remarkable student success with many reaching the highest level in academic and co-curricular pursuits. The school continued to utilise the industry partnerships with Swinburne University, DREAM Trade Training Centre, Vernier Foundation to enhance opportunities to engage in STEM Learning. These opportunities allow our students to engage with industry experts, and ensure that students apply their learning to real world experiences. Our STEM students continue to achieve highly, demonstrating high-level design thinking and innovation. The school's STEM team have qualified for the Australian Hydrogen GP Championships in April 2023. The opening of the new Design Centre will further enhance the opportunities that students can receive onsite.

Partnerships with Skyline and Australian Business Community Network (ABCN) ensure that high potential students receive enhanced learning opportunities, access to mentors and development programs. Two Year 10 student was selected for the Melbourne University Kwong Lee Dow Young Scholars Program in 2022. Two students were selected and completed the School for Student Leadership program and the School Student Representative Council President received the Julian Hill MP Community Spirit and Leadership Award for 2022.

Wellbeing

Dandenong High School, a strong Student Support Services Team, consisting of the Wellbeing Leader, four Wellbeing Officers, Mental Health Practitioner, a school nurse and a speech Pathologist, supports our students and staff. We have a Doctor-in School who is available for medical consultations with students and their families. The incorporation of an additional service, the Lawyers in School program, has provided students with necessary legal advice and advocacy. The Student Support Services Team provides a range of extensive support across the school through the provision of proactive Wellbeing Programs, including Girls on the Go, Supportive Friends, Martial Arts Therapy (MAT), the Anti-Bullying program and No Gaps. Furthermore, the Student Support Services Team are pivotal in embedding local, state and Federal Government initiatives within the school such as Respectful Relationships, Healthy Together, and partnerships with the City of Greater Dandenong. The school also runs a Safe Space to build awareness and promote inclusion of gender diversity.

The role of the Student Support Services Team includes one-to-one clinical counselling and House Liaison support, which informs the referral system of students across the school and ensures any student requiring wellbeing assistance is identified and properly supported. A further unique element of Wellbeing at Dandenong High School is the whole school wellbeing responsibility allocated to each member of the team and includes International Students, Transition (Grade 6 students into Year 7 and refugee students across the school), Wellbeing Programs and Programs in the Curriculum. The school provides a Breakfast Club three mornings per week to ensure the nutritional and wellbeing needs of our students are met. Following review of the school's engagement and support structures, greater focus was placed on the strategic and documented approach to interventions for students with Complex needs. This allowed for improved implementation, understanding and communication of the supports that were available to support students who require interventions to support their learning, engagement, wellbeing and attendance.

The Learning Excellence program is for students in Years 10, 11 and 12 and is designed to give students the necessary skills to develop independence in their learning, provide targeted study support and the provision of critical study skills. The program is tailored to all senior students and consists of four inter-connected elements; Supported Study Tutorial, Learning Tutor, Careers Education and Study Skills. The intention is that students will complete homework, prepare more effectively for classwork, study for assessments and come to each lesson with questions and identified areas of need. Time in class with the teacher is more purposeful and students take greater responsibility for their own learning. The school has extensive community and industry links and is involved in many programs that assist student transition from school to work or further education and training.

The school also has strong partnerships with Monash, RMIT, Federation and Deakin Universities which are all focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and be involved in Work Inspiration experiences that provide mentoring programs supported by large and significant corporations including the National Australia Bank, Price Waterhouse Coopers and KPMG. Our close partnerships with the Australian Business Community Network (ABCN) and The Skyline Foundation provide our students with scholarships and bursaries during their time at our school and throughout university.

Engagement

The House structure at Dandenong High School is one of our greatest enablers in creating strong connection and engagement to school. Every student is recognised for their unique contribution; is known both as a person and learner; and whatever the learning or wellbeing needs may be, they are fully supported by the school, in partnership with their family. Student attendance declined in 2022 with the ongoing pandemic illness of students, coupled with the ability of families to travel overseas to visit family connections.

After several years of exceeding the state and similar school average, 2022 results were in line with these averages. The 4 year average also exceeds the state and similar school average. The school will refocus the attendance strategy that has been so successful in improving student attendance over the 4 year prior. There was a slight increase in the students with 100% attendance. To support the connection and communication of student progress with our families, the school continued to implemented a “blended” Parent/Teacher information session with families able to book appointments by phone or onsite, at three different times throughout the day. Some families chose more than one option, and the new format was extremely successful. Whole school social and emotional learning strategies were identified to target the development of collaborative skills and competencies for our students. These strategies were developed and refined through the Professional Learning Teams, with key strategies and successes showcased in Staff Learning sessions.

Following several years of pandemic interruptions to the learning experience of Student Leadership, the Year 11 and 12 programs were reactivated. The Year 11 program incorporated a yearlong leadership development sessions that enhance students understanding of self, teamwork and leadership. The program is a key mechanism for preparing students for Year 12 Leadership. The Year 12 program incorporated a range of leadership coaches to develop goals for students to implement throughout their term in office. Student leadership played a significant role on School Council, in ensuring that student voice and the student experience is incorporated into the decision making of the school.

The school established a partnership with Melbourne Victory Football Club, to provide opportunities for talented students to pursue their passion for soccer, while also taking part in a learning program, supporting life skills.

Other highlights from the school year

In 2022, the school was able to reactivate a number of significant whole school events, which are integral to the development of community and allow for inter-house competition and spirit. The school was able to hold a live in-person performance of the School Production, *The Hound of the Baskervilles*, for the first time since 2019. The production provides our artistic and creative students with the opportunity to showcase their skills and talents, while working collaboratively with other students and staff. The two performance were well attended by the community and demonstrated the outstanding talents of our students. The school held swimming and athletics sports, with a number of students progressing to compete at Regional and State level. Student sporting successes were also achieved in Soccer, Volleyball and Cricket. The Leadership Badges Assembly, ANZAC Day Assembly and Year 12 Final Assembly are all significant events in our school calendar and allow our community recognise each of these important occasions. The Students Leaders developed and implemented a Cultural Celebration to recognise and celebrate the significant diversity within the school, with a range of events and performances in Term 3.

Financial performance

In 2022, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching, ES and leadership capacity. Equity funding was also allocated to provide targeted professional learning to teachers to improve the consistency of high-quality teaching practice and a professional learning program for school leaders was delivered, which included an individual coaching and mentoring program to ensure leadership excellence. Staff were supported through targeted professional learning and utilised experts in order to engage students with online learning. Funding was utilised to provide targeted support and additional staffing to Transition EAL classes, EAL class, Accelerated and Enhanced Learning Program and the VCAL program. The schools PLT structure provided an opportunity for leaders, teachers and ES staff to identify new ways of working and connecting with each other and students. This was coupled with a focus on Social Emotional Learning strategies to support students and staff with reconnecting after remote learning periods. Funding was provided to a range of curriculum areas to ensure staff and students had access to learning materials that enhanced learning outcomes. This included updating the library collection to ensure a contemporary selection of books; technology resources to support the development of the STEM program to provide students with practical applications of learning; and the development of Student Learning Experiences. The Learning Excellence Program required the restructuring of the timetable to provide each Year 10, 11 and 12 student with classes that focus on; Study Skills: developing the skills required to study effectively and how to utilise these skills at home and in the classroom; Careers Education: the opportunity investigate and gain an understanding of pathway options available to students post-school; Learning Tutor: gain an understanding of who they are as a learner and person and how to utilise skills to be successful in life; Supported Study Tutorial: Independent and collaborative study that is supported by classroom teachers. The LEP incorporated the use of an external provider (Elevate) for the provision of the Study Skills. Further access to academic enhancement for High-Achieving students was provided through the Skyline Foundation that enabled these students to gain access to weekly tutoring, and SAC, Exam and GAT preparation sessions.

The structure and investment in the House model, providing additional time and resources to connect with parents through remote learning was pivotal in maintaining high levels of attendance, engagement and connection with school and classes. The school has utilised MYLNS funding to support students working below National Minimum Standard in NAPLAN results. Students are engaging in targeted small group and individual sessions throughout the year to address learning gaps. To support the work of these Intervention Initiatives the school reorganised its responsibilities for leadership, to assign an Assistant Principal and Leading Teacher to oversee this work, as well as engage the services of Literacy Experts to develop the leadership and teaching capability of staff to meet the individual needs of our students. The school has engaged a Marketing Agency to support the communication with our families and the work of the Transition Team. This is important work to support our engagement with our families and the wider community. The funding of student leadership and student agency opportunities enabled students to be active participants in the development of a positive learning culture and strengthened the influence of student voice. This opportunity provided students with the ability to perform the production and was an important initiative that supported students in pursuing their passion for performing arts. Funding was provided to further target support for students through the addition of staff to the Wellbeing and Careers teams, as well as employing increased learning support to maximise intervention programs across the school.

The school established a partnership with Melbourne Victory Football Club, to provide opportunities for talented students to pursue their passion for soccer, while also taking part in a learning program, supporting life skills. The program has resulted in improved soccer skills and tactics for students, while also improving attendance and engagement of the students involved in the program. In 2022, students from Year 8 & 9 were selected for the program, in 2023, this will be expanded to Year 7 students.

An Enrolment Officer has been appointed to support with targeted attendance strategies to ensure high-level attendance is maintained across each year level. The Enrolment Officer oversees the welcoming of new families to the school, supports the induction of newly enrolled students and the transition process to ensure a successful start to their schooling. Additional staffing has been provided to the Finance Team to strategically plan, monitor and evaluate the spending of Equity Funding on targeted initiatives in line with the school's AIP. The Finance Team meets regularly with the Domain Leaders to plan for and track the ongoing spending of finances and to ensure they are impacting on student learning outcomes.

For more detailed information regarding our school please visit our website at
<http://www.dandenong-hs.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1479 students were enrolled at this school in 2022, 723 female and 756 male.

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

Overall Socio-Economic Profile

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

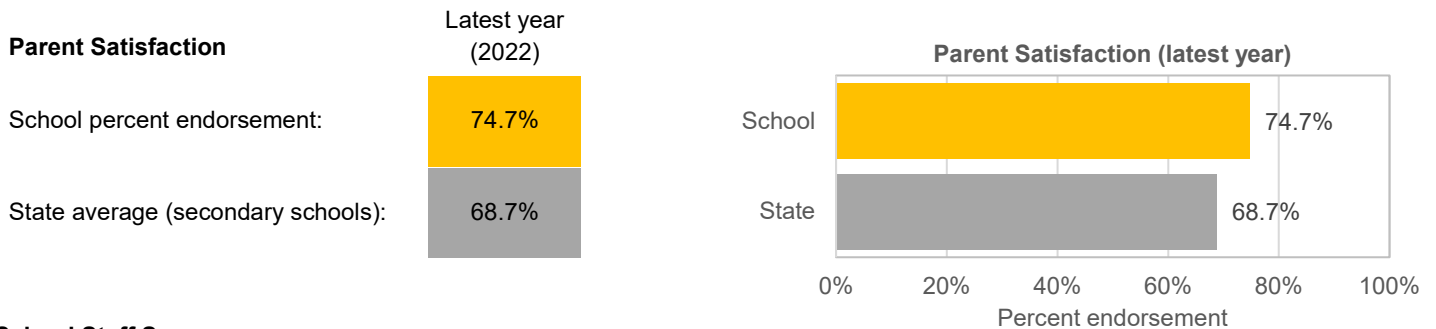
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

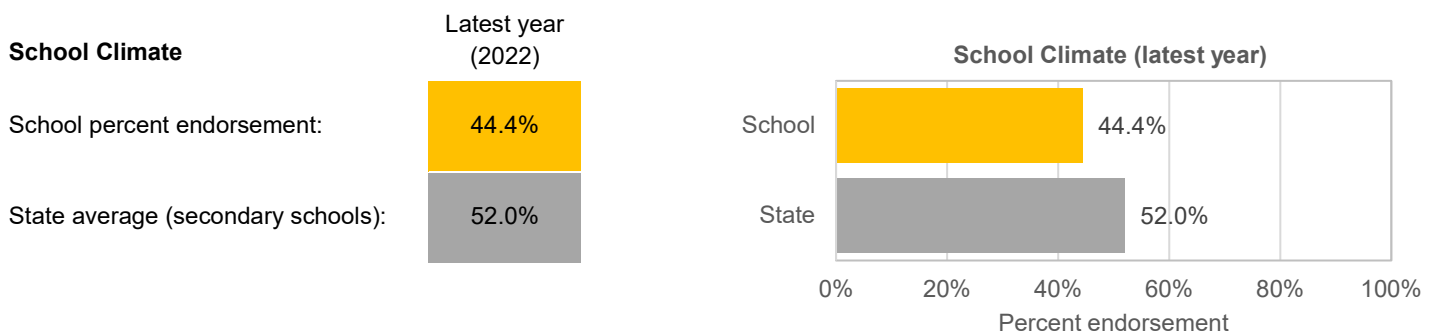


School Staff Survey

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:

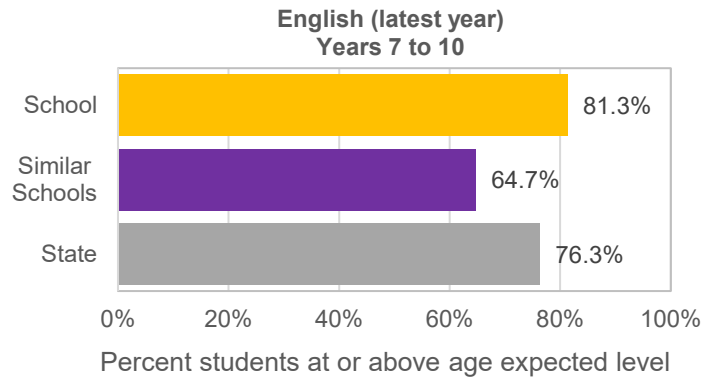
81.3%

Similar Schools average:

64.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

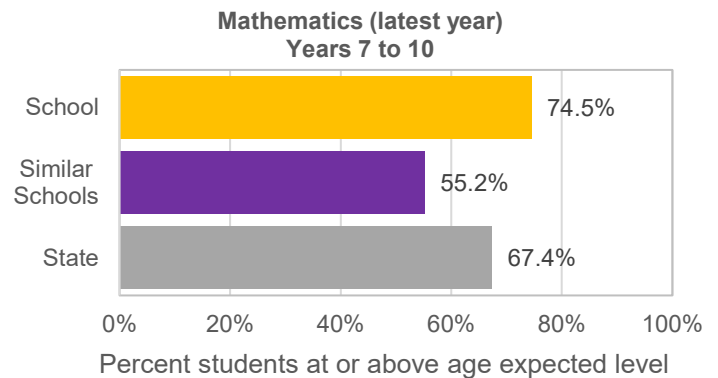
74.5%

Similar Schools average:

55.2%

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.

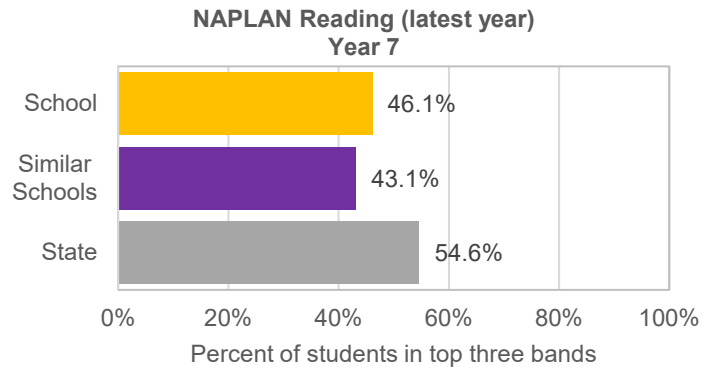
NAPLAN

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.

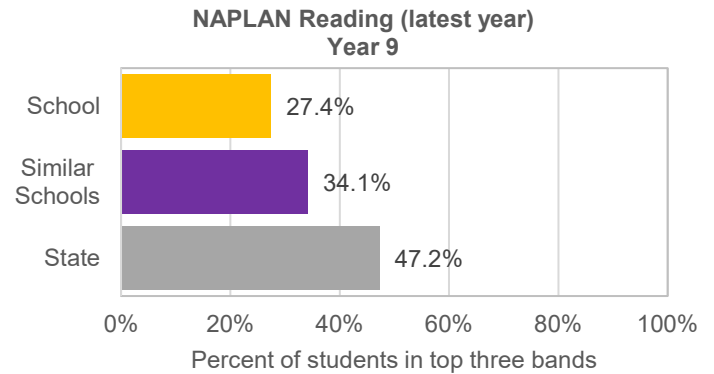
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.1%	44.4%
Similar Schools average:	43.1%	42.9%
State average:	54.6%	55.3%



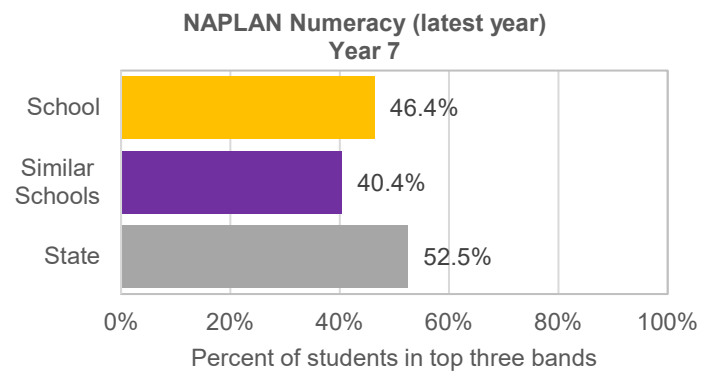
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.4%	29.5%
Similar Schools average:	34.1%	33.1%
State average:	47.2%	46.0%



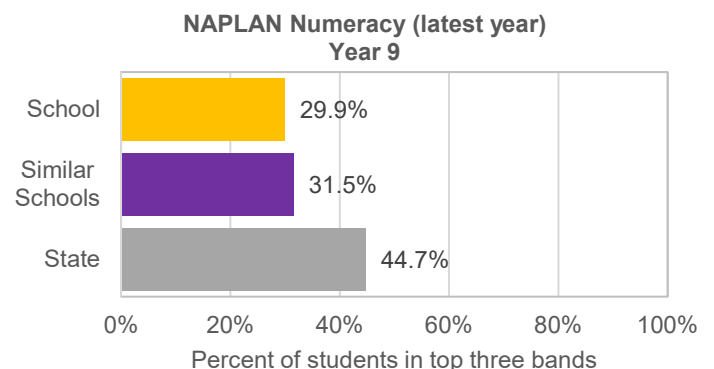
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.4%	46.5%
Similar Schools average:	40.4%	42.3%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.9%	28.9%
Similar Schools average:	31.5%	31.6%
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.*

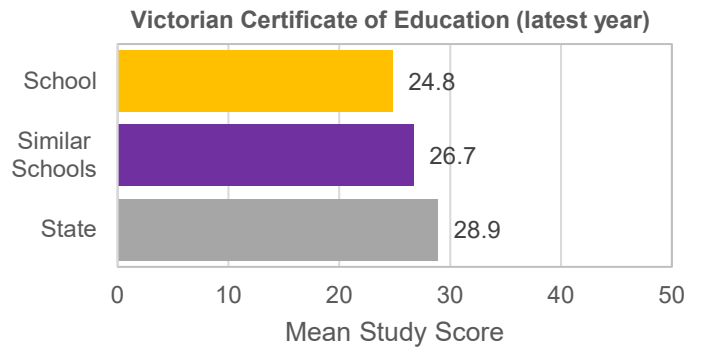
Victorian Certificate of Education (VCE)

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	24.8	24.6
Similar Schools average:	26.7	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

92%

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

37%

VET units of competence satisfactorily completed in 2022:

72%

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

82%

WELLBEING

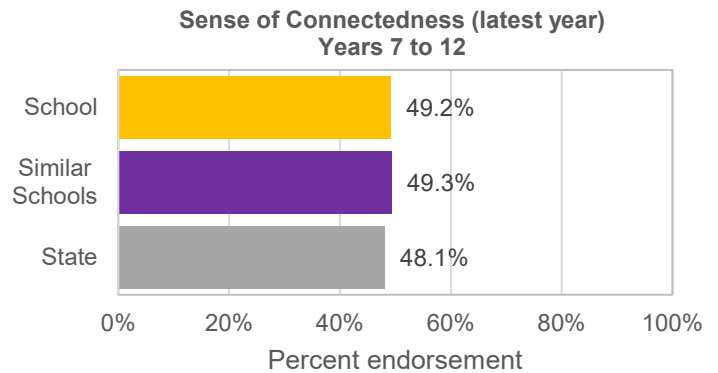
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	49.2%	51.9%
Similar Schools average:	49.3%	54.0%
State average:	48.1%	52.5%

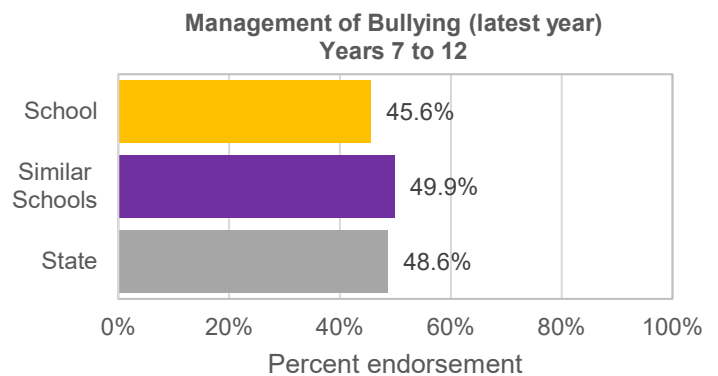


Student Attitudes to School – Management of Bullying

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:	45.6%	50.1%
Similar Schools average:	49.9%	54.9%
State average:	48.6%	54.0%



ENGAGEMENT

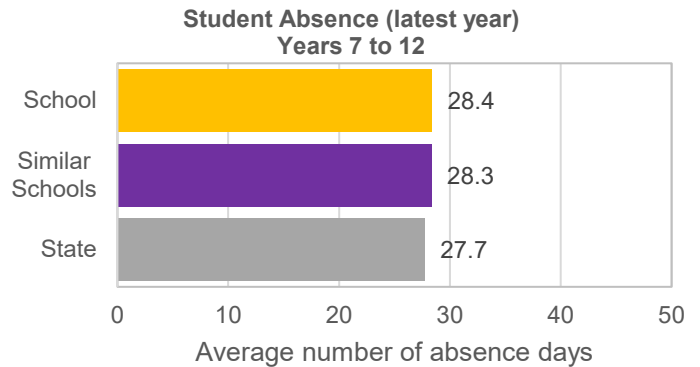
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	28.4	20.0
Similar Schools average:	28.3	22.8
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.

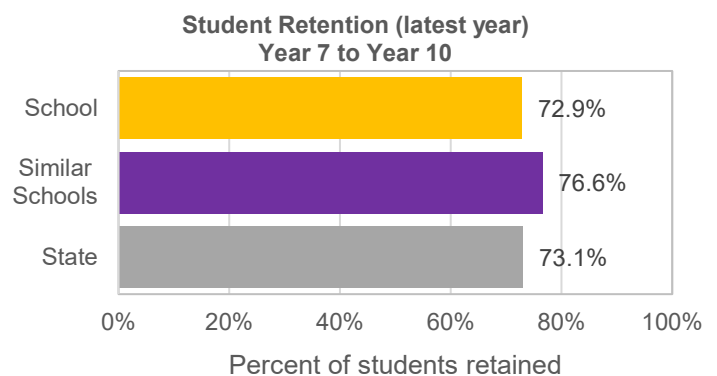
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	86%	84%	85%	85%	85%

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:	72.9%	68.5%
Similar Schools average:	76.6%	74.5%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

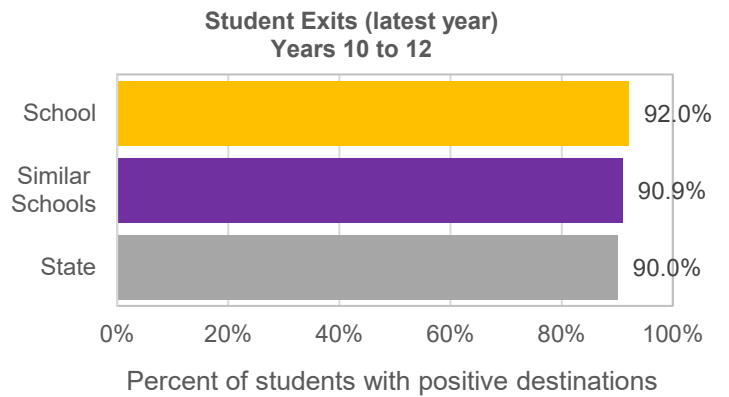
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	92.0%	96.7%
Similar Schools average:	90.9%	90.7%
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	\$20,299,979
Government Provided DET Grants	\$4,264,317
Government Grants Commonwealth	\$15,444
Government Grants State	\$22,132
Revenue Other	\$253,908
Locally Raised Funds	\$369,762
Capital Grants	\$0
Total Operating Revenue	\$25,225,541

Equity ¹	Actual
Equity (Social Disadvantage)	\$4,385,246
Equity (Catch Up)	\$149,253
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$4,534,499

Expenditure	Actual
Student Resource Package ²	\$20,854,572
Adjustments	\$0
Books & Publications	\$21,190
Camps/Excursions/Activities	\$468,633
Communication Costs	\$38,851
Consumables	\$485,849
Miscellaneous Expense ³	\$153,747
Professional Development	\$166,304
Equipment/Maintenance/Hire	\$483,019
Property Services	\$442,028
Salaries & Allowances ⁴	\$808,589
Support Services	\$1,219,310
Trading & Fundraising	\$104,202
Motor Vehicle Expenses	\$12,674
Travel & Subsistence	\$1,473
Utilities	\$258,707
Total Operating Expenditure	\$25,519,150
Net Operating Surplus/-Deficit	(\$293,609)
Asset Acquisitions	\$424,832

- (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	\$4,508,087
Official Account	\$115,232
Other Accounts	\$0
Total Funds Available	\$4,623,319

Financial Commitments	Actual
Operating Reserve	\$725,461
Other Recurrent Expenditure	\$2,960
Provision Accounts	\$0
Funds Received in Advance	\$396,897
School Based Programs	\$98,460
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,584,414
Asset/Equipment Replacement < 12 months	\$212,885
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,271,078

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.