

# 2023 Annual Report to the School Community

School Name: East Doncaster Secondary College (7773)



- 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 16 April 2024 at 01:13 PM by Karen Boyle (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 18 April 2024 at 04:04 PM by Cyrus Tengra (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- 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').

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## 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

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## School context

East Doncaster Secondary College is a large, co-educational school situated in Melbourne's inner east. There is a strong focus on high academic achievement underpinned by a pursuit of excellence in teaching and learning. Student connectedness and wellbeing sits alongside the teaching and learning program and strong relationships are at the heart of our approach to education. Students are supported by a vast array of opportunities that support their learning; including a broad range of inclusive co-curricular programs. Educational experiences for students at East Doncaster Secondary College are enriched by the diversity of our College community. We are proudly multicultural across more than 40 nationalities, with an international student program involving 84 students in 2023. In 2023, 1790 students were enrolled at East Doncaster Secondary College, supported by a dedicated staff comprising 176.08 equivalent full-time positions, including 4 members of the Principal class, 146 educators, and 48 support personnel. We endeavour for students to experience growth not only academically but also in their personal, social, and emotional development. These aspirations are underpinned by our core values of curiosity, excellence, fairness, respect, resilience, teamwork, care and compassion. We hold high expectations for our students, encouraging mutual support as they strive for academic success and personal growth. Our primary objective is to develop passionate lifelong learners who are creative and critical thinkers with the confidence and resilience to thrive in the global community.

In 2023, the school continued to provide targeted literacy and numeracy support for students whose learning progress may have been impacted by the disruptions of the pandemic. We continued to effectively embed the successful structures and supports in place via the Tutor Learning Initiative. Identified students were also supported via MYLNS (Middle Years Literacy and Numeracy Support) and College literacy and numeracy support programs.

Excellent learning outcomes are evident in student achievement data across numerous data sets in 2023; all of which underscore our dedication to actively striving to improve learning outcomes for all students.

The College is committed to offering various alternative pathways to accommodate individual needs, including access to external vocational education and training (VET) programs, alongside vocational pathway options such as VCE Vocational Major which was successfully implemented in 2023. Additionally, as a host of the North East Melbourne Cluster of the VCE Headstart program, we aim to provide students with a comprehensive educational experience.

Our commitment to student enrichment extends beyond the classroom, with a focus on fostering interests and passions. Notably, our sports teams continue to achieve success at both state and national levels, while our music program thrives within the performing arts sphere, with participation increasing in 2023. Furthermore, there has been a significant expansion in the diversity and participation of student clubs, providing ample opportunities for leadership development and student voice and empowerment. Our College remains dedicated to nurturing student potential, promoting active engagement in decision-making processes, and cultivating responsible global citizens who contribute positively to their communities.

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

### Learning

East Doncaster Secondary College maintained its strong tradition of academic excellence in 2023. Our College consistently performed well above the state medians in all areas of student learning, including literacy, numeracy, and a wide range of VCE Studies.

Our VCE results continued to place us among the top performing Government schools in 2023. Our students achieved a mean VCE study score of 33.4 and 15.8% of study scores at or above 40. Three students received a perfect score of 50 in the subject areas of English and Chemistry. Two students achieved an ATAR of 99.85 placing them as joint dux of our College. 54% of students achieved an ATAR above 80. 30% of students received an ATAR above 90. These outstanding results reflect the strong focus on excellence in teaching and learning and a commitment to continually improving student learning outcomes. This was further reinforced with a 99.2% satisfactory completion rate for our VCE students.

Our NAPLAN data indicates our students are strong performers in both Literacy and Numeracy. The percentage of Year 7-9 students who were identified as strong or exceeding in all areas of NAPLAN were well above state average and above similar schools. Our College NAPLAN Trend data reflects that we consistently have large numbers of students performing in the highest nodes of NAPLAN testing and the school continues to ensure that we meet students at their point of need. Our College will remain steadfast in its focus upon lifting a higher percentage of students into the 'high gain' categories in Reading, Writing and Numeracy as a key component of our whole-school Literacy and Numeracy Strategy.

With over 79% of our students having language backgrounds other than English, a strong focus continues to be on literacy improvement. The College continues to identify all students who are performing above and below expected levels. This data is communicated to all teachers so that when working collaboratively on curriculum, specific teaching strategies are explored that will most effectively meet the diverse learning needs of all students.

Our commitment to inclusivity extends to our cohort of PSD students, who receive comprehensive support and guidance, enabling them to make significant strides towards their personal learning goals. For students facing learning challenges, targeted interventions such as the Literacy and Numeracy Support program, the Tutor Learning Initiative, and the MYLNS program (Middle Years Literacy and Numeracy Support) are readily available. Similarly, our high-ability students benefit from extension opportunities such as the Victorian High-Ability Program (VHAP), the ALPHA program, and various enrichment activities aimed at fostering continued growth and development.

As we continue to analyse all available student outcome data, East Doncaster Secondary College remains unwavering in its commitment to identify avenues for further improvement in student learning outcomes whilst being guided by the key improvement strategies articulated in our School Strategic Plan.

## Wellbeing

East Doncaster Secondary College continues to recognise the inextricable relationship between student learning and wellbeing. We are committed to providing a safe, supportive, and inclusive learning environment for both students and staff.

Our College Values underpin everything we do. We continue to address strategies to enable students to take greater responsibility in the classroom, becoming involved in how curriculum is delivered. Student voice is valued and shapes the daily experience of students at the College.

Our comprehensive approach to wellbeing encompasses individual support, counselling, and targeted programs. Whole-school initiatives at the College include: Middle and Senior Pathways support, the Year 7 Orientation program, College Values assemblies, Awards, Elevate Education seminars, and themed year-level wellbeing foci. The College engages external facilitators and builds connections with the community to meet the identified wellbeing needs of students.

Located in the heart of the College, the Wellbeing Centre embodies our belief in the importance of individual and collective wellbeing. The Student Wellbeing Team collaborates closely with Sub-Schools to facilitate multi-tiered support for all students. Data from the Annual Attitudes to School Survey demonstrates a higher level of student connectedness to school compared to similar institutions and the state average. This reflects the positive learning environment cultivated at the College. Additionally, the 2023 survey data indicates a positive stance on managing bullying, surpassing the state benchmark.

In our efforts to enhance student engagement and connectedness, as well as maintain strong relationships, we use data from the Student Attitude to School Survey. This data guides our work in managing student relationship issues effectively. In 2023, we provided professional development for teachers which emphasised strategies to foster improved student connection, build relationships, and enhance their understanding of College processes related to these areas. This focus will continue into 2024 as we explore the School Wide Positive Behaviours (SWPB) program.

2023 was the fourth year of our Positive Futures program. This program takes a multi-dimensional and integrated approach to address the social and emotional needs of our students.

As a College, we remain committed to developing and expanding our wellbeing resources to support our school community.

## Engagement

The College is committed to developing independent, confident, resilient students who are engaged by and enjoy school. College programs continue to foster student engagement, connectedness to peers and their school and a connection with the local and global community.

Attendance is a key indicator of students' engagement with the school and with their learning. It is therefore pleasing to see that our attendance rates are well above Victorian Government Secondary School averages. Average attendance rates during 2023 for Year Levels 7-12 sits at 91.2%. This is an increase from previous years.

Our Student Sub-School and Wellbeing Teams continue to work closely with our community to implement strategies aimed at improving attendance. The average annual student absenteeism of 17.6 days, remains well below similar school average of 20.8 days and significantly below the state average of 28.4. Staff regularly analyse attendance data and identify students who are away for more than three days. Attendance improvement and absent learning plans are created in an effort to maintain continuity of the teaching and learning program.

Student retention rates for Years 7-12 continue to be significantly above the State average benchmarks. This continued positive trend of student retention, particularly in the senior school, is partly related to students having greater access to vocational pathways via VET and VCE Vocational Major programs. A rigorous approach to course counselling that incorporates parent and student

involvement continues to ensure subject choices meet student needs and aspirations, resulting in a greater number of senior students (Years 10-12) remaining at the College. Fewer than 1.5% of our senior students do not remain at the College until the end of Year 12, compared to the state average of more than 10%.

Our College continues to ensure that all Year 10-12 students who leave the school, transition to high quality educational pathways or employment. Students are supported with a comprehensive careers education program from Year 9, including course counselling, VCE Information Evenings and Work Experience opportunities. Year 12 students are expertly supported through regular and ongoing careers counselling, tertiary education tours and pathways planning. Student data continues to reflect a strong emphasis on academic excellence and aspiration. Our students are well prepared for tertiary or higher education studies. More than 99% of our senior school students progress directly to TAFE or university studies. From our 2023 VCE cohort, 100% of our graduating Year 12 students transitioned to tertiary studies at Universities or TAFE.

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## Other highlights from the school year

Throughout 2023, our College was a hub of vibrant activity and achievement, marked by a vast array of memorable events and programs. Students in all year levels were exposed to enriching experiences outside the classroom that assisted in building their confidence and resilience; fostering skills that will benefit them throughout their lives. Our students thrived in camp experiences in Years 7, 8 and 11. City Experience for Year 9 students and Work Experience for our Year 10s also added to the richness of the College program. The adventurous spirit of our students was nurtured through Outdoor Education experiences for students in Years 10 to 12 and via Year 9 students being selected to take part in the ALPINE School, fostering leadership and resilience in outdoor settings.

A highlight of 2023 was the Premier's Reading Challenge which was embraced by staff and students alike. Friendly competition and the love of reading was unifying for the College community and was enthusiastically celebrated. Our Performing Arts Centre continued to come alive with mesmerising instrumental performances and the annual talent show "Attitudes- The Show Must Go On" where students demonstrated an array of talents including dance, magic, vocal performance, and comedy acts. With the introduction of a new Performing Arts course at Year 9, we also celebrated the many facets of the performing arts through student led productions. In semester 1 we were treated to 'Mermaid, Murder, Mayhem' and in Semester 2 we were entertained by 'Wolf, Wonder, Whimsy'. Our annual Art Week event once again showcased the boundless creativity of our students.

The commitment of our students and staff to interschool sport was once again strong, with many outstanding achievements in 2023 to celebrate. Our students excelled in the pool with individual students and our relay team being awarded state swimming titles. Outstanding success was also achieved by our Year 7 Boys Hockey team, Year 7 Boys Badminton team and the Senior Girls Badminton team who all became State Champions.

As the academic year progressed, our senior students celebrated milestones with elegance at the Year 11 and 12 formals, while our thriving Student Leadership Program continued to empower students to make meaningful contributions to our College community. The culmination of our efforts was marked by the prestigious Presentation Evening, where achievements were celebrated and excellence was honoured. Moreover, our unwavering commitment to inclusivity was demonstrated through engaging initiatives such as Respectful Relationships Week, Harmony Day, Multicultural Week, and IDAHOBIT.

Once more, these standout moments of 2023 serve to highlight our dynamic College community where every student is encouraged to explore their passions and interests and celebrate the talents of their peers.

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## Financial performance

East Doncaster Secondary College aims to enhance the academic, social and emotional wellbeing of all students via carefully managed resource allocation. Investment in targeted professional learning for staff as well as leadership development is prioritised; both of which align closely with key College priorities and targets. Equity funding is targeted towards programs and additional resources that are tailored to support vulnerable student groups and those requiring additional assistance.

In its budgeting procedures, the College places paramount importance on enhancing the teaching and learning program and its effective implementation, improving learning environments, and fostering stronger connections with families in the community. In 2023, the International Student Program continued to contribute positively to the College's financial performance. Enrolments have once again increased and we expect to maintain a stability in the program in 2024 and beyond.

East Doncaster Secondary College maintains a solid financial footing as we strategically plan for further enhancements to the educational experience and physical facilities in a considered and responsible manner.

For more detailed information regarding our school please visit our website at  
<https://eastdonsc.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 1790 students were enrolled at this school in 2023, 802 female and 988 male.

52 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).

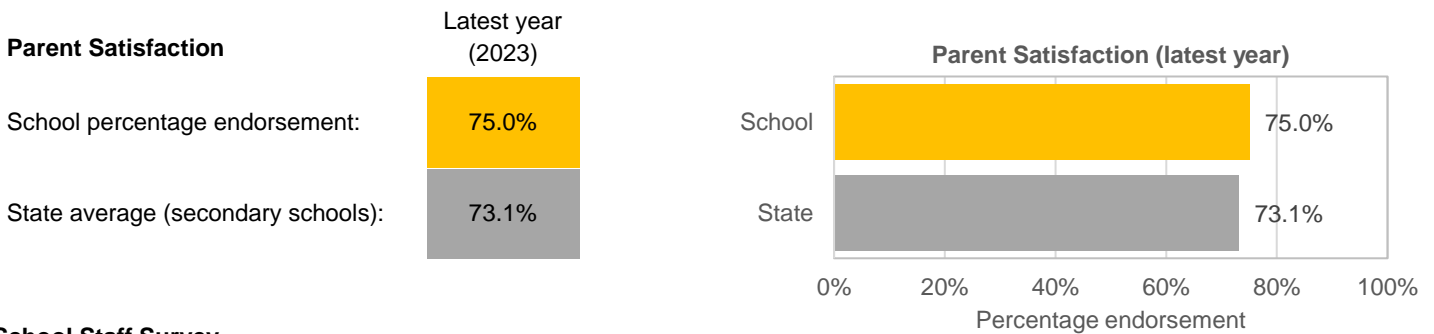
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

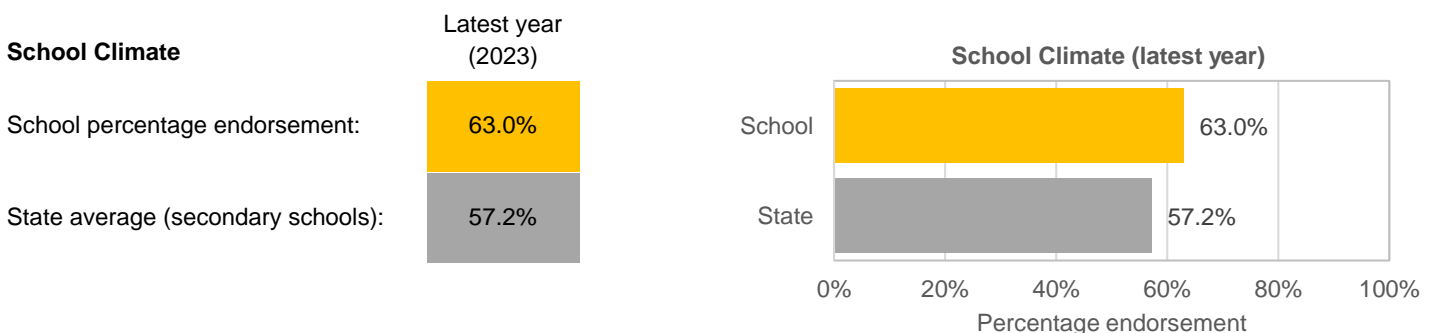


### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

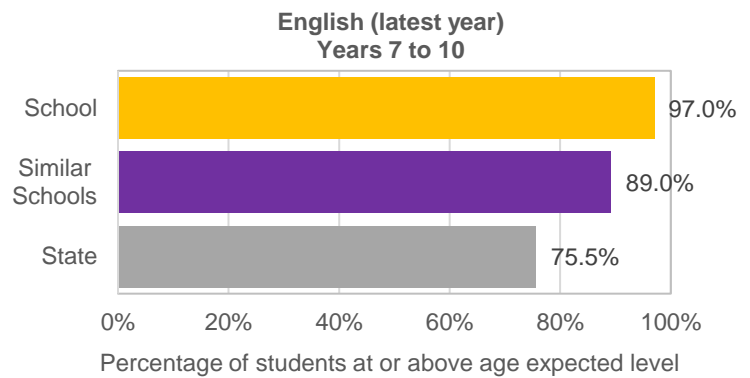
97.0%

Similar Schools average:

89.0%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

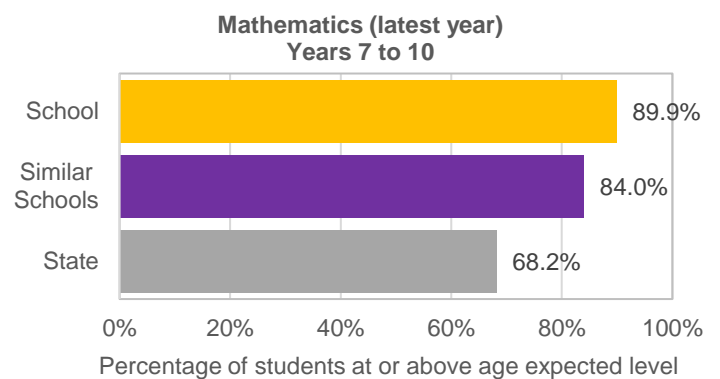
89.9%

Similar Schools average:

84.0%

State average:

68.2%



**LEARNING (continued)**

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

**NAPLAN**

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

91.2%

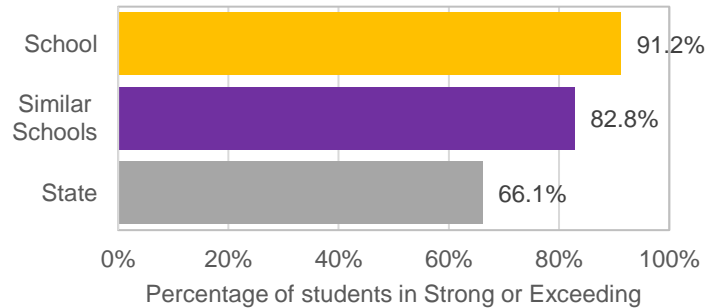
Similar Schools average:

82.8%

State average:

66.1%

**NAPLAN Reading (latest year)  
Year 7**



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

79.9%

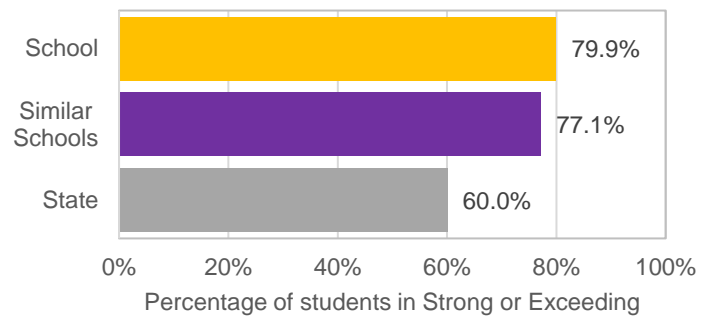
Similar Schools average:

77.1%

State average:

60.0%

**NAPLAN Reading (latest year)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

94.7%

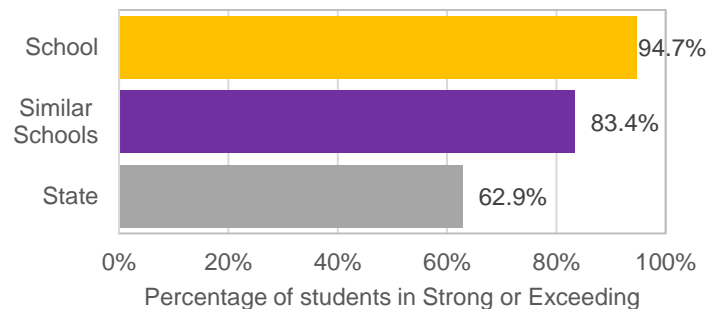
Similar Schools average:

83.4%

State average:

62.9%

**NAPLAN Numeracy (latest year)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

92.3%

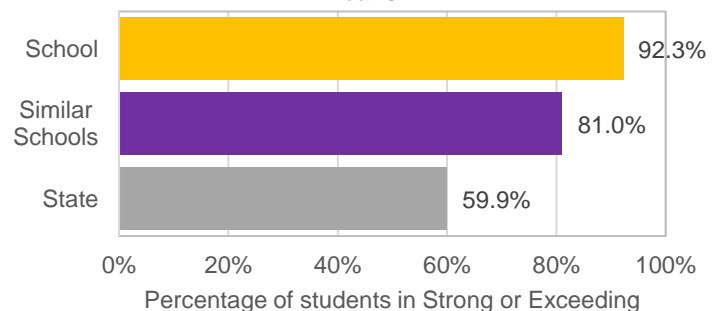
Similar Schools average:

81.0%

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:

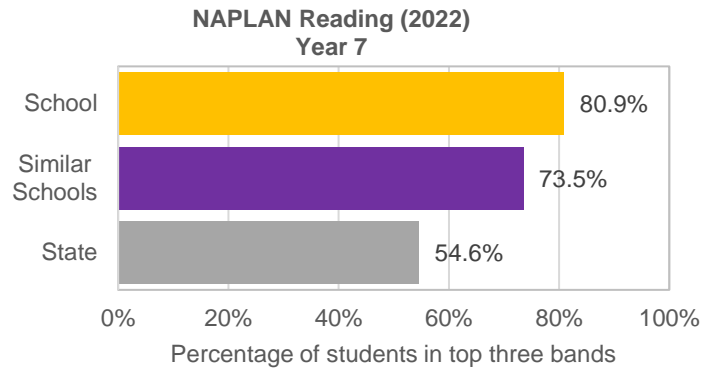
80.9%

Similar Schools average:

73.5%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

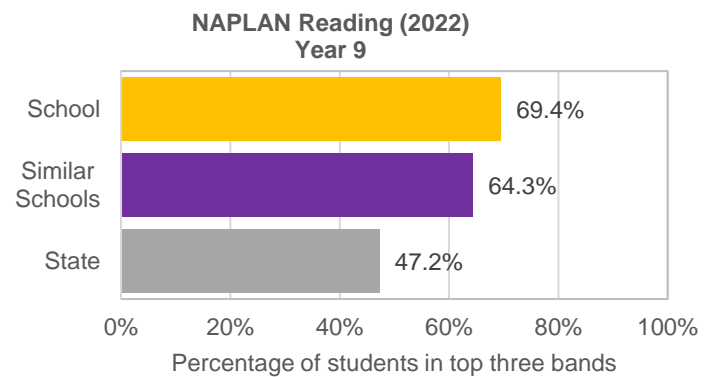
69.4%

Similar Schools average:

64.3%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

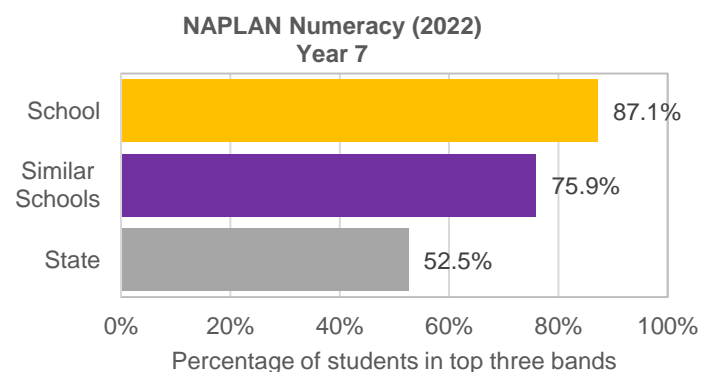
87.1%

Similar Schools average:

75.9%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

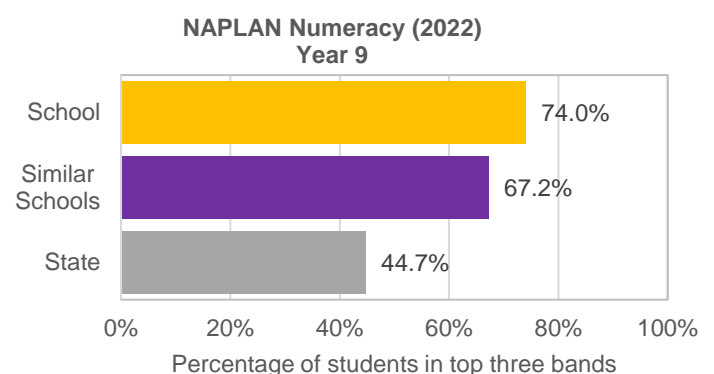
74.0%

Similar Schools average:

67.2%

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

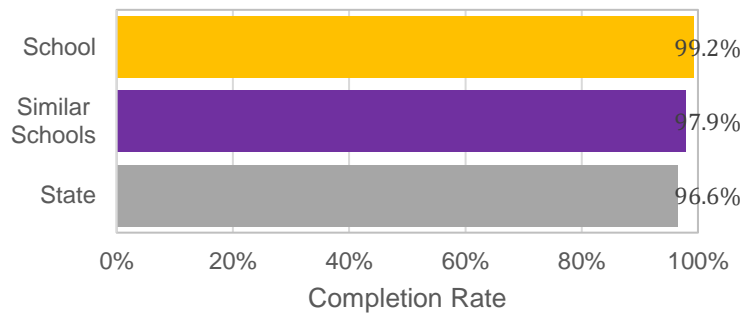
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.2%	99.1%
Similar Schools completion rate:	97.9%	98.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

33.4

Number of students awarded the VCE Vocational Major

10

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:

15%

Percentage VET units of competence satisfactorily completed in 2023:

82%

## WELLBEING

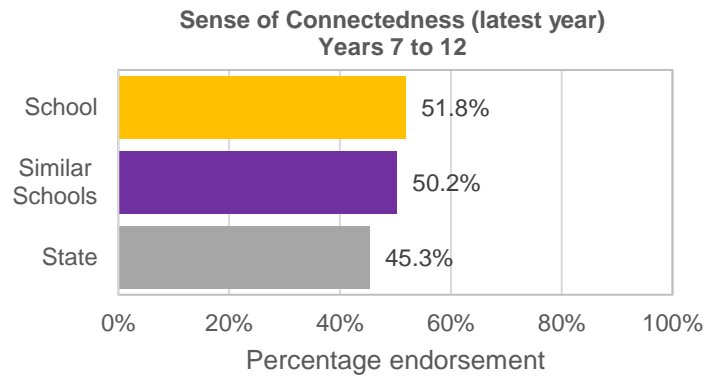
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The 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:	51.8%	54.5%
Similar Schools average:	50.2%	54.3%
State average:	45.3%	49.9%

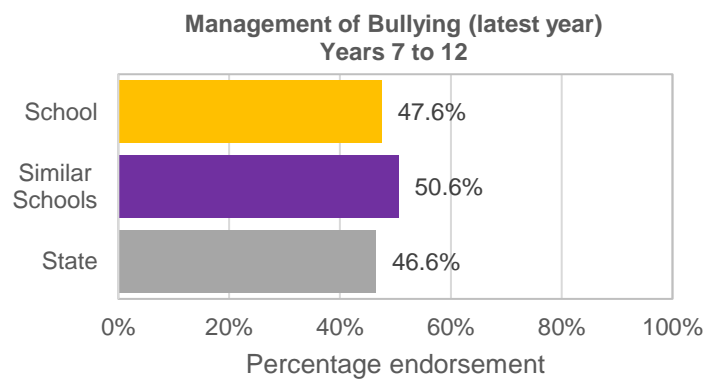


### Student Attitudes to School – Management of Bullying

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:	47.6%	51.8%
Similar Schools average:	50.6%	55.1%
State average:	46.6%	51.0%



## ENGAGEMENT

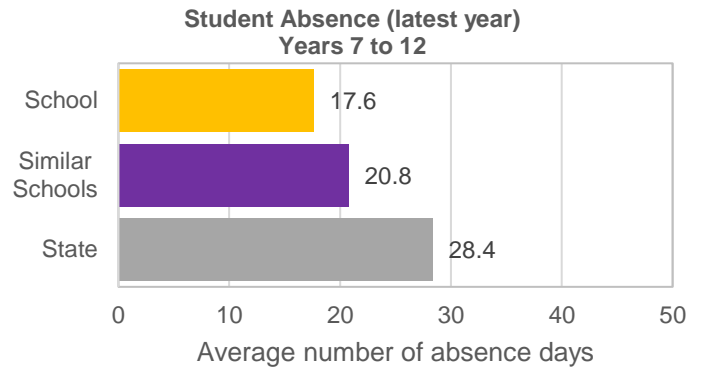
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.6	16.1
Similar Schools average:	20.8	17.2
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.

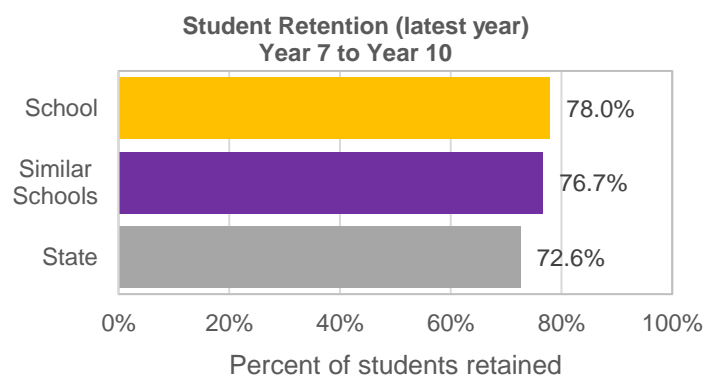
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	92%	89%	89%	92%	92%	93%

### 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:	78.0%	78.1%
Similar Schools average:	76.7%	78.0%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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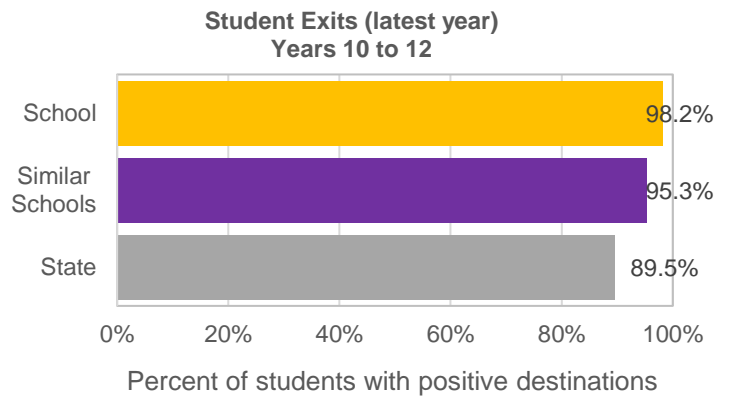
### Students exiting to further studies or full-time employment

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:	98.2%	98.6%
Similar Schools average:	95.3%	96.0%
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	\$18,576,900
Government Provided DET Grants	\$2,012,811
Government Grants Commonwealth	\$14,804
Government Grants State	\$0
Revenue Other	\$108,979
Locally Raised Funds	\$2,078,081
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,791,575</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$74,924
Equity (Catch Up)	\$31,668
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$106,592</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,809,147
Adjustments	\$80
Books & Publications	\$31,017
Camps/Excursions/Activities	\$694,238
Communication Costs	\$36,604
Consumables	\$382,313
Miscellaneous Expense <sup>3</sup>	\$182,324
Professional Development	\$62,473
Equipment/Maintenance/Hire	\$234,006
Property Services	\$666,293
Salaries & Allowances <sup>4</sup>	\$604,499
Support Services	\$382,439
Trading & Fundraising	\$108,144
Motor Vehicle Expenses	\$0
Travel & Subsistence	(\$41,878)
Utilities	\$142,353
<b>Total Operating Expenditure</b>	<b>\$22,294,051</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$497,524</b>
<b>Asset Acquisitions</b>	<b>\$292,107</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,748,317
Official Account	\$76,558
Other Accounts	\$367,579
<b>Total Funds Available</b>	<b>\$2,192,454</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$521,685
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,591
Funds Received in Advance	\$210,392
School Based Programs	\$2,224,663
Beneficiary/Memorial Accounts	\$207,119
Cooperative Bank Account	\$162,350
Funds for Committees/Shared Arrangements	\$39,876
Repayable to the Department	\$318,725
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$270,000
Maintenance - Buildings/Grounds < 12 months	\$985,729
Asset/Equipment Replacement > 12 months	\$164,695
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$5,112,826</b>

*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.*