

2022 Annual Report to the School Community

School Name: Berwick Secondary College (7603)



- 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 06 April 2023 at 03:57 PM by Kerri Bolch (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 23 May 2023 at 07:41 PM by Phil Wightman (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

2022 has been a transitional year where our motto for 45 years, “Crescam”, Latin for ‘I shall grow’, ‘I shall increase’ or ‘I shall prosper’ was experienced in learning and personal growth across our whole school community. Our school, our community, our knowledge and care have all grown as has our history. This year, as in previous years, we have much for which to be thankful. The year commenced with a general assembly chaired by our 2022 College Captains: Shae, Maisie, Elijah and Mitchell, where we formally welcomed 26 new members of staff to our school community of 1800, which included 333 new Year 7 students. Ten percent of students had English as an Additional language and one percent of students were Aboriginal or Torres Strait Islander. We were honoured to be part of the Department of Education & Training (DET) state-wide consultation and design process to develop reform options that progress Aboriginal self-determination in the education system. We hosted a Campfire Conversation in Term 1 and combined with our Reconciliation Action Plan, our membership of the Casey North Network Marrung Committee, and as Victorian Education Excellence Award Winners for Outstanding Koorie Education in 2017 and 2021, we have continued to demonstrate that we have a strong, culturally inclusive and positive voice in this area. Our own Koorie students have a mentor, are engaged and feel strong in their cultural identity.

The Student Family Occupation (SFO) index was 0.4408 and the Student Family Occupation Education (SFOE) index was 0.3829 in 2022. The staffing profile is made up of one principal, four assistant principals, 15 leading teachers, six learning specialists, classroom teachers, a business manager, instrumental teachers, a mental health practitioner, social workers and learning support officers.

Berwick College has a very supportive culture, one of growth that embodies our ICARE values; Inquiry, Co-operation, Achievement, Resilience and Empathy. Our staff continued their focus on **I.K.E.A.**: **I**-implementing with fidelity, **K**-knowing their students and their data, **E**-embedding our routines and **A**-allowing for the effects of the past few years.

Situated in the City of Casey, the high growth corridor of the Southeast, our College has a vibrant history in the Berwick community and global connections to alumni in a wide variety of fields. Berwick College is fortunate to have a number of specialist facilities including a Health and Wellbeing Centre, Performing Arts Centre, Music faculty with instrumental practice rooms, dance studio, hockey pitch, basketball stadium and fitness gym, with access to the Casey Athletics track, Edwin Flack oval and Leisure Centre. The College buildings are arranged by domain areas and include five science rooms, an Automotive workshop and a Technology Centre with engineering, building and construction areas which support Vocational Education and Training (VET) for our students. We have met with local members of parliament to discuss an extension to our basketball stadium to provide additional basketball courts in the City of Casey and we are hopeful of a positive outcome. We have also raised with members of parliament a future STEAM wing as outlined in our Master Plan.

Positive Relationships

Year 7 students participated in a comprehensive transition program, and the annual ICARE and Meet the Learning Team days helped to build positive connections between staff, parents and students. We have very clear expectations around behaviour through the SWPB support program and we know that attendance is critical for meaningful learning to take place. Our Learning Teams look after our students in learning communities where we track the achievements of, and get to know, each student. Our focus on data, feedback and growth is all about learning for every student, with students setting attendance and PAT testing goals for 2022. Students continued to fundraise for worthy programs as part of their Learning Team’s Service-Learning Projects. Charities such as Beyond Blue, Mates for Mates, RSL, Sir Edward ‘Weary’ Dunlop Medical Research Foundation, CFA, RSPCA and the Fred Hollows Foundation were beneficiaries of our Learning Teams’ activities.

The Learning Support Team promoted a very successful Autism Week, the Humanities Domain organised the ANZAC Day and Remembrance Day observances, and the Year 10 Surf and Rescue classes raised over \$4,000 for the Ovarian Cancer Research Foundation.

Excellence in Learning

Our staff continue to be heavily involved in implementing DET initiatives such as the ‘HeadStart’ Program which has successfully placed students in traineeships and apprenticeships. The ‘Effective Approaches to Teaching Reading’ Program, Communities of Practice (COP), Middle Years Literacy and Numeracy Support (MYLNS), Tutor Learning Initiative (TLI), Professional Learning Communities (PLC), Respectful Relationships, VCAL Community of Practice, and School Wide Positive Behaviour Implementation (SWPB) have all been part of our work this year.

Ms Mannens and Mrs Danahay contributed to the work of The Victorian Association for the Teaching of English (VATE), Ms Loiacono contributed to the work of The Mathematical Association of Victoria (MAV) and, as in previous years, several of our teaching staff looked to build their capacity as senior teachers through becoming a VCAA Examination assessor.

We were honoured and excited to be recognised and shortlisted in two categories of the Victorian Education Excellence Awards; a wonderful achievement and recognition of the work our staff do for our school and the Victorian government education system. We

were finalists for Outstanding Early Career Secondary Teacher: Ms Taylah Quinn, and for Outstanding Inclusive Education: our Learning Support Team. Our elite programs, the Basketball Academy and Dance Academy, were State and national champions.

Rich and Varied Pathways

Berwick College is recognised for the provision of rich and varied pathways for all students. Led by our Careers department and our Student Learning Leaders and their assistants, students received significant counselling in choosing a pathway suitable for their level of ability and career aspirations.

Our Year 12 VCE and VCAL students have been consistently supported by the senior school team in completing their Certificates, GAT and VCAA exams. Year 12 VCE students prepared a career pathway plan, receiving support to apply to their preferred pathway provider in employment or further education. The Year 12 formal and Valedictory to celebrate completing their final six years of secondary schooling were a highlight for students and staff.

A strong partnership between the College and the community enhances the learning of our students. Professional relationships with the wider community, such as our feeder primary schools, Casey Tech School, the City of Casey, Federation University, Chisholm Institute, and the Trade Careers Centre, and organisations such as the Victoria Police, Australian Defence Force, Apprenticeships Australia, the Rotary Club of Berwick and local businesses, have been of enormous benefit to our College and are highly valued.

Personal Growth

Students have grown in confidence and learning through competing in the annual Swimming and Athletics Carnivals, Cross Country and chess competitions; performances in State Schools Spectacular, 'Triple Bill' and 'Cinderella' by the Dance Academy students; music concerts by the instrumental music students; interschool and regional sporting competitions; and the Life Changer Program with each event enriching our school community.

Ninety-two Year 11 students participated in the annual Presentation Balls, organised by Ms Duncan and Ms Pyke together with the Rotary Club of Berwick. We are very grateful for the many years of support and funding to the school provided by the Rotary Club of Berwick in providing this opportunity to our Year 11 students.

Students reported back to College Council on the positive learning, cultural experiences and memories from the Central Australia Tour, Basketball Academy USA Tour and Environmental Science Tour to Cairns.

Our wonderful Education Support Staff team are integral to the wellbeing and effective running of this school. Parent information sessions on Cyber Safety, BeWise presentations to Year 9 students, and provision of ISN Psychologists available from our Health and Wellbeing Centre, continue to provide additional supports in areas of mental health and wellbeing.

Two reunions, Class of 2001 and Class of 2002, have taken place this year with a number of past students making contact over the year and letting us know how much Berwick College has meant to them and how much their teachers' influence determined their choice of careers. Past students and principals provide bursaries for student awards at the Celebration of Achievement night.

As we look forward to 2023, I am proud that we have kept our actions and plans centred on improving the learning and personal growth for all our students and we will continue to create the best learning opportunities for their future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Berwick College continued to work on its strategic plan goal of improving student outcomes specifically in the areas of literacy and numeracy.

Victorian Certificate of Education (VCE) & Victorian Certificate of Applied Learning (VCAL)

In 2022, 135 scored and 223 total Year 12 students undertook VCE, and 62 Year 11 students undertook at least one Year 12 VCE unit across 29 subjects at Berwick College. In 2022, 53 Year 12 students undertook the Senior VCAL certificate.

The percentage of satisfactory VCE completions was 97% and for VCAL the completion rate was 82%. The percentage of student study scores at or above 40 was 5.4%.

The top ranked student achieved an Australian Tertiary Admissions Rank or ATAR of 96.65 with 9.6% of students achieving an ATAR of above 90, 29% above 80 and 44 % over 70.

Our students have been very successful with their destinations. All students who applied received an offer to University/TAFE. Many were fortunate enough to receive multiple offers due to the strength of their results and applications.

Students were successful in their placements into the following quality destinations,

- 114 University
- 26 TAFE
- 41 Working full time
- 27 Apprenticeship
- 12 Private providers including dance and music programs.

Students in Year 7 and 9 were able to complete the NAPLAN in 2022. The increase in numeracy results were of note due to the actions towards the AIP targets and goals.

Year 9 Numeracy students in the top three bands was especially pleasing with 46.8% of our Berwick students, compared to 44.2% in similar schools and 44.7% state-wide. The percentage in the bottom two bands also decreased significantly with only 12.9%, with the state target of 25%. These amazing results were due to the numeracy strategies and interventions that were used to support the students. This included but was not limited to, early identification of students, and a greater understanding of the data, research, and clear strategies to address the needs, following Di Siemons "Big Ideas in Number", working with the regional numeracy coach and MYLNS, TLI and the construction of a numeracy instructional model including "do now activities".

Literacy also showed some marked improvement with the Year 9 top three bands being 44.2% this is an improvement on the 4-year average. The percentage of students in the bottom two bands also decreased significantly by 4.8%. Literacy strategies that continued to support our students included dedicated withdrawal classes for specific groups, TLI, MYLNS and a program to launch literacy awareness within the Berwick students.

A continued cycle of review, adaptation and implementation has continued to allow Berwick College to evolve and maintain its success.

In 2022 Berwick College improved data practices that led to the identification and funding of more students, continuing the growth in our Program for Students with Disability (PSD) numbers. Learning Support Officers supported our students in a range of subjects, assisting them to access the curriculum in theory classes, practical activities and on excursions and camps. The team continues to develop and work within the DET inclusion framework, supporting each student through Student Support Meetings and the establishment of Individual Education Plans and Behaviour support templates. The college continues to work to create an inclusive environment.

Wellbeing

Student wellbeing and learning confidence continued to be a focus in 2022. The support of all students, particularly our most vulnerable, remains a priority. The College was well supported by an outstanding multidisciplinary team including a nurse, mental health practitioner, youth workers and social workers. Parent forums were also offered to support families in this space.

Despite ongoing efforts, the challenges of the previous few years are still apparent and there continues to be a need for improvement in the area of Sense of Connectedness in the Attitude to School student survey results.

Berwick College continues to take a whole school approach to the Management of Bullying. The Bullying Prevention Survey undertaken each semester, SWPBS and implementation of Respectful Relationships curriculum continue to support our targets in this area.

Dedicated homegroup activities continue to link directly to the College's ICARE values and Respectful Relationships themes. Teacher mentors developed IEPs with Indigenous students, focusing on individual goals, pathways, Identity and pride in First Nations' Culture.

In 2023 we will increase provision of service providers to effectively respond to the health, social and emotional needs of students and provide professional learning opportunities aimed at building parents' and staff knowledge to effectively respond to student health and wellbeing needs.

Engagement

Berwick College focused on re-engaging students into school and the classroom in 2022. This was a challenging year for all Victorian schools, as students felt displaced and unsure how to transition back into regular routines. Berwick made a concerted effort to help students settle back into the educational routine, emphasising the Instructional model and Orderly Learning Environment procedures. The IKEA philosophy allowed staff and students to acknowledge the transitional challenge.

Home Groups and Learning Teams played a key part in re-establishing routines. Every morning our students engaged with the Landing Patterns to fully appreciate the day ahead. In each class, our teachers embedded the School Wide Positive Behaviours, where the framework was modelled in the College's ICARE values and the Expected Behaviours matrix.

Student Engagement was also promoted through various lunchtime activities and the welcome return of excursions, camps and productions. Our Dance, Basketball Academy and High Achievers' programs permitted our students with specific visions and passions to grow and excel. The community connected with the school and witnessed heightened student engagement through communication in the Newsletter, Compass, Facebook, School Reports and Learning Tasks.

The School Information Portal indicated that our Year 7 and 12 students were the two cohorts that made a concerted effort to attend school. In parity with State results, absences rose in the Year 9 and 11 cohorts. Our 2022 Year 9 students transitioned into secondary school when COVID-19 struck, staggering their ability to develop a sense of belonging on campus. Year 11 students

needed more time to fully prepare for the VCE and VCAL certificates. In 2023, implementing the new Senior School Reform with the VCE-VM pathway will support students in fulfilling the requirements to receive a pathway certificate.

In 2022, we had the highest number of students complete the Student Attitude to School Survey in the last four years, with 89% of our students participating. 75% of the students understood the importance of school attendance, and 64% of Year 7 and new students felt engaged during the transition stages.

In 2023, our home group teachers and Learning Team leaders are working together on tracking daily attendance reports. With fully engaged teaching staff focusing on increasing attendance and engaging students, the College aims to incorporate High Impact Teaching Strategies (HITS), in conjunction with the High Impact Teaching Wellbeing Strategies and the Mental Health and Well-being toolkit and resources.

Other highlights from the school year

2022 Highlights

Basketball Academy year 7—State Champions

Jacob Booth, Jack Dawson, Hudson Freeman
Max Hayward, Cooper McCallum, Gus Morey
Parker Rivet, Boris Rosner, Oliver Weston, Jye White

Basketball Academy year 9/10—State Champions

Truman Byrne, Jhai Guttenbeil, Marcus Krasnadamskis
Callun McDonald, Heath McPherson, Brandon Pele
Sebastian Van Den Brink, Phoenix Windsor, Sebastien Rault

Basketball Academy National Champions

Intermediate Boys 1—Gold Medallists

Truman Byrne, Phoenix Windsor, Ryan Baker
Sebastian Van Den Brink, Sebastien Rault, Heath McPherson
Jhai Guttenbeil, Callun McDonald, Luke Fennell, Harry Baker

Basketball Academy National Champions Intermediate Girls—Silver Medallists

Isabella De Jong, Abby Stevens, Stella O'Loughlin
Maddy Owens, Caitlyn McGrath, Molly Reimers
Dakota Blacka, Molly Da Silva, Sayla Baldacchino
Sienna Warren, Kendra Rivet

Dance Academy National Champions

Holli Clark, Vailili Taivai, Isabella Cruse
Keira Dorey, Matilda Babinczky, Jordan Cruse
Tayissa Batty, Isabella Perera

Science Talent Search

Distinction — Jordan Hillbrick, Sebastian Van Den Brink
Bursary - Ariel Levy

Chess Tournament

Year 7 champion: Coby Harding
Year 8 champion: Austin Borutta
Year 9/10 champion: Jack Waring
Year 11/12 champion: Ethan Gallagher

Emerging Sciences Victoria Program - John Monash Science School

Thisara Nakkawita – Astrophysics
Madeline De Jager – Neuroscience
Mika Flenner – Neuroscience

Miquella (Mj) Jacobsen – Neuroscience

Monash University Scholars Program

Lewon Loh, Archana Mudiyansele

Federation University Year 12 Award for Excellence

Daniel Mazur

Ampol Best All-rounder Award

Ebony Walters

Senior Maths Olympiad

Thenuka Jayasuriya

Top 25% percentile

HPV—Energy Breakthrough “Hare & Forbes”

First in time trial (798km)

Jake & Ryan Walsh, Callum & Hayden McPhee

Hunter Fenner, Casey Armstrong

2023 University of Melbourne Principals' Scholarship Nomination:

Ryan Stewart

Representing Australia

U19 Women’s Floorball Team - Millie Justice

U20 Men’s Pole Vault - Andrew Bull

2022 Learning Environment Australasia Victorian & Tasmanian Chapter Award for Excellence in Educational Facility Design

Commendation—Musk Studio

Health and Wellbeing Centre

Victorian Education Excellence Award Finalists

Outstanding Early Career Secondary Teacher—Ms Taylah Quinn

Outstanding Inclusive Education—Learning Support Team

Berwick Community Award

Ms Kyra Dawson

WorldStrides World’s Best Teacher

Mr Adam Nettleingham

Nomination 2023 Casey Community Award

Mr Travis Tuck

City of Casey School - Immunisation Program Award

Mrs Tracey Anastasi

NEiTA Principal Leadership Award—Australia & New Zealand—Outstanding stewardship of student education and welfare

Ms Kerri Bolch

Financial performance

In 2022, Berwick College maintained a strong financial position with a surplus of \$434,860 with the intention to utilise these funds to improve the facilities and equipment in the following year. The College did experience a significant decrease in available Casual Relief Teachers, which resulted in a substantial reduction in the number of excursions the College was able to provide students. All College bank accounts maintained a sustainable balance and did not go into overdraft during the year.

In 2023, the College anticipates a continued reduction in parent contributions which will further impact the course offerings currently made available to students. Planning for Council’s vision of a dedicated STEM wing with high quality resources had commenced

due to the generous donation of funds from a past student. This support will ensure we have the resources to inspire our students in these fields for years to come.

For more detailed information regarding our school please visit our website at
<https://www.berwickcollege.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 1711 students were enrolled at this school in 2022, 819 female and 892 male.

10 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).

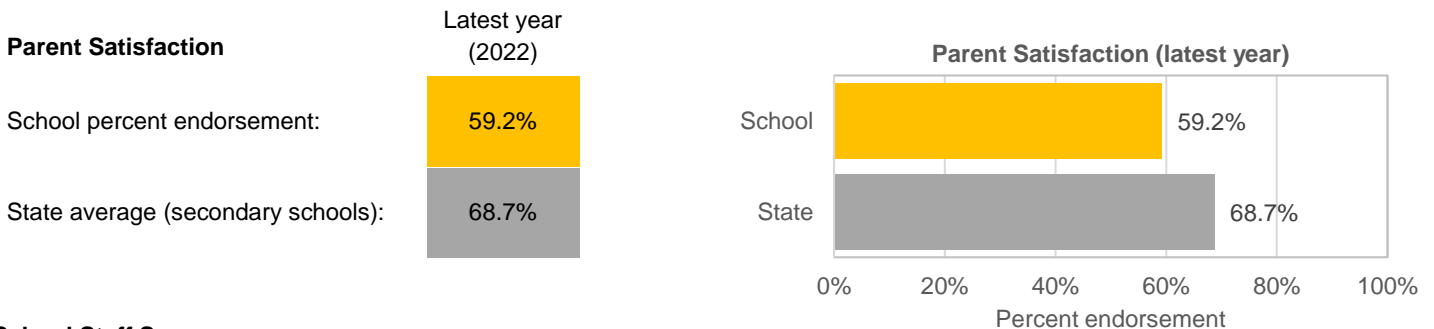
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

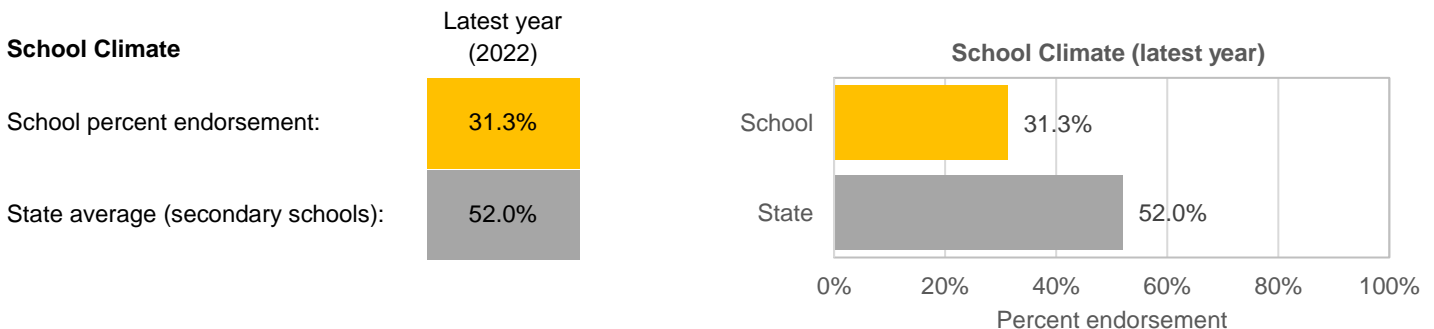


School Staff Survey

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:

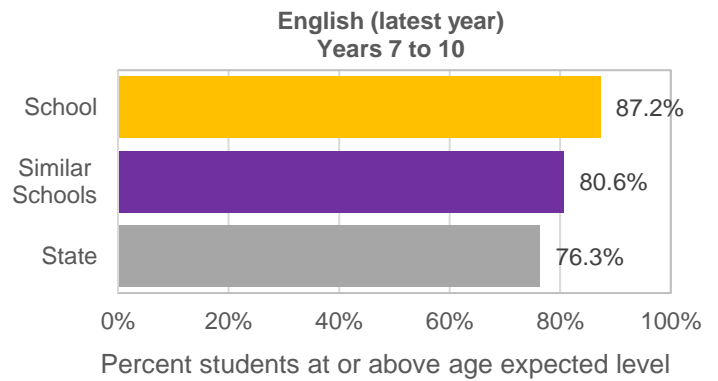
87.2%

Similar Schools average:

80.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

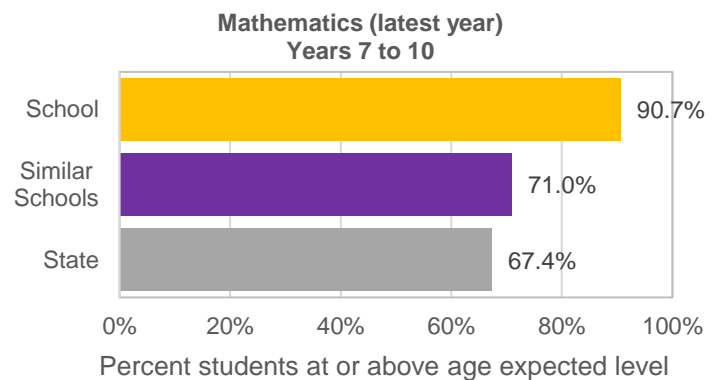
90.7%

Similar Schools average:

71.0%

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.

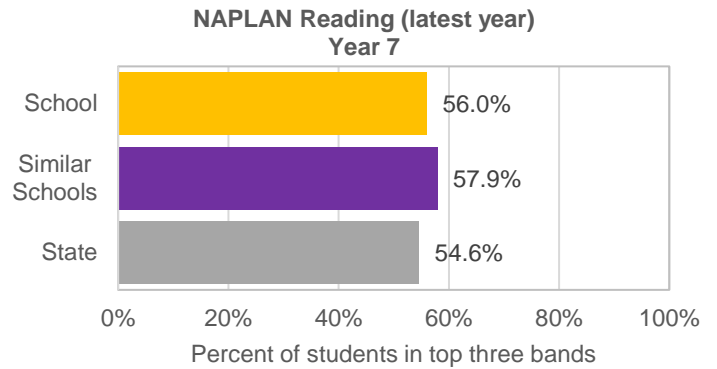
NAPLAN

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.

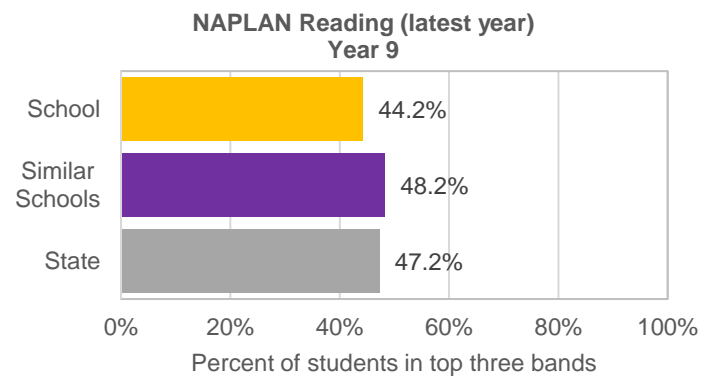
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.0%	57.6%
Similar Schools average:	57.9%	59.2%
State average:	54.6%	55.3%



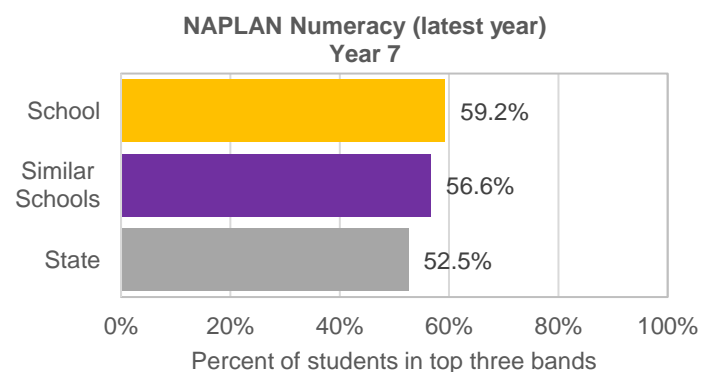
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.2%	43.3%
Similar Schools average:	48.2%	46.3%
State average:	47.2%	46.0%



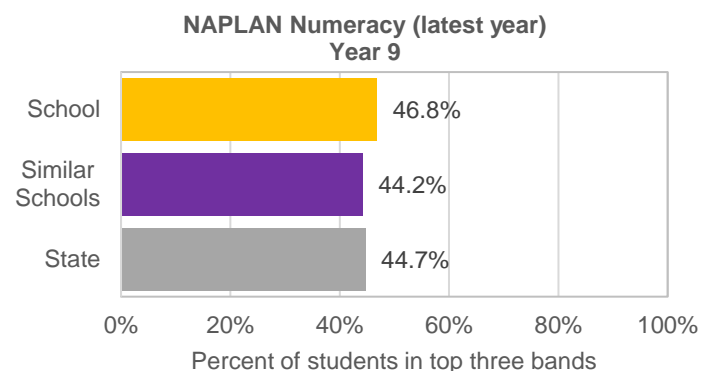
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.2%	61.4%
Similar Schools average:	56.6%	58.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.8%	47.9%
Similar Schools average:	44.2%	45.5%
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.

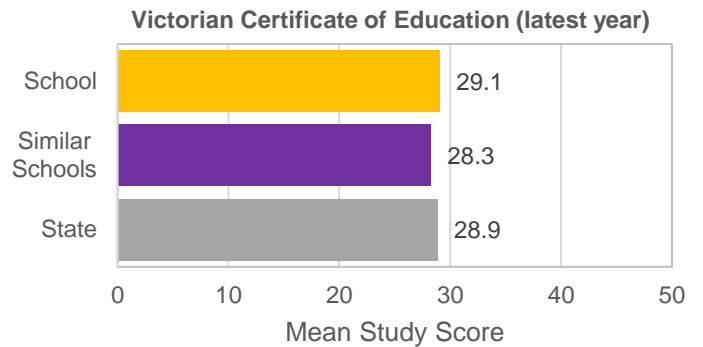
Victorian Certificate of Education (VCE)

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	29.1	29.6
Similar Schools average:	28.3	28.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

24%

VET units of competence satisfactorily completed in 2022:

66%

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

80%

WELLBEING

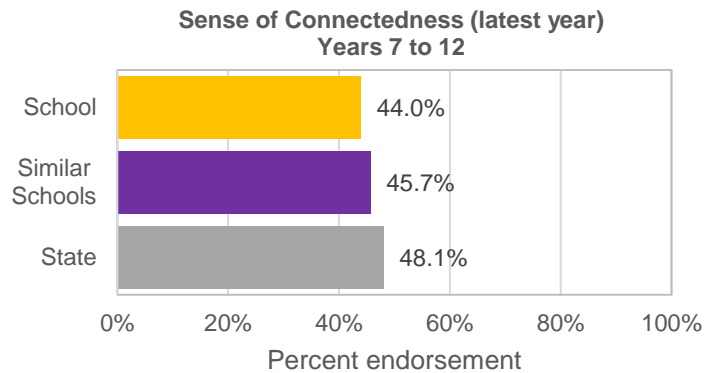
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	44.0%	49.4%
Similar Schools average:	45.7%	51.3%
State average:	48.1%	52.5%

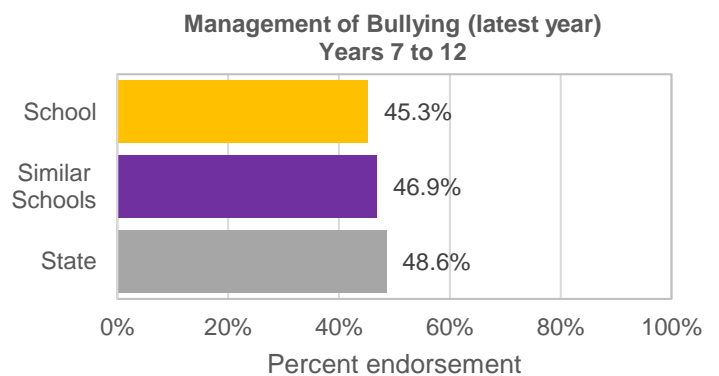


Student Attitudes to School – Management of Bullying

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:	45.3%	51.9%
Similar Schools average:	46.9%	53.2%
State average:	48.6%	54.0%



ENGAGEMENT

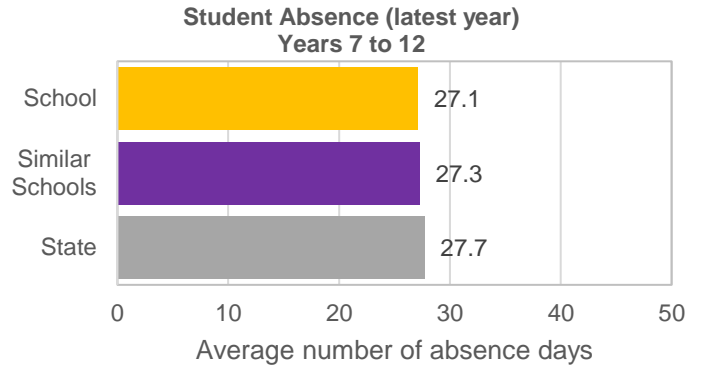
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.1	19.9
Similar Schools average:	27.3	20.5
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.

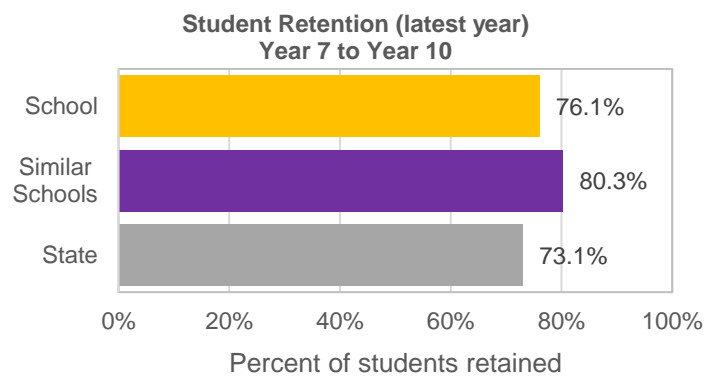
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	86%	85%	87%	84%	88%

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:	76.1%	74.9%
Similar Schools average:	80.3%	80.0%
State average:	73.1%	73.0%



ENGAGEMENT (continued)

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

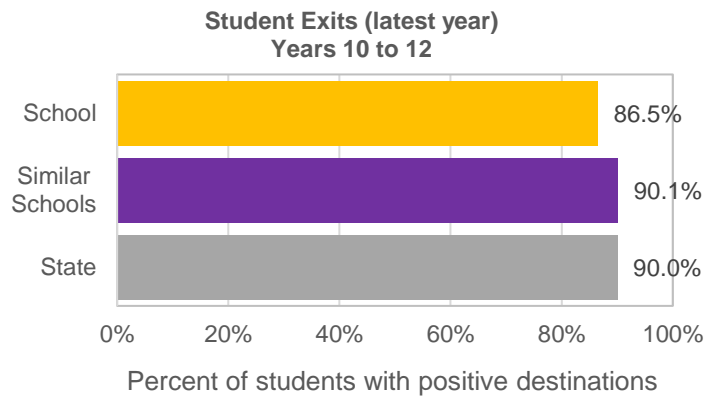
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	86.5%	83.2%
Similar Schools average:	90.1%	89.8%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$17,646,328
Government Provided DET Grants	\$2,428,023
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$271,883
Locally Raised Funds	\$1,510,852
Capital Grants	\$0
Total Operating Revenue	\$21,857,086

Equity ¹	Actual
Equity (Social Disadvantage)	\$278,488
Equity (Catch Up)	\$70,091
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$348,579

Expenditure	Actual
Student Resource Package ²	\$17,472,731
Adjustments	\$0
Books & Publications	\$7,155
Camps/Excursions/Activities	\$566,438
Communication Costs	\$58,322
Consumables	\$681,881
Miscellaneous Expense ³	\$58,124
Professional Development	\$66,760
Equipment/Maintenance/Hire	\$505,706
Property Services	\$63,359
Salaries & Allowances ⁴	\$1,261,148
Support Services	\$442,432
Trading & Fundraising	\$20,555
Motor Vehicle Expenses	\$53,498
Travel & Subsistence	\$32,590
Utilities	\$131,528
Total Operating Expenditure	\$21,422,226
Net Operating Surplus/-Deficit	\$434,860
Asset Acquisitions	\$32,773

- (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 24 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	\$1,028,348
Official Account	\$250,572
Other Accounts	\$44,385
Total Funds Available	\$1,323,305

Financial Commitments	Actual
Operating Reserve	\$657,468
Other Recurrent Expenditure	\$1
Provision Accounts	\$100,000
Funds Received in Advance	\$0
School Based Programs	\$321,120
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$238,716
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,317,305

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.