

2022 Annual Report to the School Community

School Name: Truganina P-9 College (5501)



- 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 26 April 2023 at 01:30 PM by Sadia Toqeer (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 28 April 2023 at 11:28 AM by Dhara Parekh (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

At Truganina College we acknowledge the traditional custodians of the land on which our school is located, the Bunurong people of the Kulin Nation and pay respects to the Elders past, present and emerging. We recognise the strength, resilience and capacity of the Aboriginal and Torres Strait Islander people and recognise their continuing connection to the land, water and community.

Truganina College places its learners at the centre of all we do. The College, located in the growth corridor of Wyndham in the western area of Melbourne, officially opened in 2015, with students in Foundation to Year 6. In 2022, 2,252 students were enrolled at the College. Seventy two percent were English as an Additional Language students and one percent were Aboriginal and Torres Strait Islander students. Based on the Student Family Occupation and Education index, which takes into account parent occupation and education the overall socio-economic profile is in the mid-range. In 2022, the staffing profile was made up of 1 Principal, 8 Assistant Principals, 11.8 Learning Specialists, 1 Leading Teacher, 117.39 (FTE) Teachers, 4.65 Para professionals, 10.06 Tutors (FTE), 1 Mental Health Practitioner, 59.29 Education Support (EFT), and a Business Manager. There were no staff from an Indigenous background.

The College purpose statement is – ‘Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.’ The College motto of ‘Inspiring Excellence in Learning to Believe, Achieve and Succeed’ underpins all College decisions. As a College, we value learning, respect, resilience and responsibility. Students actively work with the staff and each other to identify and practice the behaviours, mindset and responsibilities that come with these values.

In 2022, staff continued to collaborate in Professional Learning Communities (PLCs), which supported a strategic and consistent approach to explicit teaching, small group instruction, curriculum planning, differentiated teaching and learning. We continued to have an unrelenting focus on literacy and numeracy, with student learning data and high-quality evidence carefully monitored through School Improvement Meetings, Key Improvement Strategy Meetings and Sub School Data Meetings. All collaborative forums were used to measure ongoing student growth, inform best practice and through distributed leadership, plan the next steps. The F-9 curriculum followed the expectations and guidance of the Victorian Curriculum alongside the Department of Education and Training’s High Impact Teaching Strategies and the Truganina College Instructional Framework.

In 2022 building capacity of all leaders and staff remained an ongoing focus, with building capacity an important factor continuing into the future. Staff were encouraged to seek leadership opportunities and participate actively in a differentiated adult learning model, which was informed by Strategic Plan goals and student learning data and evidence. The College catered for the educational needs of each learner and precise student learning data was used to identify students for targeted enrichment opportunities especially for the most vulnerable students. Some of the enrichment opportunities included, but are not limited to; Tutor Learning Initiative, MacqLit, Multi Lit, Levelled Literacy Intervention and a Maths Extension Program.

During 2022, the college continued to use Learning Management Systems such as WebEx, Seesaw and Google classroom. Teachers continued to utilise Seesaw and Google classroom to provide learning resources, receive student work samples and provide feedback to students.

Student engagement and wellbeing was an important key improvement strategy at the College, with an increased focus on enhancing health and wellbeing of all students through student empowerment. The College continued to focus on the implementation of a coordinated plan to improve student attendance.

The College worked diligently to create an inclusive, safe and supportive learning environment for all students. The School Wide Positive Behaviour Framework and Respectful Relationships promote positive relationships, security and a sense of belonging within a culture of respect and pride. We also had both a Mental Health Practitioner and a school psychologist supporting our students with their well-being, engagement and resilience. The wellbeing Hub was created with an assistant principal appointed to build and develop the talents of the team.

Progress towards strategic goals, student outcomes and student engagement

Learning

Every year, the College has collaboratively analysed achievement and engagement data to identify the next steps and to measure progress. Based on the information, an Annual Implementation Plan including the below Key Improvement Strategies were developed and endorsed by the School Council and senior Department of Education and Training staff.

2022 was the second year of the 2021-2024 Strategic Plan, where our Annual Implementation Plan goals aligned with the Department of Education and Training's priority areas. Our college made links between the DET priority areas and the goals that had been recommended for our Strategic Plan, during the School Review at the end of 2020.

In 2022, the College focused on the following initiatives, Key Improvement Strategies (KIS) and related high-level actions:

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

KIS 1c. Strengthen teacher capabilities to utilise data to differentiate the curriculum to each student's point of need.

Outcome:

- Students will understand what they need to improve on, monitor and self regulate their learning, especially in numeracy.
- Staff will structure feedback to target each student's point of need.
- Leaders (PLC, CAT, SIT) will strengthen the capacity of their PLC members to plan collaboratively differentiated learning experiences, identify and respond to students' individual learning needs through differentiated feedback.

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

KIS 3b. Embed the teaching of social and emotional skills to build resilience.

Outcome:

- Students will be able to explain and model what a safe, supportive and inclusive school is.
- Staff will implement student empowerment (SWPBS & RR) learning experiences.
- Leaders (PLC, CAT, SIT) will lead by monitoring sub school attendance & positive chronicle data.

During 2022 we continued to focus on having high expectations for our students' learning outcomes, ensuring that no students have been disadvantaged through the previous years of remote learning. We had a sharp, narrow focus on explicit teaching, differentiation, small group instruction and feedback to target the needs of all students' learning and wellbeing, with a particular focus on numeracy.

Truganina College strengthened the capacity of their Professional Learning Community members (PLCs) to plan collaboratively and differentiate learning experiences that targeted students' individual needs. Teachers provided students with differentiated feedback to improve students' ability to monitor and self-regulate their learning.

Peer Observations continued this year with a focus on explicit teaching, differentiation, and feedback to improve teaching practice and ensure collective efficacy within and beyond PLCs.

Enrichment, extension and intervention were provided to students who were identified through analysing data and small group instruction was conducted to differentiate the learning and wellbeing at the students' point of need.

Student health and wellbeing was enhanced through the explicit teaching of both SWBPS and Respectful Relationships with the main focus being on building the students' resilience. All staff were provided with Professional Learning on how to create positive chronicle entries to acknowledge both the learning and expected behaviour of students and celebrate with families. Students' attendance data set that was used for wellbeing conversations with families in addition to offering Allied Health 1:1 and Small group wellbeing sessions for vulnerable students.

In 2022, a number of data sets were used to measure achievement and growth. These included:

LITERACY

Teacher Judgements in all year levels for Reading and Viewing (At and Above)

TARGET	RESULT
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• Foundation	85%	86%
• Year 1	85%	85%
• Year 2	85%	89%
• Year 3	86%	83%
• Year 4	93%	94%
• Year 5	89%	93%
• Year 6	95%	95%
• Year 7	85%	90%
• Year 8	89%	86%
• Year 9	85%	71%

Progressive Achievement Test (PAT) Reading - Years 1-9 will show growth in PAT-R Scale Score.

RESULTS - Positive Growth (>0)

• Year 1	84.9%
• Year 2	92.74%
• Year 3	83.3%
• Year 4	75.78%
• Year 5	63.54%
• Year 6	50.87%
• Year 7	53.98%
• Year 8	67.9%
• Year 9	64.13%

NUMERACY

Teacher Judgements for Number and Algebra (At and Above)

	TARGET	RESULT
• Year 1	85%	88%
• Year 3	75%	89%
• Year 5	75%	87%
• Year 7	75%	78%

STUDENT ATTENDANCE

In 2022 the student attendance data will not exceed on average 16 days (F-6) & 17 days (7-9) to achieve our SSP targets.

	TARGET	RESULT
• F-6	16 days	25.5 days
• 7-9	17 days	25.6 days

Wellbeing

Truganina College established a whole school approach to social and emotional learning, belonging and engagement. Our whole College approach, encompassing School Wide Positive Behaviour Support and Respectful Relationships strives to embed Student Empowerment Curriculum to develop our students' learning, behaviour, respect, responsibility and resilience. In 2022, all classes provided safe and welcoming learning environments in which students respect and value on-task learning. The Digital Citizenship Rubric continues to drive our high expectations of students being Responsible learners in a 21st century. All of our curriculum reinforces the College Motto, 'Inspire Excellence in learning to Believe, Achieve and Succeed. The College Values, College Expectations and the Positive Pathways are implemented in all classrooms across the College. All staff at the College sent home at least 5 Positive Chronicles to families via Compass per week.

The School Wide Positive Behaviour Support (SWPBS) leaders led cohorts to ensure students had differentiated learning experiences for each year level that addressed the College values and attendance. The explicit teaching of the values included:

- Learning - We actively learn through persistence and having a growth mindset.
- Resilience - We are resilient by noticing our emotions, problem solving and knowing when to ask for help.

- Respect - We are respectful by being kind to others, the environment and ourselves.
- Responsible - We are responsible by being safe, honest and following instructions.

Our Wellbeing team, including a School Psychologist, Mental Health Practitioner and School Counsellor focused on providing individual and small group learning opportunities to enable students to access their learning at their point of need and ensure parents/families are connected to their child's learning. In addition to student contact the Wellbeing Health Team conducted consultations with parents and staff to support students' wellbeing. They have liaised with external services to provide support to students, as well as consulting with parents and staff regarding strategies to support students at school and during school holidays.

Engagement

In 2022, the College continued to have a sharp and narrow focus on Empowering Students and Building School Pride. Careful planning and implementation resulted in well-functioning Student Voice Teams (SVT's). The student leadership model consists of students in Year 4-9 who hold leadership positions. Student leaders are from a diverse range of student backgrounds, which includes Equity Funded students. They are confident, articulate and recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities including student achievements, celebrations and sporting successes. Staff considered student interests and views to contribute to classroom differentiation. Student opinions are invited by the SVT in relation to curriculum and school experiences. The SVT's also supported staff in the implementation of the Attitudes to School Survey and have contributed at parent forums, school council meetings, lead teams and graduations.

The College views student voice as crucial in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SVT. College captains have an integral role as voting members of School Council.

The College proactively involves the Student Leadership and other students in decision making about planning and improvement with links to the School Council, resulting in meaningful input to many aspects of the College. The College has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and this work continues to be embedded.

Transitions: Foundation transition has continued to engage our new families through the transition program. The transition included the use of the SeeSaw Learning Management System to share information and engage our new learners. Alongside this, our new Foundation student participated in four 45-minute transition days held in small groups. This supported our team to get to know the new students and begin to engage them in learning and wellbeing in preparation for their start at Truganina College.

Staff met each of our external Year 7 students for 2023 and their families prior to Transition Day to support their transition to our college. The transition team organised a variety of subjects for Year 7 students to experience on Transition Day. Feedback from families, staff and students were gathered during this process. These meetings enabled two-way communication between the families and school and students felt ready to join the College confidently.

All Year 9 students participated in the Morrisby test which provided personalised advice to help students make informed decisions about study pathways and career opportunities. Individualised career counselling to all Year 9 students to monitor pathways was conducted to ensure each student had the greatest chance of success and positive outcomes. This helped inform our Career Pathways program that was implemented throughout Technical Literacy.

Community Engagement: To build parent involvement and engagement we provided multiple Assessment Information Courses on 2022. This course has been developed to give parents an opportunity to participate in their child's learning and learn some useful strategies to support their child's learning at home. As a result of Truganina College's commitment to engaging parents, parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above the median of all Victorian Government Schools.

Individual Education Plans, Learning Action Plans for Intervention, Extension, Attendance and Behaviour remained a focus with agreed individual strategies to assist students and families with learning and wellbeing.

Attendance: Truganina College places significant importance on being at school on time, every day. Using the similar school comparison data for both Year Prep-6 and Year 7-9, Truganina College has a higher rate of attendance than similar schools

Financial performance

2022 is the eighth year of operation of the College. Truganina College has used funds available to purchase requirements to support students in their learning. With increased enrolments, the Finance sub-committee continues with forward thinking for 2022 and into the future.

Funds have been used to support the achievement of education outcomes and other operational needs of the school consistent with Department policies, Victorian Building Authority and School Council approvals.

Victorian Schools Building Authority (VSBA) gave approval for the construction of new shade structures in front of Buildings 1, 2 and 3. Our contractor completed the work in December 2022. This will now provide shelter from sun and weather for our students. Funding was provided by the Department and we utilised school funds and our Building fund.

The College has continued to implement Marrung strategy and build a thriving culture to promote inclusivity within all classrooms. The College employed the services of artist Julian Clavijo to paint a mural. The mural contains all four names and a painted image with each Indigenous Australian representing the house colours and is painted on Building 6. Permission to use images was received from the families of Freeman, Thurston, Unaipon and Namatjira.

Staff continued to be resourced and well supported through the Learning Specialists, School-based Coaches, Critical Friends, PLC Leaders, Learning Support and Admin Staff.

Truganina College would like to acknowledge the ongoing support of the School Council, particularly the Resources Sub-committee and the office staff, who have managed the school's resources in an efficient and effective manner.

For more detailed information regarding our school please visit our website at
<https://www.truganinap9.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 2186 students were enrolled at this school in 2022, 1060 female and 1126 male.

71 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).

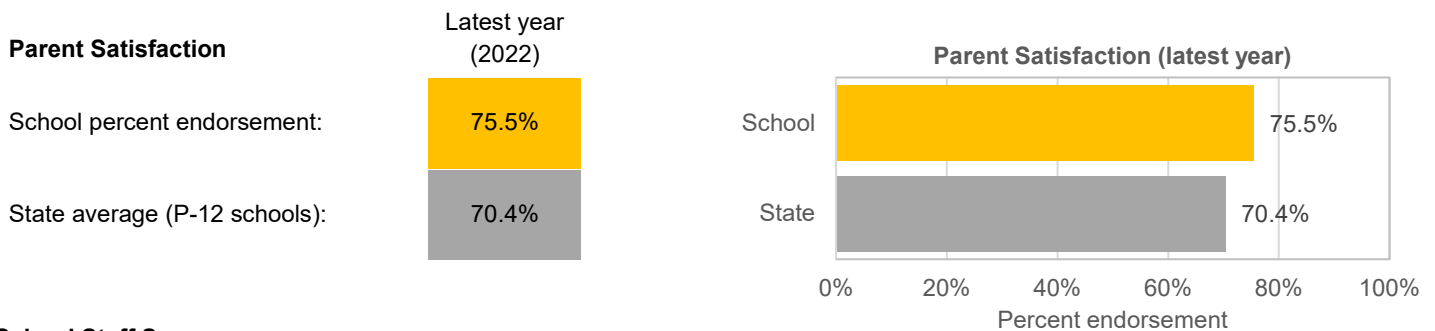
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

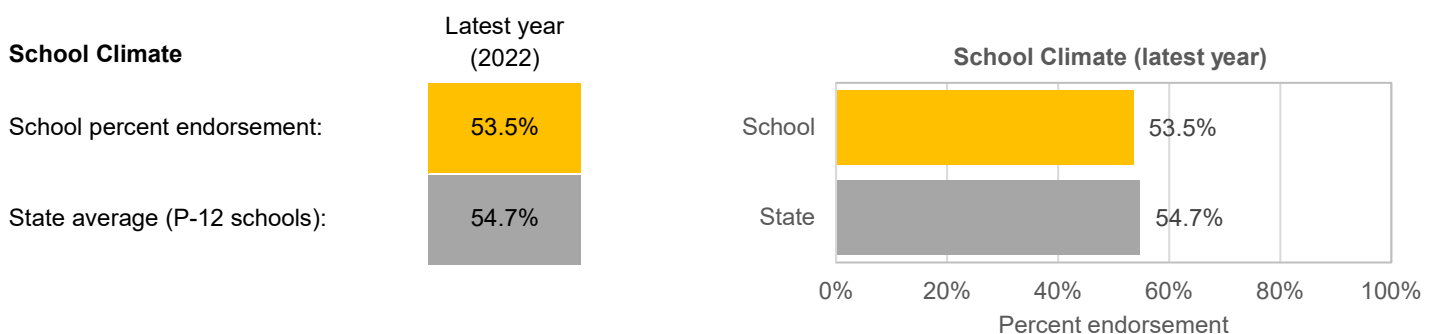


School Staff Survey

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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

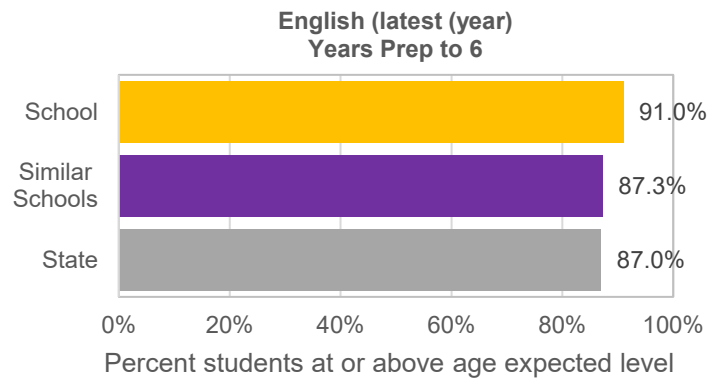
91.0%

Similar Schools average:

87.3%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

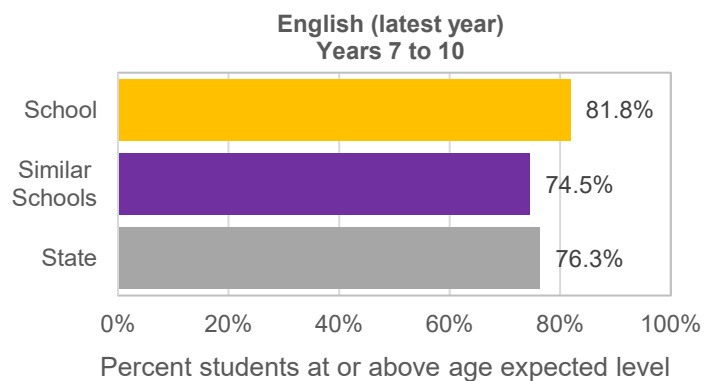
81.8%

Similar Schools average:

74.5%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

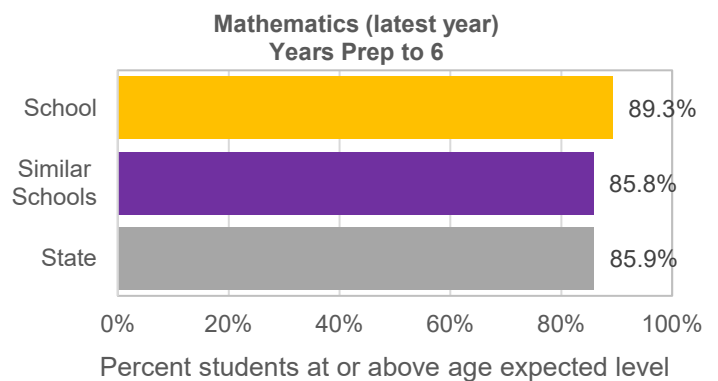
89.3%

Similar Schools average:

85.8%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

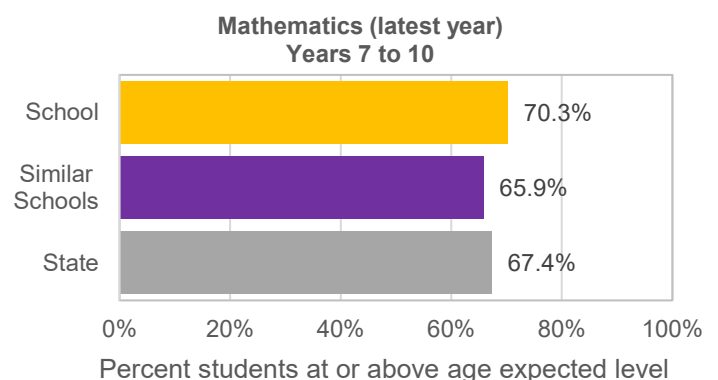
70.3%

Similar Schools average:

65.9%

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.

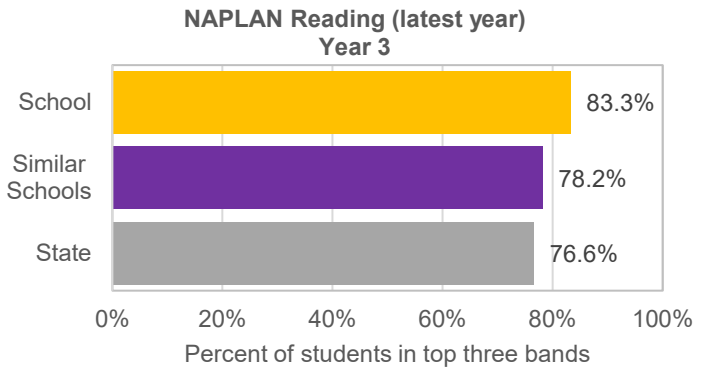
NAPLAN

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.

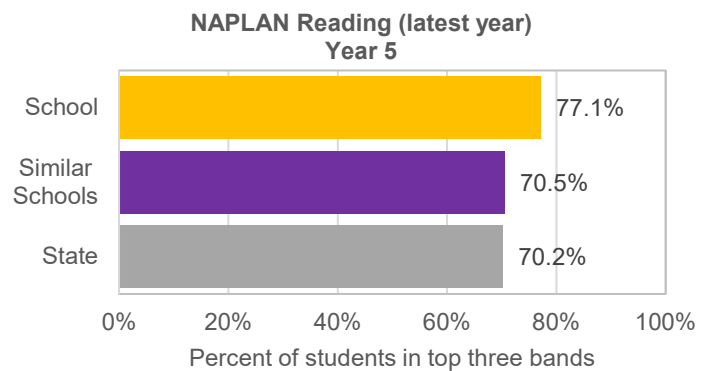
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	82.0%
Similar Schools average:	78.2%	77.6%
State average:	76.6%	76.6%



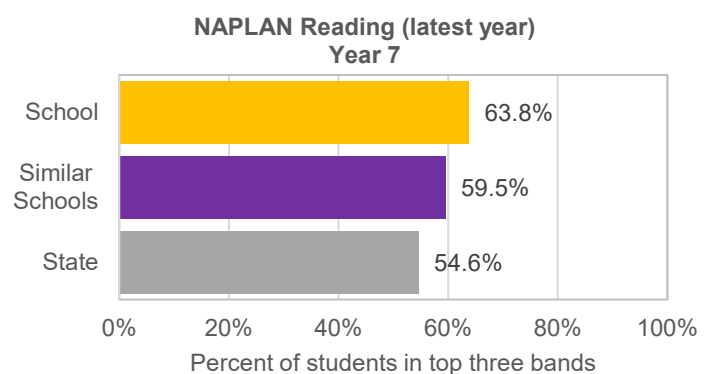
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.1%	73.7%
Similar Schools average:	70.5%	69.4%
State average:	70.2%	69.5%



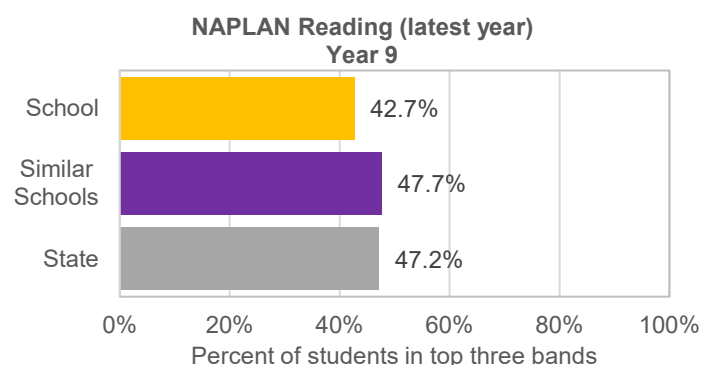
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.8%	63.1%
Similar Schools average:	59.5%	58.9%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.7%	43.6%
Similar Schools average:	47.7%	46.3%
State average:	47.2%	46.0%



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 (continued)

**Numeracy
Year 3**

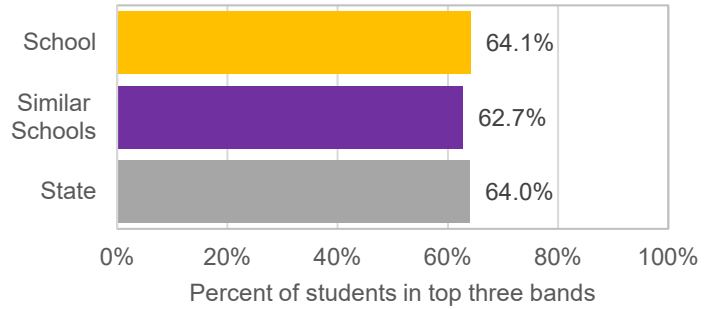
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.1%	65.5%
Similar Schools average:	62.7%	65.1%
State average:	64.0%	66.6%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

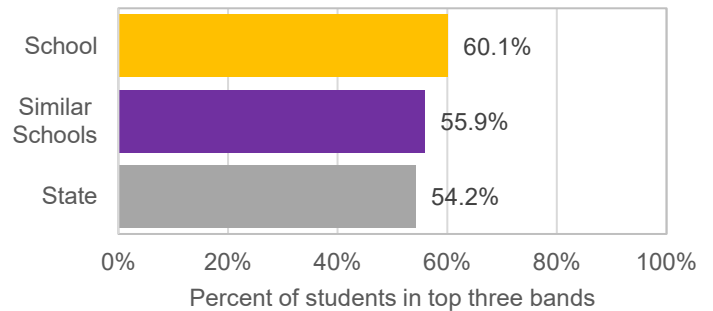
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.1%	60.0%
Similar Schools average:	55.9%	59.7%
State average:	54.2%	58.8%

Similar Schools average:

State average:

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

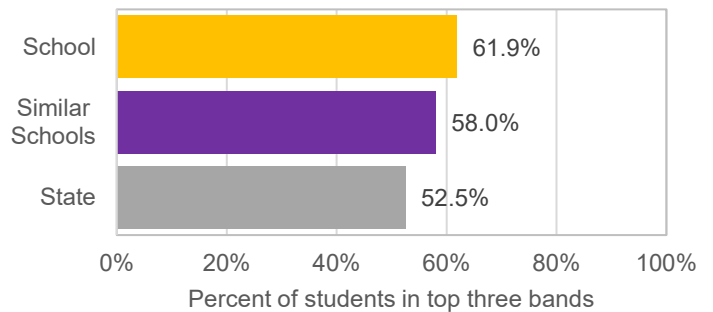
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	59.0%
Similar Schools average:	58.0%	58.2%
State average:	52.5%	54.8%

Similar Schools average:

State average:

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



**Numeracy
Year 9**

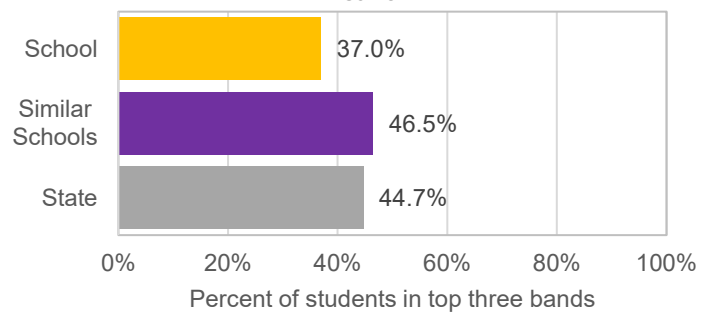
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.0%	39.1%
Similar Schools average:	46.5%	46.7%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**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.*

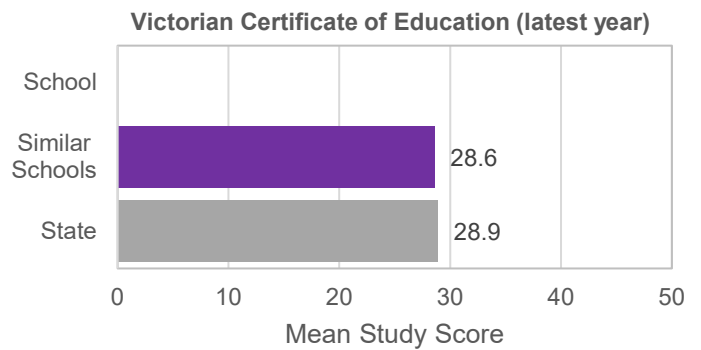
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	28.6	28.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

WELLBEING

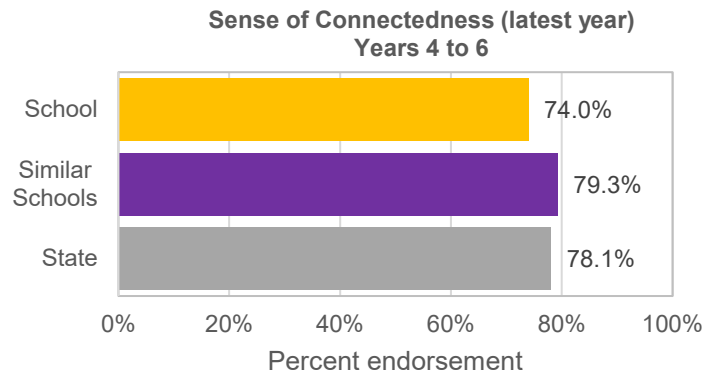
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

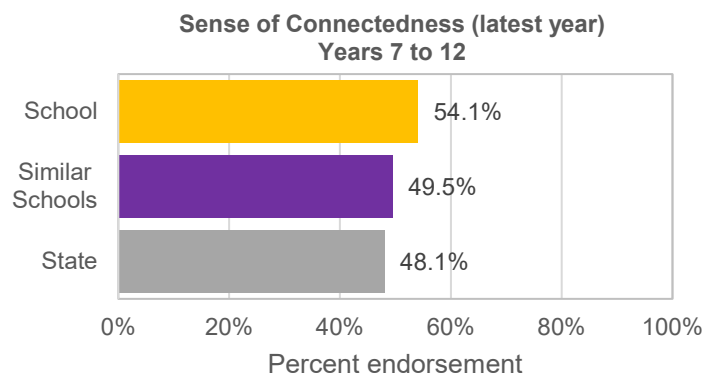
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.0%	83.1%
Similar Schools average:	79.3%	81.2%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.1%	61.1%
Similar Schools average:	49.5%	53.0%
State average:	48.1%	52.5%



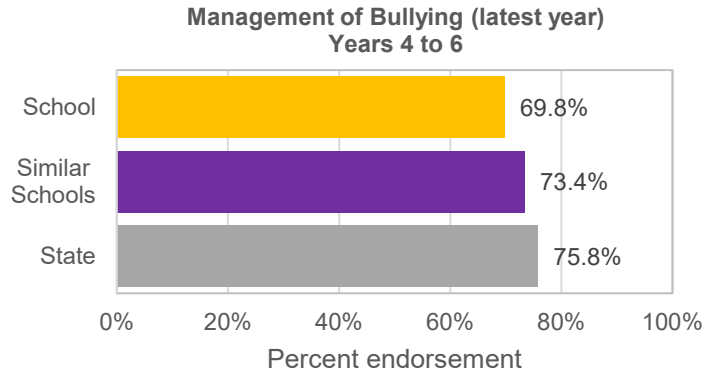
WELLBEING (continued)

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).

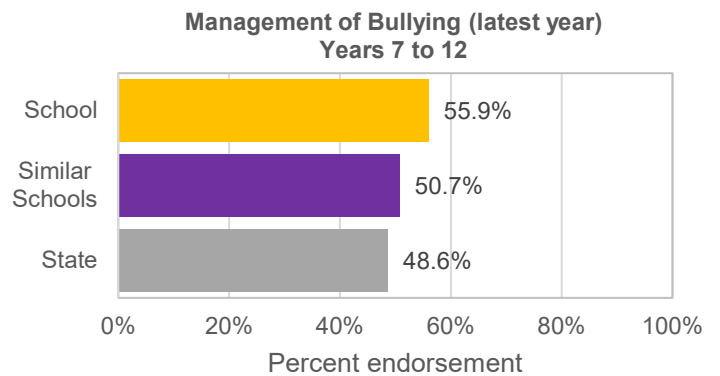
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	69.8%	81.0%
Similar Schools average:	73.4%	76.6%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	55.9%	65.3%
Similar Schools average:	50.7%	54.9%
State average:	48.6%	54.0%



ENGAGEMENT

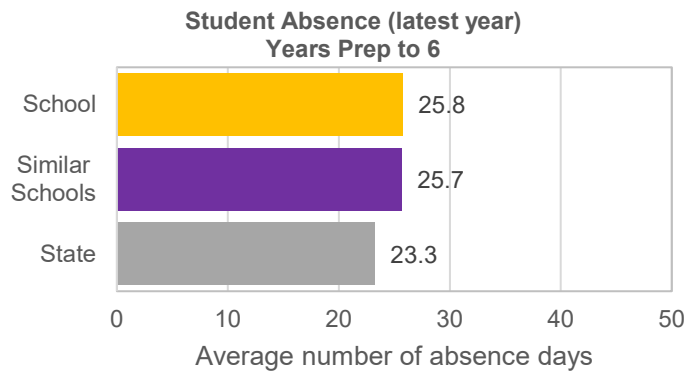
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

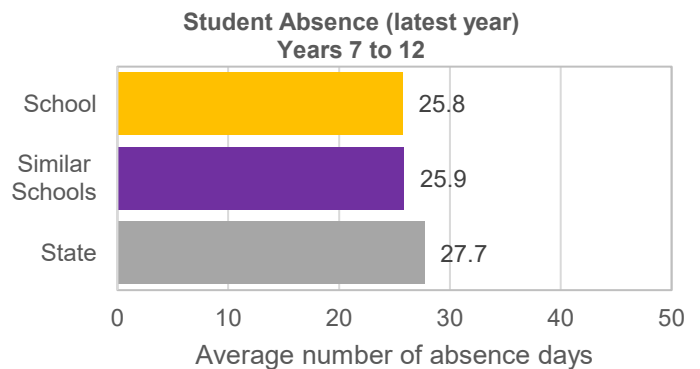
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.8	18.6
Similar Schools average:	25.7	18.6
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	25.8	21.3
Similar Schools average:	25.9	20.9
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	86%	86%	87%	88%	89%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	90%	87%	83%	NDA	NDA	NDA

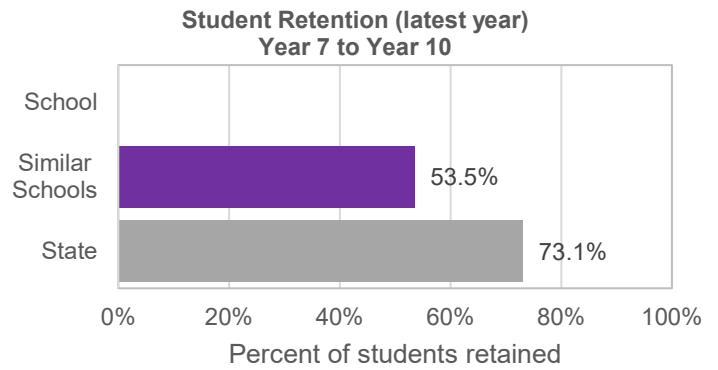
ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	53.5%	53.4%
State average:	73.1%	73.0%



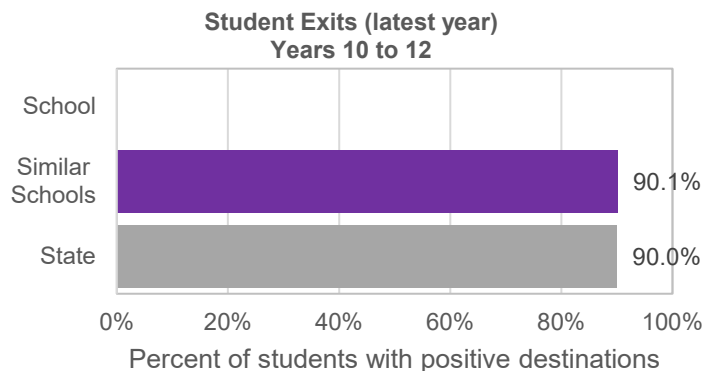
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	90.1%	91.5%
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	\$28,156,333
Government Provided DET Grants	\$3,286,688
Government Grants Commonwealth	\$37,556
Government Grants State	\$0
Revenue Other	\$69,226
Locally Raised Funds	\$888,876
Capital Grants	\$0
Total Operating Revenue	\$32,438,679

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,458,701
Equity (Catch Up)	\$25,916
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,484,617

Expenditure	Actual
Student Resource Package ²	\$20,131,043
Adjustments	\$0
Books & Publications	\$40,692
Camps/Excursions/Activities	\$374,336
Communication Costs	\$23,334
Consumables	\$742,258
Miscellaneous Expense ³	\$69,084
Professional Development	\$112,151
Equipment/Maintenance/Hire	\$286,659
Property Services	\$654,355
Salaries & Allowances ⁴	\$116,238
Support Services	\$1,044,960
Trading & Fundraising	\$41,407
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,462
Utilities	\$157,518
Total Operating Expenditure	\$23,796,497
Net Operating Surplus/-Deficit	\$8,642,182
Asset Acquisitions	\$141,875

- (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	\$1,159,488
Official Account	\$82,344
Other Accounts	\$4
Total Funds Available	\$1,241,836

Financial Commitments	Actual
Operating Reserve	\$512,570
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$206,724
School Based Programs	\$517,021
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	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,236,315

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.