

2023 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 \(VIT\)](#)
- 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 26 March 2024 at 11:16 AM by Sadia Toqeer (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 26 March 2024 at 04:34 PM by Ajay Sharma (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 Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

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. Beginning in 2023, 2367 students were enrolled and in Term 4 2023, 2410 students were enrolled.

Seventy two percent were English as an Additional Language students and nine students were of Aboriginal and/or Torres Strait Islander descent. 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 2023, the staffing profile was made up of 1 Principal, 1 Deputy Principal, 3 Directors of Learning and Wellbeing Excellence, 9 Assistant Principals, 12.7 Learning Specialists, 1 Leading Teacher, 109.04 (FTE) Teachers, 13.06 Para professionals/ PPT, 14.07 in the Learning Tutor Program, comprising of Education Support and Teaching staff (FTE), 1 Mental Health Practitioner, 16.99 Integration Aides, 57.89 Teaching Support Staff comprising of a Business Manager, Learning Support, Wellbeing Team, Community Liaison Officers, and Administration Staff. There is one known staff member 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 practise the behaviours, mindset and responsibilities that come with these values.

In 2023, 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, and feedback. 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 2023, building the 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 and Intervention Program. Student engagement and wellbeing was an important key improvement strategy at the College, with an increased focus on enhancing the health and wellbeing of all students through student empowerment, unconditional positive regard and the building of resilience. The College continued to focus on the implementation of a coordinated plan to improve student attendance. In 2023, we have enriched our wellbeing hub with a provisional psychologist, student counsellors, mental health practitioners and two qualified nurses. The Wellbeing Team supports students in their mental health and wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

Each year, inclusive of 2023, 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 (AIP) including the below Key Improvement Strategies were developed and endorsed by the School Council and senior Department of Education and Training staff.

2023 was the third 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 2023, the College focused on the following initiatives, Key Improvement Strategies (KIS) and related high-level actions:

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

in numeracy.

KIS 1c. Develop leadership capability among teachers in the implementation and monitoring of PLCs to drive student learning growth.

2. 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.

To meet these goals during this academic year, the College Professional development around differentiation based on the text, 'The Differentiated Classroom' by Carol Ann Tomlinson and feedback practices as described by Professor John Hattie were provided to all staff and the delivery optimised by targeting teacher level of experience. In the School Staff Survey, increased responses for Academic emphasis and Collective Efficacy were recorded.

PLC members continued to plan collaboratively in teams of no more than 3 or 4 and drew on the professional learning (differentiating by content, process, product) and analysed student work samples to further differentiate learning experiences to target students' individual needs. Teachers provided students with feedback, verbal and written as well as conducted one on one conferences with students to support their ability to take next steps, monitor and self-regulate their learning. Students reported an increased understanding of feedback and how it progressed their learning. Staff reported using a variety of strategies to provide feedback. Peer observations were promoted and supported by leaders across the college with the focus High Impact Teaching strategies and wedges of the Truganina Instructional Framework: explicit teaching, differentiation and feedback in the areas of literacy and numeracy across all subjects.

Enrichment, extension and intervention continued to be provided to students who were identified through analysis data on a termly basis and the pedagogical approach of small group instruction was employed to differentiate the learning and wellbeing of these students' at their point of need.

Truganina College contributed to the school network in the Wyndham area and led the PLC Link schools initiative. Truganina leaders supported these schools to use data to evaluate their PLC maturity and impact as a PLC with the focus on building collective efficacy and therefore student outcomes.

In 2023, several data sets were used to measure achievement and growth. These included:

Reading and Viewing

By 2023, Reading and Viewing Teacher Judgements (at and above)

Year Level Target Result

Foundation	88%	89%
Year 1	90%	92%
Year 2	90%	94%
Year 3	90%	89%
Year 4	90%	88%
Year 5	95%	93%
Year 6	90%	92%
Year 7	97%	91%
Year 8	92%	84%
Year 9	88%	85%

Progressive Achievement Test (PAT) Reading

By 2023, all Year 1-9 students will show growth in PAT-R Scale Score.

Year Level Result: % of students with Positive Growth (>0)

Year 1	82.49%
Year 2	85.79%
Year 3	82.49%
Year 4	83.47%
Year 5	86.09%
Year 6	72.9%
Year 7	72.9%
Year 8	78.79%
Year 9	74.36%

Writing 2023

By 2023, Writing Teacher Judgements (at and above)

Year Level Target Result

Year 4 75% 84%

Year 8 61% 76%

NUMERACY 2023

By 2023, Number and Algebra Teacher Judgements (at and above)

Year Level Target Result

Year 1 90% 92%

Year 2 90% 94%

Year 3 90% 94%

Year 4 90% 88%

Year 5 90% 86%

Year 6 90% 86%

Year 7 85% 79%

Year 8 80% 75%

STUDENT ATTENDANCE 2023

In 2023 the student attendance data will not exceed on average 16 days (F-6) & 17 days (7-9) to achieve our SSP targets.

Year Level Target Result

Foundation - Year 6 Average of 16 days absences Average of 22.1% absences

Year 7 - Year 9 Average of 17 days absences Average of 27.7 % absences

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 2023, all classes provided safe and welcoming learning environments in which students respect and value on-task learning. Our School Wide Positive Behaviour Support (SWPBS) leaders developed professional learning for our college staff in Tier 1 engagement and wellbeing strategies. As a result, 'Ready to Learn Scales' were implemented across the college and our staff demonstrated Unconditional Positive Regard in our work with students.

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.

Student health and wellbeing was enhanced through the explicit teaching of both SWPBS and Respectful Relationships with the 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 was used for wellbeing conversations with families in addition to offering 1:1 and small group wellbeing sessions for vulnerable students.

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.

These values were reinforced by tokens and positive chronicles. Positive chronicles were shared with families to reinforce these values at home.

Our Wellbeing team, including a school psychologist, mental health practitioners, school counsellors and social workers focused on providing individual and small group sessions focussing on social and emotional regulation strategies and 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 2023, Truganina College began the transition from the Program for Students with Disabilities (PSD) to the new Disability Inclusion Profile (DIP). This reform is a strength-based process which encourages partnerships between school, families and health care professionals.

Engagement

Student Empowerment

In 2023, the College continued to have a sharp and narrow focus on Empowering Students and Building School Pride. The student leadership model consists of students in Year 4-9 who hold leadership positions, ranging from Class Captain to College Captains in

years six and nine. 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 and lead portions of school events and initiatives. In semester two, this included leading the College's School Pride and Confidence Initiative. Opinions from student leaders are invited in relation to school activities including student achievements, celebrations and sporting successes. Student leaders supported 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. Formal role descriptions for College Captains were developed, supporting the selection process for the 2024 student leaders and leaders will form a 'student voice working group' in 2024. Student views are expressed through formal channels such as school council, where college captains have an integral role as full voting members. 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.

Transitions

The Foundation transition program has continued to engage and welcome our new families to the Truganina P9 community. Our new Foundation students participated in four 45-minute transition days held in small groups throughout term 3 & 4. 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 in 2024. The transition included the use of the SeeSaw Learning Management System to share information and engage our new learners.

Staff met each of our external Year 7 students for 2024 and their families prior to Transition Day to support their transition to our college and welcome them to our community. These meetings enabled two-way communication between the families and school and students felt ready to join the College confidently. 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.

The transition team supported our Year 9 students and families to prepare for their transition into their senior schooling. The enrolments team supported many families to complete their enrolment packs by holding a session after school where they could access this support. The team completed home visits and supported our students to attend their transition days. We had visits from both of our neighbouring senior schools to complete handovers as well as having staff introduce themselves to the students.

The College continues to build a focus on supporting all students to be successful learners. Individual Education Plans, Learning Action Plans for Intervention, Extension, Attendance and Behaviour continued to remain a focus with agreed individual strategies to assist students and families with learning and wellbeing. Students in need of further support for their engagement or wellbeing were referred to specialised educational support staff for one-on-one or small group interventions. Staying in Education data, which identifies students most at risk of leaving school without graduating in year 12, was used to develop a targeted small-group intervention for focus students in the year nine cohort in semester two.

All Year 9 students participated in the Morrisby careers profiling 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. Head Start, the organisation responsible for implementing VET in Schools, was invited to present to all year nines about pathways into trade qualifications and employment, informing their selections in transitioning to new schools for year 10 and VCE.

Community Engagement

To build parent involvement and engagement the College provided multiple Assessment Information sessions in 2023. These sessions have 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. Across the year, multiple parent forums were conducted, facilitated by student leaders, to allow parents and guardians to give feedback to the college in the key domains of literacy, numeracy and wellbeing. 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, as well as our network and similar schools.

Attendance

Truganina College places significant importance on being at school on time, every day. Using the similar school comparison data, Truganina College has a higher rate of attendance than similar schools and network schools for years F-6. In years 7-9, this comparison data shows higher rates of attendance than network schools and the state-wide average for all schools.

Other highlights from the school year

During 2023, Truganina College provided many engaging excursions, incursions, sporting opportunities and camps which enhanced the learning experiences that were provided within the classroom. Many of the incursions and excursions were linked to the Humanities Curriculum and allowed students to become immersed in the history or culture they were studying. Some examples of this include the Foundation students attending the African Village at the Werribee Zoo, while the Year 3 students got 'hands on' experience with African Drumming. Year 6 were able to see what life was like during the gold rush at Sovereign Hill and the Eureka Centre, while Year 2 got to touch and experience artefacts and games from history as part of their "Life - Then and Now" incursion.

These are only a few of the many varied activities that were provided so that students could have multiple exposure to the curriculum content and make connections from what they have learnt, to what they were able to experience firsthand.

Truganina College also provides students with many opportunities to gain information and put their learning into practice around being a good human. Students were provided with team building and growth mindset incursions through Kaboom Kids, Resilience and Leadership workshops and the Good Human Factory. To promote cyber safety both students and families were invited to our Cyber Safety sessions with Susan McLean, a leader in her field. We also had the good fortune to have a visit from Eddie Betts, a former AFL football player and motivational speaker who discussed the importance of resilience, values, culture and attending school regularly.

Truganina College values the many cultures we have at the college and celebrated this with a whole-school Cultural Day, where all students were invited to attend, dressed in their cultural clothes. The Years 7-9 students had the opportunity to organise, rehearse and perform cultural dances, which were enjoyed by all across the college. Other celebrations of culture included some of our 7-9 African students attending the African Australian Children's Conference and some of our Pacific Islanders attending Tautai Lead, which is a mentoring program.

Financial performance

2023 is the ninth year of operation of the College. Truganina College has used funds available to purchase requirements to support students in their learning and wellbeing. With increased enrolments, the Finance sub-committee continues with forward thinking for 2024 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.

Buddy benches installed in Areas A and B, subsidised by the Building Fund, have allowed students to engage positively with each other during break times, ensuring an inclusive and friendly school climate.

Commission revenue has been received from Big Childcare, Noone Uniform, Bocca Foods (College Canteen), and facilities hire [gym].

The college also received the following sources of funding to support the learning and wellbeing of all students.

- PLC Link Initiative
- Student Excellence Programs
- Career Education Funding
- Early Years Koorie Literacy and Numeracy
- Swimming in Schools
- Student Wellbeing Boost

An African Liaison Officer, funded by the Schools Targeted Funding Portal was employed to support targeted groups of students in their learning and overall wellbeing.

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

School Council approved the following out of budget expenses to support learning and wellbeing of students and staff throughout 2023:

- \$126,000 for Growth Coaching for leaders across the college.
- \$140,000 for the employment of recruitment agencies to recruit qualified staff locally and internationally given the challenges of staff shortages.
- \$133,000 for the purchase of laptops for Year 7-9 students.

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.

For more detailed information regarding our school please visit our website at

<https://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 2381 students were enrolled at this school in 2023, 1135 female and 1246 male.

72 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.

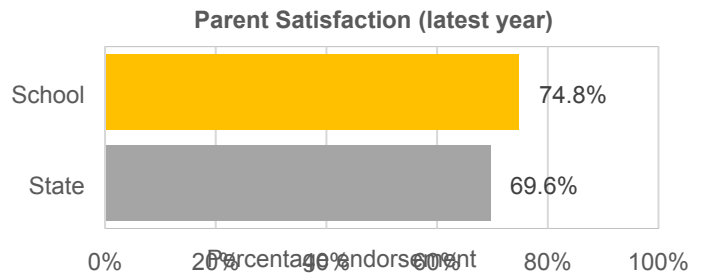
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	74.8%
State average (P-12 schools):	69.6%



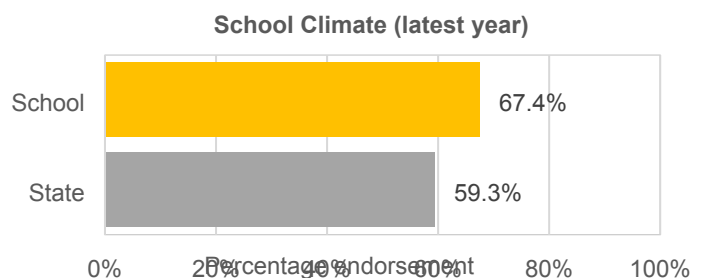
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	67.4%
State average (P-12 schools):	59.3%



LEARNING

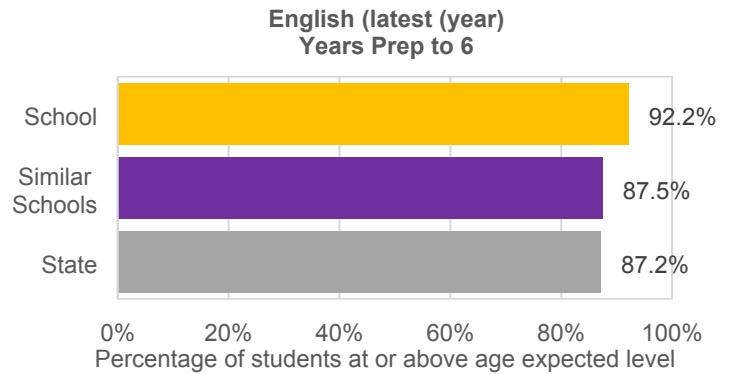
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

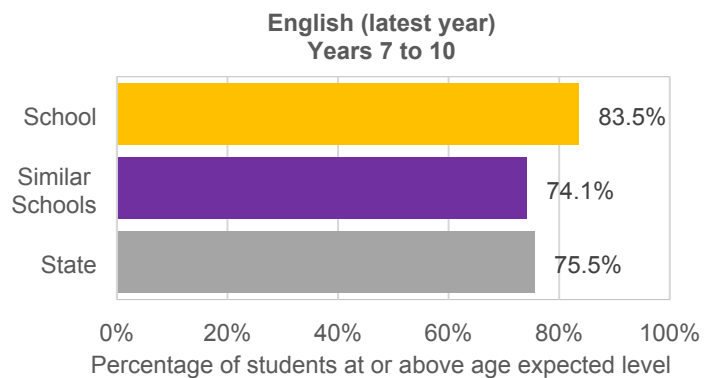
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	92.2%
Similar Schools average:	87.5%
State average:	87.2%



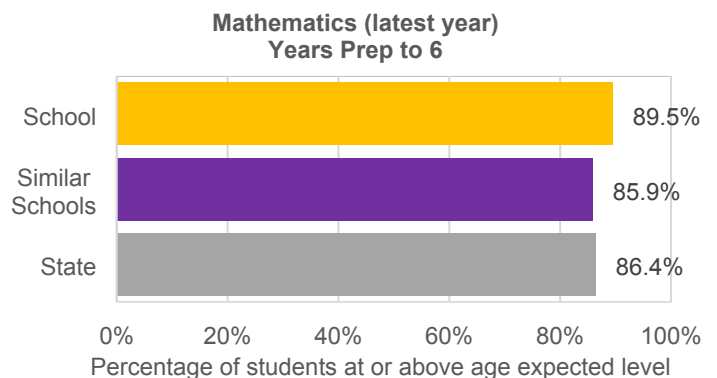
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	83.5%
Similar Schools average:	74.1%
State average:	75.5%



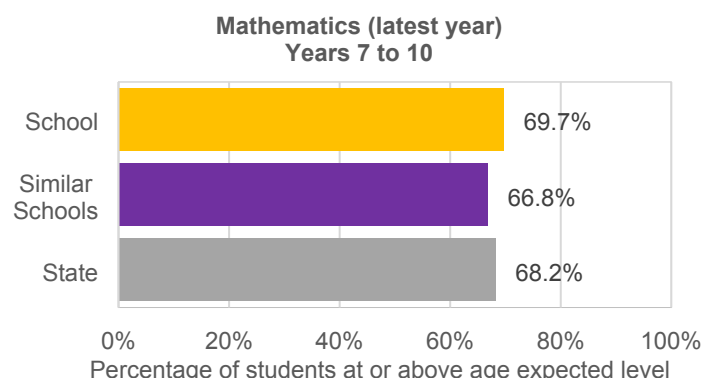
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	89.5%
Similar Schools average:	85.9%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	69.7%
Similar Schools average:	66.8%
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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

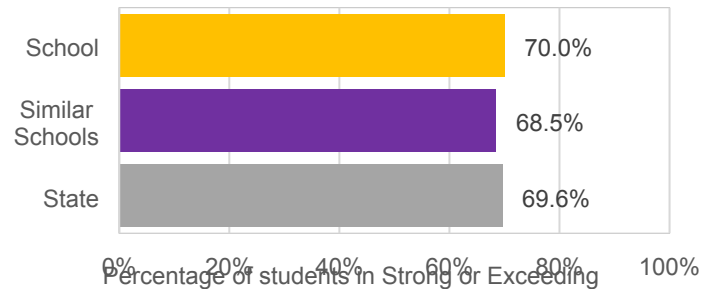
Similar Schools average:

68.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.7%

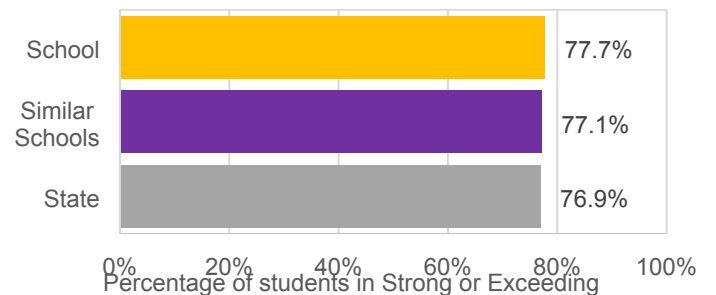
Similar Schools average:

77.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.1%

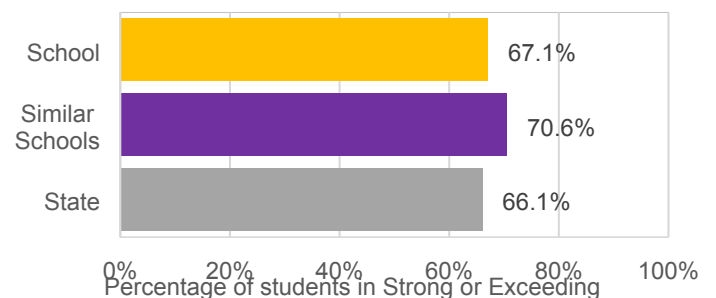
Similar Schools average:

70.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.3%

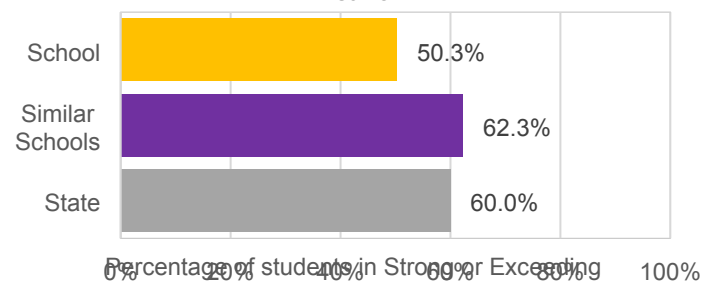
Similar Schools average:

62.3%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.6%

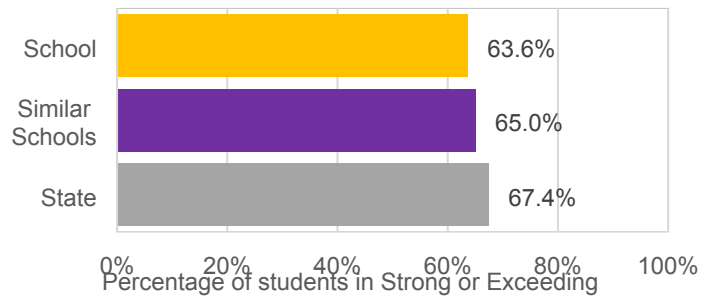
Similar Schools average:

65.0%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.7%

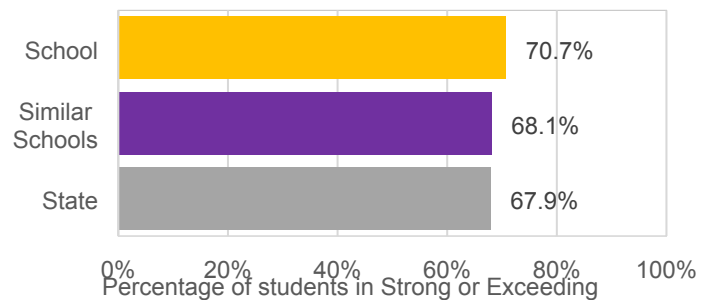
Similar Schools average:

68.1%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.3%

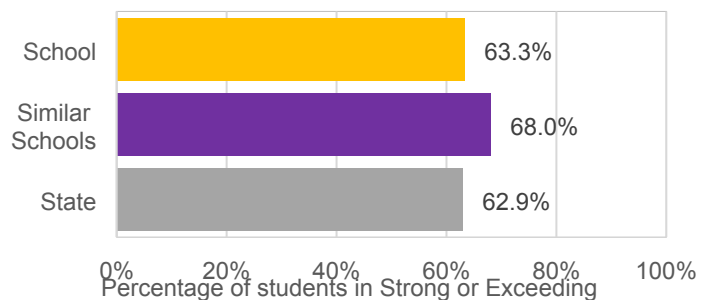
Similar Schools average:

68.0%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

54.1%

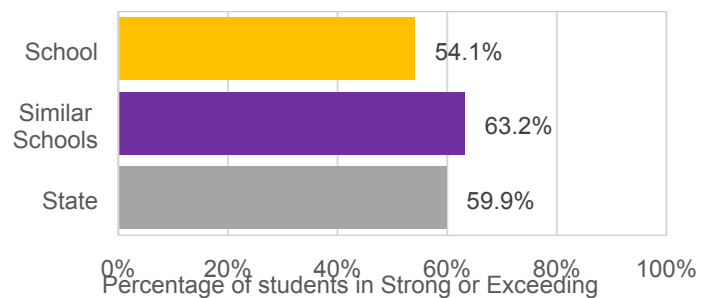
Similar Schools average:

63.2%

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 3**

Latest year
(2022)

School percentage of students in the top three bands:

83.3%

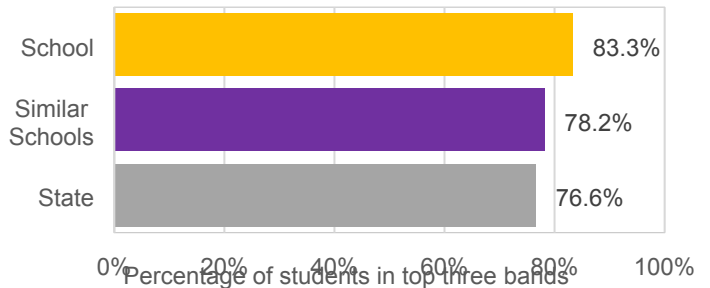
Similar Schools average:

78.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

77.1%

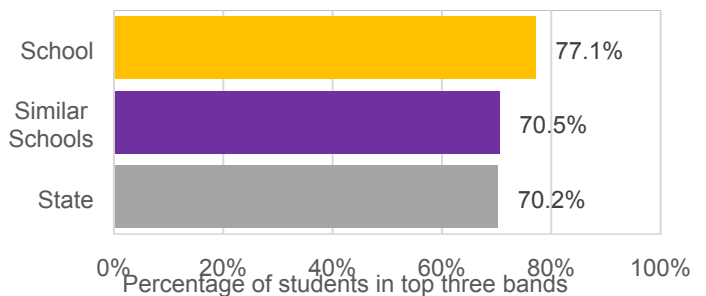
Similar Schools average:

70.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

63.8%

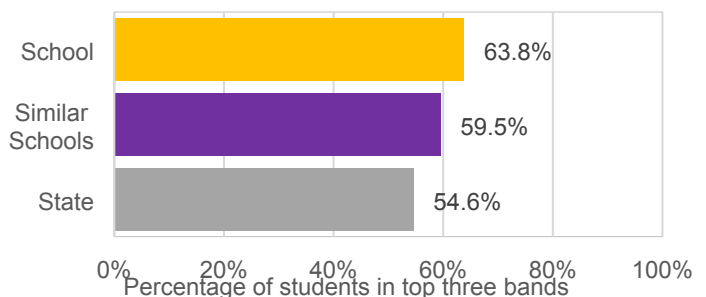
Similar Schools average:

59.5%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

42.7%

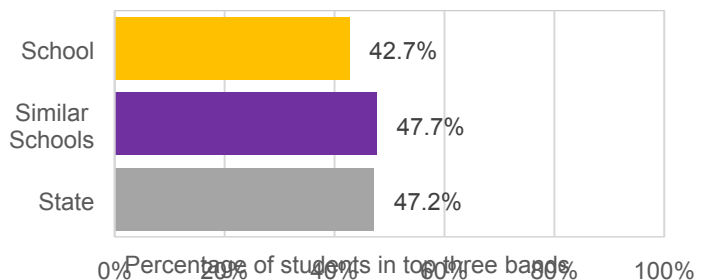
Similar Schools average:

47.7%

State average:

47.2%

**NAPLAN Reading (2022)
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 (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

64.1%

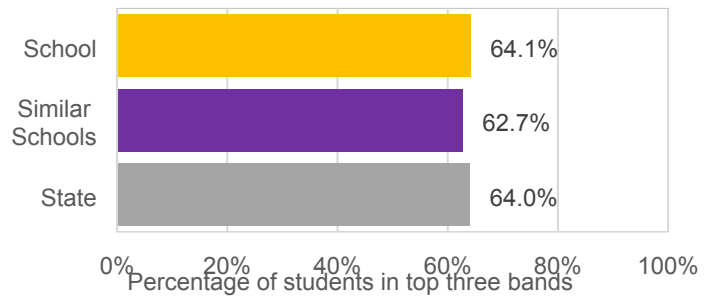
Similar Schools average:

62.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

60.1%

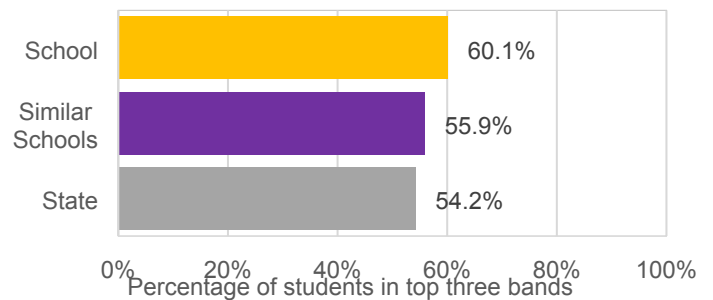
Similar Schools average:

55.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

61.9%

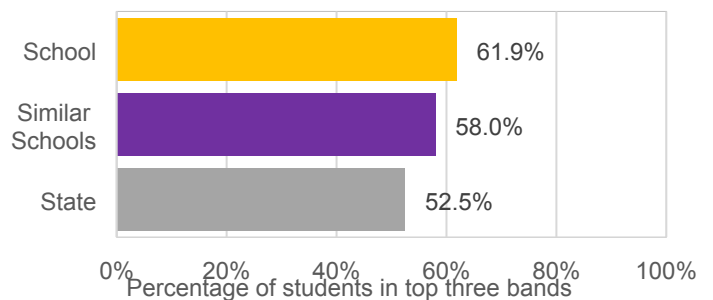
Similar Schools average:

58.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

37.0%

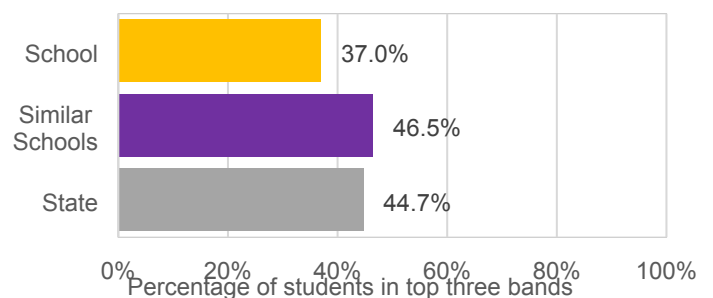
Similar Schools average:

46.5%

State average:

44.7%

**NAPLAN Numeracy (2022)
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.*

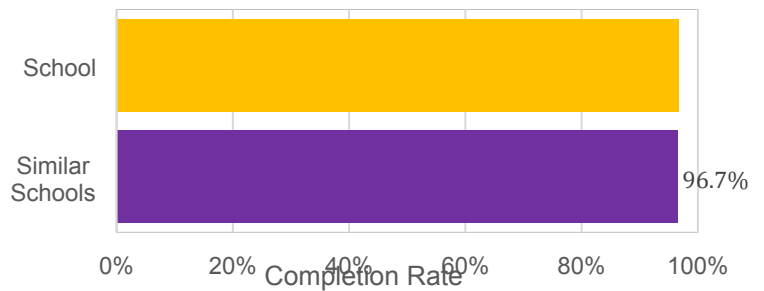
Victorian Senior Secondary Certificate

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:	NDA	NDA
Similar Schools completion rate:	96.7%	96.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA
NDA
NDA
NDA
NDA

Number of students awarded the VCE Vocational Major

Number of students awarded the Victorian Pathways Certificate

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

Percentage VET units of competence satisfactorily completed in 2023:

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 4 to 6

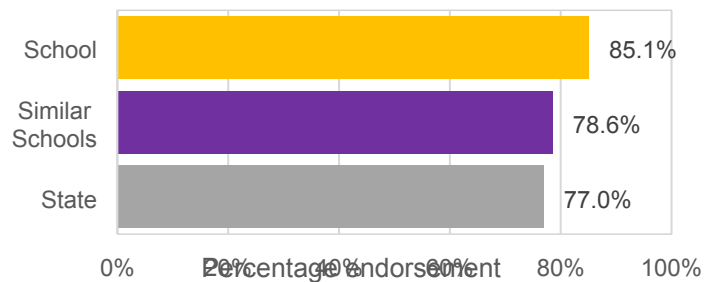
School percentage endorsement:

Latest year (2023)	4-year average
85.1%	82.3%
78.6%	80.2%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

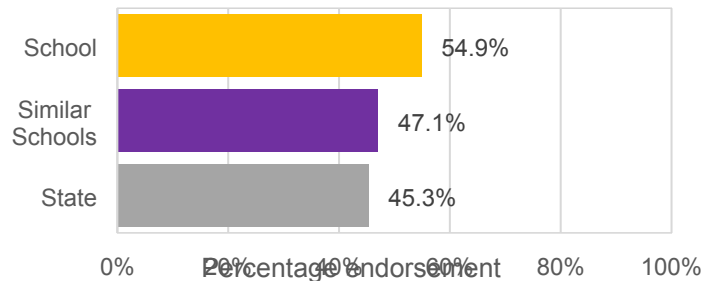
School percentage endorsement:

Latest year (2023)	4-year average
54.9%	57.2%
47.1%	51.0%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

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 4 to 6**

School percentage endorsement:

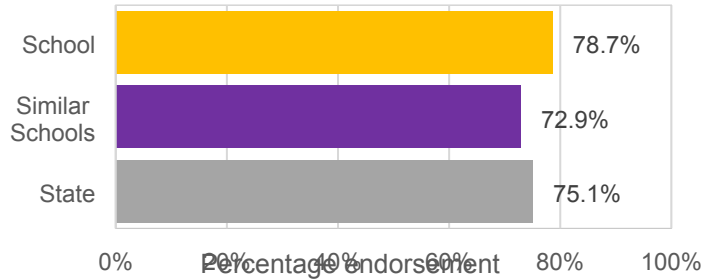
Similar Schools average:

State average:

Latest year (2023) 4-year average

78.7%	77.9%
72.9%	74.9%
75.1%	76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

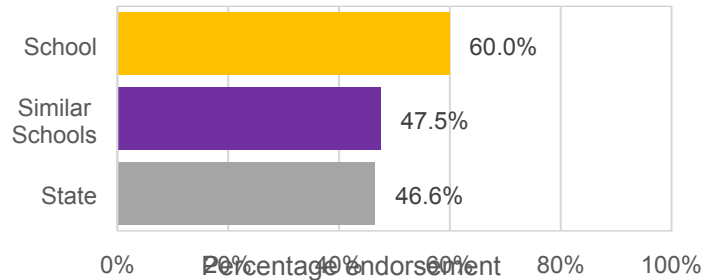
Similar Schools average:

State average:

Latest year (2023) 4-year average

60.0%	61.1%
47.5%	52.1%
46.6%	51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

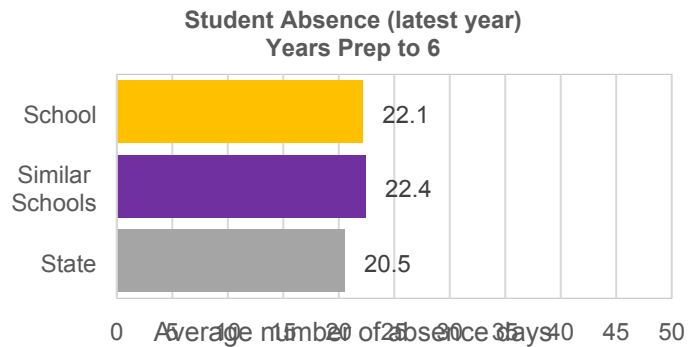
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

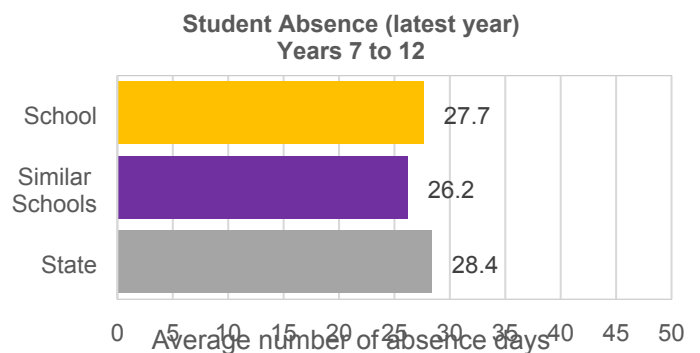
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.1	19.9
Similar Schools average:	22.4	19.9
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	27.7	23.8
Similar Schools average:	26.2	22.7
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	87%	87%	89%	89%	88%	91%	90%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	86%	83%	NDA	NDA	NDA

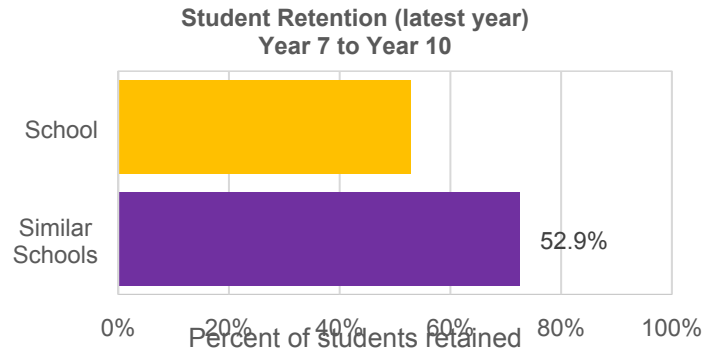
ENGAGEMENT (continued)

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 (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	52.9%	53.2%
State average:	72.6%	73.8%



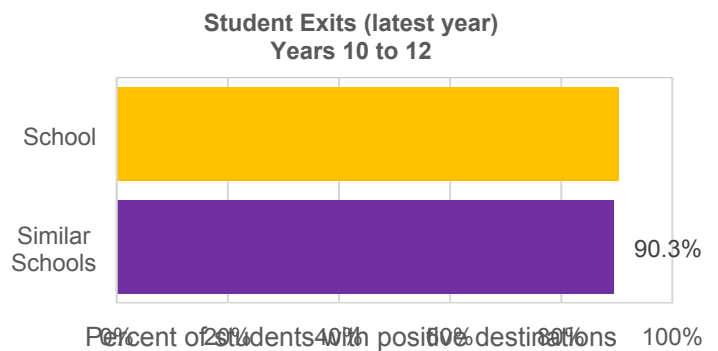
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	90.3%	91.3%
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	\$30,306,816
Government Provided DET Grants	\$4,600,172
Government Grants Commonwealth	\$13,147
Government Grants State	\$0
Revenue Other	\$99,252
Locally Raised Funds	\$967,998
Capital Grants	\$0
Total Operating Revenue	\$35,987,385

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,368,701
Equity (Catch Up)	\$33,348
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,402,048

Expenditure	Actual
Student Resource Package ²	\$24,954,635
Adjustments	\$0
Books & Publications	\$42,796
Camps/Excursions/Activities	\$377,786
Communication Costs	\$30,127
Consumables	\$661,404
Miscellaneous Expense ³	\$145,068
Professional Development	\$253,773
Equipment/Maintenance/Hire	\$485,808
Property Services	\$643,768
Salaries & Allowances ⁴	\$284,111
Support Services	\$2,808,872
Trading & Fundraising	\$62,979
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$438
Utilities	\$172,041
Total Operating Expenditure	\$30,923,606
Net Operating Surplus/-Deficit	\$5,063,778
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$857,014
Official Account	\$42,054
Other Accounts	\$20
Total Funds Available	\$899,088

Financial Commitments	Actual
Operating Reserve	\$903,883
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$117,917
School Based Programs	\$103,265
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	\$500,000
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	\$1,625,065

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.