

# 2022 Annual Report to the School Community

School Name: South Oakleigh Secondary College (8801)

SOUTH OAKLEIGH  
COLLEGE



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 21 April 2023 at 12:31 PM by Helen Koziaris (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 21 April 2023 at 03:30 PM by Mitzi Sneesby (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

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### 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.

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### 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.

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### 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

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## School context

South Oakleigh College is a growing, single campus, co-educational school with a focus on providing excellent educational outcomes for all students with a comprehensive and challenging curriculum. We offer a vibrant co-curricular program, in a positive, caring and supportive environment and are situated in the City of Monash in the south-eastern suburbs of Melbourne approximately 16 kilometres from the Melbourne Central Business District. The college community lives and learns on the lands of Wurundjeri Woiwurrung and Bunurong people of the Kulin Nation. The school was founded in 1992. The college facilities include a 340 seat theatre, a TV studio, Technology, Engineering, Arts, Drama, Music practice rooms and a fully supported fitness centre. There is a careers office, a senior study space, multi-purpose learning spaces, and an administration area.

South Oakleigh College's vision is to enable all students to achieve their potential and become confident, effective learners who contribute productively to society through a comprehensive and challenging curriculum.

Our focus is to 'develop the whole child' and inspire all students to love learning; to be active participants on their journey, engaged in all aspects of daily life at school; to aim for academic excellence whilst learning how to be the *best* version of themselves in alignment with our school values. Our vision and values statement: encouraging our students to develop a strong sense of social responsibility, empathy and compassion for others whilst celebrating diversity. A well-balanced person - whose social involvement, meaningful relationships and purposeful life are complemented by academic achievement.

Our core purpose and mission is underpinned by the following shared values which are woven through all facets of school life: - **High Expectations** of self and others'; **Respect**: for ourselves, each other and our environment; **Responsibility**: for our own actions; **Resilience**: to embrace challenges with optimism and perseverance and **Teamwork**; working co-operatively with others.

*Our students often compete in external programs that calibrate their successes on a scale that extends beyond our community.*

Our College has a student population of approximately 779 students, including 15 full fee-paying international students. The International Program adds diversity and supports the provision of a broader academic curriculum. We have one student who has identified as Aboriginal and Torres Straight Islander. At present, 45 nationalities are represented in the culturally diverse student population and approximately 62% of our students speak a language other than English at home.

In 2023, the College had equivalent 78.98 full-time teaching staff - 92 staff members - (3 Principal Class, 7 Leading Teachers/Learning Specialists, 49.78 Classroom Teachers and 18.8 Education Support Staff).

The College regularly performs at or above State in its academic outcomes. This is reflected in strong VCE results that open a variety of pathways for students beyond our school. Approximately 95% of our Year 12 cohort received a tertiary offer, 86% of those who applied, received an offer in their first round of offers.

The introduction of Vocational Major (VM) in 2023 has enabled our students to graduate with a Victorian Certificate of Education (VCE) providing them with an alternative pathway into a tertiary education.

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

### Learning

South Oakleigh College has sustained its high student achievement levels in English as Teacher Judgement data from 2022 shows the percentage of students in Years 7 to 10 achieving 'At or Above the expected level' is again higher than the mean of all Victorian government secondary schools.

Teacher Judgment data for Mathematics indicates that the percentage of students at or above age expected standards in Years 7-10 (61.6%) sits slightly below the State average of 67.4%.

Participation in NAPLAN continued to be strong in 2022 with 94% of students completing the tests in Year 7 and 90% of students completing them in Year 9.

In 2022, 61.6% of Year 7 students achieved results in the top three bands of Reading, measuring above the school's 4-year average of 59.1% and above the State average of 54.6% (2022) and 55.3% (4-year state average).

Year 7 Numeracy results were also strong with 72.2% of students achieving in the top three bands, significantly higher than that of similar schools (59.4%) and the state average (52.5%). These results also reflected strongly against the 4-year average when compared to similar schools and the state average.

43.8% of Year 9 students recorded scores in the top three bands for Reading with the school's 4-year average above the 4-year state average, but slightly below that of similar schools.

The percentage of students in the top three bands for Numeracy (50.4%) was significantly above that for the average of similar schools (45.2%) and that of the State average (44.7%). Consequently the 4-year average of students in this category (52.4%) was above that 4-year averages for similar schools (47.1%) and the State average (45.6%).

98% of students satisfactorily completed the VCE with the mean study score of 29.4- above the similar schools average of 28.0 and the state average of 28.9. These results also exceeded the 4-year average for similar schools (28.1) and was equal to the 4-year State average.

Of the 70% of students who applied for courses through VTAC, 95% received enrolment offers. VET unit completion rates were 100%

South Oakleigh College achieved significant improvements in VCE outcomes in 2022 including:?

- 13.04% of students achieved an ATAR greater than 90
- 37% of students achieved an ATAR greater than 80?
- 52.17% of students achieved an ATAR greater than 70%
- 4.8% of study scores of 40+
- Median study score of 30
- 6 students awarded the VCE Bacalaureate

## Wellbeing

Student wellbeing continued to be a priority for the College. In 2022 we expanded our wellbeing team with the employment of a Mental Health Practitioner. The mental health practitioners worked flexibly as a member of the Wellbeing Team to provide direct counselling to students and other early intervention services, help coordinate support for students with more complex needs, and contribute to wholeschool approaches to mental health promotion. This new initiative, funded by the DET, also provided access to a new online mental health toolkit, with a suite of resources, guidance and advice tailored to the new mental health practitioners. This is a significant additional resource for the school and has allowed us to provide more targeted support for a wider range of students. During 2022 the work of the Wellbeing Team was primarily reactive, and involved supporting the acute wellbeing needs of students and families as a result of the impact of lockdowns and remote learning during 2020 and 2021.

The school continued to implement the Respectful Relationships program, restorative practices and anti-bullying initiatives. South Oakleigh College continues to collaborate and involve community agencies and wellbeing specialists to support the health and wellbeing of our students.

Supporting staff wellbeing was, and continued to be, a key area of focus for the College in 2022 and beyond. Like many workplaces, the challenges of providing remote learning for our students, whilst in lockdown placed a significant strain on many staff. Returning to on-site learning in an environment when there was significant transmission was also challenging and placed a large amount of pressure on staff across the College.

To support connectedness and pride in the college, new leadership positions were created around House Leaders, to improve student participation, with more house-based activities occurring during lunchtimes that students from Years 7 to 12 could participate in. In addition, a lunchtime club model was created whereby students could suggest clubs that ran weekly/fortnightly around common interests, a snapshot of other events but not exclusive that the College supported were as follows:

- Breakfast Club – every Thursday
- Harmony Week
- Club Gala
- IDAHOBIT
- Women's Business Network Lunch
- Cancer Council's Biggest Morning Tea
- Sustainability Week
- Clean Up Australia Day
- MasterChef Competition

- House Dodgeball
- Historical Fashion Day
- Random Acts of Kindness
- R U OK Day?
- Student Voice & Agency in the Classroom Focus Groups with Students and presenting data to staff
- Queen's Jubilee Tree Planting Ceremony
- World Mental Health Day – Crazy Socks
- Academy for Enterprising Girls in STEM Workshop
- Salvation Army Food and Toy Drive
- Remembrance Day

South Oakleigh College continues to provide a safe, supportive, inclusive learning environment in which every student may achieve success and feel connected to their community. This commitment is reflected in a range of programs that are delivered through the Wellbeing Team, the significant curriculum offerings and the co-curricular program. The Student Attitudes to School Survey indicated that 46.4% of students felt very positive about their connection to school in 2022. This had decreased from a four year average of 48.2% between 2019 - 2022 but has followed a trend across the state and was higher than that for similar schools at 45.9%.

The school has continued to embed the School-Wide Positive Behaviour Support (SWPBS) framework. One metric of this program is the number of HRRT point chronicle entries that staff make about students demonstrating positive behaviours continuing to grow strongly.

The Director of Students (Junior, Middle & Senior School), Year Level Leaders & Wellbeing Team meet regularly to discuss individual student needs, tiered responses to support, professional learning, engaging external support, developing whole-campus and school incursions and harm minimization initiatives and strategies. To further build in systems for supporting learning, engagement and wellbeing for all students, we have moved a year level based weekly Mentor session in 2023. We anticipate investment in the Resilience Project will enrich the mentor group curriculum.

Our rapid growth as a school, with almost 12 new staff members joining us in 2022, meant that we needed to induct these new colleagues into our processes, our culture and our core values quickly and effectively in order to maintain the very positive culture we have at the College. The school has an ongoing commitment and investment in the professional learning for staff in the use of data analysis to understand and improve social learning, reflection strategies and reteaching opportunities across the school. This focus has led to greater consistency amongst all staff.

## Engagement

During 2022, South Oakleigh College worked towards the goal of effectively utilising available resources to support students' wellbeing and mental health, especially the most vulnerable. High level actions which were taken to achieve this goal were:

- Extending the multi-tiered response to support students' wellbeing and mental health.
- Embed programs and processes to welcome parents/carers as partners in their child's learning.

The Directors of Students and Year Level Leaders understand that when schools and families work together, children can become more engaged with their schoolwork, achieve better academically, stay in school longer and develop better social skills. Effective partnerships with families enrich wellbeing, achievement and engagement by focusing on student needs. The development of the 'learning partnership' as part of the attendance improvement initiative, and safe, supportive and inclusive school initiative, articulated the high expectations for all members of our community.

The average number of days absent at South Oakleigh College, similar schools and the state in 2022 increased from 2021. The increased absences across the state highlighted the challenges faced by the community in re-establishing routines and re-engaging in education after two years impacted by the COVID-19 pandemic. Prior to 2022 the average number of student absence days over a 4 Year average at South Oakleigh College was lower (17.8 days) than the similar schools average of (18.1 days). However, in 2022 the average number of student absence days at South Oakleigh College (26.9 days) was higher than similar schools average (26.3 days) and continued to be lower than the state average (27.7 days). The increased number of absence days across the Victorian Government School system in 2022 has also reflected an increase in the 4-year average for South Oakleigh College and all similar schools across the state. Whilst South College did not meet the reduction in days absence targets set in our 2022 targets, our 20+ days absence are 7% lower than similar schools, 5% lower than network schools and 13% lower than the state.

While overall average attendance data was still strong across the College in 2022, it is noted that it fell from 90% in 2021 to 86%. Deeper analysis into attendance percentage by year levels identified that Years 7, 8, 10, 11 and 12 were at or above 86%, with Year 9 measuring slightly lower at 83%.

Student retention as measured by the percentage of students remaining at the school from Year 7 through to Year 10 decreased from 70.6% in 2021 to 70.4% in 2022. While this result is still above the 4-year average, it falls below the similar schools average of 75% and state average of 73.1%.

Students exiting to further studies or full-time employment in Years 10-12 (96%) was higher than both similar schools (91.5%) and above the state average (90%).

## Other highlights from the school year

In 2022, SOC students were involved in a number of activities across the school reflecting on student interest and community involvement.

In the sporting field out teams participated in a range of sports, athletics, swimming and cross country competitions in all Divisions for schools from the Monash Division through to the State final, our success can be attributed to an improvement in student engagement and participation in interschool sports. This has been underpinned by the introduction of our Year 7 and 8 sport program within the curriculum and the running of our Sports Development Program after school.

The impressive participation rate in these events demonstrates the school's commitment to fostering a culture of sports and encouraging students to engage in physical activities. Overall, the school's performance and participation in **sport** indicates that SOC is on track to achieve its mission of **providing a well-rounded education that promotes physical, emotional, and intellectual growth for its students.**

The College **Performing Arts program** continued to have a very successful year in 2022, after the COVID years with 28 Year 7 students joining the Instrumental Music program and 56 continuing students in years 8-12, bringing the total to 84 (building to 97 in 2023). The program featured several ensembles, including our Concert Band, String Ensemble, Choir, Guitar Ensemble, Rock Band, Contemporary Ensemble and VCE Music Performance Ensemble. These ensembles performed at our annual Spring Concert and variously at thirteen lunchtime concerts which consistently drew audiences of 150-200 students.

Other performances throughout the year included our competitive performance carnival South Oakleigh's Got Talent, as well as Open Night, Presentation Night, and whole-school and sub-school assemblies. With large number of performances throughout the year, the Music Department have noticed a steady increase in student ability to handle more challenging repertoire, contributing to the increase in Instrumental Music enrolments in 2023.

The College Production also had its most successful year, with a cast and crew of 43 students across Years 7 – 12 performing an outstanding production of Matilda. Students involved in the production developed a strong performing arts community, providing confidence and support for self and others. Overall, the Performing Arts program re-established strong connections with the wider school and local community, with all instrumental students being involved in performances at a variety of events and the production performed to our whole school community and our Primary school audience.

The **House system** provided several opportunities related to the engagement and promotion of school connectedness at SOC. Through successful implementation of the Enrichment Club program House Leaders and student Leaders have been able to develop school connectedness by engaging staff and students in a daily Clubs Program. This has offered students an opportunity to participate in activities related to their interested outside of the regular curriculum.

We noticed significant growth in club participation across the year with the introduction of a 'Club Fair' allowing students to develop their understanding about what each club at the school involves and provide opportunity for student voice through proposing club ideas and taking on leadership and mentor roles within the Clubs Program. These included: Lego, Chess, Debating, Sustainability, Fitness Club, Art, Board Games etc..

Notably, the Lego club had many students across all year levels actively participating, even holding a "Lego Masters Competition" showcasing what Lego club is all about. The Debating Club was also very well populated, with over regular 30 members getting involved in Years 9-11 in 2022 and over 15 members in Years 7-8. A Debating highlight was the Students vs. Teachers debate in Term 4.

One of our most successful contributions to our community is our students and staff involvement in the Community Action Day (Walkathon) where, in 2022, we raised close to \$24,000 + for the Monash Children's Hospital School – a yearly event which has seen a steady increase in funds raised for this local valuable community school.

## Financial performance

South Oakleigh College continues to operate a net operating surplus, despite a decrease in the income generated by the hire of facilities - due to building works and a decrease in International student numbers in 2022. Our financial model has had and continues to have significant proportion of College income generated from funds raised by the hire of College facilities; oval,

gymnasium, classrooms and the theatre, as well as our International Student Program, with growing interest from new markets in this area.

In 2022, the College received targeted initiatives including Equity Funding (\$121,447), which supported the employment of Inclusion Officers and Wellbeing Team members. The Tutor Learning Initiative (\$211,186) supported the school's ability to provide resources and employ extra staff to provide additional support for students at their point of need, especially in the areas of Literacy and Numeracy. The Middle Years Literacy and Numeracy Support Initiative funding was fully expended on the release of existing teachers to take on the roles of Literacy Improvement Teachers and a Numeracy Improvement Teacher. The College received Career Education Funding which was used to fund additional time and for education support staff. We also received \$25,900 for the Secondary Mathematics and Science Initiative to support the reskilling of an existing member of staff in this area of learning. The College received additional State and Commonwealth Government funding beyond the Student Resource Package (SRP) for the:

- Shade Sail Grant - \$25,000

College student numbers continue to grow and this too continues to put the College in a sound financial position where existing resources are utilised in a more efficient way, while at the same time with sound financial management from previous years the College was in a strong financial position – to purchase additional resources, equipment and employment of additional staff to support student learning and engagement, whilst also providing financial resources to refurbish, improve and rebuild areas of the school to improve and support our student learning programme.

**For more detailed information regarding our school please visit our website at [www.sosc.vic.edu.au](http://www.sosc.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 707 students were enrolled at this school in 2022, 341 female and 366 male.

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

### Overall Socio-Economic Profile

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

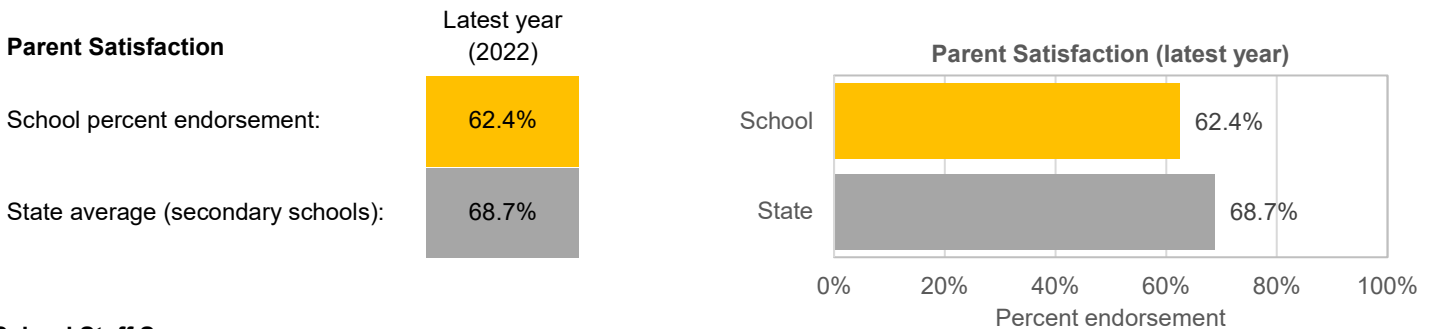
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

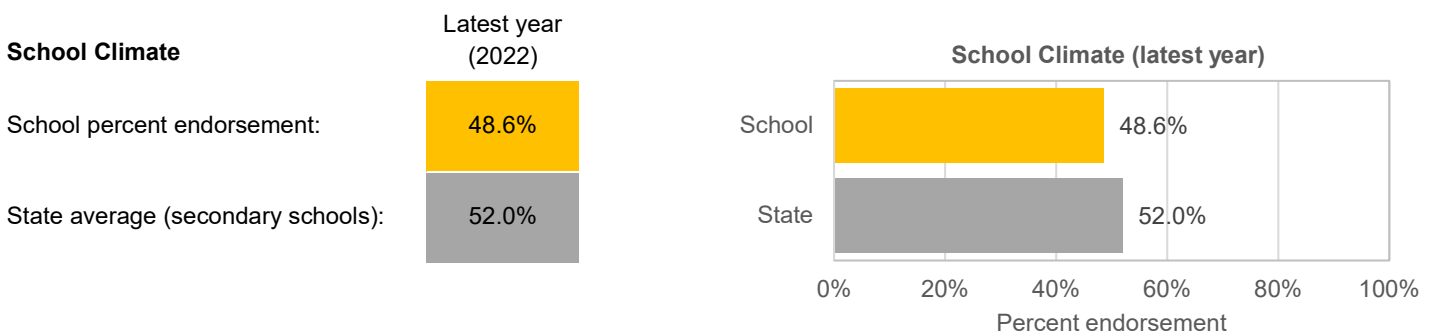


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

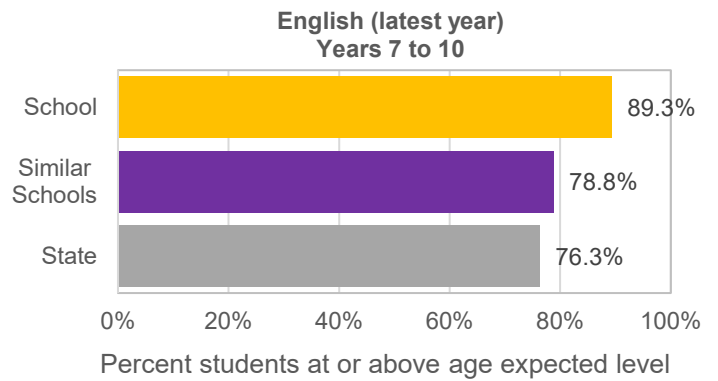
89.3%

Similar Schools average:

78.8%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

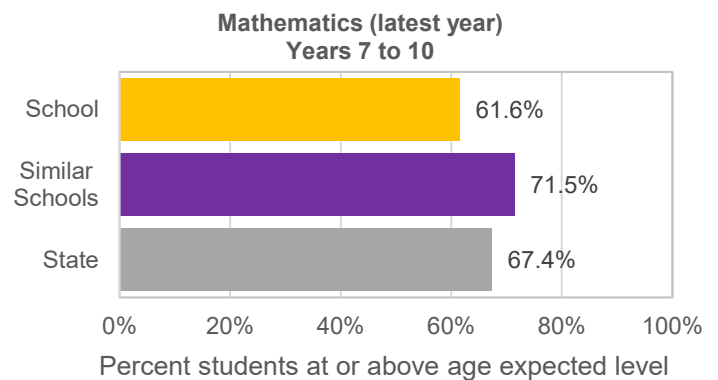
61.6%

Similar Schools average:

71.5%

State average:

67.4%



## LEARNING (continued)

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

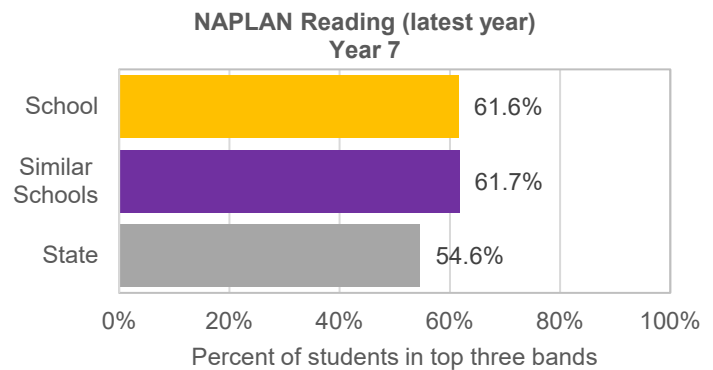
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

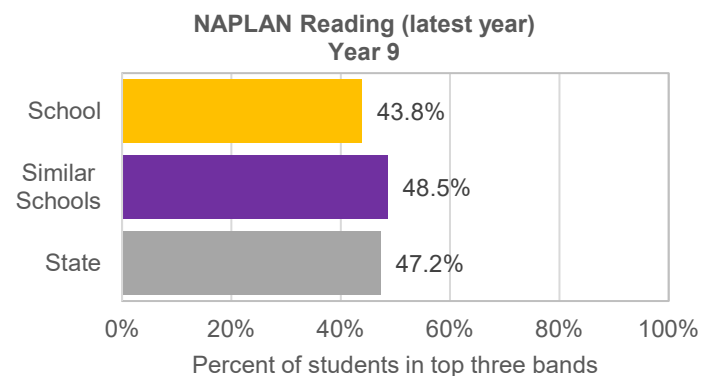
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.6%	59.1%
Similar Schools average:	61.7%	61.1%
State average:	54.6%	55.3%



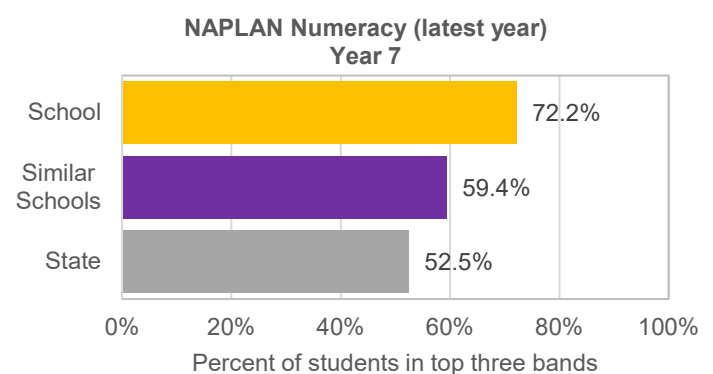
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.8%	46.7%
Similar Schools average:	48.5%	47.6%
State average:	47.2%	46.0%



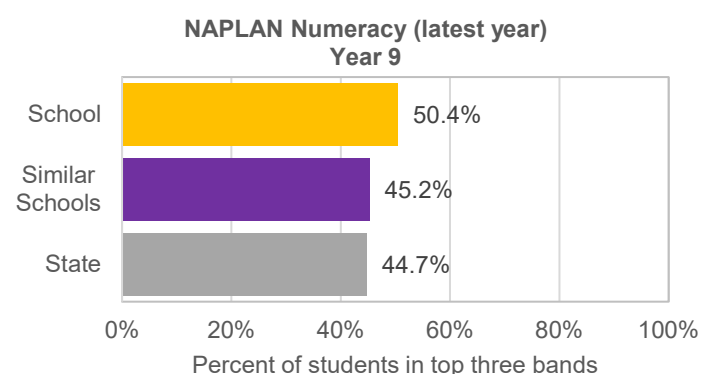
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.2%	70.4%
Similar Schools average:	59.4%	60.1%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.4%	52.4%
Similar Schools average:	45.2%	47.1%
State average:	44.7%	45.6%



## LEARNING (continued)

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

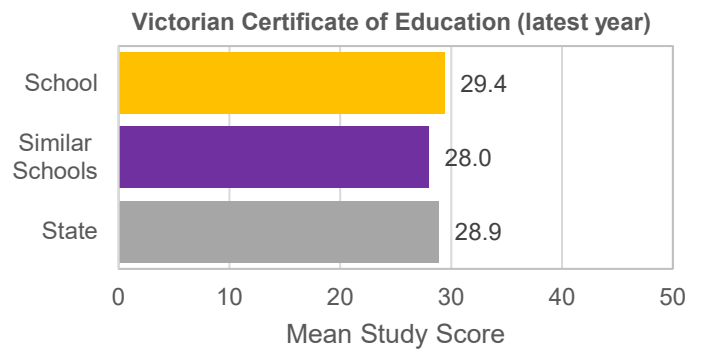
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.4	28.9
Similar Schools average:	28.0	28.1
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

2%

VET units of competence satisfactorily completed in 2022:

100%

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

NDA

## WELLBEING

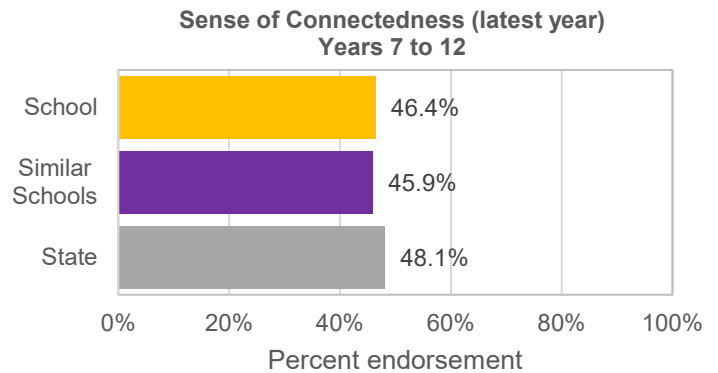
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.4%	48.2%
Similar Schools average:	45.9%	49.9%
State average:	48.1%	52.5%

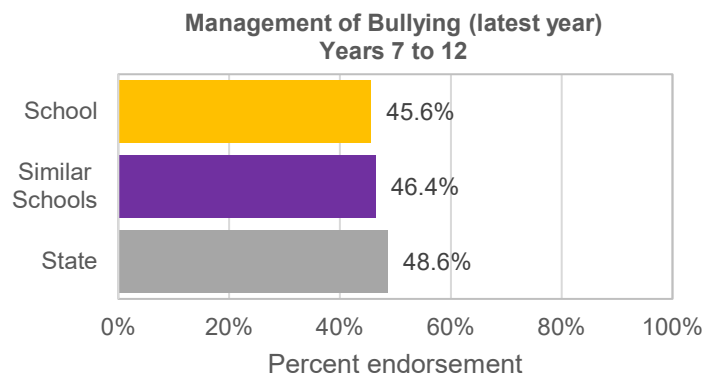


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.6%	49.7%
Similar Schools average:	46.4%	51.3%
State average:	48.6%	54.0%



## ENGAGEMENT

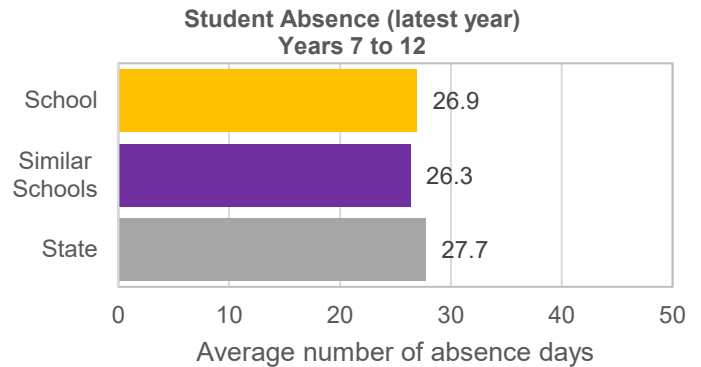
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	26.9	20.5
Similar Schools average:	26.3	20.1
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

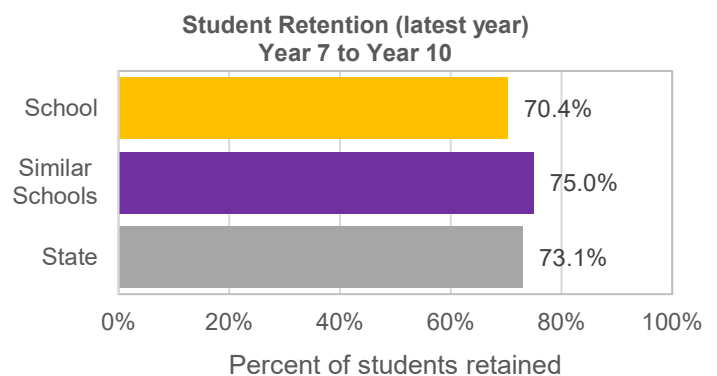
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	87%	83%	86%	87%	88%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	70.4%	65.0%
Similar Schools average:	75.0%	74.6%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

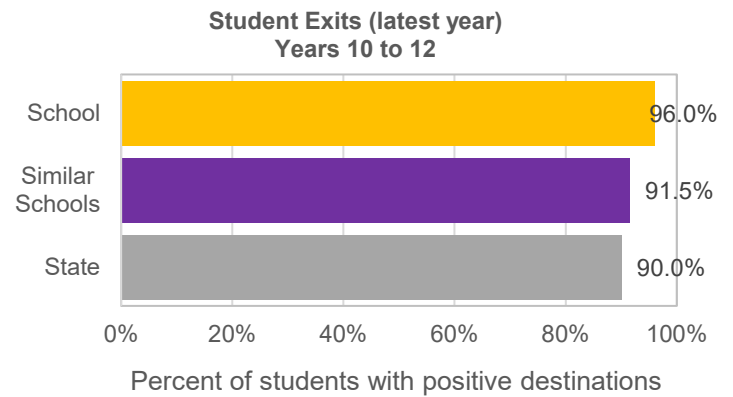
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	96.0%	96.0%
Similar Schools average:	91.5%	91.7%
State average:	90.0%	89.3%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,541,921
Government Provided DET Grants	\$1,310,204
Government Grants Commonwealth	\$7,309
Government Grants State	\$10,524
Revenue Other	\$74,337
Locally Raised Funds	\$528,891
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$9,498,186</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$85,165
Equity (Catch Up)	\$26,387
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$111,552</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,462,858
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$305,309
Communication Costs	\$15,718
Consumables	\$138,126
Miscellaneous Expense <sup>3</sup>	\$48,728
Professional Development	\$57,536
Equipment/Maintenance/Hire	\$204,454
Property Services	\$422,577
Salaries & Allowances <sup>4</sup>	\$528,357
Support Services	\$184,426
Trading & Fundraising	\$30,457
Motor Vehicle Expenses	\$5,661
Travel & Subsistence	\$1,626
Utilities	\$109,557
<b>Total Operating Expenditure</b>	<b>\$9,515,391</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$42,205)</b>
<b>Asset Acquisitions</b>	<b>\$417,761</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$633,244
Official Account	\$39,018
Other Accounts	\$31,321
<b>Total Funds Available</b>	<b>\$703,583</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$276,013
Other Recurrent Expenditure	\$8,482
Provision Accounts	\$0
Funds Received in Advance	\$77,204
School Based Programs	\$92,141
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,949
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
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	\$85,000
<b>Total Financial Commitments</b>	<b>\$572,789</b>

*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.*