2023 Annual Report to the School Community

School Name: Saltwater P-9 College (8303)

- 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 27 March 2024 at 11:10 AM by Taxia Katsouranis (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 03 May 2024 at 01:47 PM by Amanda Martins (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

Saltwater P-9 College is a mixed-gender educational institution situated in Point Cook, 22 kilometres southwest of Melbourne CBD. Established in 2019 within Point Cook's expanding area, it was initiated under Victoria's Education State's 100 Schools Initiative. In 2023, the college housed a student body of 1765, comprising 794 females and 970 males. Among them, 33% had English as a second language, and 1% identified as Aboriginal or Torres Strait Islander.

The school has chosen to offer standard year level classes from Prep through to Year 9. As of 2023, there were 74 classes and a staff of 177 Full-Time Employed individuals. Additionally, the school maintains a Student Family Occupation Index (SFO) ranging from low to medium, specifically measuring at 0.2826, which considers the occupations and educational backgrounds of parents.

Saltwater College is committed to providing more than just an education to prepare students for success in an ever-changing world, as stated in our school's vision. Through our mission we aim to educate and guide intelligence and character in order to live creatively, ethically, and productively. Our school values align with our PYP attributes of the Learner Profile. In 2023, we began the review of our school vision and mission, through our work with consultant Dr Helen Street (educational psychologist).

At Saltwater P-9 College, students and teachers access the Victorian Curriculum through the use of Continua, identifying the progression of skill development in Literacy and Numeracy. Teachers differentiate the curriculum and cater to all students at their point of need through individualised goal setting.

At Saltwater College we incorporate an International Baccalaureate (IB) Primary Years Program (PYP) framework to run alongside the implementation of the Victorian Curriculum. At the end of 2022, Saltwater became an authorised IB World School for the PYP, which is a considerable accomplishment, and we began initiating the perusal of the MYP in the secondary campus.

In 2023, we offered the following specialist areas in the Primary sector: Physical Education, Visual Arts, Media Arts, Spanish (LOTE), Robotics, Drama, Music and Dance.

The following core secondary subjects were offered in 2023: English, Maths, Humanities, Science, Physical Education and Spanish (LOTE). We offer the following electives: Wood Technology, Visual Communications, Financial Literacy, Visual Arts, Robotics, Dance, Music and Food Technology.

Information Communication and Technology (ICT) skills are developed in an integrated manner through key learning areas and units of inquiry. Students in Years Prep-3 use iPads and students in Years 4-6 use MacBooks. Robotics and coding provide an interactive and engaging way of introducing STEM (Science Technology Engineering and Maths) into the curriculum and inspiring students to pursue STEM-related subjects and careers in the future.

The school has well-maintained grounds and buildings thanks to the ongoing work of the Building and Grounds committee and the committed efforts of our maintenance team.

In 2023, our school received a building grant of $37.321 million. We began working with the Victorian School Building Authority (VSBA) to develop designs for our building project. This project will give students broader learning opportunities and create places for additional local children.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Saltwater P-9 College continued to make progress towards the strategic goals, student outcomes and student engagement. We continued to work with the DSSI team and continued to refine school structures and processes to enable students to self-manage their personal learning goals, while attempting to increase student motivation and engagement in their learning.

The AIP goals of the school were implemented through School Improvement Teams (SITs), which planned and scoped the actions over the year to ensure deliberate and supported implementation. This work was also supported and strengthened through our engagement with our leadership consultant, Ryan Dunn.

A greater focus was also placed on building data literacy of the staff to improve student learning outcomes, by making data-driven and informed decisions for curriculum planning and assessment. There was also a key focus on building research-based formative assessment practices to inform teaching and learning.

The Literacy team focused on embedding student conferences in our Reading instructional model. Teachers focused on tracking students with conference data (formative assessment) to inform goal setting for students. while the Numeracy team focused on refining staff understanding of the 'Launch, Explore and Discuss' instructional model as well as embedding formative assessment

tools such as 'Essential Assessment' to better guide Numeracy instruction. The tracking of student learning growth was also a priority for the school in 2023.

The NAPLAN (National Assessment Program Literacy and Numeracy) results in 2023 indicated that both Year 3 and Year 7 student cohorts performed at a higher rate than similar schools and state averages in reading; in the context of school percentage of students operating at Strong or Exceeding.

The NAPLAN results in 2023 indicated that Year 3 student cohort data performed at a higher rate than similar schools and state averages in Numeracy in the context of school percentage of students operating at Strong or Exceeding. Year 7 students performed at a higher rate than the state average but lower than similar school averages.

In regard to teacher judgement of student achievement against the Victorian Curriculum in English and Mathematics, the P to 6 and 7 to 10 cohorts performed higher than both similar schools and state averages.

Students were assessed to monitor student growth using the following tools: F&P Benchmarking, Essential Assessment, PAT Maths and Reading and staff-created Common Formative Assessments (CFAs'). Teachers triangulated the results from these assessments with their observations during class and work samples and collaborated with their colleagues to moderate and develop an informed picture of student achievement across the school.

Throughout Semester One and Two, we continued providing ongoing portfolios to parents through Schoolbox, and the student report format was used to show student progress and achievement against the Victorian Curriculum Achievement Standards. Student-Led Three-Way Conferences were held to share and celebrate student learning and achievement with their families.

In 2024, we have continued with our focus on Formative Assessment in order to improve student learning outcomes.

Wellbeing

In 2023, the work of Wellbeing focused on embedding consistent systems of support for all students. Across the school, the Resilience, Rights and Respectful Relationships curriculum was reviewed and refined and a whole school scope and sequence for Student Engagement and Wellbeing was created. The Disability Inclusion reform was initiated and rolled out across the college.

In addition, the foundations of a whole-school approach to Tier 1 strategies for improving student behaviour was established. Staff engaged in professional learning with Berry Street, focusing on strategies to support students with self-regulation. In 2023, 79% of staff reported professional development on trauma informed practice and emotion regulation strategies to be of benefit to their practice and 89% expressed an interest in continued learning on the topic. In addition, more than 75% of staff indicated that they implemented brain breaks as a tier 1, 2 and 3 strategy within their classrooms.

We embarked on professional development to support the transition to Disability Inclusion. This assisted in building staff capability, ensuring a culture of inclusion and implementing and recording adjustments across the school.

A consistent approach to Behaviour Support Plans and Individual Learning Plans was implemented across the college, enabling all staff to make the relevant adjustments based on student strengths. 100% of staff adopted, with fidelity, the DE (Department of Education) template for Individual Education Plans and utilised the corresponding SSG (Student Support Group) minutes template to record meeting notes in line with the student's IEP (Individual Education Plan) and the Disability Inclusion domains. 137 Individual Education Plans were developed - with meaningful and personalised SMART goals - for students on the Program for Students with Disabilities, in statutory Out of Home Care, and/or those who identify as Koorie. 100% of teachers were involved in Nationally Consistent Collection of Data, with an understanding of the type and level of adjustment required for student/s in their class.

A whole-school wellbeing referral process was embedded to assist staff in referring concerns, for triaging within the wellbeing team. Clear processes were established for referring high-risk and urgent matters to the school psychologist and external services. 470 referrals were made by teachers to the Wellbeing team for student support and over 1400 one-on-one psychology appointments were carried out with students.

The wellbeing team was further developed to include wellbeing officers, two school psychologists, partnerships with Psychs in Schools, Side by Side and Speech in Schools. A designated wellbeing space was established to optimise opportunities for vulnerable students accessing support. It served as a welcoming space within the school, a calming atmosphere stocked with a variety of resources to support students' mental, emotional, and physical wellbeing. Over 300 wellbeing check-ins by Wellbeing Coordinators and Wellbeing Officers were conducted as a result of the Wellbeing referral process. Over 500 students participated in the Social Emotional Learning program held in the designated wellbeing hub.

Wellbeing has continued to be a key priority at Saltwater College as identified in our Strategic Plan and Annual Implementation Plan for 2024.

Engagement

Continuing Saltwater P-9 College's work on engagement following the pandemic, there has been an increased focus on community involvement and engagement. To foster relationships with our parents and wider-school community, we hosted our first School

Carnival in November which was a success. Saltwater P-9 College continued to conduct parent information evenings which allowed families to meet teachers and gain a greater understanding of their child's year level's curriculum and the vision and mission of the school. We also reintroduced our parent volunteer program, which included offering onsite training sessions with interested families before engaging them in classrooms and on excursions/camps.

Recognising student attendance as a pivotal measure of engagement, Saltwater P-9 College implemented strategies to improve classroom participation. Assistant Principals actively liaised with families regarding regular absences and collaborated with the school's Wellbeing team to devise a comprehensive plan aimed at enhancing attendance rates. When concerns persisted, attendance meetings were organised with families. As a result of these efforts, the average absences in Prep to Year 6 stood at 16.8 (91.5%) days per year, surpassing our average days absence from 2022 (21.9 days), 2021 (17.6) and 2020 (25.4). The Assistant Principal overseeing attendance conducted fortnightly meetings with other year-level APs to ensure families received tailored support in addressing attendance issues.

In Secondary, Saltwater P-9 College observed similar trends in student absences, with an average of 17.6 (91.1%) days absent per year which was an improvement from 2022 at 23.2 absent days. To foster student engagement within the school community, various initiatives were undertaken, including opportunities for participation in the Victorian State School Spectacular, active travel initiatives, and a range of in-school and inter-school sporting events. Moreover, activities were organised at the beginning of each term to engage students who often fail to return on the first day back after the term break. Saltwater P-9 College also offered an array of lunchtime clubs in 2023 to provide support for those who may struggle with traditional outdoor play activities.

In line with the school's Annual Implementation Plan (AIP), Saltwater P-9 College continued to have a focus on promoting student voice and agency in learning. To support this work, an Assistant Principal was assigned to oversee this area, including the development of a Student Voice and Agency School Improvement Team (SIT). The SIT conducted a collective inquiry into Student Voice Agency, using the Department's Amplify documents. One key action was the creation of Student Voice Teams, which assisted the school in capturing the opinions and ideas of students in Years 4-8. This supported the work of our Junior School Council (JSC), with student representatives appointed from each Year 1 to 6 cohort. This will continue to be a large focus in 2024.

To support our work on engagement, the school engaged with consultant, Dr Helen Street, and her work around contextual wellbeing. This included releasing all Year 6 teachers, secondary staff and leadership for a whole day workshop focused on the responses from student and staff focus groups. The focus of this session was creating a school context that supports autonomy, builds mindfulness, nurtures intrinsic motivation and fosters trusting and compassionate relationships. By fostering a holistic approach to student engagement, Saltwater P-9 College demonstrated its commitment to nurturing a vibrant and inclusive learning environment.

Financial performance

Throughout 2023, Saltwater P-9 College sustained a sound financial position. Guided by the School's Strategic Plan (SSP) and the 2023 Annual Implementation Plan (AIP), the School Council strategically allocated funds to uphold school programs and priorities, as outlined in the AIP.

The Financial Performance and Position report indicates an end-of-year surplus of $903,739. Saltwater P-9 College intends to use this surplus to continue to improve facilities and further develop the pool of resources and staffing to meet the needs of the students.

Saltwater P-9 College received $199,627 in equity funding that was used to support socio-economically disadvantaged students in numerous ways including funding enrichment programs, in addition to wellbeing support programs.

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.

For more detailed information regarding our school please visit our website at
https://saltwatercollege.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 1765 students were enrolled at this school in 2023, 794 female and 970 male.

33 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:	66.7%
State average (P-12 schools):	69.6%

Parent Satisfaction (latest year)

|	
School	66.7%
State	69.6%

Percentage endorsement
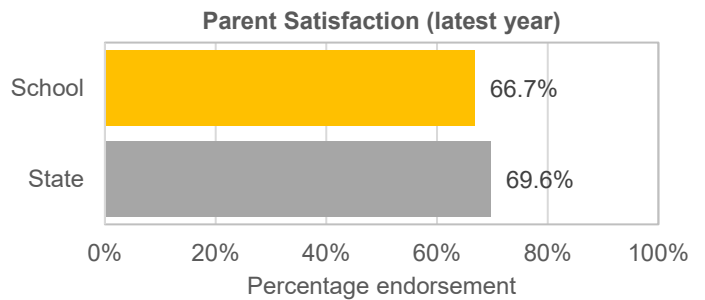
School Staff Survey

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:	84.4%
State average (P-12 schools):	59.3%

School Climate (latest year)

School	84.4%
State	59.3%

Percentage endorsement
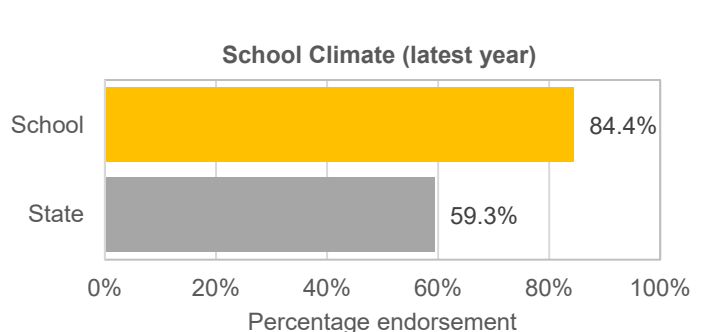
LEARNING

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

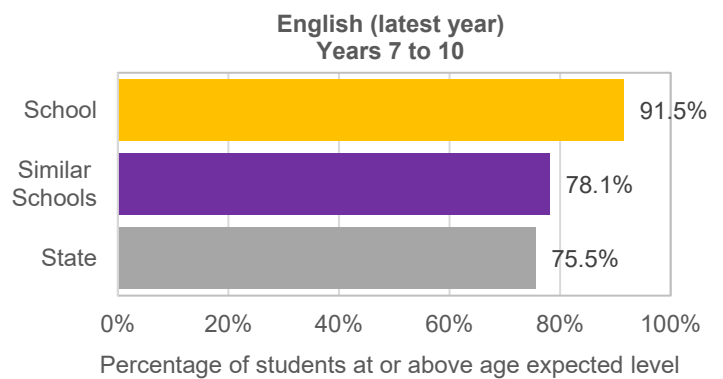Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year
(2023)

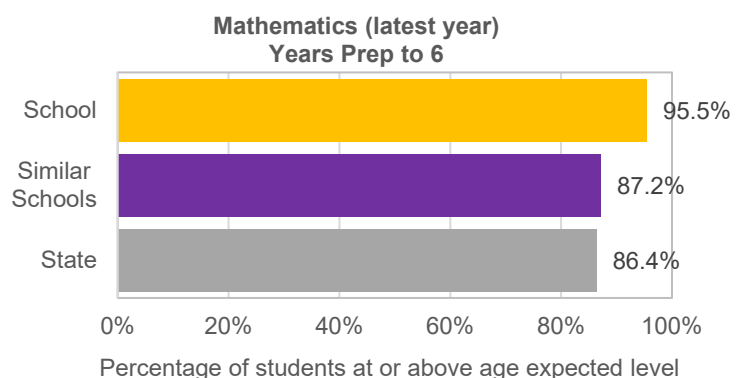|	
School percentage of students at or above age expected standards:	94.2%
Similar Schools average:	87.2%
State average:	87.2%

English (latest (year)
Years Prep to 6

Percentage of students at or above age expected level
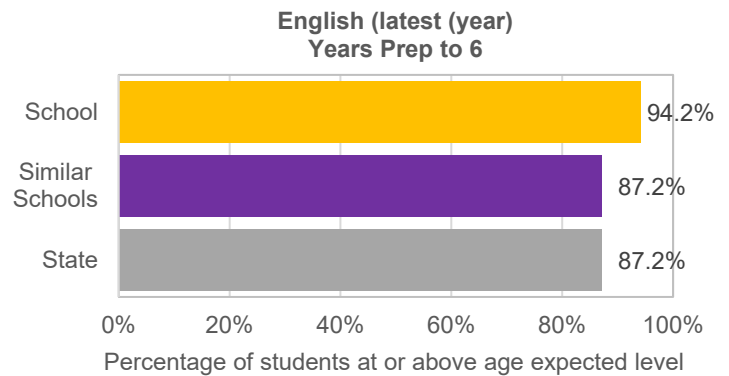
English
Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:	91.5%
Similar Schools average:	78.1%
State average:	75.5%

English (latest year)
Years 7 to 10

Percentage of students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:	95.5%
Similar Schools average:	87.2%
State average:	86.4%

Mathematics (latest year)
Years Prep to 6

Percentage of students at or above age expected level

Mathematics
Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:	94.8%
Similar Schools average:	72.1%
State average:	68.2%
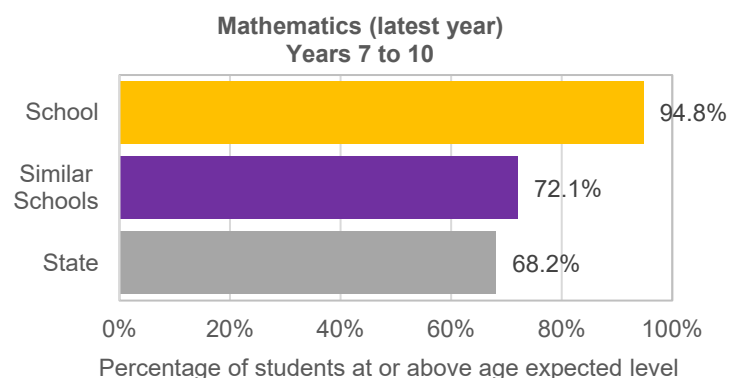
Mathematics (latest year)
Years 7 to 10

Percentage of students at or above age expected level

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:	77.8%
Similar Schools average:	68.5%
State average:	69.6%

NAPLAN Reading (latest year) Year 3

School	77.8%
Similar Schools	68.5%
State	69.6%

Percentage of students in Strong or Exceeding
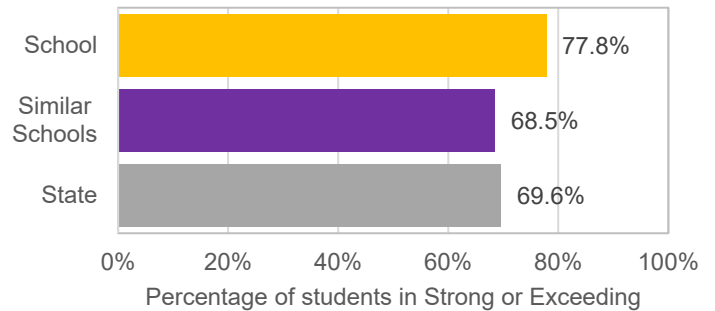
Reading Year 5 — Latest year (2023)

School percentage of students in Strong or Exceeding:	75.4%
Similar Schools average:	77.2%
State average:	76.9%

NAPLAN Reading (latest year) Year 5

School	75.4%
Similar Schools	77.2%
State	76.9%

Percentage of students in Strong or Exceeding
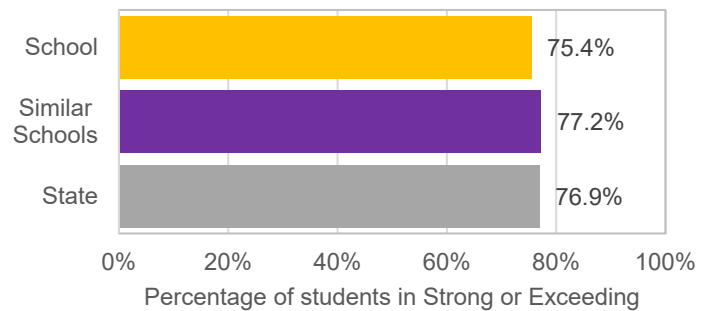
Reading Year 7 — Latest year (2023)

School percentage of students in Strong or Exceeding	74.2%
Similar Schools average:	72.8%
State average:	66.1%

NAPLAN Reading (latest year) Year 7
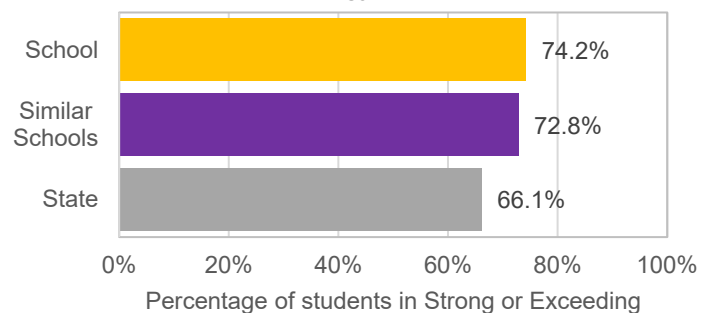
School	74.2%
Similar Schools	72.8%
State	66.1%

Percentage of students in Strong or Exceeding

Reading Year 9 — Latest year (2023)

School percentage of students in Strong or Exceeding:	NDA
Similar Schools average:	65.5%
State average:	60.0%

NAPLAN Reading (latest year) Year 9
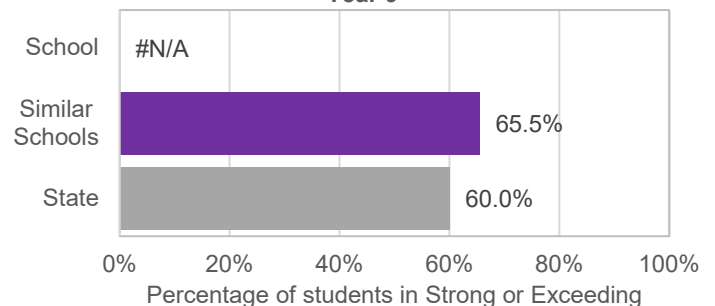
School	#N/A
Similar Schools	65.5%
State	60.0%

Percentage of students in Strong or Exceeding

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)

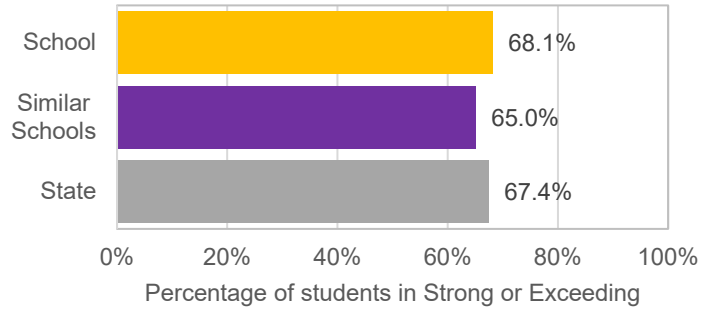| **Numeracy Year 3**	Latest year (2023)
School percentage of students in Strong or Exceeding:	68.1%
Similar Schools average:	65.0%
State average:	67.4%

NAPLAN Numeracy (latest year) Year 3

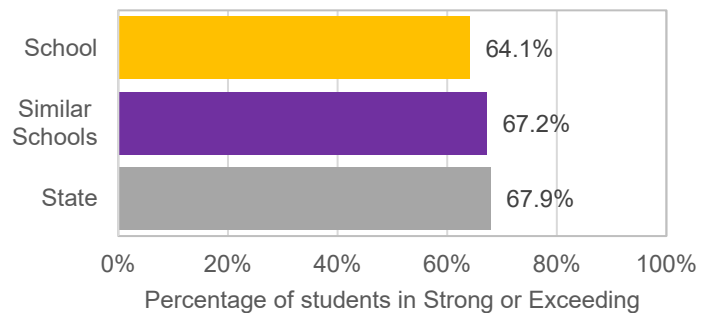| **Numeracy Year 5**	Latest year (2023)
School percentage of students in Strong or Exceeding:	64.1%
Similar Schools average:	67.2%
State average:	67.9%

NAPLAN Numeracy (latest year) Year 5

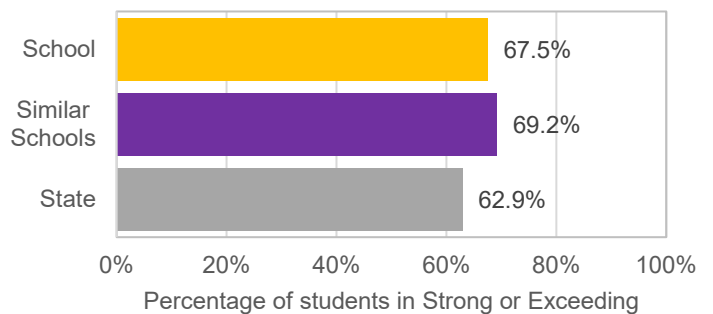| **Numeracy Year 7**	Latest year (2023)
School percentage of students in Strong or Exceeding:	67.5%
Similar Schools average:	69.2%
State average:	62.9%

NAPLAN Numeracy (latest year) Year 7

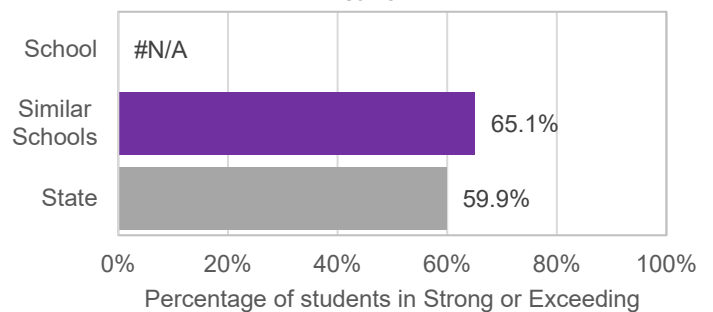| **Numeracy Year 9**	Latest year (2023)
School percentage of students in Strong or Exceeding:	NDA
Similar Schools average:	65.1%
State average:	59.9%

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)

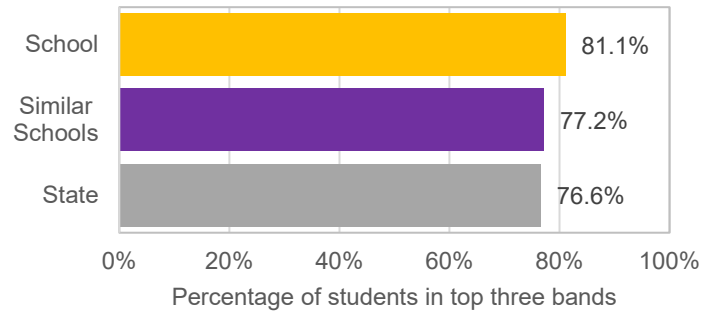|	
School percentage of students in the top three bands:	81.1%
Similar Schools average:	77.2%
State average:	76.6%

NAPLAN Reading (2022) Year 3

- School: 81.1%
- Similar Schools: 77.2%
- State: 76.6%

Percentage of students in top three bands

Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:	73.8%
Similar Schools average:	69.0%
State average:	70.2%

NAPLAN Reading (2022) Year 5

- School: 73.8%
- Similar Schools: 69.0%
- State: 70.2%

Percentage of students in top three bands
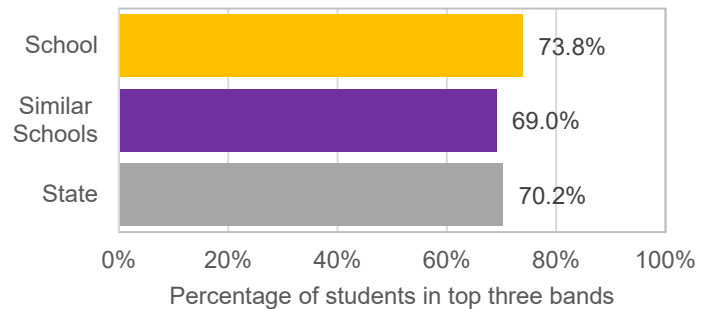
Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:	58.6%
Similar Schools average:	63.6%
State average:	54.6%

NAPLAN Reading (2022) Year 7
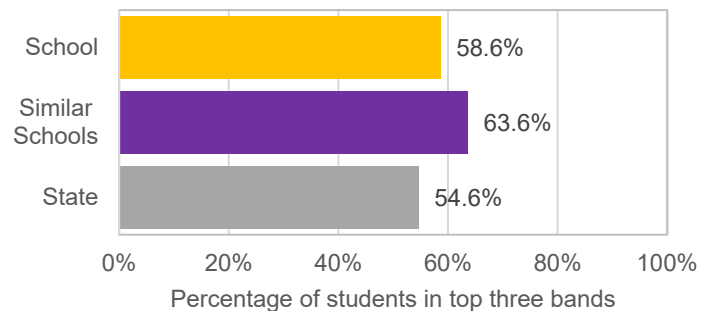
- School: 58.6%
- Similar Schools: 63.6%
- State: 54.6%

Percentage of students in top three bands

Reading Year 9

Latest year (2022)

School percentage of students in top three bands:	NDA
Similar Schools average:	52.2%
State average:	47.2%

NAPLAN Reading (2022) Year 9
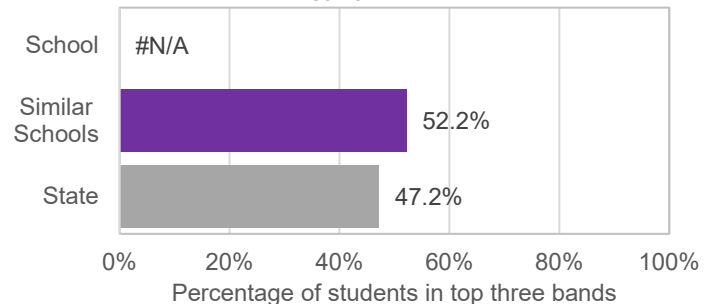
- School: #N/A
- Similar Schools: 52.2%
- State: 47.2%

Percentage of students in top three bands

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:	64.5%
Similar Schools average:	61.1%
State average:	64.0%

NAPLAN Numeracy (2022) Year 3

School 64.5%
Similar Schools 61.1%
State 64.0%

Percentage of students in top three bands
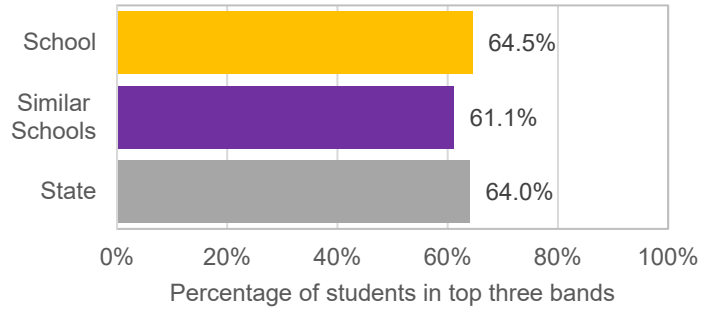
Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:	52.9%
Similar Schools average:	51.1%
State average:	54.2%

NAPLAN Numeracy (2022) Year 5

School 52.9%
Similar Schools 51.1%
State 54.2%

Percentage of students in top three bands
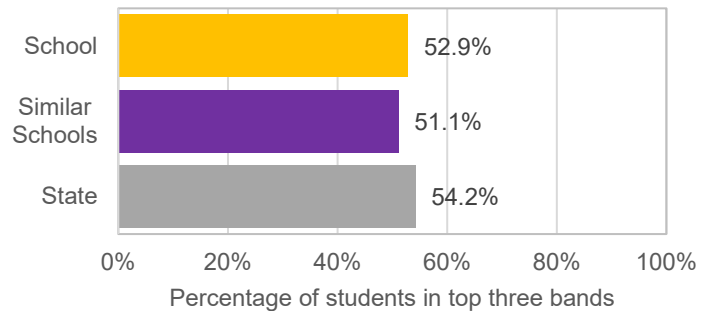
Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:	54.4%
Similar Schools average:	60.1%
State average:	52.5%

NAPLAN Numeracy (2022) Year 7

School 54.4%
Similar Schools 60.1%
State 52.5%

Percentage of students in top three bands
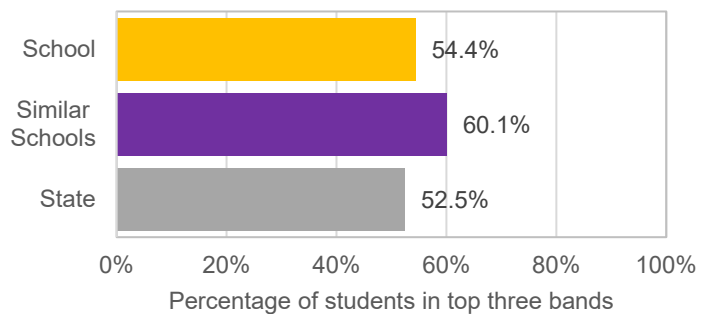
Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:	NDA
Similar Schools average:	49.8%
State average:	44.7%

NAPLAN Numeracy (2022) Year 9
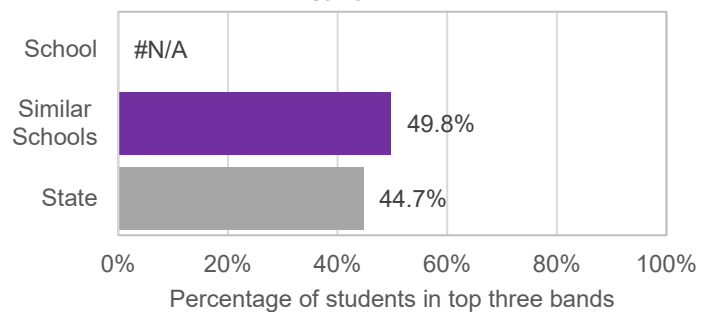
School #N/A
Similar Schools 49.8%
State 44.7%

Percentage of students in top three bands

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:	97.2%	97.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)

School	#N/A
Similar Schools	97.2%
State	96.6%

Completion Rate (0% – 100%)
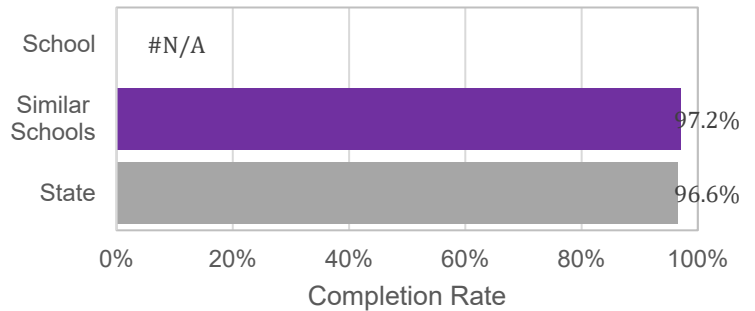
Mean study score from all VCE subjects:	NDA
Number of students awarded the VCE Vocational Major	NDA
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
Percentage VET units of competence satisfactorily completed in 2023:	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 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).
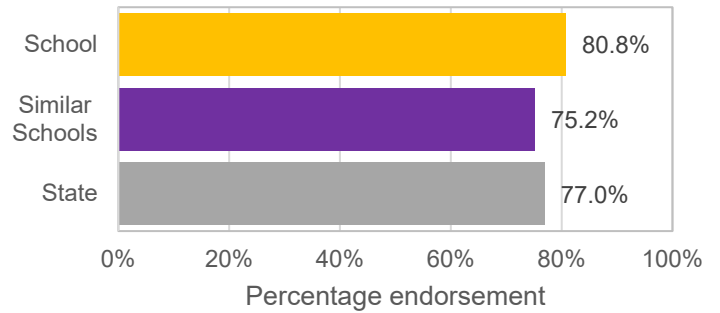
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	80.8%	82.4%
Similar Schools average:	75.2%	77.8%
State average:	77.0%	78.5%

Sense of Connectedness (latest year) Years 4 to 6

School	80.8%
Similar Schools	75.2%
State	77.0%

Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	60.5%	63.2%
Similar Schools average:	45.6%	49.9%
State average:	45.3%	49.9%

Sense of Connectedness (latest year) Years 7 to 12

School	60.5%
Similar Schools	45.6%
State	45.3%

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).
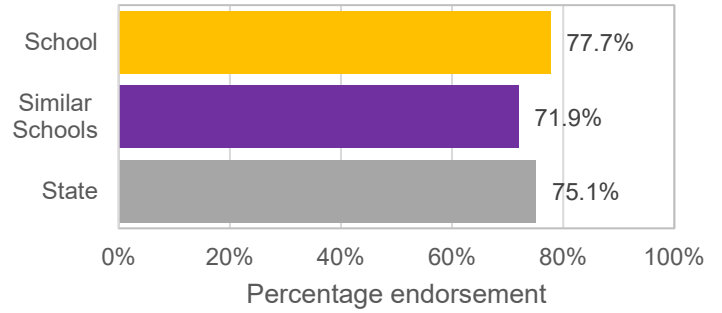
Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	77.7%	80.6%
Similar Schools average:	71.9%	74.8%
State average:	75.1%	76.9%

Management of Bullying (latest year) Years 4 to 6

School	77.7%
Similar Schools	71.9%
State	75.1%

Percentage endorsement

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	66.8%	67.7%
Similar Schools average:	47.8%	51.8%
State average:	46.6%	51.0%

Management of Bullying (latest year) Years 7 to 12

School	66.8%
Similar Schools	47.8%
State	46.6%

Percentage endorsement
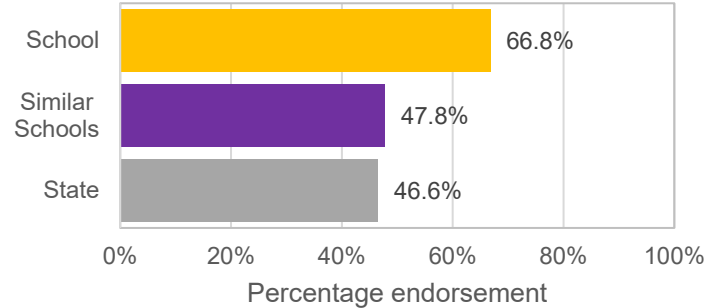
ENGAGEMENT

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.
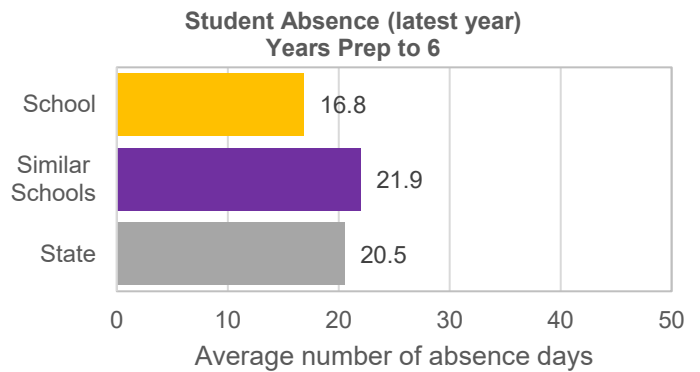
Average Number of Student Absence Days

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:	16.8	20.0
Similar Schools average:	21.9	19.2
State average:	20.5	18.1

Student Absence (latest year) Years Prep to 6

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	17.6	19.3
Similar Schools average:	26.5	22.2
State average:	28.4	23.8

Student Absence (latest year) Years 7 to 12
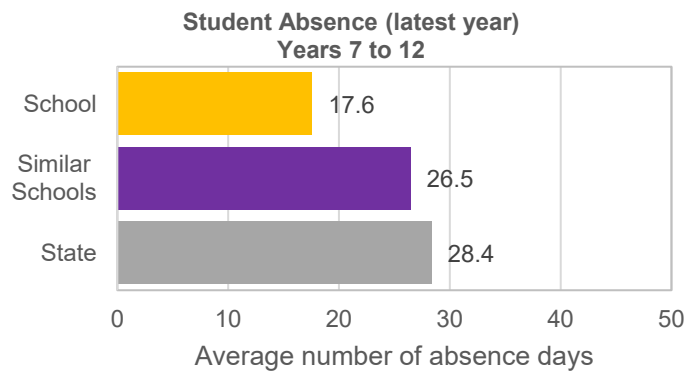
Attendance Rate (latest year)

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):	91%	92%	91%	92%	92%	91%	90%

|	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	92%	90%	NDA	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:	50.6%	52.4%
State average:	72.6%	73.8%

Student Retention (latest year) Year 7 to Year 10

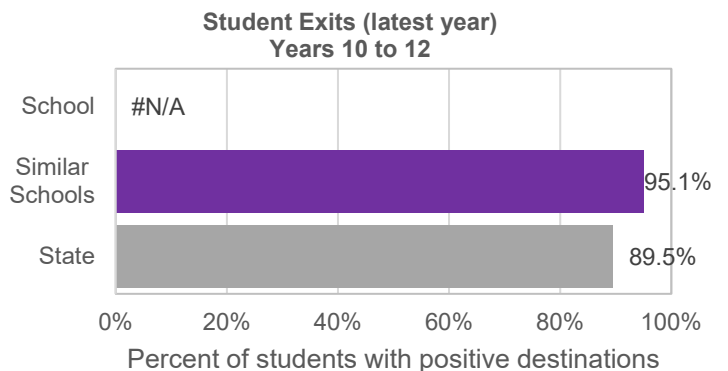|	
School	#N/A
Similar Schools	50.6%
State	72.6%

Percent of students retained
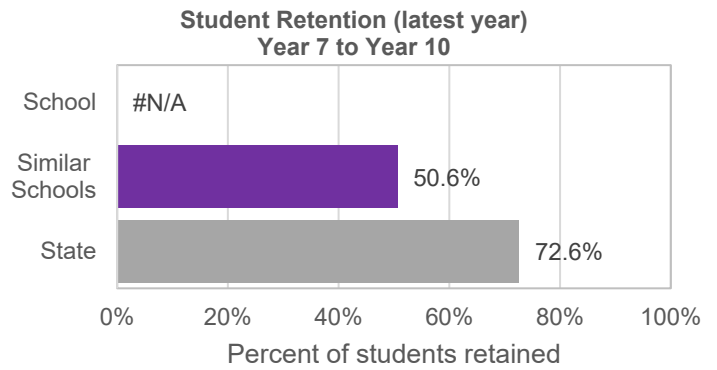
Students exiting to further studies or full-time employment

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:	95.1%	94.7%
State average:	89.5%	89.5%

Student Exits (latest year) Years 10 to 12

School	#N/A
Similar Schools	95.1%
State	89.5%

Percent of students with positive destinations

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$18,150,279
Government Provided DET Grants	$2,285,997
Government Grants Commonwealth	$8,841
Government Grants State	$15,297
Revenue Other	$28,516
Locally Raised Funds	$1,020,216
Capital Grants	$0
Total Operating Revenue	**$21,509,145**

Equity [1]	Actual
Equity (Social Disadvantage)	$171,079
Equity (Catch Up)	$28,549
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$199,627**

Expenditure	Actual
Student Resource Package [2]	$16,884,595
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$520,972
Communication Costs	$10,047
Consumables	$494,502
Miscellaneous Expense [3]	$32,540
Professional Development	$86,456
Equipment/Maintenance/Hire	$820,765
Property Services	$411,268
Salaries & Allowances [4]	$66,568
Support Services	$1,059,246
Trading & Fundraising	$54,355
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$164,095
Total Operating Expenditure	**$20,605,407**
Net Operating Surplus/-Deficit	**$903,739**
Asset Acquisitions	**$130,729**

(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	$93,424
Official Account	$118,367
Other Accounts	$0
Total Funds Available	**$211,791**

Financial Commitments	Actual
Operating Reserve	$562,084
Other Recurrent Expenditure	$19,959
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$582,044**

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.