

2023 Annual Report to the School Community

School Name: Mount Waverley Secondary College (8105)



- 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 25 March 2024 at 11:19 AM by Karen Wade (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 25 March 2024 at 02:14 PM by Chelsea Eow (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Our vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.

Our values:

- I - Integrity
- L - Learning
- E - Excellence
- A - Accountability
- R - Respect
- N - Nurturing

Mount Waverley Secondary College is a high demand state secondary co-educational college with 1857 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community.

In 2023, our college had 176 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 137 Teaching Staff and 39 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 8% of our students' study English as an Additional Language.

Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values, and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learning through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs.

The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to VCE, further education and other pathways.

Mount Waverley Secondary College has a long and proud history welcoming international students, being one of the first schools in Victoria to enrol international students in 1994. International students enrich the diverse cultural mix at the college; we currently have students from Germany, China, India, Indonesia, Cambodia, Vietnam, Sri Lanka, and other countries. We are well supported by various English Language Schools in the immediate area, who provide intensive English language instruction. Mount Waverley Secondary College has a dedicated International Student Coordinator and assistants who oversee the enrolment, homestay accommodation and pastoral care of each international student. Multicultural Education Aides cater for specific language groups and students have access to all student wellbeing services including nurses, wellbeing counsellors and the career guidance centre.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment, and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours and student exchanges to Japan and Germany and student leadership, sport, camps and activities and community service. There is a genuine focus on student leadership and student voice across the college, as we aim to develop independent, resilient, creative, and positive individuals.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we focused on the state-wide 2023 Priorities Goal-In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing, which linked to the work of our School Strategic Plan.

Our key improvement strategy was:

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

At a whole school level, we developed the data literacy of all teachers to inform understanding of students' point of need. Whole school professional learning and smaller professional learning sessions ran throughout the year with an overarching theme of differentiation. Further delivery of whole school professional learning on differentiation took place and this work will continue in 2024.

In 2023 we maintained our PLC/TPT/Faculty structures to support teacher collaboration and reflection to strengthen teaching practice. In these meetings we revisited and embedded the use of differentiation and data use to support teachers to target their teaching to cater for the different literacy or numeracy levels in their classrooms. Differentiation was a continued focus in the second half of the year. Staff further developed their data literacy by identifying an area of skills work their students struggled with and planning for differentiation to both support and extend students. This supported staff to embed the use of data to inform targeted teaching, with a focus on the students' point of need. We started to embed consistent approaches to formative assessment. Teachers used PLC/TPT/Faculty time to collaboratively plan units of work with a focus on key skills and knowledge.

They also continued to build students' self-awareness and metacognitive skills through the Student Learning Model. At the individual and tailored level, we established a targeted support program for students and prioritised time for teachers to discuss and adapt strategies working with individual students. Small group tutoring programs continued to run using MYLNS and the Tutor Learning Initiative funding, and we maintained additional supports for students through Homework Clubs. We also offered the VHAP (Victorian High Ability Program) for students who were identified by the DE. The Inclusion Coordinator worked with ES and teaching staff to assess learning and map progress against IEP goals for individual students.

Our student achievement data is significantly higher than the median of all Victorian Government schools. In comparison to similar schools in Victoria, our data reflects we are above this level in nearly all categories. Our English and Maths Years 7-10 data indicates that 98.3% and 95.9% of students respectively were at or above expected standards.

The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Our NAPLAN percentage of students in the strong or exceeding bands was significantly above the State average for Reading and Numeracy in Year 7 and 9 and above the Similar Schools average in Year 7 and 9 Reading and Year 7 and 9 Numeracy.

Our 2023 Year 12 cohort were very successful with our College Dux receiving an ATAR score of 99.65 and our published Median study score was 31. Nineteen students gained an ATAR over 95 and fifty-four students above 90. 20% of our cohort gained an ATAR above 90. One student also gained a perfect study score of 50 in Health and Human Development. 100% of our students satisfactorily completed their VCE. Our VCE results were rated as above when compared to similar schools. This reflects the strong commitment and skill level of our teaching staff as well as the quality of the academic and co-curricular programs on offer.

Wellbeing

In 2023 we focused on the state-wide 2023 Priorities Goal-In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing, which linked to the work of our School Strategic Plan.

Our key improvement strategy was:

1b) Wellbeing-Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our college acknowledges that the health, safety, and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Wellbeing team. The Wellbeing Team consists of a Student Support and Resources Manager, Student Wellbeing Coordinators and Mental Health Practitioners at both campuses, a chaplain, qualified nurses, an Individual Learning Needs Co-ordinator, and inclusion support staff. This is complemented by the Student Wellbeing Model, which was developed by MWSC staff in 2021.

The Student Wellbeing Model consists of Positive Relationships, Social and Emotional Learning, Partnerships and Support and Student Voice and Agency. The ongoing implementation of the whole school model is a commitment from the school to prioritise student wellbeing whilst supporting students to achieve academic excellence. At the beginning of the year, a select group of Year 8 students introduced the Student Wellbeing Model to the Year 7 cohort. This was a student-led presentation. Throughout the year, students from junior and middle schools were asked to nominate staff as 'Wellbeing Champions' – highlighting the importance of the support our teachers provide our students. We had record numbers of staff nominated and recognised by students.

The staff were provided with professional development focusing on supporting students with anxiety whilst also focusing on managing their own wellbeing. We encouraged staff to take a more active role in supporting their student's wellbeing in the classroom by teaching them basic techniques of checking in with students with empathy, validation and offering support. We also provided mental health first aid training to several of our sub school staff.

We introduced 'Open Parachute', which is a social and emotional learning program. The aim of the program is to teach practical mental health skills to students. All year levels participated in Open Parachute.

All new staff were also provided with an induction into the Student Wellbeing Model and a workshop focusing on how they can implement the model into the classroom and their teaching practices.

Throughout the year, students were provided with a range of proactive programs, workshops, and guest speakers to support their overall wellbeing and address important topics such as peer connectedness, online safety, mental health, study techniques and developing important social and emotional skills such as self-management and self-awareness.

The school is committed to offering students a specific wellbeing session once a term for every year level. We have several key partners who help deliver the student wellbeing program, which includes but is not limited to the Reach Foundation, Felstead Education, Elephant Ed, ySafe and the Butterfly Foundation.

The Attitudes to School Survey data proudly indicates that our 'sense of connectedness' and 'management of bullying' measures were well above the state median and similar schools' comparisons which is an outstanding result.

Our Parent Opinion Survey percent endorsement data indicated that we had a slightly lower percent of positive responses compared with the state average of secondary schools, however the number of respondents was lower than expected.

The School Staff Survey school climate survey results were well above the state average of all Victorian Government Secondary Schools. This is indicative of the quality and strength of our wellbeing programs and initiatives for both students and staff last year.

Engagement

Mount Waverley Secondary College's motto of 'Community Choice Engagement' is one that we hold dear. In 2023 our college continued to be involved in the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community to support and further strengthen our college. The college is proud to be one of eleven partner schools with the Monash Tech School and many of our Year 7-9 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

Student retention is above the state average but slightly below similar schools. This data has been affected particularly at Years 8 -9 due to the high number of select entry school offers our students receive. We also have students who apply at the end of Year 9 to attend the John Monash Science School which is close by. The student retention data from Years 10-12 was very pleasing in 2023 and much higher than the state average. The 4-year average data indicates that almost all our students exiting the college go onto further study or enter full time employment.

In 2023, 94% of our Year 12 students received tertiary offers and of these 98% received university offers and 2% received TAFE places. Our student attendance results are outstanding and are well above the state average and above the 88th percentile across all year levels. This demonstrates that our students enjoy coming to school and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school and wellbeing teams.

In 2023 we welcomed the opportunity to again become more engaged with our broader school community. We settled into our new hybrid model of parent/carer engagement with key events being held at the college, while also running online sessions for families. These included parent-teacher conferences, subject information evenings and wellbeing sessions. We were also able to return to running events such as Night at the Museum, and a range of musical events on the college grounds, enabling our broader community to again come and see the learning environment. The centrepiece of this was our College Production - 'Chicago: High School Version', which was held in our newly revamped Unicorn Theatre. We continued to develop our partnerships with Rotary Mount Waverley, the Monash Tech School, and many others, and look forward to solidifying the relationships again in 2024.

Our college continues to provide opportunities for student leadership, voice, and agency. Regular lunchtime meetings for leadership teams in Years: 8, 10, 11 and 12 provided a great opportunity to develop a variety of leadership initiatives. These initiatives were explored in regular Mount Matters sessions with groups from Years 7-11 meeting each fortnight to discuss and implement school improvements, such as a proposal for more outdoor furniture to utilise open air learning spaces. During 2023 we continued to develop our leadership program to work with two local primary schools, participating in workshops at Mount Waverley Primary School and restarting the 'Mini Mount Matters' sessions at Mount Waverley North Primary School.

Other highlights from the school year

Major facilities work started in 2022. Our \$8 million STEAM Centre started construction and our \$1.5 million Junior Campus oval were completed at the end of 2023 and our Senior Campus tennis court project is due to be finalised at the start of 2024.

Our Sporting Program continued to make headlines this year with several of our students representing our college at State competitions. Our students won medals in the State Swimming, Cross Country, and Athletics Competitions and many teams performed extremely well in their chosen sports. Our Sports Leaders have done an outstanding job leading this program.

Our Languages Program continued to shine this year with one of our Japanese teachers being awarded a scholarship from the Hakuhodo Foundation which supported four of our students and a staff member to travel to Japan in May on an international tour, with nine other schools from around the world.

Three of our 2023 Arts students have been asked to display their work at Top Class, Top Arts and Top Design exhibitions at the start of 2024 which displays the most outstanding work from State, Catholic and private schools.

Our Instrumental Music Program continued to grow from strength to strength, with our Senior Stage Band being asked to perform at the NEVR Concert at Hamer Hall in May.

Our musical production 'Chicago:High School version' was nominated for 17 awards at the Lyrebird Youth Awards at the end of the year and won four awards in the categories of 'Best Choreography', 'Best Performer', 'Outstanding Actor Partnership' and Best Supporting Actor'.

One of our College Captains was shortlisted as a finalist in the VCAA VCE Leadership awards this year. Only eight students from across the State made the finals and this demonstrates how our student voice and leadership program continues to grow and develop.

One of the absolute highlights of the year was the fact our school was once again nominated for an award in the Victorian Education Excellence Awards. One of our teachers was nominated in the Outstanding Secondary Teacher category which recognised her as not only a great classroom practitioner, but also a wonderful Music Director, and mentor for students and staff alike.

Our Student Wellbeing Team who won the Outstanding Education Support Team Award in the Victorian Education Excellence Awards in 2022 were asked to present at various forums and conferences throughout the year to share their excellent practice. This is a testament to how well our staff support our students and is what makes Mount Waverley Secondary College such a great school.

Financial performance

At Mount Waverley Secondary College, we continued to support our students by delivering high quality programs, services, and facilities that meets the needs of our students' learning, engagement, and wellbeing. A very broad curriculum continues to be offered at the college and all programs are well resourced.

All funds received from the Department of Education, or raised by the college, have been expended, or committed to subsequent years. Equity funding was used to support students with laptops, books, uniform, and additional teacher support. Tutor Learning Initiative funding and MYLNS funding were fully utilised with the employment of tutors to support identified students.

2023 saw an increase in revenue generated via our International Student Program and an increase in revenue generated via facility hire. There was a decrease in locally raised funds which includes parent contributions. There were large payments made to the VSBA for the college contributions to the STEAM Centre and Sports facilities upgrades. Updating our facilities, particularly our Senior Campus, has been a strong focus.

In 2023 several building projects were completed across the college, including the refurbishment of the Unicorn Theatre, an upgrade to a food technology classroom and the construction of the tennis courts and a STEAM Centre on the Senior Campus. Work was also finalised on a complete upgrade of the Junior Campus oval to an artificial turf track.

Further funds have been committed to ensure quality upgrades of our facilities and the implementation of new facility projects. Our focus is to ensure we remain a state-of-the-art educational institution and the school of first choice in the local community.

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

<https://www.mwsc.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 1857 students were enrolled at this school in 2023, 908 female and 947 male.

41 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).

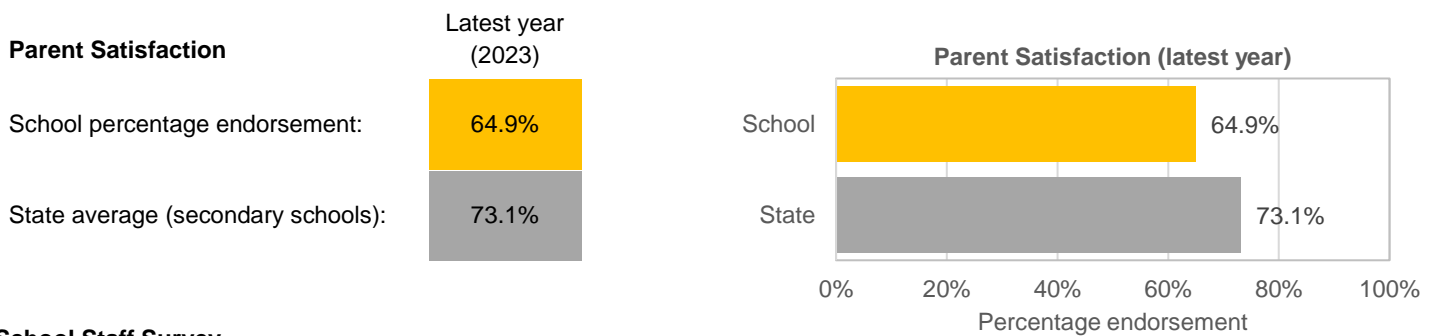
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

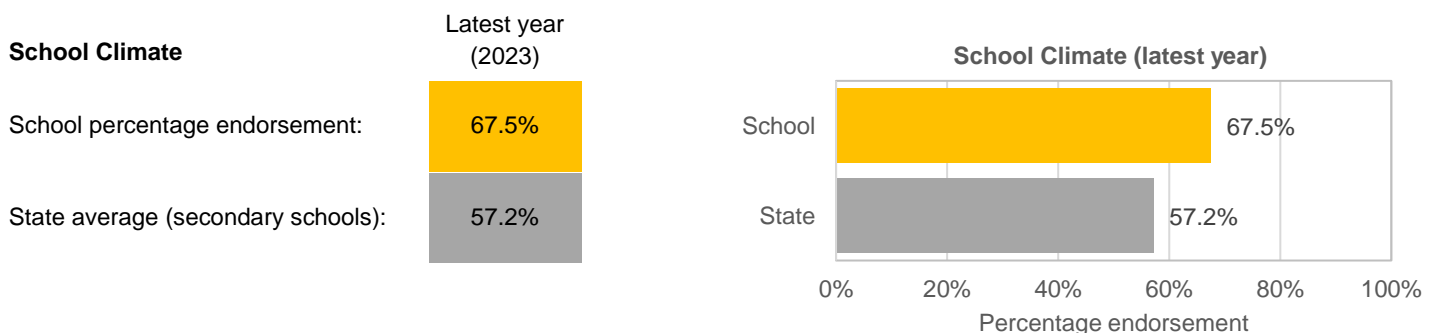


School Staff Survey

The 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.



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 7 to 10

School percentage of students at or above age expected standards:

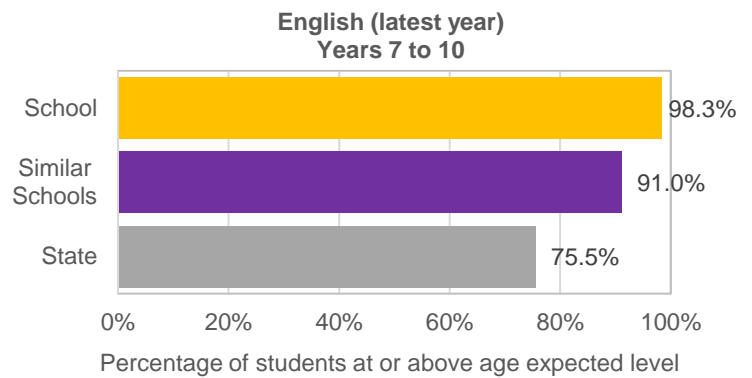
Latest year
(2023)
98.3%

Similar Schools average:

91.0%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

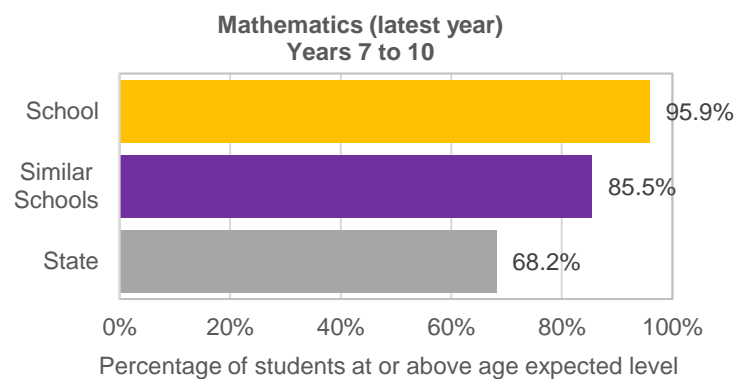
Latest year
(2023)
95.9%

Similar Schools average:

85.5%

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 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.5%

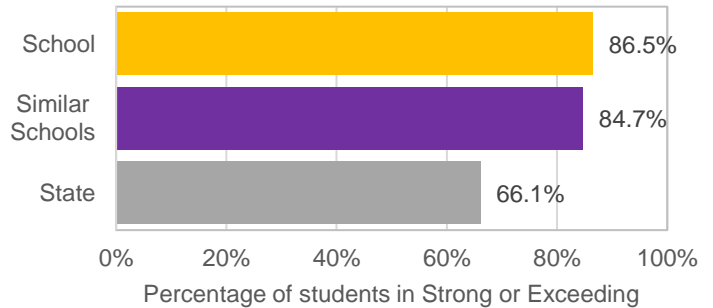
Similar Schools average:

84.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

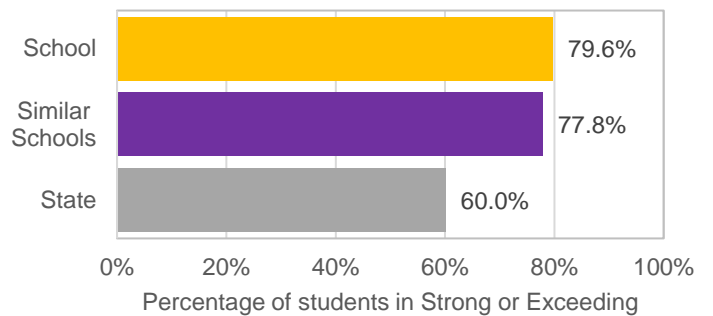
Similar Schools average:

77.8%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.9%

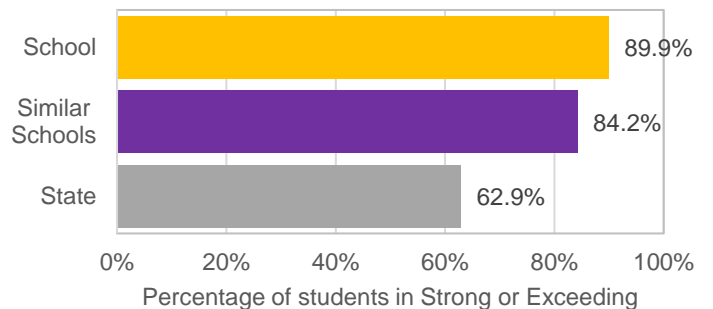
Similar Schools average:

84.2%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.1%

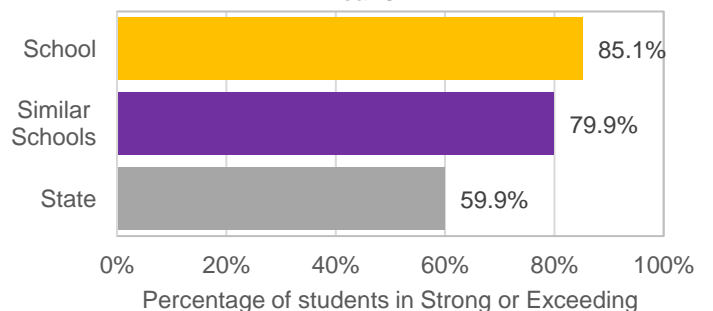
Similar Schools average:

79.9%

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 7**

Latest year
(2022)

School percentage of students in the top three bands:

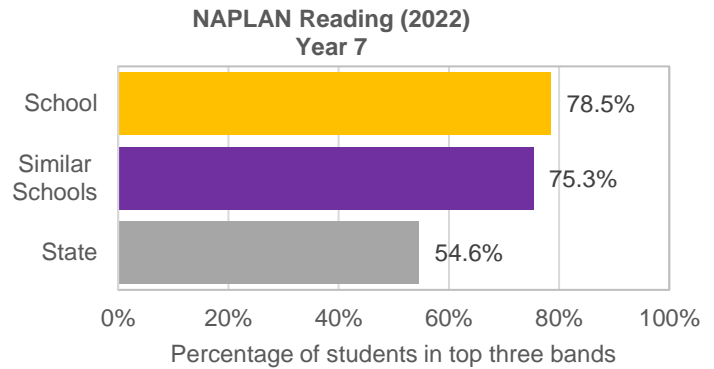
78.5%

Similar Schools average:

75.3%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

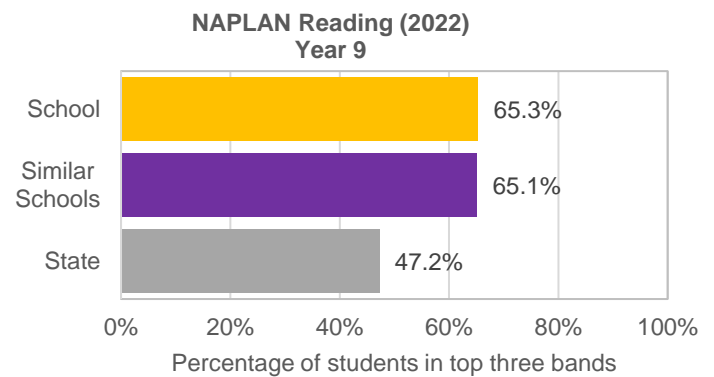
65.3%

Similar Schools average:

65.1%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

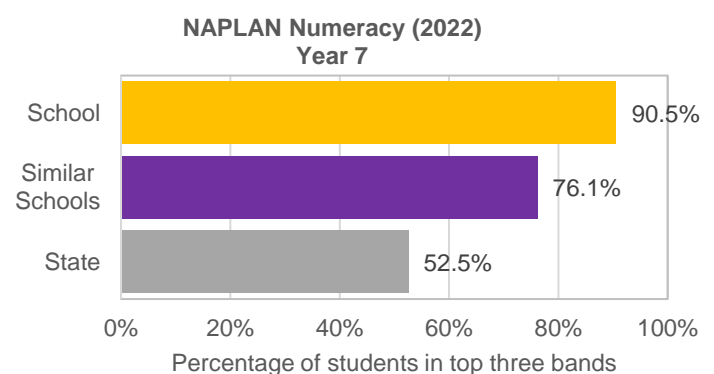
90.5%

Similar Schools average:

76.1%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

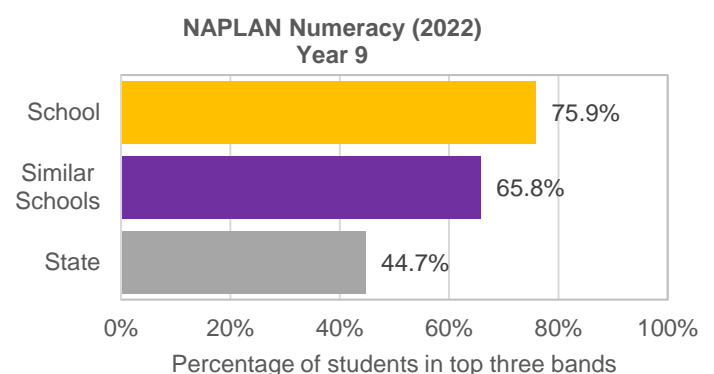
75.9%

Similar Schools average:

65.8%

State average:

44.7%



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

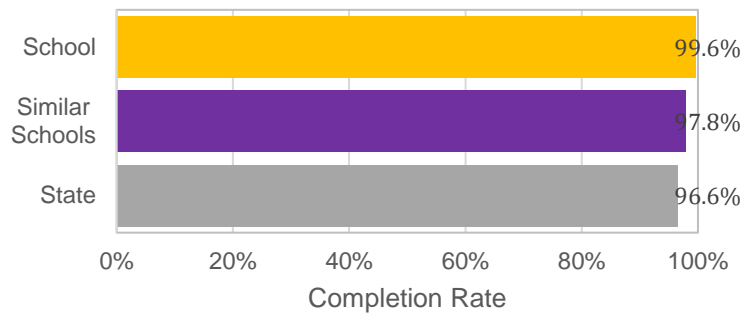
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.6%	99.5%
Similar Schools completion rate:	97.8%	97.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.5

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:

2%

Percentage VET units of competence satisfactorily completed in 2023:

83%

WELLBEING

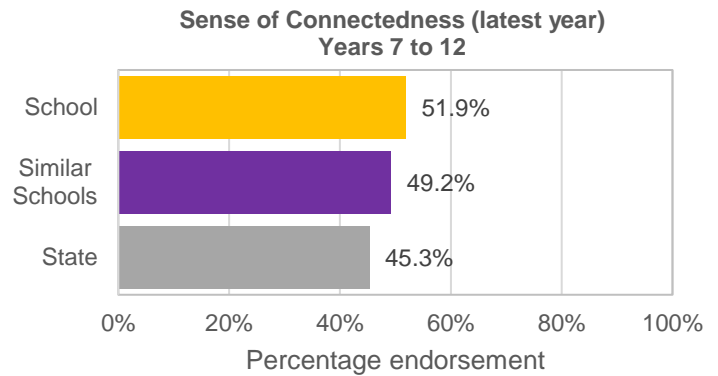
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	51.9%	54.2%
Similar Schools average:	49.2%	53.6%
State average:	45.3%	49.9%

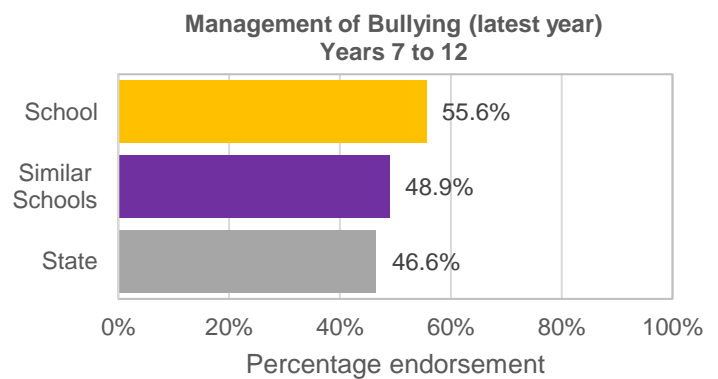


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	55.6%	56.0%
Similar Schools average:	48.9%	53.5%
State average:	46.6%	51.0%



ENGAGEMENT

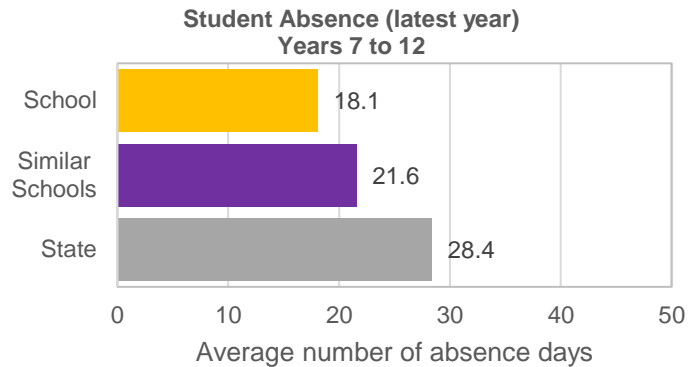
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.1	15.0
Similar Schools average:	21.6	17.5
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.

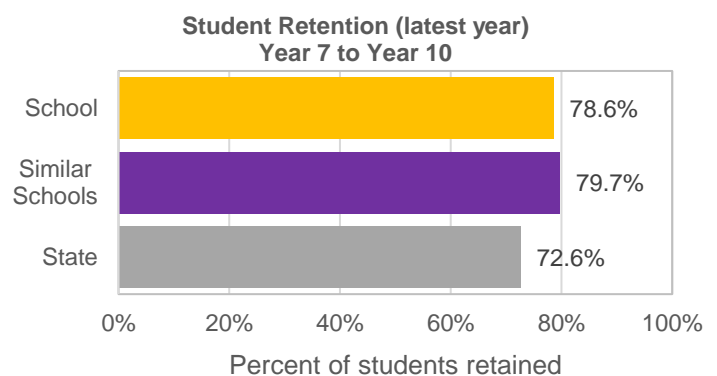
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	91%	89%	88%	91%	93%	93%

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:	78.6%	77.0%
Similar Schools average:	79.7%	81.3%
State average:	72.6%	73.8%



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.

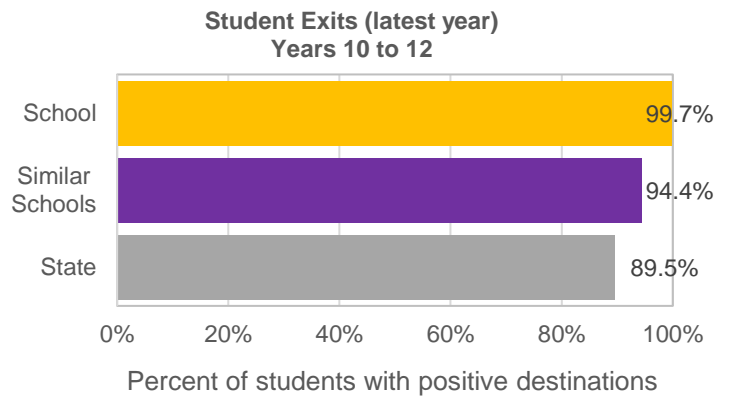
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	99.7%	94.9%
Similar Schools average:	94.4%	95.6%
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	\$19,751,339
Government Provided DET Grants	\$2,602,214
Government Grants Commonwealth	\$10,174
Government Grants State	\$28,720
Revenue Other	\$227,661
Locally Raised Funds	\$2,534,969
Capital Grants	\$0
Total Operating Revenue	\$25,155,078

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,771
Equity (Catch Up)	\$41,023
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$102,794

Expenditure	Actual
Student Resource Package ²	\$19,491,873
Adjustments	\$0
Books & Publications	\$25,519
Camps/Excursions/Activities	\$1,077,912
Communication Costs	\$41,549
Consumables	\$437,212
Miscellaneous Expense ³	\$190,944
Professional Development	\$100,105
Equipment/Maintenance/Hire	\$561,101
Property Services	\$681,064
Salaries & Allowances ⁴	\$631,294
Support Services	\$331,984
Trading & Fundraising	\$25,377
Motor Vehicle Expenses	\$1,109
Travel & Subsistence	\$940
Utilities	\$180,546
Total Operating Expenditure	\$23,778,528
Net Operating Surplus/-Deficit	\$1,376,550
Asset Acquisitions	\$1,058,389

- (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 20 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	\$4,802,415
Official Account	\$263,986
Other Accounts	\$318,038
Total Funds Available	\$5,384,439

Financial Commitments	Actual
Operating Reserve	\$617,343
Other Recurrent Expenditure	(\$2,331)
Provision Accounts	\$0
Funds Received in Advance	\$384,800
School Based Programs	\$1,866,663
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$760,273
Capital - Buildings/Grounds < 12 months	\$389,580
Maintenance - Buildings/Grounds < 12 months	\$982,839
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,999,166

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.