

# 2022 Annual Report to the School Community

School Name: Balwyn High School (7550)



- 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 08 March 2023 at 11:28 AM by Deborah Harman (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 March 2023 at 12:03 PM by Lazaros Zikou (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

## School context

Balwyn High School continues to enjoy an outstanding reputation for academic success and providing a quality, holistic education for all of our students. Established in 1954, the school is located 12 kilometres east of Melbourne and has approximately 2100 students and 203 equivalent fulltime staff, comprising of 5 Principal Class, 155 EFT teachers and 43 EFT Education Support personnel. Our school community includes two staff and three students who are Aboriginal and Torres Strait Islanders.

The school benefits from strong ongoing support from School Council and our community which has enabled us to continue to provide excellent facilities, buildings and resourcing for high quality teaching and learning. A highlight of 2022 was the opening of the **wilam-nganjin** Reconciliation Precinct in December. The rebuilt C block building, complementing the **Deborah Harman Centre for Learning**, was the final stage of our self-funded, redeveloped senior school precinct and incorporates four new flexible classroom spaces that overlook our central courtyard, a new administration hub that accommodates significant additional storage space and new offices for two of our Assistant Principals, our School Operations Team and our Facilities Manager. After consultation with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation, the Balwyn High School Council recommended the precinct incorporating the new C wing, the existing Library and the Reconciliation Courtyard be named **wilam-nganjin** 'Our Place'.

Balwyn High School's values are enshrined in our four Pillars of Learning and our Shared Learning Norms. A wide range of co-curricular activities is offered including music, sport, drama, academic enrichment, debating, cultural pursuits, camps, and overseas tours, an activity-rich house system, community service, and student leadership. Building staff and student leadership capacity is a key priority for the school and at present one in five students holds a leadership position. Aspirant staff leaders are offered significant opportunities for mentoring and coaching as well as formal professional learning sessions. During 2022, 55 staff members participated in the Principal's Leadership Development Program - the seventh year this program has attracted in excess of 50 participants.

The school's cultural diversity is reflected in its 57 nationalities, and we proudly offer a highly successful International student program. International students join the school in the second semester of each year, at either year 9 or year 10, and undertake an intensive twenty-week English language immersion program before moving into mainstream classes at the beginning of the following year. Currently, we have 39 international students, primarily from mainland China with an increasing catchment footprint into Vietnam and Malaysia which has, to this point, had a positive impact on the program. Balwyn High School enjoys strong sister-school relationships with the High School affiliated with Beijing Normal University and the Guangha School in Guangzhou. Both schools were last visited as part of our China Cultural tour in 2019. In 2023 the school is keen to establish at least one sister school in Vietnam given the increasing number of international students we are attracting.

Our mission remains to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism. These are reflected in a range of frameworks – our Leadership, Staff and Student Codes of Practice, our Pillars of Learning, our Shared Learning Norms, Learner and Graduation Profiles. During 2022 Balwyn High School continued to strive to ensure that learning growth for every individual student was maximised. Building teachers' instructional practice and effectiveness, and facilitating their learning to support a rich, relevant, challenging learning program to meet the needs of all students remains a priority across the school.

We are proud of the environment we have created where students feel safe, are aspirant and are provided with opportunities to flourish. Students have been supported to reflect on their learning goals, plan, monitor and evaluate their own learning. While student agency has been very strong outside the classroom, it is recognised that it can be further developed within classrooms across all learning areas. The opportunity for students to give teachers feedback about the purpose, challenge and impact of their learning continues to be fostered and encouraged in every classroom. Students are recognised as critical partners in the learning process and there is an ongoing commitment to build their capacity to be both collaborative and active partners in their own learning processes. Ongoing professional learning of staff, and learning opportunities provided for students, will continue to build capacity for self-regulation, self efficacy, metacognition and motivation.

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

### Learning

The achievement data for 2022 indicates strong outcomes, with all areas of performance well above the State and Similar School Comparison values. VCE completion rate was extremely high with 97% of students successfully completing their final year at school. 26% of students studying English achieved a Study Score higher than 37. This was higher than schools in the network (22%) and similar schools (20%), and significantly higher than the state (12%). Across all studies, over 16% of students achieved a Study Score 40 or above. The mean study score was 31.5, higher than similar schools (30.9) and the state (28.9). 13 perfect study scores of 50 were achieved by our students and for the ninth year in a row, a Balwyn High School achieved a perfect ATAR score of 99.95.

In 2022 93.3 % of Years 7 – 10 students were judged at or above the age expected standard for English compared to 91.7% for Similar Schools and 76.3% across the state. 94.5% of Years 7 – 10 students were judged at or above the age expected standard for Mathematics (Number and Algebra) compared to 87.3% for Similar Schools and 67% across the state.

Our Strategic Plan NAPLAN targets are benchmark growth targets, though in 2022 benchmark growth could not be measured because NAPLAN was not completed in 2020, due to COVID-19 interruptions. However, the year-on-year comparison of NAPLAN figures indicates an improvement in both Reading and Maths.

In 2022 our Year 7 NAPLAN participation rate was 100% and the percentage of Year 7 students achieving in the top three bands of NAPLAN Reading was 79.1%, higher than similar schools (76.6%) and significantly higher than the State (54.6%). However, this number was lower than the four-year rolling average of 82.4%. The Year 9 participation rate was 99%. The percentage of Year 9 students achieving in the top three bands of NAPLAN Reading was 79.9%, higher than the similar schools (67.6%) and significantly higher than the State (47.2%). This was higher than the four-year rolling average of 73.5%.

Numeracy was a state-wide priority in 2022, and it remains so. The percentage of Year 7 students achieving in the top three bands of NAPLAN Numeracy was 88.6%, higher than the similar schools (79.1%) and significantly higher than the State (52.5%). The percentage of Year 9 students achieving in the top three bands of NAPLAN Numeracy was 86.2%, higher than similar schools (70%) and significantly higher than the State (44.7%). The percentage of Year 9 Girls in the Top Two Bands for Numeracy was 54% (compared to 43% in 2021), higher than similar schools (34%) and significantly higher than the State (15%).

The percentage of Year 7 students achieving in the top two bands of NAPLAN Writing was 56% (up from 40%), higher than similar schools (45%) and significantly higher than the State (25%). The percentage of Year 9 students achieving in the top two bands of NAPLAN Writing was 38% (up from 16%), higher than the similar schools (25%) and significantly higher than the State (15%). The percentage of Year 9 Boys in the Bottom Two Bands for Writing was 12% (compared to 19% in 2021).

To continue to support the state-wide Numeracy priority, in 2023 the 'Numeracy Across the Curriculum' Learning Specialist will continue to work with the Director of Mathematics and Numeracy, and well as expert Maths teachers to delivery a school-wide professional learning program across each of the four terms.

It is clear that we consistently have high numbers of students testing in the top two bands at Year 7 in all NAPLAN assessed areas and the school continues to be challenged to meet the needs of the students working at the highest level. The new assessment and reporting model, introduced in 2021, and used across the Victorian Curriculum year levels of 7 – 10, provides teachers with the framework to more effectively teach and assess each student at their individual point of need. With over 40 new teachers on staff in 2023, we are planning to strategically deliver professional learning that is differentiated and ensures teachers are equipped with the skills and knowledge they need to maximise student outcomes.

### Wellbeing

Balwyn High School continues to recognise the dual relationship between student learning and wellbeing, as intrinsically linked. With the return to full-time, onsite learning, the evidence-based wellbeing intervention, supported students to engage in preventative strategies to nurture flourishing and resilience, particularly in times of challenge. Students engaged in a breadth of programs around positive wellbeing and mental health. Some of the programs included: BATYR, Project Rockit, Headspace, Project U, Empathy in the Digital Space, Resilience, Understanding Emotions and more. The learning from the programs were consolidated through the 'Tutorial Program' and 'Project U'. The Tutorial Program had a particular emphasis on social and emotional learning and Digital Citizenship. The Attitudes to School Survey data reflects the positive impact on the learning in the online space, with most students having a positive perception about their interactions online, well above the state average and similar schools. Students in forums also

commented on how they feel supported to manage interactions online, as a result of school-based interventions. Project U for our VCE students had a particular focus on 'Study and Balance' and 'Respectful Relationships'. Many of the workshops were created collaboratively with students and facilitated by staff, in a safe and encouraging environment. Students in Senior School commented on the link between the programs and preparation for the future, through the Attitudes to School Survey.

The Student Services Team continued to provide significant counselling support to students and families, particularly as students navigated changing social dynamics, following the years of remote learning. The Student Services Team also created opportunities to connect families to the community through 'Tuning into Teens' and 'Coffee and Chat'. Other community engagement programs, which promoted positive wellbeing included: Tailored Parenting Workshop: *Empathy in the Digital Space*, Year 7 Welcome Night, Information Nights and Vision and Values (Presentation by Rosie Batty and Youth Police Liaison Officer Greg Garrison). The Mental Health Practitioner continued to update resources on Compass News Feed and The Lion for parents to access. Further targeted intervention with families was supported by the engagement of School Focus Youth Services and a range of external providers (i.e. Boroondara Youth Services).

Students and staff were supported with their connectedness to community, through an array of in-class and extra-curricular opportunities offered both on-site and remotely. Successfully, students engaged in programs including Carnival Day, Spectrum, National Day of Action Against Bullying and Violence, Harmony Day, International Women's Day, R U OK Day, Swimming Carnival, Athletics Day, IDAHOBIT, Origami, Student Forums, Tutorial Competitions, Kahoot Quizzes, Tutoring Initiatives, Balwyn Street Library, VCE Formals, Year 12 Graduation, Subject Selection etc. Students had a significant positive perception of inclusion within the community and sense of connectedness in comparison to similar schools and the state. Therefore, the many opportunities for students to engage with their learning and peers, across year levels, ensures students continue to feel connected to self, peers and broader school community.

Our continued professional learning with esteemed organisational psychologist and critical friend supported our strategic priorities around psychologically safe learning environments. Through the learning, leaders made links to psychological safety, the Shared Learning Norms and Containers of Culture (4Rs: Role-Modelling, Routines, Rituals and Rhythms).

Certainly, it is the culmination of opportunities and experiences throughout the year, which have contributed to the ongoing positive trend around the management of bullying and student connectedness, as evident through the results that remain significantly higher than State Mean and Similar Schools in the Attitudes to School Survey.

## Engagement

In 2022, the average number of absences days for students from Year 7 to Year 12 was 15.5 which was a small increase from 2021 but remains lower than the similar schools average of 20.2 and the state average of 27.7.

The average attendance rate was consistent across all year levels, between 91 and 93 %. While these rates are in slight decline compared to 2021, they still validate processes held by Sub-schools and Students Services, ensuring that communication with families happens in situations of disengagement and support is provided to facilitate students attendance. In 2022, the work on classroom practice and student engagement has continued to ensure that students receive an individualised experience in class - differentiation, IEPs, SWANs (Students With Additional Needs).

The retention of students who remain at school from Year 7 to Year 10 is 79.1% in 2022 which is slightly lower than the 4-year average (81.6%), the similar schools average (79.8%) but significantly higher than the state average (73.1%). While some students elect to pursue their secondary studies in select entry school before they reach Year 10, Balwyn High School remains the school of choice for a large majority of students starting VCE. This is a credit to the vast range of engagement programs ensuring that students are connected among their cohort and with the school as well as the academic opportunities provided to students of different academic needs.

In 2021, 100% students who left Balwyn High School between Year 10 and Year 12 transitioned to further studies or full-time employment. This figure increases our 4-year average (99.7%) and is higher than the similar schools average (97.3%) and the state average (90.0%). The range of pathway programs and career counselling process continues to aim for every student who leaves school before completion of their VCE with a viable transition. This is ensured by two careers counsellors who, with the assistance of the Student Learning and Wellbeing Managers, ensure a rigorous monitoring of every student's career aspirations. In 2023 the Careers Team will be joined by a Head Start Coordinator who will offer expertise in pathways such as traineeships and pre-apprenticeships to further support our students and their options for pathways.



## Other highlights from the school year

It was important that following years of interrupted on-campus activity due to COVID-19 and remote learning, we were able to reintroduce many of the symbolic experiences that are central to our students' school life. We were delighted to see the return of onsite music concerts, performing and visual arts celebrations, a full Outdoor Education experience for students in Years 9-11, and many learning area and year level off site excursions.

Over 900 students participated in our music program through instrumental lessons and our extensive ensembles program. Many of our String Orchestras, Concert and Stage Bands and Choirs performed at our own concerts as well as competed in a range of music competitions across the state. The commitment of our students and staff to interschool sport was as equally strong, with many teams reaching State Finals. Students also competed in DAV Debating Competitions, Public Speaking Contests, Model UN opportunities as well as the School for Student Leadership where six Year 9 students spent eight weeks at the Snowy River Campus.

Most certainly our Year 11 and 12 formals were outstanding successes, as was the return of Graduation Night where we hosted over 700 students, families and staff at Marvel Stadium. These events culminated in a return to our magnificent whole school Presentation Night at Hamer Hall in December where over 2700 community members celebrated our 2022 theme of '*Optimism, Compassion, Commitment*' through awards, special recognitions and our magnificent music performances.

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## Financial performance

Balwyn High School generated a healthy net operating surplus for 2022. This was driven by the school's ability to generate strong Locally Raised Funds, such as from the hire of school facilities. Interest rate increases in the second half of 2022 had a positive impact on revenue. The International Student Program continues to have positive impact on the school's financial performance, with enrolments expected to return towards pre-COVID levels in 2023.

The easing of COVID restrictions saw increased student participation in camps and excursions, with a corresponding increase in expenditure (although these events are, for the most part, budget neutral). The return to onsite learning for the full year also saw an increase in expenditure on consumables, used to support the delivery of teaching and learning programs. Staff absences due to COVID contributed to higher expenditure on Casual Relief Teachers, which was also exacerbated by broader worker shortages. Supply chain issues caused a delay in procurement of ICT assets, which will be completed in 2023.

It is important to note that generous contributions from the school community, particularly towards the school's Building, Library and Maintenance Funds, are utilised to significantly improve the student and staff experience. The strong, multifaceted Wellbeing team we have in place would not be possible without these contributions, for which we are extremely grateful. Additionally, the contributions allow the school to continuously invest in student facilities and equipment. Planning for the major upgrade of the David McGrail Theatre, which will allow the theatre to significantly increase its seating capacity as well as performing arts spaces, progressed throughout 2022. Despite supply chain concerns, construction is hoped to commence in 2023. This refurbishment will be the latest in a range of new and upgraded school facilities' totally paid for from our own funds without Department of Education grants.

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

**<https://www.balwynhs.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 2112 students were enrolled at this school in 2022 - 922 female and 1190 male.

47 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.

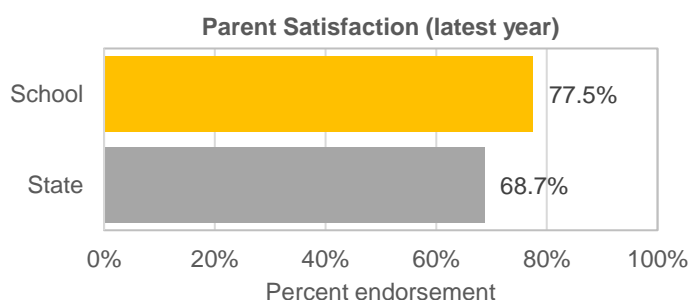
This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	77.5%
State average (secondary schools):	68.7%



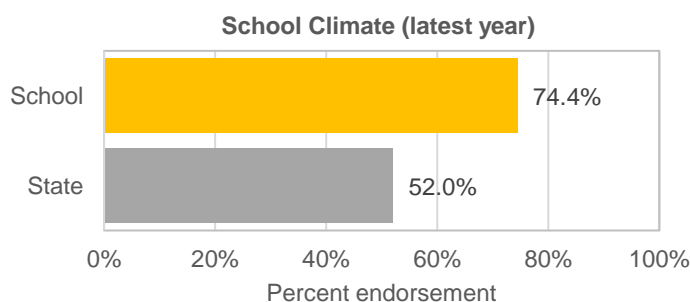
### School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	74.4%
State average (secondary schools):	52.0%





## 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:

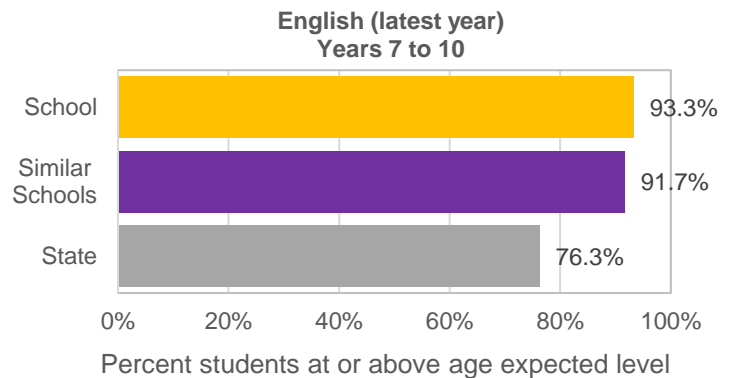
93.3%

Similar Schools average:

91.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

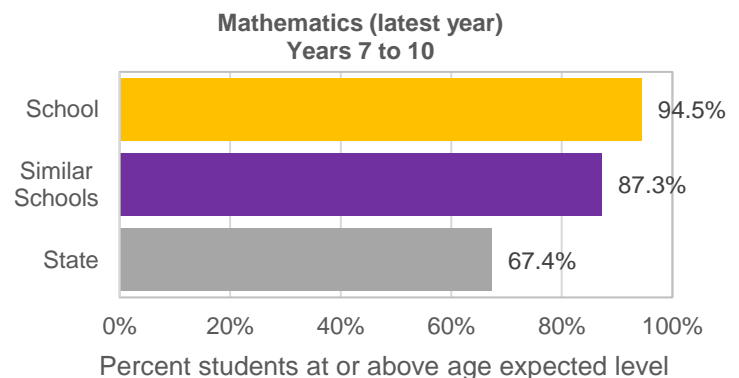
94.5%

Similar Schools average:

87.3%

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.

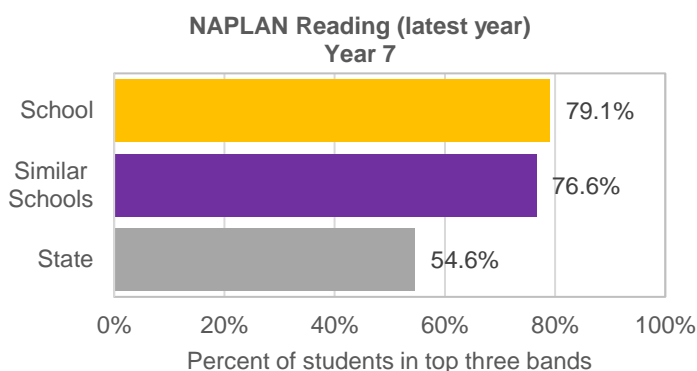
### NAPLAN

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.

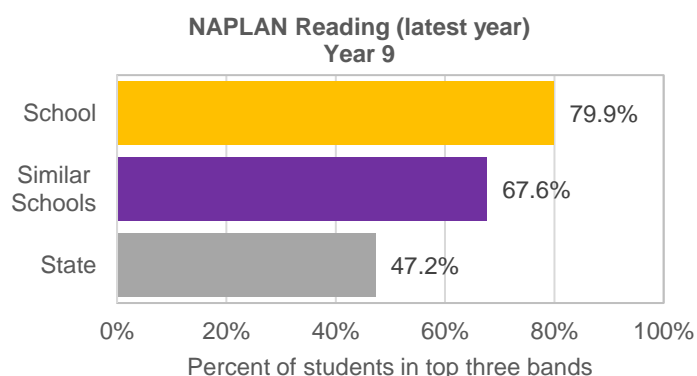
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.1%	82.4%
Similar Schools average:	76.6%	77.3%
State average:	54.6%	55.3%



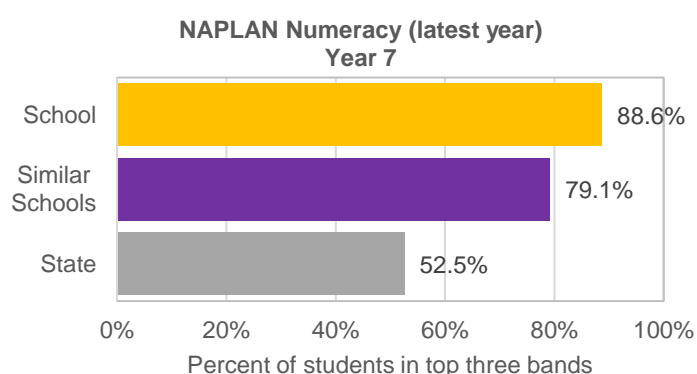
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.9%	73.5%
Similar Schools average:	67.6%	66.7%
State average:	47.2%	46.0%



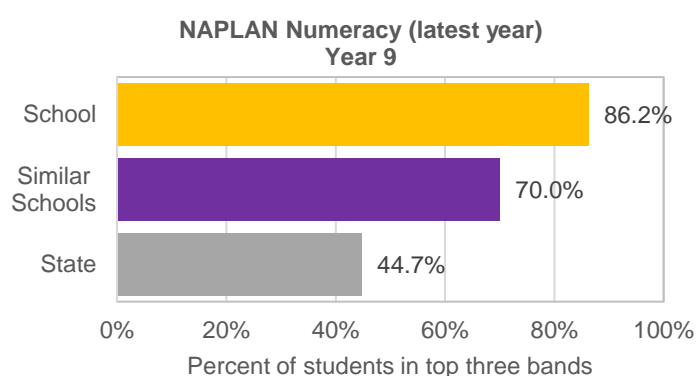
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.6%	89.4%
Similar Schools average:	79.1%	80.2%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.2%	83.5%
Similar Schools average:	70.0%	70.8%
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

31.5      32.5

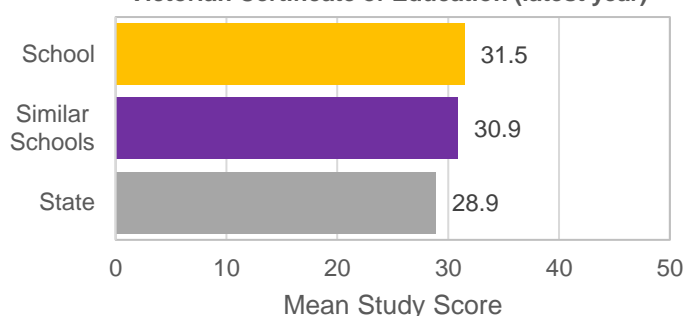
Similar Schools average:

30.9      31.0

State average:

28.9      28.9

#### Victorian Certificate of Education (latest year)



Students in 2022 who satisfactorily completed their VCE:

97%

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

0%

VET units of competence satisfactorily completed in 2022:

100%

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

NDA

## WELLBEING

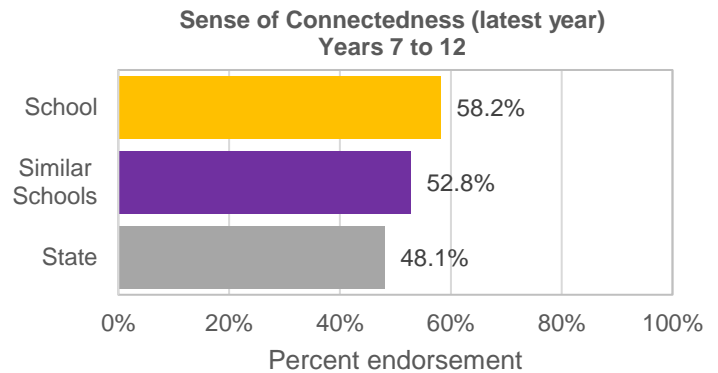
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	58.2%	63.9%
Similar Schools average:	52.8%	56.6%
State average:	48.1%	52.5%

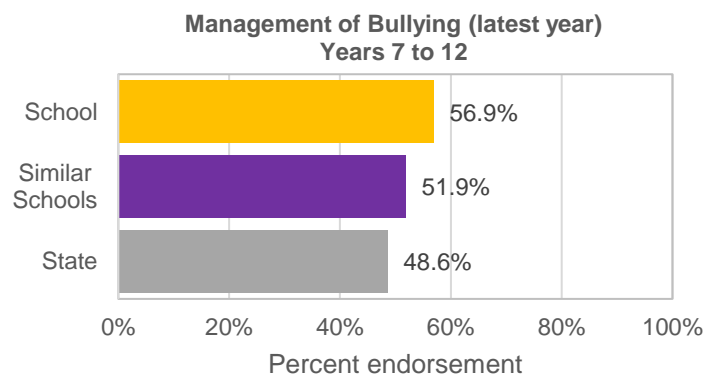


### Student Attitudes to School – Management of Bullying

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:	56.9%	65.4%
Similar Schools average:	51.9%	57.1%
State average:	48.6%	54.0%



## ENGAGEMENT

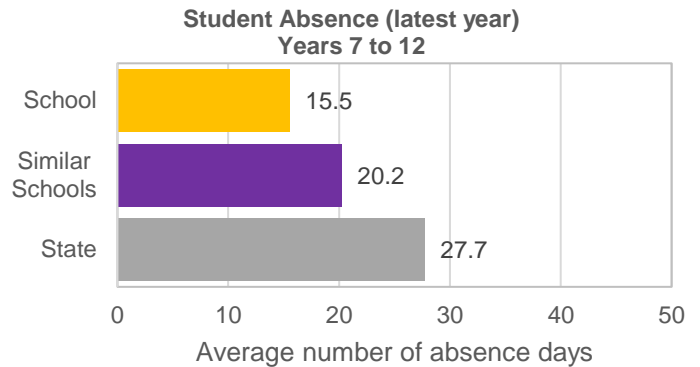
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.5	13.0
Similar Schools average:	20.2	14.8
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.

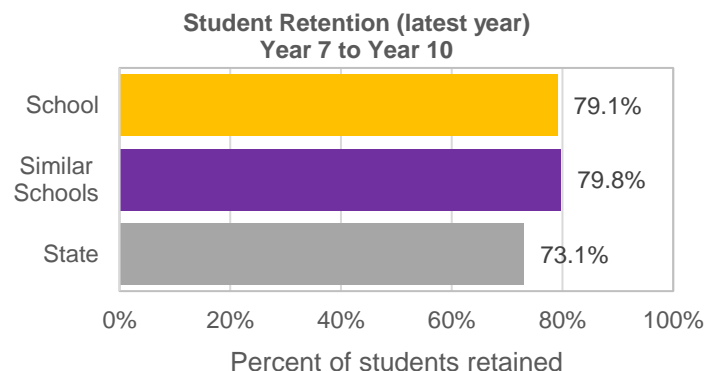
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	91%	93%	93%	92%	91%

### 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:	79.1%	81.6%
Similar Schools average:	79.8%	79.9%
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:

100.0%      99.7%

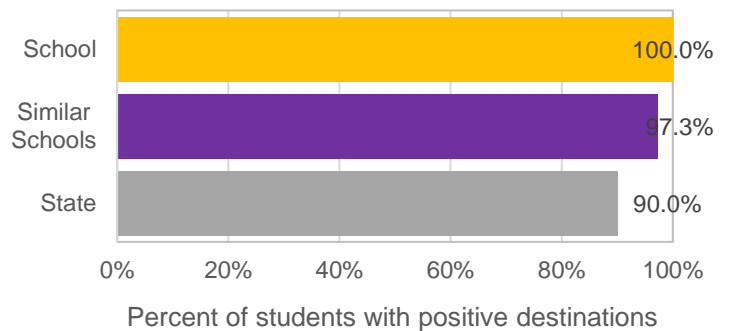
Similar Schools average:

97.3%      97.4%

State average:

90.0%      89.3%

#### Student Exits (latest year) Years 10 to 12





# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$21,127,906
Government Provided DET Grants	\$1,789,092
Government Grants Commonwealth	\$26,494
Government Grants State	\$9,244
Revenue Other	\$198,379
Locally Raised Funds	\$2,976,804
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$26,127,918</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$45,365
Equity (Catch Up)	\$35,576
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$80,940</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$22,037,067
Adjustments	\$0
Books & Publications	\$13,309
Camps/Excursions/Activities	\$728,342
Communication Costs	\$3,762
Consumables	\$439,274
Miscellaneous Expense <sup>3</sup>	\$458,986
Professional Development	\$119,619
Equipment/Maintenance/Hire	\$378,711
Property Services	\$347,622
Salaries & Allowances <sup>4</sup>	\$897,051
Support Services	\$232,989
Trading & Fundraising	\$33,721
Motor Vehicle Expenses	\$459
Travel & Subsistence	\$3,275
Utilities	\$175,574
<b>Total Operating Expenditure</b>	<b>\$25,869,762</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$258,156</b>
<b>Asset Acquisitions</b>	<b>\$139,848</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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$7,678,660
Official Account	\$181,553
Other Accounts	\$1,505,295
<b>Total Funds Available</b>	<b>\$9,365,508</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$605,718
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,098
Funds Received in Advance	\$635,879
School Based Programs	\$2,291,742
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$46,939
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$649,340
Capital - Buildings/Grounds < 12 months	\$3,700,000
Maintenance - Buildings/Grounds < 12 months	\$807,009
Asset/Equipment Replacement > 12 months	\$400,000
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$9,347,725</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.*