

2023 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 \(VIT\)](#)
- 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 18 March 2024 at 12:37 PM by Deborah Harman (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 28 March 2024 at 12:07 PM by Lazaros Zikou (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

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 2200 students and 203 equivalent fulltime staff, comprising of 5 Principal Class, 155 EFT teachers and 43 EFT Education Support personnel. Our school community includes one teacher and three students who are Aboriginal and Torres Strait Islanders. 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. Significant recognition of our work was achieved in the Victorian Education Excellence Awards in 2023 with success in both the Outstanding Provision for High Ability Learners (Secondary) and the prestigious Lindsay Thompson Excellence in Education awards.

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 four students holds a leadership position. Aspirant staff leaders are offered significant opportunities for mentoring and coaching as well as formal professional learning sessions. During 2023, 71 staff members participated in the Principal's Leadership Development Program - the eighth year this program has attracted in excess of 50 participants.

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. Throughout 2023 we continued to plan for a major renovation of our David McGrail Theatre for the performing arts, and began planning for an eventual demolition and rebuild of the oldest classrooms in the school in A Wing.

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 54 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. As part of a Principal Team tour funded by Balwyn High School's 2021 success with Dr Lawrie Shears Global Teaching and Learning Award, in 2023 the school moved to establish a sister school partnership in Ho Chi Minh City in Vietnam.

A partnership was also forged in 2023 with high-performing Shenton College in Perth. It is envisaged that this partnership will enable staff professional learning opportunities for both schools, including immersion visits, as well as part of future student educational tours.

Throughout 2023, in the lead up to Balwyn High School's Platinum Jubilee in 2024, we have highlighted a range of inspiring alumni as part of our Spotlights series in our Lion newsletter and have sought nominations for the induction of alumni in to our various Halls of Achievement that will take place in September 2024. This reconnection with alumni has been extended and strengthened with a partnership with *OurSchool*, a not-for-profit organisation that supports government secondary schools to grow supportive alumni networks. The employment of an *OurSchool Alumni Program Coordinator* will also support our Director of Community Engagement in a range of events and programs.

During 2023 Balwyn High School has 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

The achievement data for 2023 indicates strong outcomes, with all areas of performance well above the State and Similar School Comparison values. VCE completion rate was extremely high with 99% of students successfully completing their final year at school, up from 97% the previous year. 27% of students studying English achieved a Study Score higher than 37 – this is up from 26% the previous year. Further to this, only 4% of students studying English scored less than 20, compared to 9% the previous year. The mean English score was 32.84 which is the highest it has been for 5 years. Our 2023 English scores were higher than schools in the network (19%) and similar schools (22%), and significantly higher than the state (13%). Across all studies, over 16% of students achieved a Study Score 40 or above. The mean study score from all VCE subjects was 32.1 (up from 31.5 the previous year), higher than similar schools (30.9) and the state (28.9). 14 perfect study scores of 50 were achieved by our students (up from 13 in 2022) and our Dux scored 99.90.

Balwyn High School runs an Early Entry VCE (EEVCE) and Early Entry VCE (EEVCE+) Plus program which are designed to extend high performing Year 10 and 11 students who are not part of the SEAL program. In 2023, the percentage of Year 11 study scores over 40 was 43.4%, and the median study score for Year 11 students, both SEAL and non-SEAL was 38, as opposed to the 32 for the Year 11s and 12s together. In 2021 there were some strong decisions made in the Year 9 Subject Selection processes regarding eligibility for Early Entry VCE (EEVCE) and Early Entry VCE (EEVCE+) Plus – the decisions signalled that these programs were not a right but rather a privilege. Two years after those decisions, the impact is clear – the Year 11 results are the strongest set of results since 2016.

The way NAPLAN data is reported means that year on year comparisons about benchmark growth (as set out in our Strategic Plan) are not yet possible. However, relative growth data is provided in the interim and 37% of our Year 9 students had high growth in Numeracy, as opposed to 33% of students in similar schools and 24% in the state. As Numeracy remains a statewide priority, such data is impressive. Furthermore, 39% of our Year 9 students had high growth in Reading, as opposed to 29% of students in similar schools and 24% in the state.

Further to this, 85.9% of Year 9 students are Strong or Exceeding in Reading, compared to 79.1% for similar schools and 60% for the state. 91.3% of Year 9 students are Strong or Exceeding in Numeracy, compared to 83.5% for similar schools and 59.9% for the state. Writing is also a priority in our Strategic plan and 81% of Year 9 students are Strong or Exceeding in Writing, compared to 77% for similar schools and 58% for the state.

The professional learning program to support teachers to improve learning outcomes for students has continued to be as differentiated as possible to meet the needs of teachers, no matter how many years of experience they have had – this was particularly important in a year where there were over 40 new teachers. There is a strong belief that when teachers are able to manage their classrooms with clear and embedded routines and rituals, students will feel psychologically safe enough to take risks that support their learning progress. In classrooms where students know that what they make, say, do or write matters, and when teachers know how to give fast and effective feedback that moves the learning forward, students are more likely to progress throughout the teaching and learning cycle. Such a professional learning focus and culture is what has resulted in these strong learning outcomes across the school.

Wellbeing

Balwyn High School reaffirms its position at the forefront of government education through our commitment to nurturing the intrinsic link between learning and wellbeing. Employing evidence-based strategies, our school has diligently supported students in developing preventative measures to understand how flourishing wellbeing inherently contributes to positive learning outcomes (both social and academic).

An array of programs tailored towards positive wellbeing and mental health was implemented, including initiatives such as: Project Rocket; Positive Primers; Make a Difference Day; The Digital Space; 'Snitching' vs. Reporting; Resilience, and Understanding Emotions, among others. These programs have been complemented by our 7-10 Tutorial Program and VCE Project U, which serve to consolidate the learnings from these initiatives. Notably, the Tutorial Program places significant emphasis on social and emotional learning as well as Digital Citizenship.

For our VCE students, Project U has been tailored to focus on aspects such as 'Study and Balance', and 'Respectful Relationships' and 'Transitions and Change'. Collaboratively developed workshops, facilitated in a nurturing environment by staff, have garnered praise from students, who have acknowledged their role in preparing them for the future.

The positive impact of these endeavours is reflected in the results of the Attitudes to School Survey, with many students reporting a favourable perception of the school's response to bullying, surpassing both state averages and those of similar institutions.

Our Wellbeing Team has remained steadfast in providing evidence-based counselling support to students and families, particularly considering the evolving national and global research into the shifting social dynamics between young people. Additionally, initiatives such as 'Tuning into Teens' and 'Coffee and Chat' have facilitated connections between families and the broader community.

Community engagement efforts have been extensive, encompassing events such as Tailored Parenting Workshops, Welcome Nights, Information Nights, and presentations addressing topics such as pornography. Resources have been regularly updated and supplied via *Compass News Feed* and *The Lion* to further support parents/carers, while targeted interventions with families have been facilitated through collaborations with external providers.

Students and staff alike have benefited from a multitude of in-class and extracurricular opportunities, both on-site and remotely, fostering a sense of connectedness and inclusion within the community. Notable events include Carnival Day, Skittles, IDAHOBIT Day, National Day of Action Against Bullying and Violence, RU OK Day and various other activities spanning academic, cultural, and social domains.

Professional development initiatives, including engagements with esteemed organisational psychologists, have supported our strategic priorities in cultivating psychologically safe learning environments. Emphasis has been placed on fostering shared learning norms and establishing cultural containers conducive to growth and inclusivity.

Significant strides have been made in supporting our First Nations students, with our Marrung Lead providing professional learning opportunities around Child Safe Standards. Our commitment to Marrung is underscored by initiatives such as the development of native gardens and the acknowledgment of key First Nations events.

To best support students' transition to the Balwyn High School community, relationships with networking Primary School's were further developed to enhance students' sense of psychological safety. Additional programs included: The creation of the Day in the Life (of a Year 7 student) video; learning walks both at Balwyn High School and Balwyn North Primary School; Teaching 'high school lessons' at networking Primary Schools and collaboration with the Year 8 Make a Difference Day. Along with other opportunities such as; school tours; presentations at networking Primary Schools; networking and non-networking Primary School visits and Orientation Day provided, new students and families felt with a greater sense of connectedness to the community.

The culmination of efforts throughout the year has yielded positive results in the management of community wellbeing.

Engagement

In 2023, the average number of absences days for students from Year 7 to Year 12 was 18.4 which was an increase from 2022 but remains lower than the similar schools average of 20.1 and the state average of 28.4.

The average attendance rate was consistent across all year levels, between 90 and 92%. While these rates are declining compared to 2022, they still validate processes held by Sub-schools and the Wellbeing team, by ensuring that communication with families happens in situations of disengagement and support is provided to facilitate students attendance. In 2023, the professional development of staff has focused on classroom practice (ie. classroom management, positive praise and learning goals) in order to develop and strengthen student engagement. This was in addition to practices already in place regarding individualised learning (differentiation, IEPs, SWAN) as well as students able to engage with learning resources outside the class (Compass Lesson Plans).

The retention of students who remain at school from Year 7 to Year 10 was 82.9% in 2023 which contributed to increasing the 4-year average to 81.9%. This is significantly higher than similar schools (77.8%) and the state average (72.6%). While some students elect to pursue their secondary studies in select entry schools 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 2023, Balwyn High School introduced the VCE-Vocational Major and VPC programs for students at the completion of Year 10.

In 2022, 99.9% students who left Balwyn High School between Year 10 and Year 12 transitioned to further studies or full-time employment. This figure remains consistent with our 4-year average (99.8%) and is higher than the similar schools average (96.9%) and the state average (89.5%). 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.

Other highlights from the school year

Balwyn High School continues to benefit from strong financial and workforce planning that allows us to invest in improving facilities and enhanced learning opportunities for students. Additional resources have been directed towards literacy intervention (QuickSmart) and significantly smaller EAL classes from the beginning of Year 7. We are continuing to work with the VSBA on our redeveloped theatre project although, due to delays in planning approvals, have concurrently progressed our planning for a redeveloped A wing. Our A wing vision is an extension of the improved facilities provided since the opening of the Deborah Harman Centre for Learning. In particular, the success of the Year 12 VCE Centre will see similar facilities incorporated in A wing targeted at our Year 11 students.

Our Leadership Profile includes a significant investment in sports coaching and the commitment of students and staff is demonstrated through a number of state championships particularly in swimming and hockey. We are continuing to expand extra curricular opportunities for students with our successful Northern Territory experience for our Year 11 students in Term 2 and an additional trip planned for 2024. Following the successful establishment of sister school relationships in Vietnam planning has commenced on a cultural tour to Vietnam for students scheduled for Term 1 2025. Balwyn High School continues to enjoy the reputation as one of the finest Instrumental Music Programs in Victoria with highlights including our Presentation Night at Hamer Hall in December as well as recognition at the Generation in Jazz festival in Mt Gambier.

Financial performance

In 2023, Balwyn High School prioritised investing in our staff, recognising their significant contribution to our students' exceptional achievements. We pre-emptively implemented the reduced teaching hours outlined in the Victorian Government Schools Agreement (VGSA) 2022, a whole year ahead of the negotiated schedule, even though the corresponding funding would only be provided in 2024. This strategic decision increased our Student Resource Package (SRP) deficit, however prudent financial management ensured a healthy net operating surplus for the year. This surplus allowed us to invest in improving our ICT infrastructure, notably by providing all staff members with monitors, boosting productivity and enhancing occupational health and safety conditions.

Our major financial commitment, the upgrade of the David McGrail Theatre, faced unexpected approval delays. Although the project remains a key priority, we have begun investigating alternative projects, should these delays continue. On a positive note, the delay has led to increased interest revenue from our bank account balances.

Despite cost-of-living pressures affecting our community, our parents' financial contributions have remained robust, supported by our improved payment processes. The school's International Student Program and the hire of our facilities have also continued to provide significant income, further enhancing our ability to fund important capital projects.

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 2168 students were enrolled at this school in 2023, 949 female and 1219 male.

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

Overall Socio-Economic Profile

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

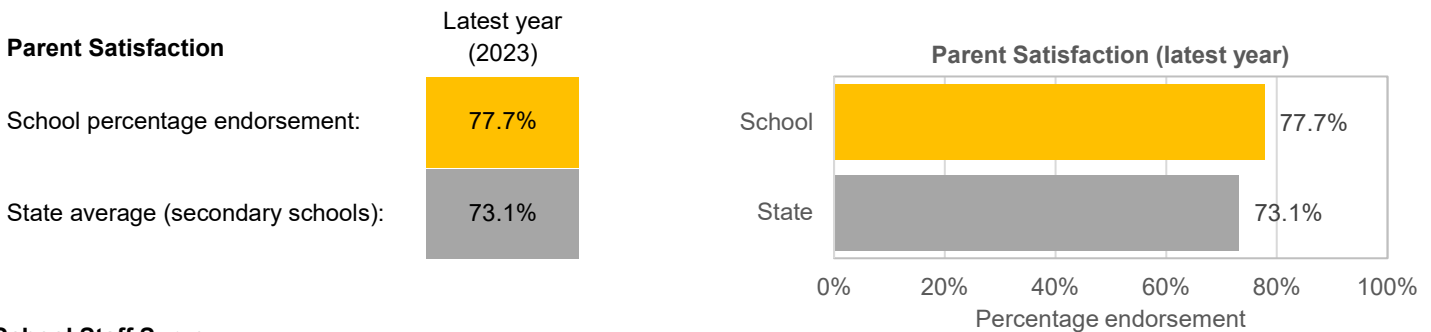
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

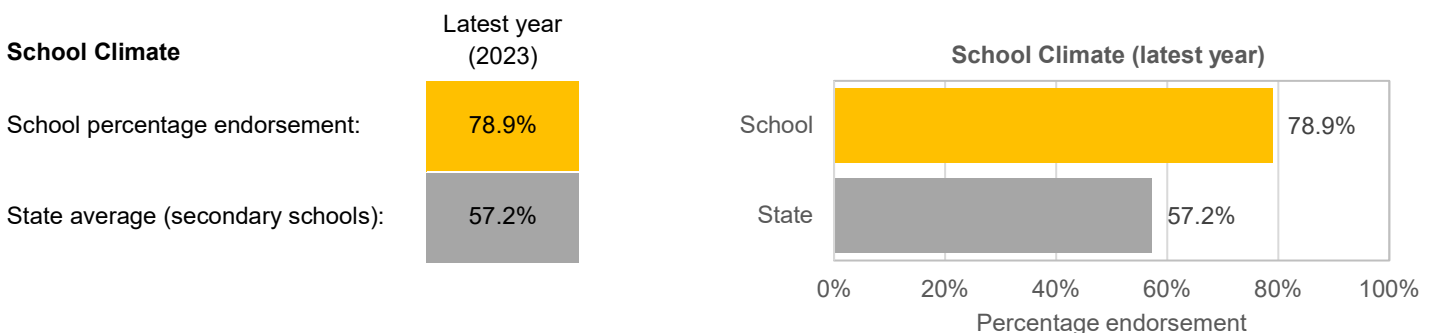


School Staff Survey

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)

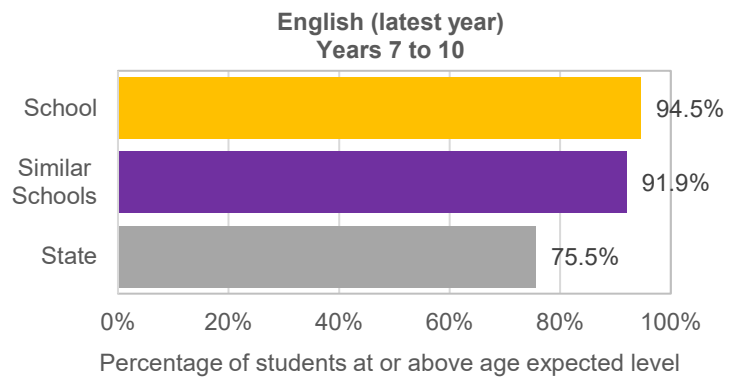
94.5%

Similar Schools average:

91.9%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

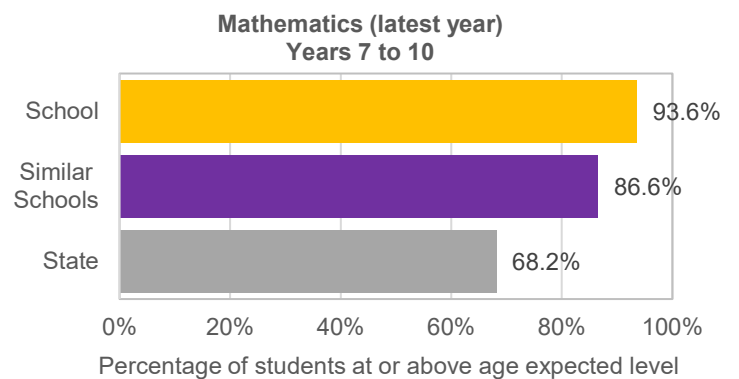
93.6%

Similar Schools average:

86.6%

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:

91.7%

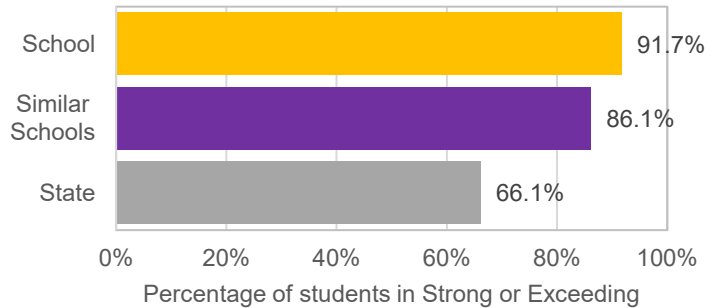
Similar Schools average:

86.1%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

85.9%

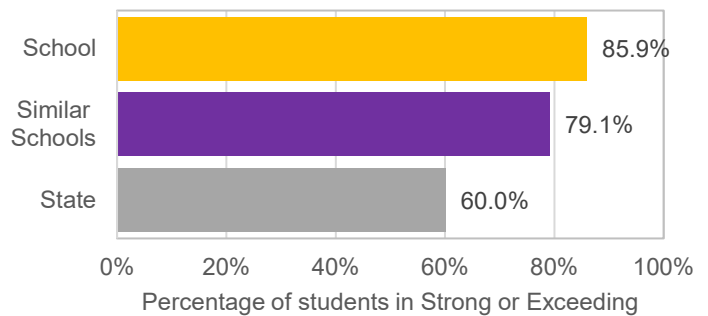
Similar Schools average:

79.1%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

94.4%

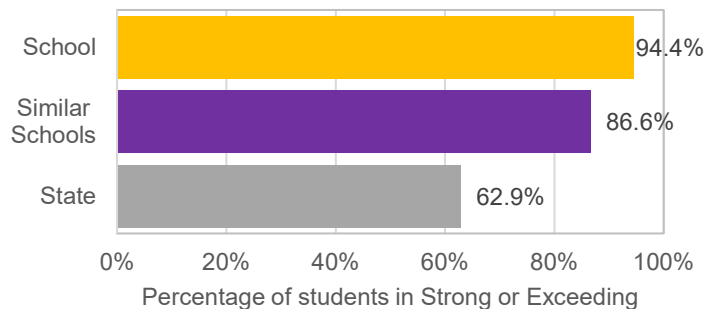
Similar Schools average:

86.6%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.3%

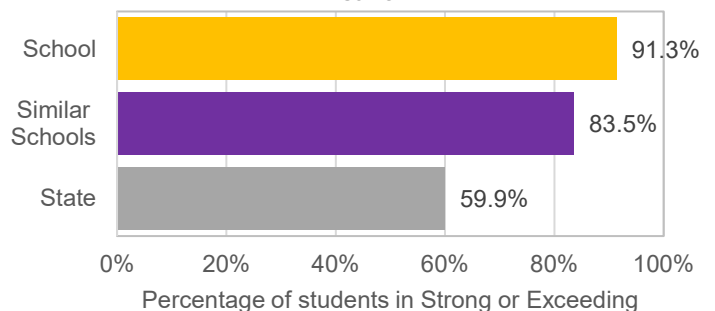
Similar Schools average:

83.5%

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:

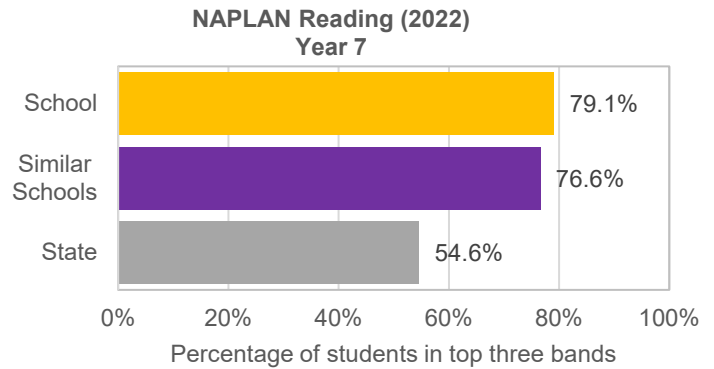
79.1%

Similar Schools average:

76.6%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

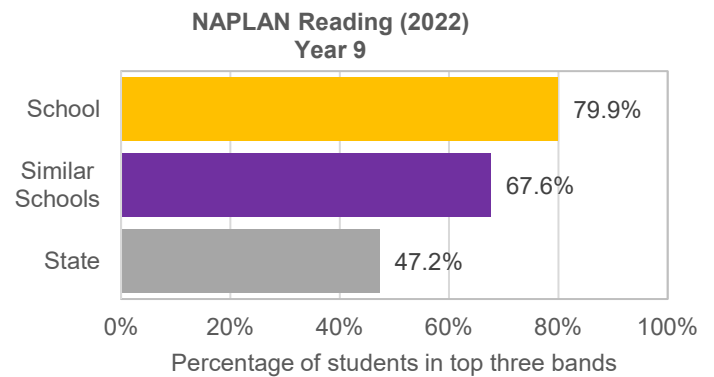
79.9%

Similar Schools average:

67.6%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

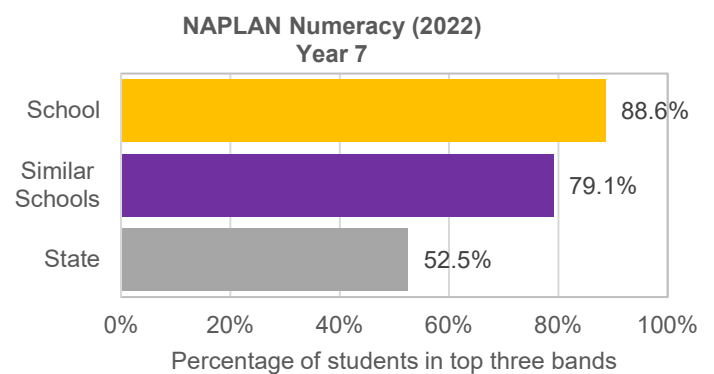
88.6%

Similar Schools average:

79.1%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

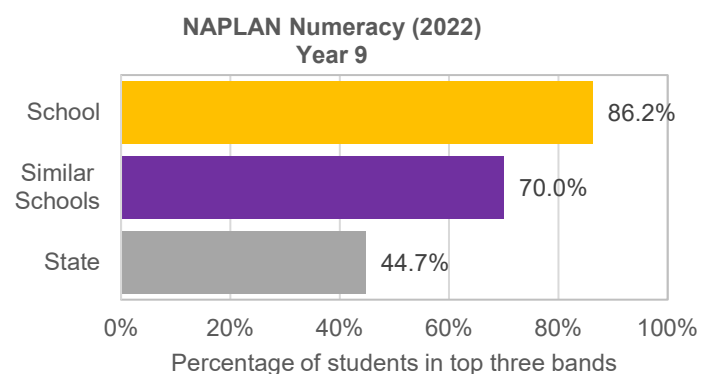
86.2%

Similar Schools average:

70.0%

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

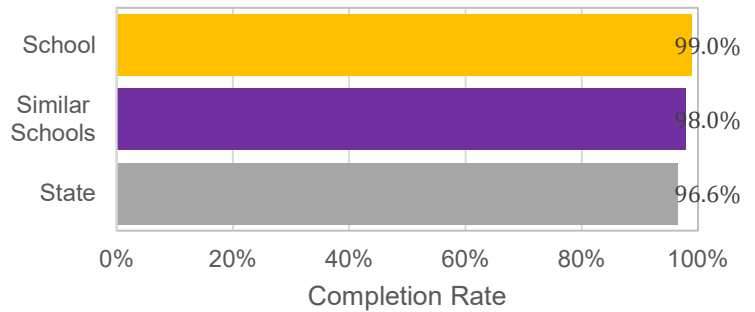
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.0%	98.3%
Similar Schools completion rate:	98.0%	98.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

32.1

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:

1%

Percentage VET units of competence satisfactorily completed in 2023:

96%

WELLBEING

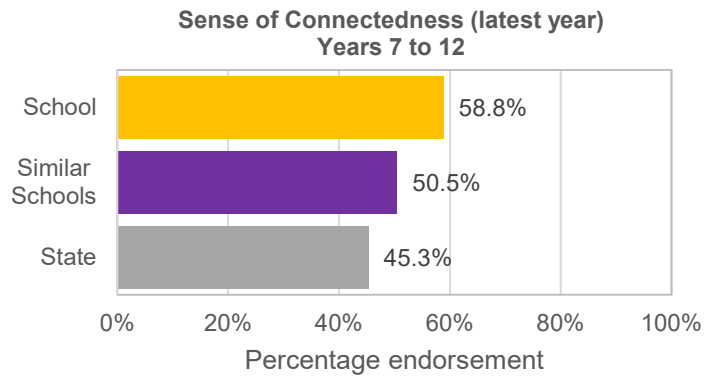
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	58.8%	60.6%
Similar Schools average:	50.5%	54.6%
State average:	45.3%	49.9%

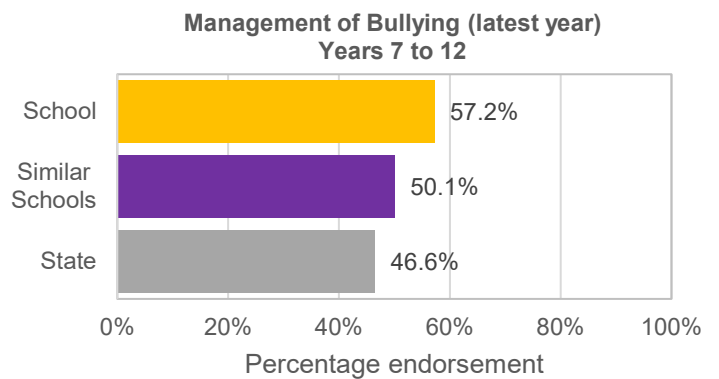


Student Attitudes to School – Management of Bullying

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:	57.2%	59.7%
Similar Schools average:	50.1%	54.4%
State average:	46.6%	51.0%



ENGAGEMENT

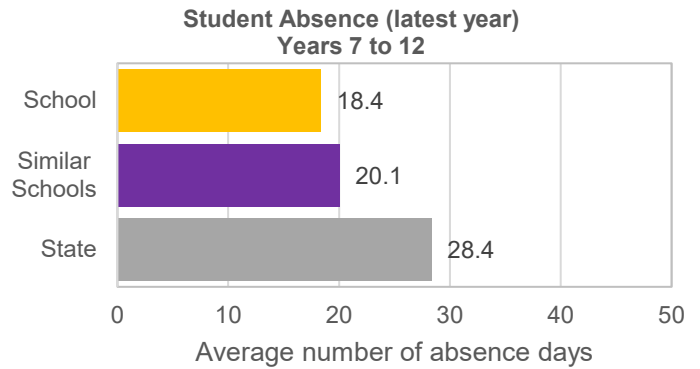
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.4	14.3
Similar Schools average:	20.1	16.2
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.

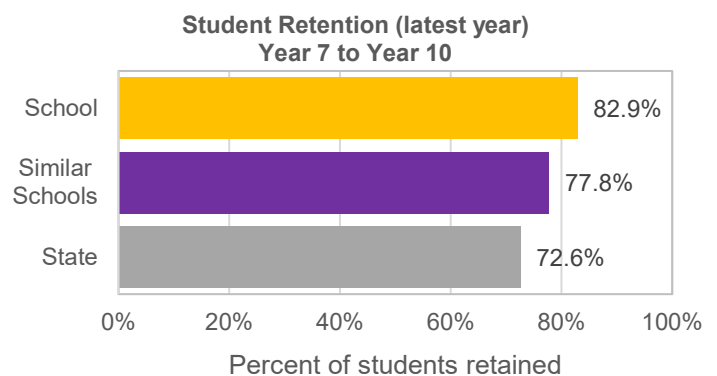
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	92%	90%	90%	90%	91%	90%

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:	82.9%	81.9%
Similar Schools average:	77.8%	79.5%
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.

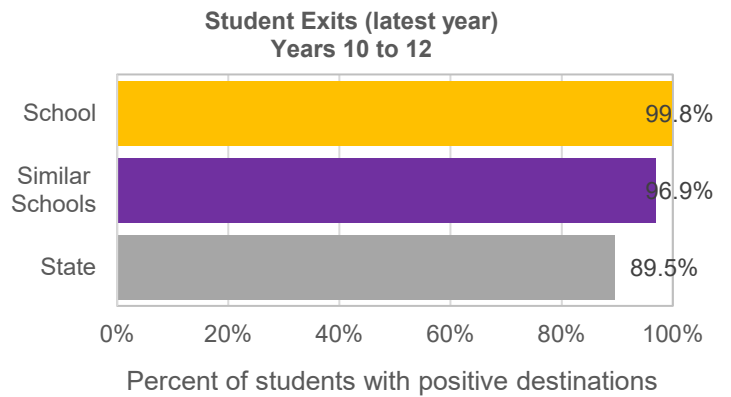
Students exiting to further studies or full-time employment

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:	99.8%	99.9%
Similar Schools average:	96.9%	97.2%
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	\$22,812,992
Government Provided DET Grants	\$1,785,918
Government Grants Commonwealth	\$24,127
Government Grants State	\$3,827
Revenue Other	\$560,820
Locally Raised Funds	\$3,062,170
Capital Grants	\$0
Total Operating Revenue	\$28,249,854

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,520
Equity (Catch Up)	\$40,064
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$92,584

Expenditure	Actual
Student Resource Package ²	\$23,716,732
Adjustments	\$0
Books & Publications	\$14,754
Camps/Excursions/Activities	\$885,257
Communication Costs	\$68,262
Consumables	\$455,292
Miscellaneous Expense ³	\$260,616
Professional Development	\$144,591
Equipment/Maintenance/Hire	\$422,240
Property Services	\$315,891
Salaries & Allowances ⁴	\$984,259
Support Services	\$297,604
Trading & Fundraising	\$37,552
Motor Vehicle Expenses	\$1,176
Travel & Subsistence	\$40,941
Utilities	\$175,005
Total Operating Expenditure	\$27,820,173
Net Operating Surplus/-Deficit	\$429,682
Asset Acquisitions	\$296,300

- (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	\$8,389,158
Official Account	\$93,121
Other Accounts	\$1,798,952
Total Funds Available	\$10,281,231

Financial Commitments	Actual
Operating Reserve	\$659,050
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,098
Funds Received in Advance	\$433,769
School Based Programs	\$2,317,158
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,909
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$610,000
Capital - Buildings/Grounds < 12 months	\$5,490,000
Maintenance - Buildings/Grounds < 12 months	\$382,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$75,000
Total Financial Commitments	\$10,271,984

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.