

2023 Annual Report to the School Community

School Name: Newcomb Secondary College (8151)



- 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 22 March 2024 at 01:43 PM by Scott Mcleod (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 29 April 2024 at 08:48 AM by Michael Graham (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

In 2023, Newcomb Secondary College catered for approximately 475 students in Years 7 to 12. Our College staff consisted of 3 Principal class, 37 teachers and 34 Educational Support Officers/ Support Staff.

Our purpose is to provide a challenging, friendly, caring environment that motivates each student to achieve their personal best in an atmosphere of mutual respect and cooperation; which helps to support pathways to positive post school outcomes. We are guided and operate with school values of Learning, Respect and Working Together.

The College provides a broad choice of senior programs through the VCE, VCE-VM, VET and School Based Apprenticeships. Enrichment opportunities are diverse, including well-established and highly respected Intervention and Wellbeing Program, Instrumental Music, with four bands and a selection of ensembles, work experience opportunities and the annual 'Bike Tour' at the end of the year. All these prove to be highlights in the student calendar. Newcomb Secondary College also has unique educational partnerships with the Gordon TAFE, Deakin University, Geelong Tech School, Royal Geelong Yacht Club and Skilling the Bay.

Newcomb Secondary College provides unique programs for disengaged students. The first of our Re-engagement programs is NET (Newcomb Engagement and Transition) operated on the main campus, while Nobody's Fool theatre program operates out of a theatre facility in Newtown.

One of the main flagship education and training programs of the college is Pathways in Technology Program (PTECH). Newcomb was the first PTECH secondary school in the country. PTECH offers students education and career pathways in IT, Business, Health and more. Students work with one of over twenty-five industry partners and are mentored by professionals in their chosen field. PTECH students also undertake VETiS studies to support their industry placement.

Another of our college innovative flagship programs is called Getting Ready for the Outside World (GROW). Aligned with the college Positive Futures Framework, GROW exposes students to Science, Technology, Engineering and Mathematics (STEM) curriculum and Careers education which provides students with skills and attributes that will enable them to be successful in their chosen careers and valued members of their local, national and global communities.

The college also operates the Victorian Sailing and Water Safety School from its Geelong, Eastern Beach campus, which successfully introduces Victorian school students to the skills and pleasures of sailing. Throughout 2023- 2025, the facility is being rebuilt in partnership with the Royal Geelong Yacht Club (RGYC) amongst other key government stakeholders.

Newcomb Secondary College is proud to be a leading community contributor and leader. Our College Transition programs allow the school, and our students to remain proactively connected and contribute towards our broader community. In 2023, we continued to offer a rich and comprehensive Primary school program featuring opportunities for our local feeder school students (Leopold, Moolap, Whittington, Newcomb, Geelong East and Tate St PS) to visit Newcomb Secondary College and experience our facilities, programs, learning environments and our school climate. Equally, we remain active in visiting our local feeder schools to share resources and support programs. These positive and proactive connections with our community contributed to strong enrolments in 2024- more than 100 student enrolments at Year 7.

Fostering strong relationships, connections and partnerships are valued by Newcomb Secondary College as we continue to have High Expectations, aim to grow and strive to provide the best possible opportunities to our students within, and for our community. 2023 was a year of significant whole-school transition for Newcomb Secondary College. Starting with a new Principal appointment mid-year and then a series of restructuring and resourcing adjustments. Leadership roles have been created and new leaders have joined the college in 2023/ 2024. The new opportunity for Newcomb Secondary College is filled with excitement and hope, but is likely to not be fully evident until 2025 in-line with the next school review. Amongst all this transitional change, and community demographic challenge post-COVID, came relative consistency and predictability. A renewed and determined focus on Instructional Practice and Good Order provide great collegial collective efficacy and responsibility aimed at raising the bar for our community of learners (staff, students and parent/ carers) aligned to our Strategic Review agenda of 'High Expectations'.

Progress towards strategic goals, student outcomes and student engagement

Learning

The three 'Improvement Priorities' in Newcomb Secondary College's 2023 Annual Implementation Plan (AIP) link the key areas of the FISO 2.0 model. The AIP focuses included- Improved Student Learning Outcomes, Improve Student Wellbeing Outcomes, and Strengthen Partnerships, Pathways and Transitions.

The first priority was a goal for 'Improved Student Learning Outcomes'. The AIP targets included:

- Percentage of students in Year 9 in the top 2 bands in NAPLAN (reading, writing & numeracy).
- Percentage of students in Year 9 meeting and above benchmark growth in NAPLAN (reading, writing & numeracy).
- VCE study scores to improve from an average to 26.5.
- ATOSS- Stimulated Learning to be greater than 53%, Sense of Confidence to increase to 55% and Effective teaching time to be greater than 59%.
- Staff Survey- Collective Efficacy to increase to 41%, Academic Emphasis to increase to 40% and Collective Responsibility to increase to 74%.

Pleasingly in 2023, Newcomb SC focus on Improved Student Learning Outcomes was a success and a step forward towards 'Higher Expectations', with an introduction to 'Good Order' focusses and strategies. Despite workforce pressures on staffing of programs, it should be recognized that Newcomb SC maintained its commitment to fully delivering both the Tutor Learning Initiative and other support intervention programs. Testing programs continued to be facilitated and supports in preparation and delivery were appropriately actioned.

In 2023, we also made significant steps towards consistency of our learning environments. The development of an Instructional Model and the roll-out of our PLC (providing timely stimulus to the existing PLT program), combined with a focus on Good Order enabled greater collective efficacy and responsibility of staff as well as noticeable improvements in student effective teaching time. This work is captured in our High Expectation foci and will continue throughout 2024.

A highlight of 2023 that requires recognition is the success of our learning intervention programs. The ability of NSC to have so many successful DIPS completed in one year is testament to the hard work and diligence of those involved in that space. Our innovative and highly successful NET program continues to cater successfully to students who require high level learning supports and the support offered in the mainstream programs to students with IEPs through our Learning Mentors and Teaching staff is pleasing. The Literacy and Numeracy interventions have evidenced growth in reading, writing and problem solving.

Unfortunately the national changes to NAPLAN in 2023 rendered all previous goals and targets inconclusive, as data could no longer be compared. That said, our internal measures indicated that progress was made relative to benchmark growth.

VCE study score targets were graded as being 'partially met', however it should be noted and celebrated that Newcomb Secondary College students recorded the highest percentage of scores over 40 (6.7%) comparative to all state secondary college's in our region. Improvement was noted against the ATOSS targets of Stimulated Learning, Sense of Confidence and Effective Teaching Time with all measures improving on 2022 ratings whilst the same was seen with respect to the Staff Survey goals of Collective Efficacy, Academic Emphasis and Collective Responsibility.

Furthermore, it was extremely satisfying to note that the following measures on the **Attitudes to School Survey** were graded by our students as **at or above like, network, and state school comparisons**-

- Differentiated learning challenge
- Stimulated learning
- Advocate for the school
- Managing bullying
- Respect for diversity
- School stage transitions (Y7, 10-12)
- Sense of connectedness
- Student Voice & Agency
- High Expectations for success
- Teacher Concern

Likewise, our **School Staff Survey data at or above like, network, and state school comparisons** included-

- Collective focus on student learning
- Collective responsibility
- Parent & community involvement
- Staff trust in colleagues
- Teacher collaboration
- Instructional leadership

- Professional learning to improve practice
- Use student feedback to improve practice
- Focus learning on real life
- Moderate assessment tasks together
- Time to share pedagogical content
- Understand curriculum
- Believe peer feedback improves practice
- Discuss problems of practice
- Timetabled meetings to support collaboration

Finally, our **Parent Opinion Survey outcomes** were equally impressive, with the following measures graded at or above like, network, and state school comparisons-

- Physical Environment
- Effective Teaching
- High Expectations for success
- Stimulated Learning Environment
- Student Motivation and Support
- Confidence and Resiliency skills
- Student Voice and Agency
- School Pride and Confidence
- Positive Transitions
- Parent participation and involvement
- School Communication
- Teacher Communication
- Respect for Diversity
- School Improvement
- School Satisfaction

These impressive feature data sets all had some pleasing commonalities to them- **High Expectations, Teacher concern, effective teaching, student voice and agency, stimulated leaning and school satisfaction**, evidence that our endeavours towards a culture of High Expectations is making a positive impact.

In 2023, Newcomb SC again invested in professional development and learning to build capacity in best practice teaching & learning, inclusion, literacy and numeracy, student voice and agency, wellbeing, modifications, assessment & reporting and leadership. Continued investment in building capacity in Leadership featured via the Culture of Intentional Leadership program (COIL) with the program comprising of a membership in-excess of 15 current leaders, middle leaders or aspirant leaders.

It should also be noted that in 2023, Newcomb SC continued to invest in capital works projects as a result of residual surplus funding from the completed 2022 capital works project. The further facility upgrades and features are designed to compliment student and staff safety, sport facilities, innovative lockers and our Bicycle Program.

Wellbeing

The second priority was a goal for 'Improved Student Wellbeing Outcomes'. The AIP targets included:

- Increase the positive endorsement of Student Voice & Agency to 47%
- Increase the positive endorsement of Attitudes to Attendance to 66%
- Increase the percentage of students with less than 20-days absence to 35%

Wellbeing continues to be a major area of resource and focus at Newcomb SC. In fact the Wellbeing program at Newcomb SC is widely regarded as a system leader best practice model in this region. The Wellbeing program continues to cater for the diverse needs of our college community and is deliberately aligned closely with the Newcomb SC teaching and learning program via collaboration, coordination, resourcing and support of teachers, learning mentors, external agencies, students and their guardians/ families.

Individual Education Plans are developed and tailored to support student outcomes and are a feature of Newcomb SC. The introduction of DIPs increased workloads but was valued in outcomes and resources for students. The continuation of the Newcomb Engagement & Transition (NET) program was successful once again as was the Nobody's Fool, Out of Home Care and Koorie support programs.

In 2023, NSC managed to provide greater opportunities for student voice and agency as well as student leadership. The SLAM program continued to grow in its membership, capacity and voice/ influence across the entire school and within the community. The SLAM team facilitated a number of whole school events and supported a number of charities. They met regularly and provided

feedback to school leaders and students during assemblies about areas of the school that could be improved. Students of NSC were also involved in the Be Bold Be Heard program in 2023. This program enabled NSC students to collaborate with peers from other schools on a cause that was important to them. Students were also able to have voice in their learning with features of the Instructional Model targeted student voice and agency in curriculum and assessment designs- an area that will be further enhanced in 2024. Examples of programs offered to students contributed to a positive outcome on the ATSS: Student Voice and Agency. Over the course of recent years, Newcomb SC has worked to align our Wellbeing and Learning structures under the one framework. This framework, called the Positive Futures Framework (PFF), has the student at the centre and packages up all of the personal development supports provided to them with the aim of preparing them for success in future employment and life. The PFF aligns the whole school professional learning in the Berry St Education Model, School Wide Positive Behaviour (SWPB), Respectful Relationships as well as the Victorian Capabilities Curriculum and Victorian Curriculum. Whilst this process has further areas of growth in 2023, it is a model that has been widely lauded in the recent School Review and one that we are very proud of.

In 2023, Newcomb SC continued to experience a high volume of Wellbeing needs from our community. In addition to this, the Wellbeing team configuration was moving through a period of transition and change. Attendance featured in many student IEP's and the continued work of the NSC Attendance officer proved a success in support of students and families experiencing challenges with being present at school each day. As a result of the volume of challenges and transitional changes the Newcomb SC Wellbeing goals were graded as being 'partially met'. Work is still in progress in all areas noted, and with the investments actioned in support of the team, further positive gains toward a proactive, not reactive approach, is expected in 2024.

Engagement

The third priority was a goal for 'Strengthen partnerships, pathways and transitions'. The AIP targets included:

- Increase the certificate level school based qualification completion rates to 83%
- Increase to percentage of students remaining in further education and training or full-time employment to 66%
- Increase the percentage of students with a completed Career Action Plan to 77%
- Increase Year 7 student enrolment for 2023 to 80
- Increase in trust in students and parents to 37%
- Increase Sense of Connectedness to 50%
- Increase Positive Transitions to 70%
- Increase Parent Participation to 74%

Partnerships, Pathways and Transitions continue to be another flagship success of Newcomb SC. In 2023, all goals were met with exception of 'partially meeting' the set targets in trust in students and parents, sense of connectedness and positive transitions- all of which improved none-the-less. Year 7 student enrolment numbers exceeded the target and showed high growth on 2023, largely thanks to the extensive Transition program, featuring Primary School programs in place, and being able to welcome our community back into the college post COVID restrictions.

This hard work and investment by NSC has translated to 109 students entering the college at Year 7. This 2024 figure is the highest for a number of years and evidence of the commitment and resourcing undertaken in our Transitions and Pathways programs for students of our feeder schools and community. Positive relationships and connections have been formed between leadership, transition leaders and grade 4, 5 and 6 staff within our feeder schools. These positive relationships and experiences for students (as well as a positive regular presence in the local community media) has translated to greater numbers of enrolments.

The Pathways team, newly formed in 2023, have managed to continue to facilitate successful pathways for our departing students and great experiences in the workplace for students remaining in education and training. This continues to be an area of strength for our school and community.

The PTECH program is beginning to be rejuvenated. Throughout 2023, visits to our PTECH partners were undertaken as well as a project from the Committee for Geelong.

The program to relaunch P-TECH under the 'Advancing P-TECH banner' is underway. Throughout 2023, we managed to reconnect with a number of partners, introduced new partners and progressed the development of the Getting Ready for the Outside World (GROW) curriculum.

Newcomb SC's GROW program continues to facilitate Careers education from Year 7-10. The program prepares students for future employment and pathways of choice by exposing them industry practices and modern technology. Students in the program access our PTECH partners and school industry connections as well as collaborating in projects and experiences at the Geelong Tech School (of which NSC is the most frequent participant), The Gordon (NSC has led the development of Skillsbuilder & GTFP programs) and Deakin University.

Our partnership with Skilling the Bay has translated to a great presence for the school within the landscape of the Geelong & Regional economy and planning.

Other highlights from the school year

Newcomb Secondary College is renowned for the extra-curricular opportunities we provide to students. For many years, Newcomb Secondary College has been known as a school rich in history for its Music and Cycling program(s). Whether it be sport, music, art, camps or excursions, every student has an opportunity to shine and experience everything that a school can offer.

Newcomb Secondary College is proud to offer:

- Whole School Sport Carnival days (Summer Sports & Athletics Carnivals)
- Interschool Sport offerings throughout the year at all age groups are a feature
- Whole School music program featuring camps, performances, multiple bands and instrumental music opportunities
- Camps (Year 7, Year 8, Year 9 & 10) and excursions at all year levels
- A Bike Tour at the end of each year offered to all students, is well attended and historically outdates the Great Victorian Bike Ride

In 2023, Newcomb Secondary College students were privileged to be able to co-create a mural with Tryone Wright, aka RONE. This artwork was co-designed and produced by each and every one of our Newcomb Secondary College students. Collaborating with an international street artist was a highlight for staff and students. The artwork created will forever be a legacy of this collective achievement.

Newcomb Secondary College is a flourishing school that has a dynamic and holistic education and experiential program for all within our community.

Financial performance

Newcomb SC has maintained a sound financial position throughout 2023 by continuing to manage the large credit deficit from the cash budget - largely from the equity component. The School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Newcomb SC currently has lease arrangements for the following:

- Toyota Fleet Management - Bus lease \$754.48 (incl GST) per month for 2 buses
- FinLease - photocopiers \$1,556.89 (incl GST) per month

The Parent Payment amounts were approximately \$6000 higher than 2022, with the school receiving almost \$34,000. This may have been due to families being a bit more financially secure with the easing of COVID restrictions and also greater familiarisation with fees being put on Compass.

PSW completed the uniform buy-back agreement in 2023.

Within the Financial Commitment Summary, the School Based Programs refers to Student Welfare, Barwon Bridge Program, various Wellbeing Initiatives and the Victorian Sailing School.

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

<https://www.newcombsc.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 472 students were enrolled at this school in 2023, 195 female and 269 male.

2 percent of students had English as an additional language and 8 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).

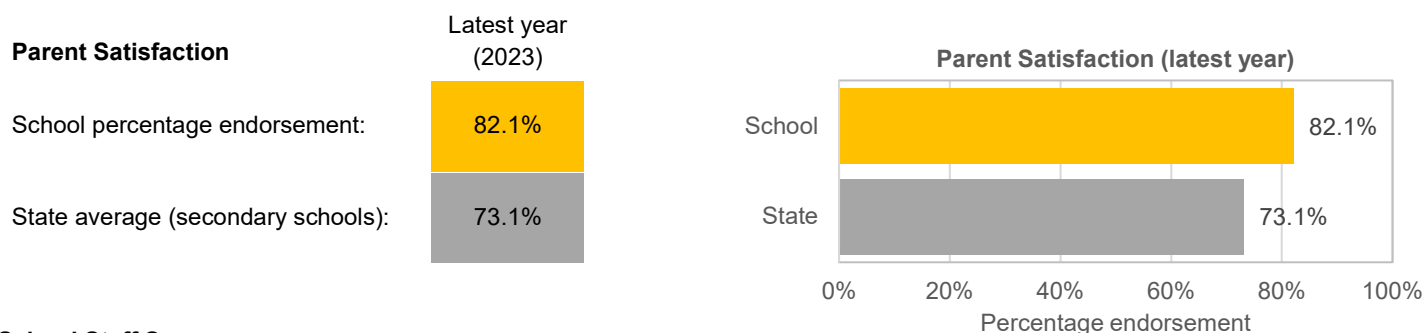
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

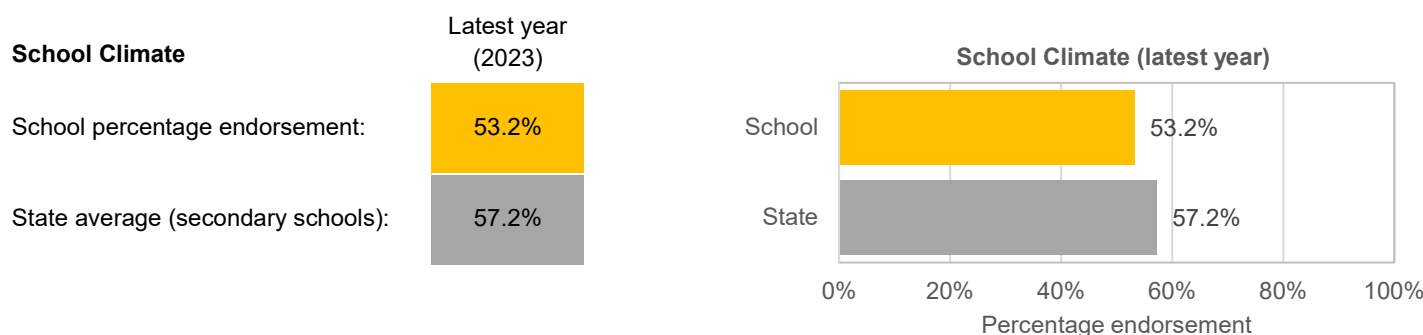


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

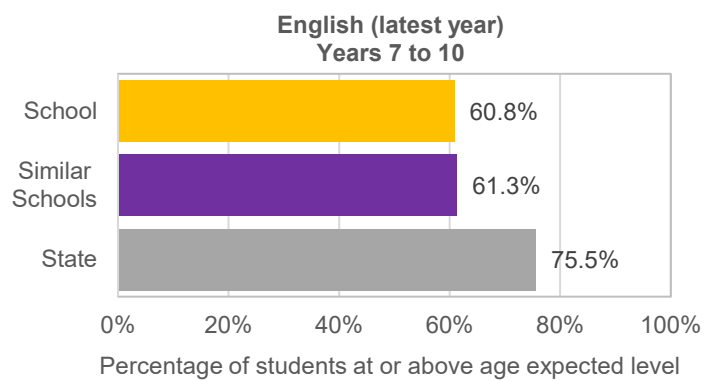
60.8%

Similar Schools average:

61.3%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

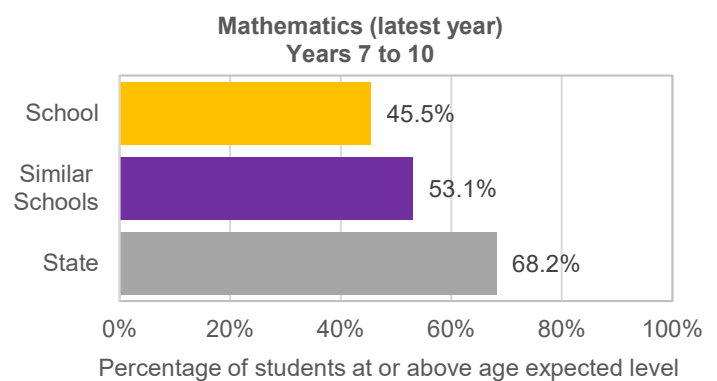
45.5%

Similar Schools average:

53.1%

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:

52.6%

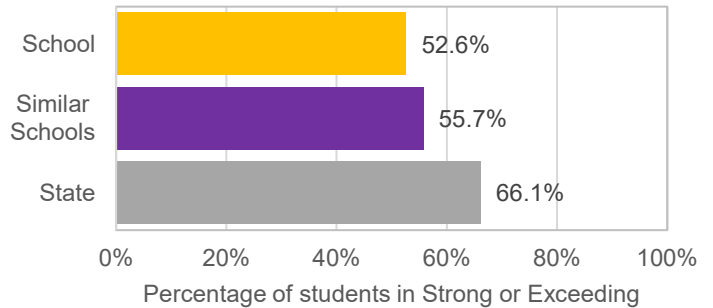
Similar Schools average:

55.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

44.4%

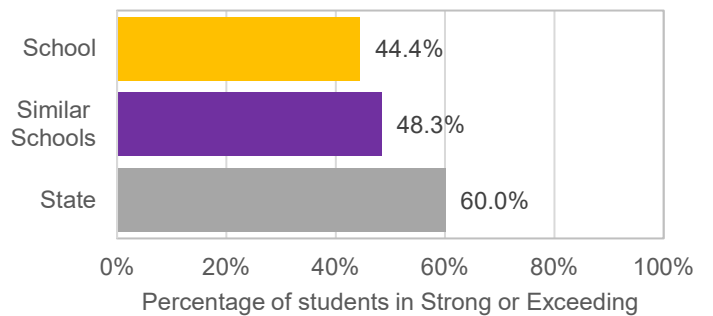
Similar Schools average:

48.3%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

46.5%

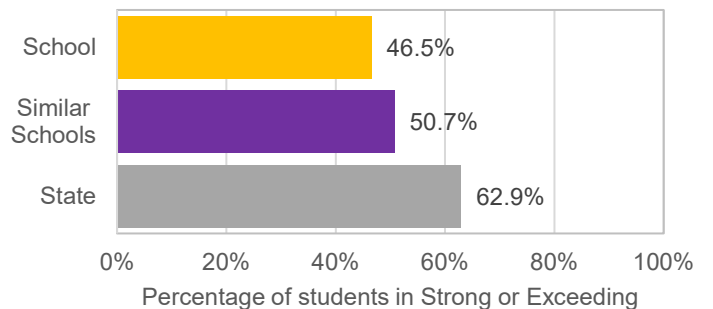
Similar Schools average:

50.7%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

48.0%

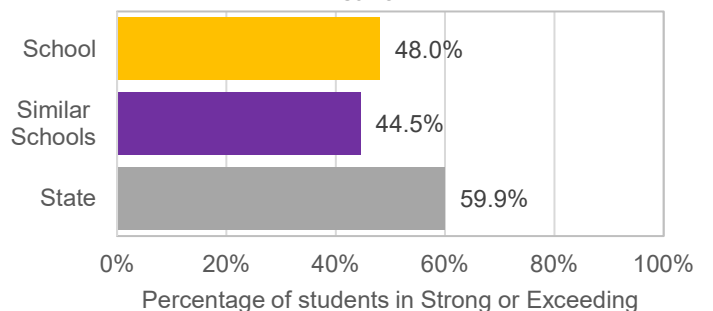
Similar Schools average:

44.5%

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:

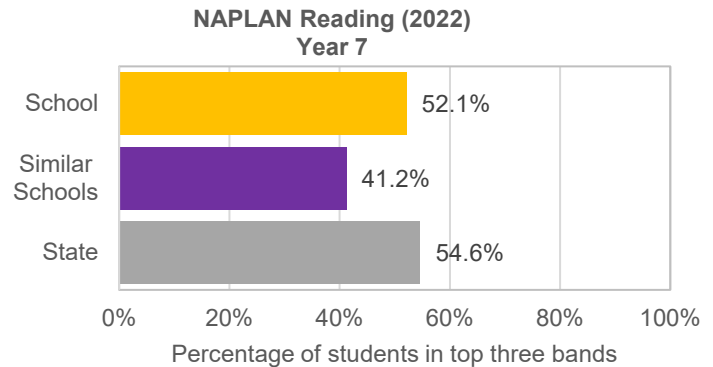
52.1%

Similar Schools average:

41.2%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

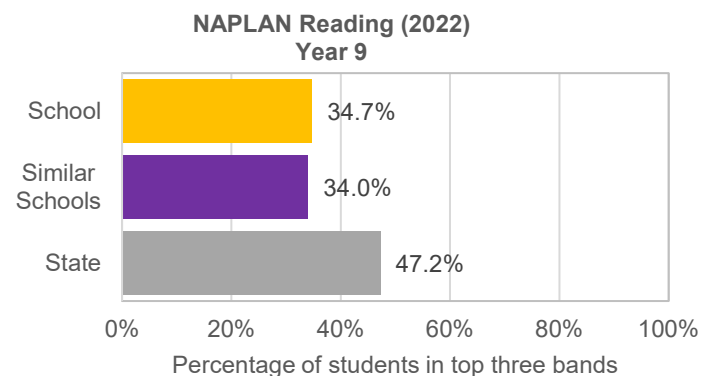
34.7%

Similar Schools average:

34.0%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

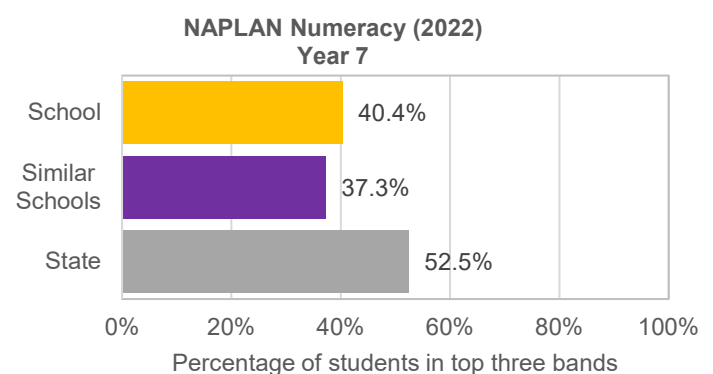
40.4%

Similar Schools average:

37.3%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

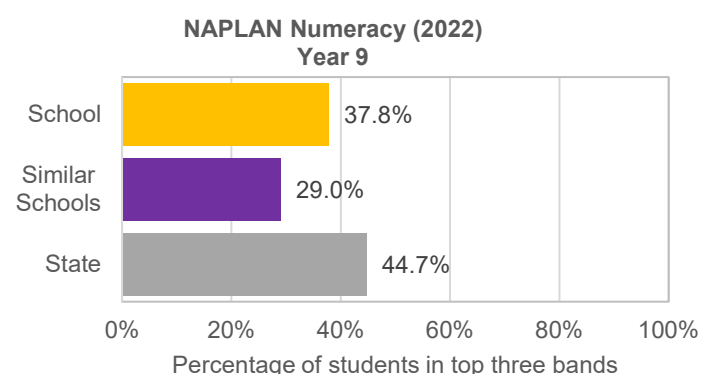
37.8%

Similar Schools average:

29.0%

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

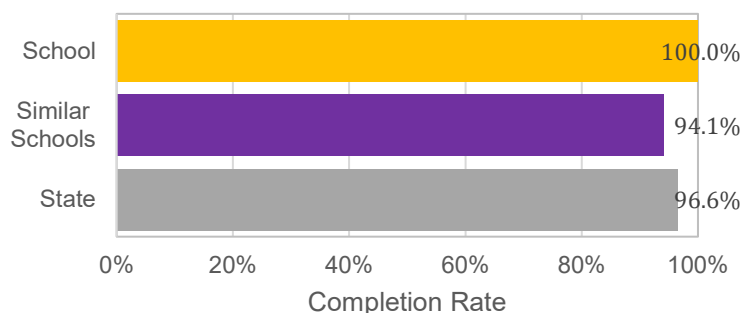
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	100.0%	94.9%
Similar Schools completion rate:	94.1%	95.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.0

Number of students awarded the VCE Vocational Major

NDP

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:

47%

Percentage VET units of competence satisfactorily completed in 2023:

75%

WELLBEING

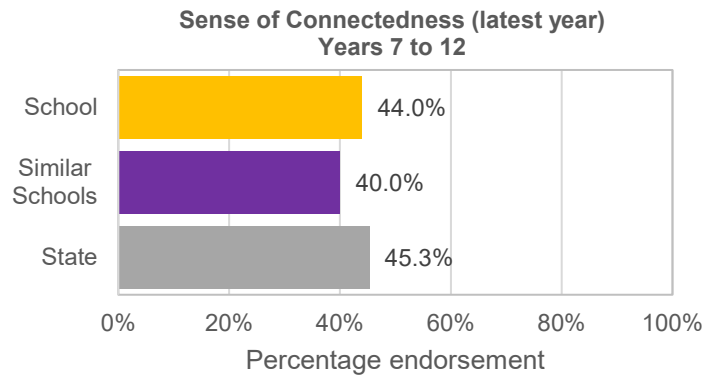
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	44.0%	45.9%
Similar Schools average:	40.0%	43.5%
State average:	45.3%	49.9%

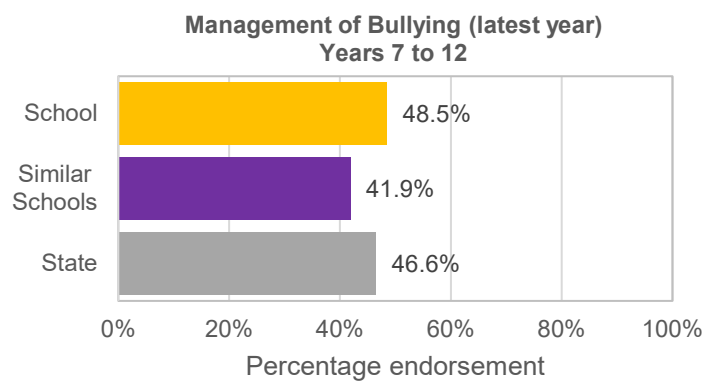


Student Attitudes to School – Management of Bullying

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:	48.5%	50.7%
Similar Schools average:	41.9%	45.6%
State average:	46.6%	51.0%



ENGAGEMENT

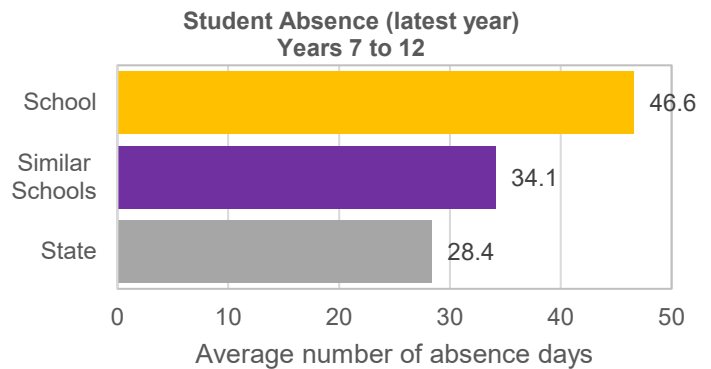
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	46.6	51.8
Similar Schools average:	34.1	28.4
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.

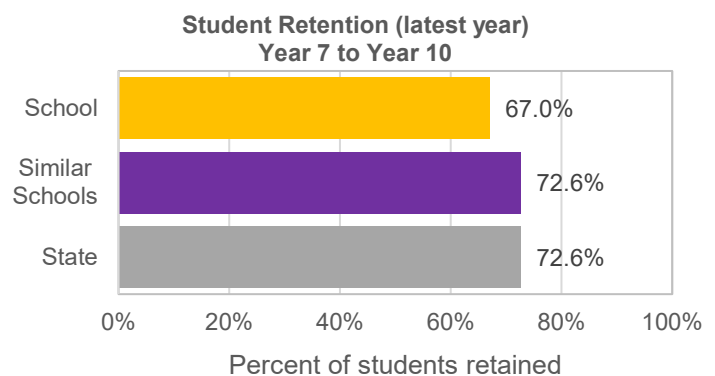
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	78%	73%	69%	80%	81%

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:	67.0%	68.8%
Similar Schools average:	72.6%	72.1%
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:

91.9%

78.6%

Similar Schools average:

87.8%

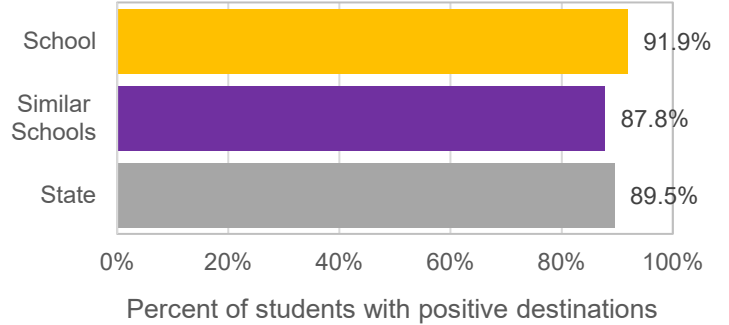
86.5%

State average:

89.5%

89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$7,693,807
Government Provided DET Grants	\$1,158,384
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$119,067
Locally Raised Funds	\$267,361
Capital Grants	\$0
Total Operating Revenue	\$9,238,619

Equity ¹	Actual
Equity (Social Disadvantage)	\$866,156
Equity (Catch Up)	\$61,776
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$927,933

Expenditure	Actual
Student Resource Package ²	\$8,044,386
Adjustments	\$0
Books & Publications	\$5,359
Camps/Excursions/Activities	\$182,679
Communication Costs	\$17,015
Consumables	\$234,359
Miscellaneous Expense ³	\$44,668
Professional Development	\$121,517
Equipment/Maintenance/Hire	\$110,708
Property Services	\$275,619
Salaries & Allowances ⁴	\$260,420
Support Services	\$179,179
Trading & Fundraising	\$13,102
Motor Vehicle Expenses	\$24,213
Travel & Subsistence	\$133
Utilities	\$76,545
Total Operating Expenditure	\$9,589,902
Net Operating Surplus/-Deficit	(\$351,283)
Asset Acquisitions	\$5,358

- (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	\$1,576,665
Official Account	\$83,055
Other Accounts	\$4,954
Total Funds Available	\$1,664,674

Financial Commitments	Actual
Operating Reserve	\$236,408
Other Recurrent Expenditure	\$17,065
Provision Accounts	\$10,000
Funds Received in Advance	\$30,504
School Based Programs	\$1,075,967
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$19,976
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,389,920

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.