

2023 Annual Report to the School Community

School Name: Carranballac P-9 College (5486)



- 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 13 March 2024 at 05:38 PM by Justine Ryan (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 25 March 2024 at 10:40 AM by Matthew Nielsen (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Carranballac P-9 College is a unique dual-campus Foundation – Year 9 College, encompassing Boardwalk and Jamieson Way. Both campuses cater for the needs of students across two stages of schooling, Primary Years (Foundation – Year 6) and Secondary Years (Years 7 – 9). In 2023, there are 1058 students including 26 international students enrolled across the college, 6 principals, 80 teaching staff and 32 non-teaching staff. Our students come from a diverse range of backgrounds. The College also provides student well-being support which consists of a coordinator, Mental Health Practitioners for primary and secondary students, and a Defence Transition Liaison Mentor. The college vision, *'One College, Infinite Possibilities, Working Together, Embracing the Future'* provides the foundation for our daily work.

A culture of adult learning has been fostered successfully at the college where teachers are learners working together in professional learning communities to analyse and discuss student data and ensure learning programs are targeted to individual student needs. The college has recently refined its instructional model which emphasises elements of best teaching practice including the Department's High Impact Teaching Strategies.

Carranballac College F-9 builds strong partnerships with the local community. The college's two campuses provide a range of facilities enabling ready access for community activities and shared usage including a joint use agreement with Scouts Victoria and various sporting clubs. The College comprises a range of flexible teaching and learning areas, including well-resourced libraries, music rooms (including a recording studio and rehearsal rooms), science labs and a Performing Arts Centre which is used for staff, student and community events. There are also extensive Food Technology kitchens, Wood Technology facilities, Art rooms (including graphic, textile and visual arts), Japanese Learning Spaces and well-being rooms. Students have access to many outdoor facilities including ovals, basketball courts, shade covered playgrounds and assembly/play areas enhanced with artificial turf.

The College has a primary and secondary structure with separate timetables. A school review in 2021 provided a School Strategic Plan which set the direction for the next four years with goals focusing on maximising the achievement and learning growth of every student, particularly in literacy and numeracy, improving student voice and learner agency, wellbeing and engagement. The College values of Respect, Resilience, Responsibility, Integrity and Inclusiveness underpin our schoolwide positive behaviour program and are forefront in our vision, future planning and practices.

Our College is motivated towards the development of *'excellence in life-long learning with students who are resilient, connected and respectful citizens* who care about their world and care for one another.

Progress towards strategic goals, student outcomes and student engagement

Learning

The focus of our work has been the FISO 2.0 dimensions of Teaching and learning, Engagement, Support and Resources, Assessment and Leadership. The 2023 Annual Implementation Plan (AIP) goals focus on the departmental initiatives of Learning and Well-Being as well as Carranballac Strategic Plan Goals of maximising student growth in literacy and numeracy.

Years Prep to 6 teacher judgements in English indicate 82% of students are at or above the expected level for their age, this is an increase of 2% from the previous year.

Years Prep to 6 teacher judgements in Mathematics indicate 76% of students are at or above the expected level for their age, this remains the same from the previous year.

Teacher judgements of students in years 7 to 9 indicate that 66% of students in English were at or above the expected level for their age, this is an increase of 10% from the previous year.

Teacher judgements of students in years 7 to 9 indicate 58% in Numeracy were at or above the expected level for their age, this is an increase of 10% from the previous year.

Students at Carranballac College had high learning gains in NAPLAN Reading in Years 5 and 9 with an increase to 75% in Year 5 exceeding or strong and 61% in Year 9 exceeding or strong. Year 9 students who are exceeding or strong in reading are on level with similar schools in NAPLAN reading and above state.

Students at Carranballac College also had strong gains in NAPLAN Numeracy in Years 5 and 9, with 56% exceeding or strong in Year 5 and 58% exceeding or strong in Year 9.

In 2023 the College had 33.6 students funded through the Program for Students with Disabilities. These students were provided with additional support from educational support staff to enable them to meet the goals in their individual learning plans. All Professional Learning Communities focused on improving the teaching and learning of reading and numeracy across the College, in line with Annual Implementation Plan goals. Students who were identified as requiring additional support were given access to the Tutor

Learning Initiative in literacy and numeracy.

In order to achieve student learning outcomes teachers work in PLCs to differentiate curriculum based on student needs. Focus groups are identified and targeted intervention is provided for those students, these are fluid groupings. Professional learning is provided to all staff directly related to identified goals, we have a robust structure of monitoring, implementing, reviewing and refining the work being done in PLCs to support students. Teachers also write Individual Education Plans for students who are below level or well above level which outline co-constructed goals for students to work towards around areas identified as requiring additional support. IEPs are shared with families and reviewed regularly.

Wellbeing

Wellbeing was prioritised for staff, students and their families in line with the department focus. The school's Wellbeing Coordinator continued to oversee the following key staff: Social Worker, Mental Health in Primary Schools co-ordinators, Mental Health Practitioner and Cairnmillar (intern psychologists) and Deakin University Occupational Therapists and we continued to work closely with the department's Student Support Services to address the increasing demands within the Carranballac community. The School Wide Positive Behaviours Program was embedded with continued professional learning provided for staff. The Respectful Relationships strategy continued to be delivered and The Resilience Project was introduced. The school values of Respect, Inclusiveness, Resilience, Integrity and Responsibility are taught and emphasised in all subjects and classrooms. The students' responses to sense of connectedness (under the Social Engagement domain) in the 2023 Attitudes to School Survey was 63% Years 4-6 and 22% in Years 7-9. 78% of students in years 4-9 positively endorsed not experiencing bullying in the 2023 Attitudes to School Survey.

Engagement

Carranballac College places significant importance on students being at school every day and on time. Average student absence for 2023 was 25.1 in Prep to Year 6 and 29.7 in Years 7 - 9. In the Attitudes to School Survey 65% of students have a positive attitude towards attendance at Carranballac College and 41% of students in 4-9 believe they had voice and agency in their learning in 2023. In 2023 a Tiered Response to Attendance was embedded to address student absences which includes processes and role marking procedures as well as focussed intervention on unapproved absences, chronic absenteeism and late arrivals to school. To support student engagement the College continues to have a focus on ongoing student wellbeing in line with departmental priorities. The Attendance Team introduced termly recognition for classes with the highest average attendance as well as acknowledging students who maintained 100% attendance rate throughout 2023.

Other highlights from the school year

Students at the college were offered a wide variety of extracurricular and community activities throughout the year. Camping programs were offered to students from years 3-8 at both campuses. Year 9 students had a variety of one day excursions that they chose including a city experience, a visit to the You Yangs, and other socialising and team building excursions (bowling and mini golf). Excursions and incursions were provided to support focused curriculum learning in all cohorts throughout the year, including whole college incursion for Japanese and author visits during Book week.

All students had the opportunity to participate in the college colour fun run, tabloid sports and athletics days, cross country and after school training sessions.

The community were welcomed to the college for multiple assemblies, 2 afterschool picnics, grandparents and special friends' morning, book week open classroom, dress up parades for both Easter and Book week, Year 7 information evening and other parent conferences and open classroom days.

The year concluded with a foundation to year 2 picnic and concert, along with Year 6 and Year 9 celebration ceremonies at both campuses.

Financial performance

At the end of the school year the college's finances were in surplus in both the credit and cash budgets.

In order to strategically resource targets in the Annual Implementation Plan (AIP) and to further support staff in their work to improve student learning outcomes the following major programs were budgeted for:

- Books totaling \$63,760 to support literacy programs and promote reading within the college
- Equipment totaling \$25,957.36 to support the numeracy program
- Classroom & Library furniture to the value of \$205,025.79, as part of a 3-year plan to replace tired furniture
- Consultants to build teachers capacity to teach reading and numeracy, \$145,950

Major building and grounds works were undertaken

- Painting and recarpeting of buildings \$56,010
- Recarpeting classrooms \$105,152.73
- Installation of new & replacement air conditioners \$63,421.97 (partially supported by funds raised by the Parents and Friends)
- Repairs and replacement of synthetic turf \$42,738.20
- Upgrade to college PA system \$16,400

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

<https://carranballac.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 1058 students were enrolled at this school in 2023, 478 female and 578 male.

32 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

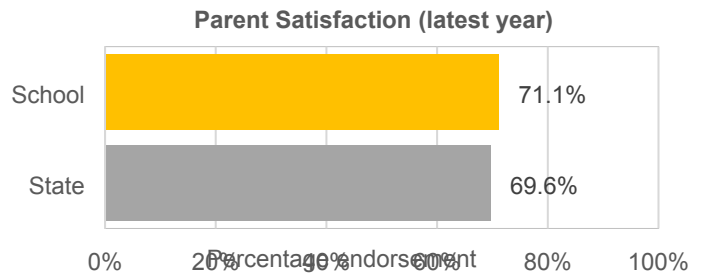
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	71.1%
State average (P-12 schools):	69.6%



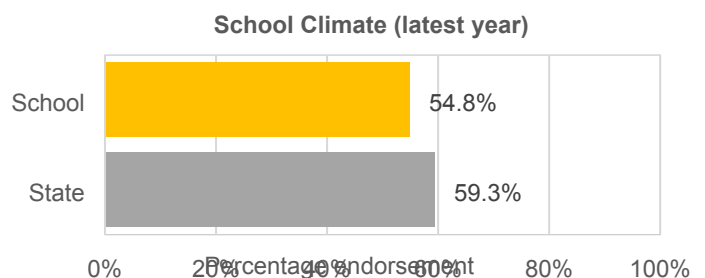
School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2023)
School percentage endorsement:	54.8%
State average (P-12 schools):	59.3%



LEARNING

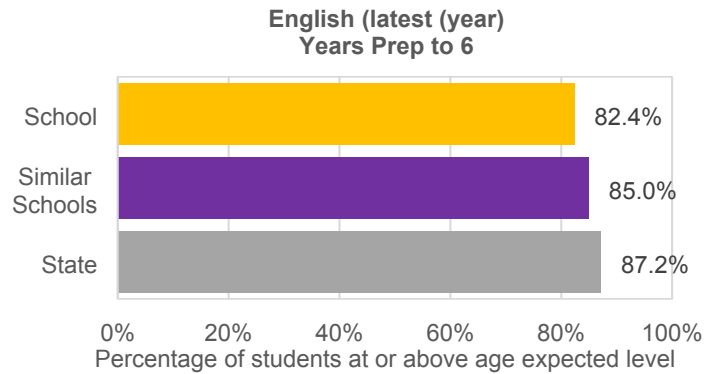
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

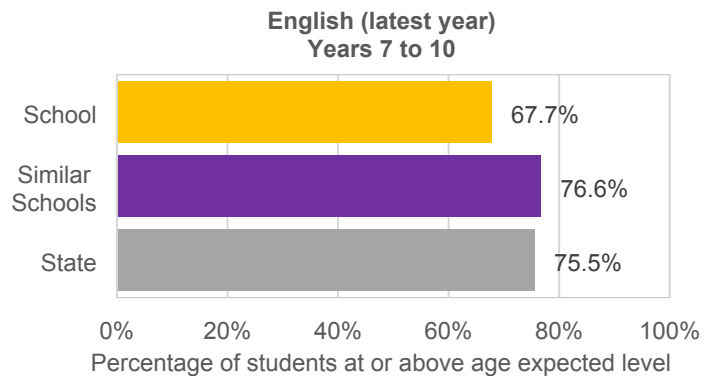
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	82.4%
Similar Schools average:	85.0%
State average:	87.2%



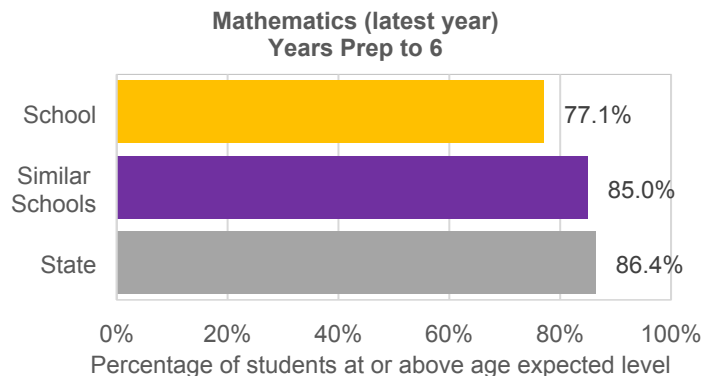
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	67.7%
Similar Schools average:	76.6%
State average:	75.5%



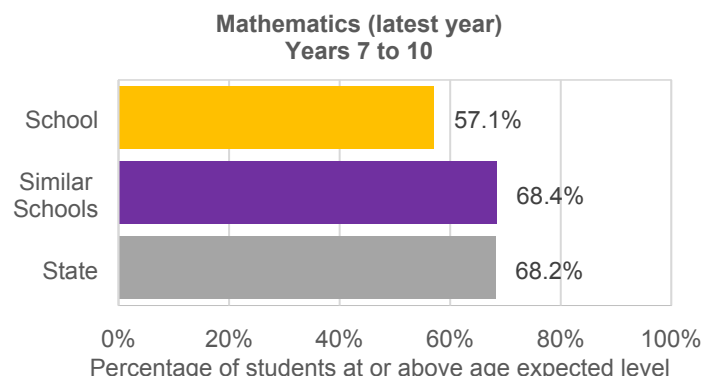
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	77.1%
Similar Schools average:	85.0%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	57.1%
Similar Schools average:	68.4%
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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

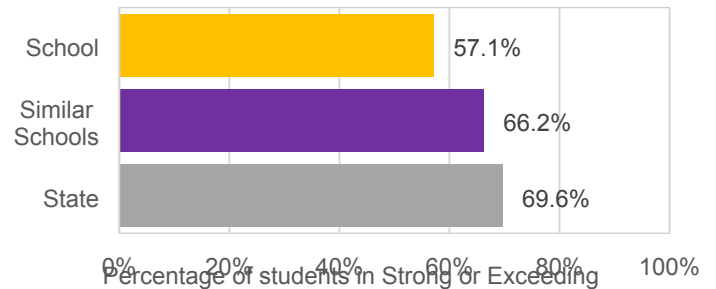
Similar Schools average:

66.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.8%

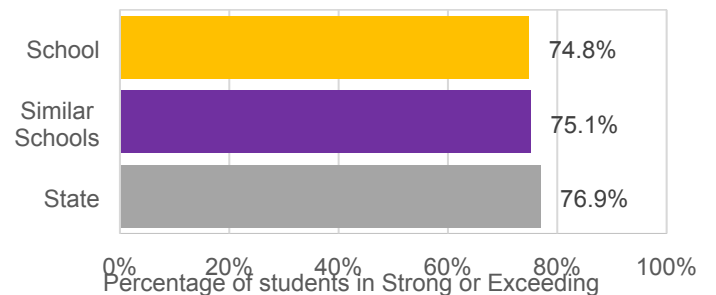
Similar Schools average:

75.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.7%

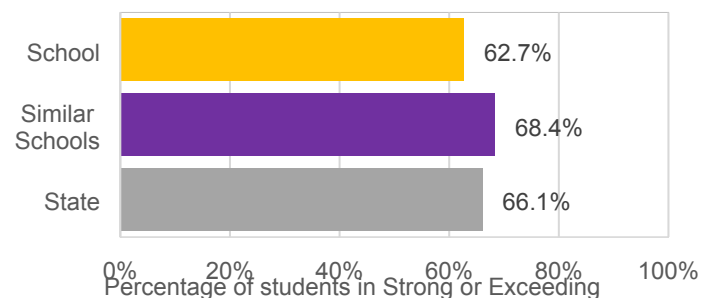
Similar Schools average:

68.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.2%

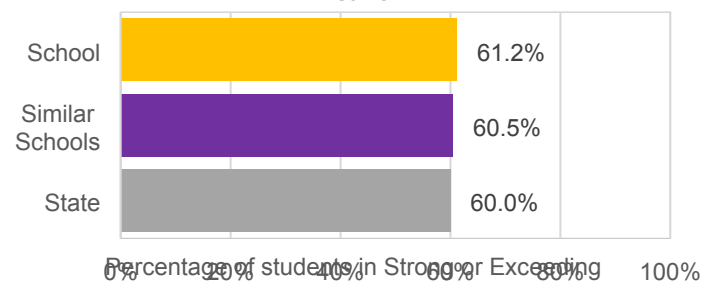
Similar Schools average:

60.5%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

48.4%

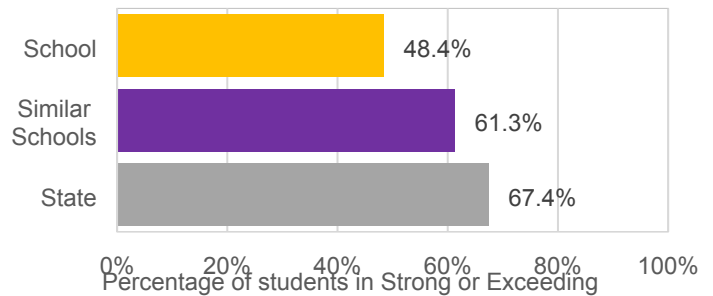
Similar Schools average:

61.3%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.1%

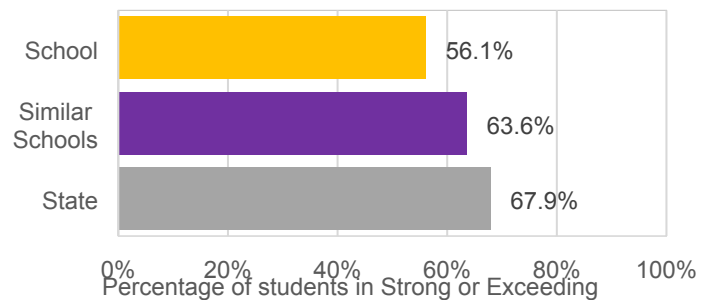
Similar Schools average:

63.6%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.5%

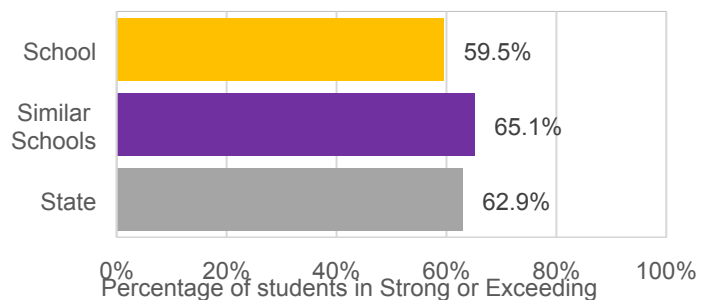
Similar Schools average:

65.1%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.3%

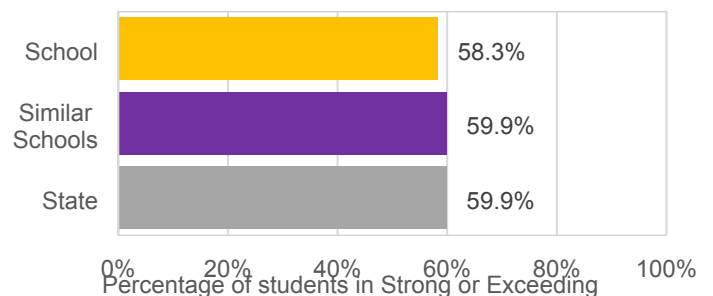
Similar Schools average:

59.9%

State average:

59.9%

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



LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.9%

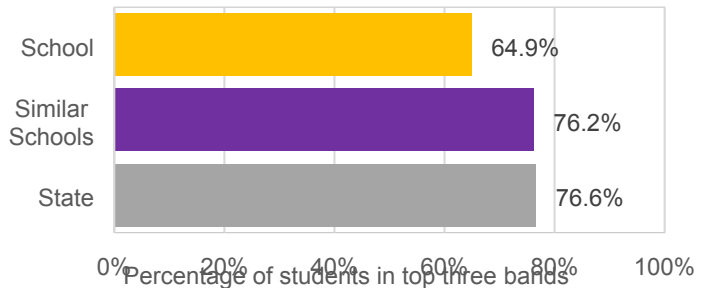
Similar Schools average:

76.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

68.1%

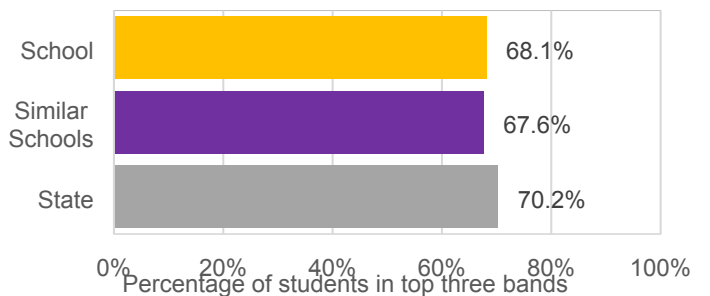
Similar Schools average:

67.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

56.1%

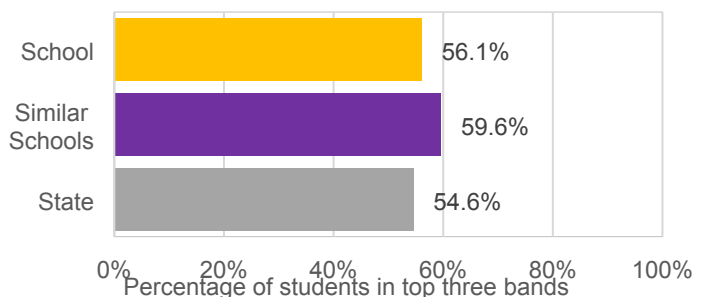
Similar Schools average:

59.6%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

36.3%

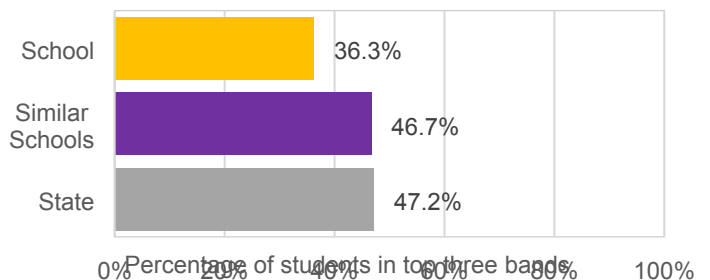
Similar Schools average:

46.7%

State average:

47.2%

NAPLAN Reading (2022) 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 (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students
in the top three bands:

52.1%

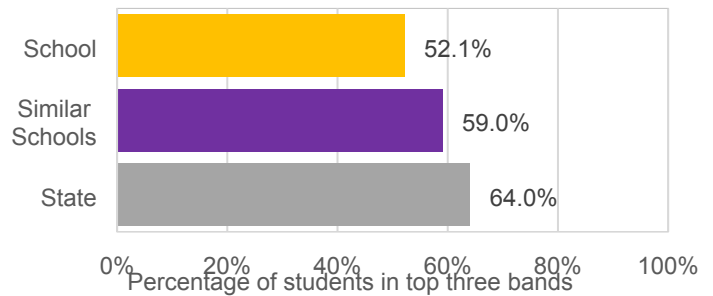
Similar Schools average:

59.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students
in the top three bands:

50.8%

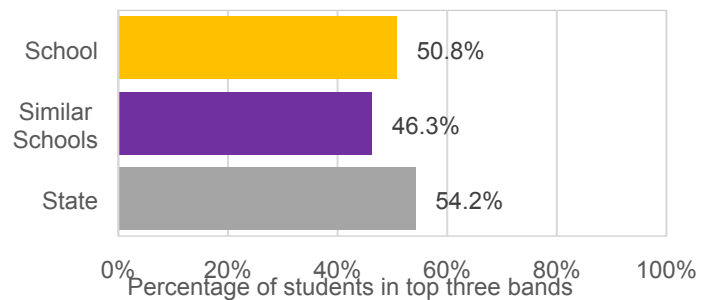
Similar Schools average:

46.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

41.8%

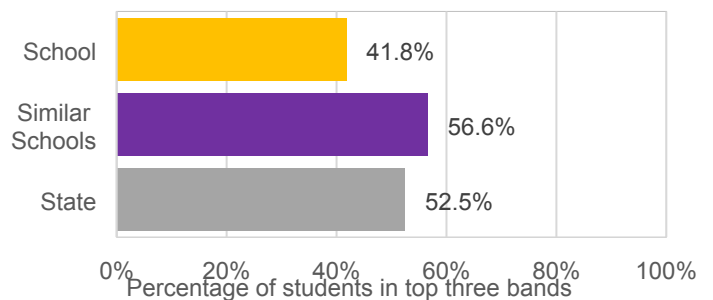
Similar Schools average:

56.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

40.0%

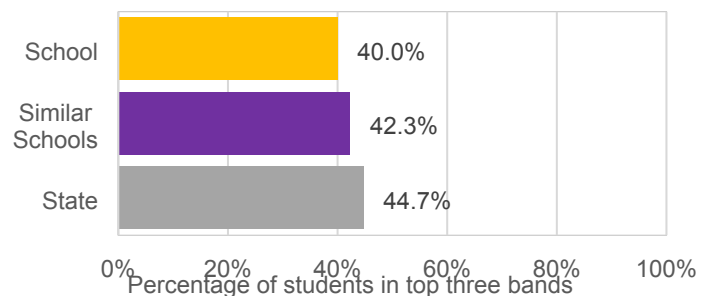
Similar Schools average:

42.3%

State average:

44.7%

**NAPLAN Numeracy (2022)
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.*

Victorian Senior Secondary Certificate

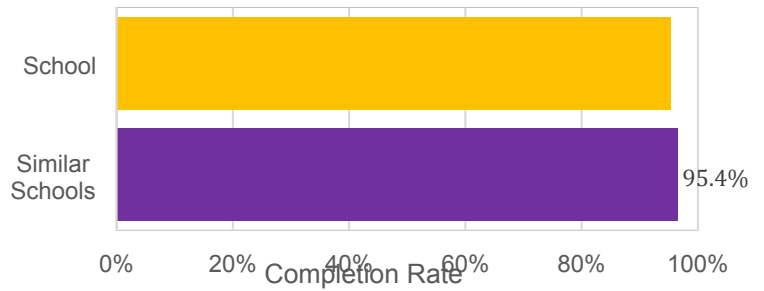
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	NDA	NDA
Similar Schools completion rate:	95.4%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

Mean study score from all VCE subjects:	NDA
Number of students awarded the VCE Vocational Major	NDA
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
Percentage VET units of competence satisfactorily completed in 2023:	NDA

Number of students awarded the VCE Vocational Major

Number of students awarded the Victorian Pathways Certificate

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

Percentage VET units of competence satisfactorily completed in 2023:

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

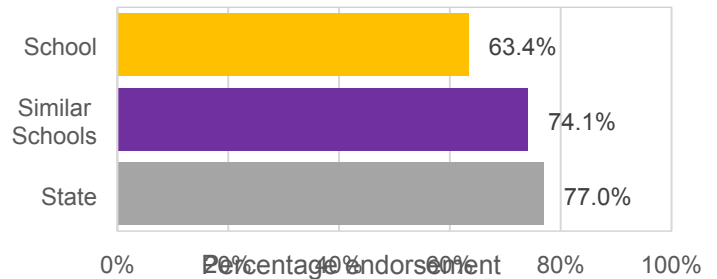
School percentage endorsement:

Latest year (2023)	4-year average
63.4%	68.1%
74.1%	76.3%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

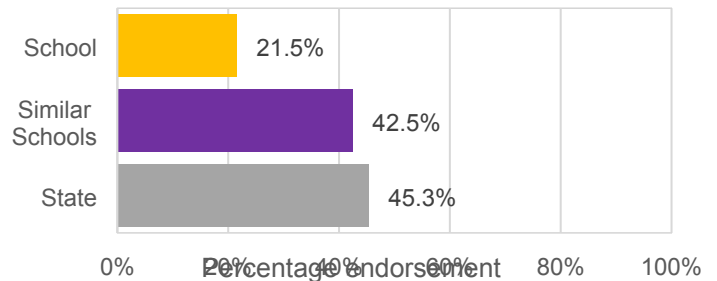
School percentage endorsement:

Latest year (2023)	4-year average
21.5%	33.9%
42.5%	47.4%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

**Management of Bullying
Years 4 to 6**

School percentage endorsement:

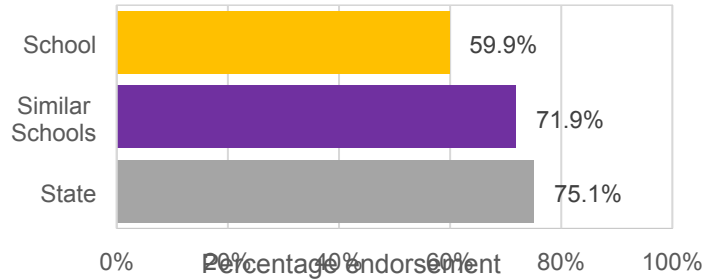
Similar Schools average:

State average:

Latest year (2023) 4-year average

59.9%	64.5%
71.9%	74.4%
75.1%	76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

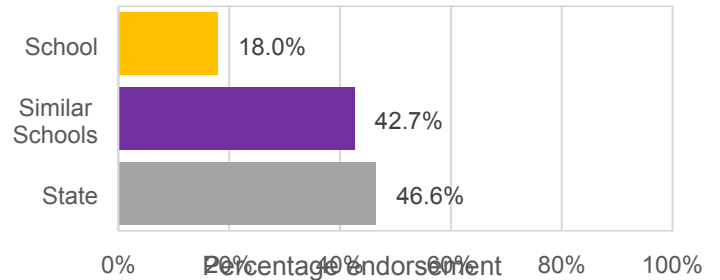
Similar Schools average:

State average:

Latest year (2023) 4-year average

18.0%	30.8%
42.7%	47.5%
46.6%	51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

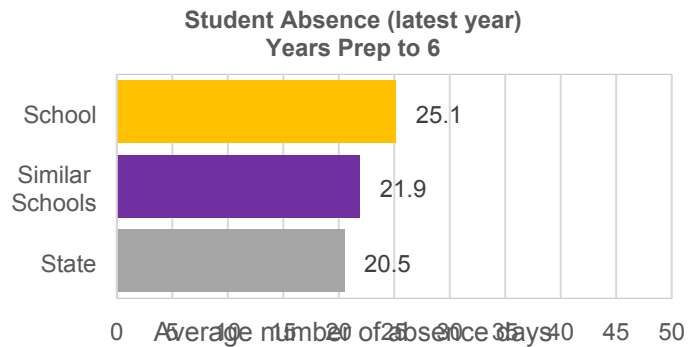
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

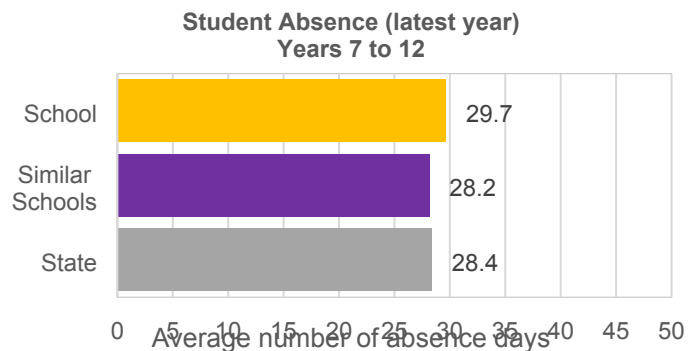
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	25.1	21.9
Similar Schools average:	21.9	19.3
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	29.7	28.9
Similar Schools average:	28.2	23.9
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	86%	89%	88%	88%	86%	86%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	85%	NDA	NDA	NDA

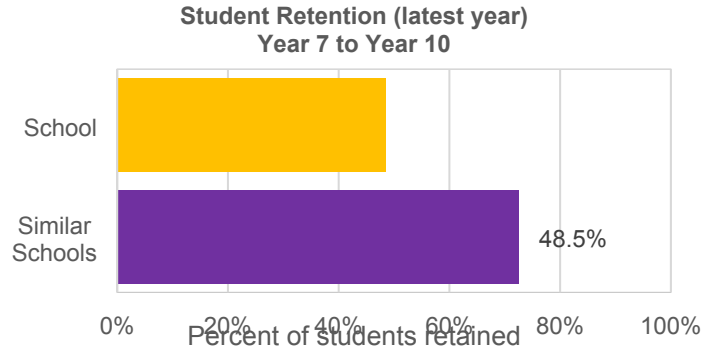
ENGAGEMENT (continued)

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	48.5%	49.0%
State average:	72.6%	73.8%



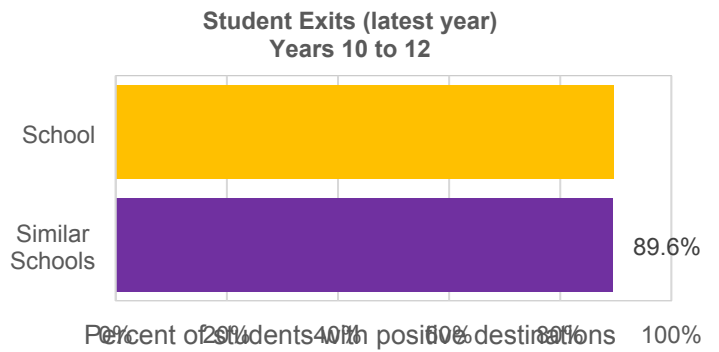
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	89.6%	89.8%
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	\$13,839,023
Government Provided DET Grants	\$1,624,964
Government Grants Commonwealth	\$70,882
Government Grants State	\$0
Revenue Other	\$77,336
Locally Raised Funds	\$410,967
Capital Grants	\$0
Total Operating Revenue	\$16,023,171

Equity ¹	Actual
Equity (Social Disadvantage)	\$319,674
Equity (Catch Up)	\$60,456
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$380,130

Expenditure	Actual
Student Resource Package ²	\$11,304,016
Adjustments	\$0
Books & Publications	\$63,760
Camps/Excursions/Activities	\$216,977
Communication Costs	\$21,252
Consumables	\$168,798
Miscellaneous Expense ³	\$34,055
Professional Development	\$32,352
Equipment/Maintenance/Hire	\$455,700
Property Services	\$429,512
Salaries & Allowances ⁴	\$2,099
Support Services	\$1,002,086
Trading & Fundraising	\$25,518
Motor Vehicle Expenses	\$24,735
Travel & Subsistence	\$0
Utilities	\$133,497
Total Operating Expenditure	\$13,914,356
Net Operating Surplus/-Deficit	\$2,108,815
Asset Acquisitions	\$25,123

- (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	\$1,003,222
Official Account	\$47,718
Other Accounts	\$0
Total Funds Available	\$1,050,940

Financial Commitments	Actual
Operating Reserve	\$372,224
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$75,870
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,590
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$76,009
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$71,957
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$616,650

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.