

2022 Annual Report to the School Community

School Name: Merbein P-10 College (8886)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 12:48 PM by Chris Grimmer (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 May 2023 at 12:58 PM by Stephen Liddicoat (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 curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Merbein P-10 College is located in north-west Victoria 550 kilometres from the Melbourne Central Business District and approximately 11 kilometres from the regional city of Mildura. The college provides both primary and secondary education for students residing in Merbein and the west side of Mildura. The college commenced as a P-10 college in 2010 following the merger of three primary schools, Merbein Primary School, Merbein South Primary School and Merbein West Primary School with Merbein Secondary College. The college commenced at its present site in January 2011 and moved into new buildings in November 2012. The college grounds include grassed and hard surface play areas. There is a large shade structure over netball and basketball courts and shaded adventure playgrounds. The primary blocks enable flexible open learning spaces. Secondary classes are housed in new facilities and within the former secondary college building. There is a library, gymnasium, two art rooms, a music room, Science Centre, specialist facilities for classes in food, metal, wood, textiles, and an Arts and Technology Centre. The college has a flexible learning options (FLO) program currently housed in two portable classrooms due to the capital works project that is being completed. Enrolments at census 2022 were 731.6 students comprising 239 primary students and 492 secondary students. The Student Family Occupation (SFO) index was 0.5166 and the Student Family Occupation Education (SFOE) index was 0.4752 in 2022. In 2022 the staffing profile of Merbein P-10 College includes a Principal, two Assistant Principals and approximately 60 full time equivalent (FTE) teachers including, six Leading Teachers. There are approximately 25 FTE Education Support (ES) staff and office administration staff. The college provides an approved curriculum framework aligned to the Victorian Curriculum for Years Foundation to 10. Secondary students study core and elective subjects. Vocational Education and Training in Schools (VETiS) programs and workplace learning opportunities may be taken by Year 10 students. There is a flexible learning options (FLO) program that provides a personalised curriculum that enables students to learn in small groups with an aim to engage students in their learning and provide additional support. The college has a wellbeing team that supports students and families through early intervention and case management. There is a Doctor in Schools program, a breakfast club operates daily and an out of school hours program, run by qualified staff, is available after school. The college provides a range of extra-curricular activities including sport, camps, performances and music.

Merbein P-10 College aims to: a. Provide a friendly, caring, inclusive and respectful learning environment that enables students to achieve their personal best. b. Develop in students life-long learning skills which enable them to achieve their individual goals and make a positive contribution to the community. In our college we show due regard for the feelings, wishes and rights of others.

Respect: At Merbein P-10 College we show respect by: • Valuing the personal space and privacy of others • Showing courtesy and always using appropriate language • Treating all property with care • Cooperating with reasonable requests and directions. • Speaking to and treating others kindly • Being friendly and welcoming to others • Treating all members of our community and visitors with respect
 Responsibility At Merbein P-10 College we demonstrate responsibility by: • Arriving to all classes on time and with correct equipment • Allowing everyone to learn and allowing teachers to teach • Listening when others are speaking • Wearing correct school uniform every day • Playing and moving around the school safely • Maintaining a neat and tidy environment • Helping others who look in need of assistance • Maintaining a positive safe learning environment
 Quality At Merbein P-10 College we demonstrate quality by: • Completing all tasks to the best of your ability • Working hard, and displaying a positive attitude all times. • Wearing uniform with pride • Modelling positive behaviour • Maintaining a positive and safe learning environment
 As a college we will work hard to achieve the 2023 DET learning and wellbeing goals. Our aim in coming years is to embed consistent processes to promote high expectations for learning and behaviour.

Due to the significant impact of COVID-19 and the resultant periods of remote learning, our student data around connectedness to school and peers was something we wanted to address. Student misbehaviour, measured by student referrals, increased markedly, whilst resilience levels of students decreased over this time. As a result, we want to increase the degree to which we provide pro-active wellbeing for our students and reinforce the SWPB framework across the college.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school focused on Goal 1 - DET priority goal (Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.)

The Key Improvement Strategies were: 1a. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. Key actions undertaken: Implement a comprehensive tutoring & MYLNS (Year 8-10) program in English and Maths for students who require additional support and provide point of need teaching in literacy and numeracy from P-6.

1b. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Key actions undertaken: Establish an effective P-10 wellbeing team to support our tier 2 students social and emotional development and increase staff capacity in P-6 to understand and respond to student mental health concerns.

Goal 2 To empower all students to be active learners. The Key Improvement Strategies were: Build student voice and agency in their learning & develop students as leaders. Key actions undertaken: Increase the level of authentic student voice across P-10 and provide a greater range of authentic voice & leadership opportunities across the college for a far more diverse group of students. Throughout 2022 we undertook a number of activities to progress our achievement goals. We analysed end Term 4 2021 learning data to identify those students point of need. This guided decision making around grouping in reading and mathematics for 2022. Prep/1 & 5/6 classes were split to ensure class sizes were greatly reduced, allowing for more intense teacher instruction as additional literacy support was made available by Learning Centre Leaders. Positive NAPLAN data for students in the top three bands was recorded in Year 5 & 9 Reading and 3,5 & 9 Numeracy. Student retention data and the percentage of students continuing to study or move to full time employment was extremely positive. Our Year 3 cohort in 2022 performed below similar schools in reading and will need to be monitored as they progress through the college.

Attendance and engagement levels in 2022 were still extremely difficult to maintain as students, particularly secondary, found it challenging to return to routines, patterns and expectations of school, which in turn impacted academic achievement across the college. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual learning or social/emotional goals.

Wellbeing

We have continued to make significant progress in student wellbeing over recent years. 2022 data indicates that our 4-6 sense of connectedness and managing bullying data is a little below similar schools and state average, but our secondary years data continues to be above similar schools and state average. In 2022 our wellbeing goal was to continue to build a positive learning environment for students by enhancing staff teaching and learning skills, team collaboration and enabling greater student voice and agency. Our focus was on maintaining a calm learning environment where students were engaged and could articulate the purpose of their learning and how they were progressing. Transitions at the key levels (Prep, Year 6 to 7 and Year 10 to 11) were given high priority, with extra measures provided to support the transition of students with special needs. We ran our four orientation sessions for our Preps and one orientation day for our Year 7s. Our Year 10 students were able to attend the Senior College once the current Year 11 & 12s had finished for the year, which also provided them with an insight into how the school operated. Two Social Workers and our Mental Health Practitioner were also in place to advise teachers in regard to student management, mental health and general wellbeing. Students with specific needs were case managed. Where appropriate, students were referred to SSSO and to local agencies with relevant expertise. In 2023 we will have a major focus on providing far more opportunities for pro-active wellbeing for our students with explicit classroom instruction embedded into our daily practice.

Engagement

Merbein P-10 College students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. Our student retention data remains well above similar schools and state average. In 2022 the College continued to focus on key improvement strategies relating to the FISO dimension 'Empowering Students and Building School Pride'. The work in this area is ongoing, intentional and in 2022 included initiatives such as school leadership programs, step up / transition program along with our peer support program. A range of opportunities for student voice and development of student agency continued to be nurtured, particularly across the P-6, where a strong partnership has been formed with Corwin Australia, focusing on 'Visible Learning'. Due to the protocols around COVID 19 long term student absence was still a challenge, particularly throughout semester 1, however the college continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absence (2 days). The college worked closely with external agencies and 'Navigator' to support chronic absences and return to school processes. Our absence data increased on average by 6 days throughout 2022, which was on par with similar schools and the state, due mainly to COVID isolation protocols. Opportunities for teachers to take part in learning walks and observe practice across secondary classes were provided in 2022. This remains an important initiative to demonstrate what point of need teaching and differentiated practice can look like and will remain a focus, particularly in our 7-10 area in 2023.

As in previous years, the school continued its efforts to provide a safe, inclusive learning environment in which students are encouraged to take greater ownership of their learning. Our FLO program plays an important role in maximising attendance of students who are at greater risk of disengagement and this continued to be an extremely positive intervention for a number of students from Yrs 8-10. In 2022 we looked to embed our absence follow up procedures with regular attendance meetings held to examine weekly attendance data and action initiatives to support those students at risk. However, due to the exceptional circumstances surrounding COVID-19, there was obviously no overall improvement in absence data across the college or state.

Other highlights from the school year

- In 2022 our Student Koorie Action Team completed work on the indigenous mural. Our action team leader, volunteer Koorie students and families did a magnificent job, and the painting has certainly given the college a great ‘facelift’, whilst also providing an opportunity for our indigenous students to connect even further with their school community.
- Throughout 2022 we established a partnership with Corwin Australia to focus on student voice & agency, with a specific focus on our P-6. The focus of our initial work was to discuss and document what makes an effective learner at Merbein P-10 College. These learning dispositions were documented by staff, students, parents/carers and refined/summarised so that they could be agreed upon and transparent. That way all stakeholders have a clear understanding as to what students are aspiring to. In 2023 we will continue this partnership with a focus on effective student feedback.
- Our capital works project moved to the build phase during semester two and the college now has a fully functioning Science Centre, which is a magnificent resource for our secondary students to utilise daily.
- Despite the challenges of COVID protocols we ran almost all of our planned camps throughout the year, with students heading to the snow fields, Grampians, surf camp, Melbourne and Ballarat. These experiences are something our students will cherish for many years to come.

Financial performance

The net outcome for the year is a surplus, however, this surplus is committed per the financial commitment summary, which is not reflecting an accurate amount, due to commitments in budget not being reflected accurately into Cases21 with End of Year Process. Please see figures below that are not accounted for in the financial commitment summary.

There has been an allocation of \$400,000.00 committed for future Staff Contingencies (per the cash budget) due to the expectation of decreased student numbers.

Financial Commitments Summary

School Based Programs	\$34,560.00
Capital Buildings/Grounds <12 months	\$580,000.00
Staff Contingency	\$400,000.00
Operating Reserve	\$340,483.00
Provisions Account	<u>\$4,600.00</u>
Total Financial Commitments	\$1,359,643.00

Extraordinary revenue includes:

Mildura Law Courts Donation (Primary Camps)	\$4,000.00
Maintenance and Minor Works Funding	\$2,827.94
Active Schools Extracurricular	\$13,900.00
Water Sale	\$3,849.86
VMIA Insurance Claim	\$2,272.55
Early Yrs. Engagement Scholarship	<u>\$8,000.00</u>
Total	\$34,850.35

Extraordinary expenditure includes:

Shade Sails	\$31,878.00
Numeracy Subscription	\$6,352.00
Dogs Connect Mentorship Program	\$7,000.00
Cyber Bullying Session	\$6,000.00
Install Air Conditioners	\$17,770.00
Vinyl Flooring Art Room (Primary)	\$5,227.27
Paint Textiles Building	\$5,154.55
Purchase Storage Container	\$5,800.00
New Water Bubblers Chiller	\$4,820.00
Netball Uniforms	\$2,436.36
Basketball Uniforms	\$2,909.09
Mappen Package	\$3,650.00
Smart TV	\$4522.73
Leadership Camp	\$4363.64
Fridge replacement – canteen	<u>\$2,272.73</u>
Total	\$110,156.37

Additional State/Commonwealth Funding the school received beyond the SRP:

Short Term Leave Reimbursements	\$22,788.03
Sporting Schools Grants	\$15,270.00
OSHC Sustainability Support	\$12,000.00
Shade Sails Fund	<u>\$20,000.00</u>
Total	\$70,058.03

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 729 students were enrolled at this school in 2022, 321 female and 408 male.

2 percent of students had English as an additional language and 12 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).

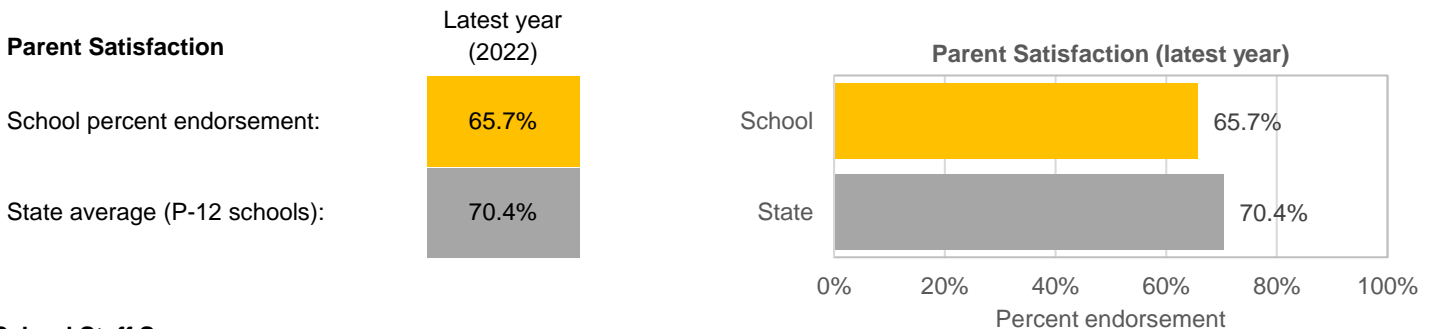
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

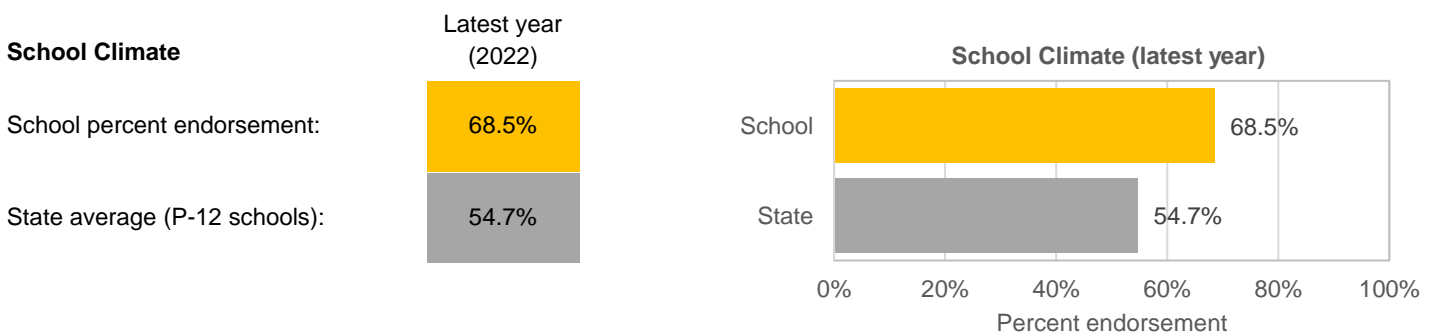


School Staff Survey

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

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

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



LEARNING

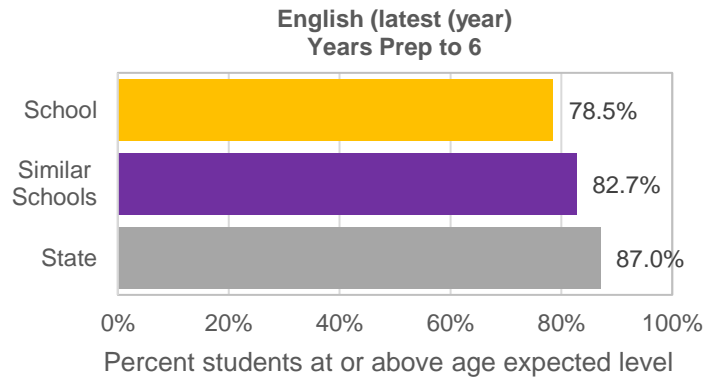
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

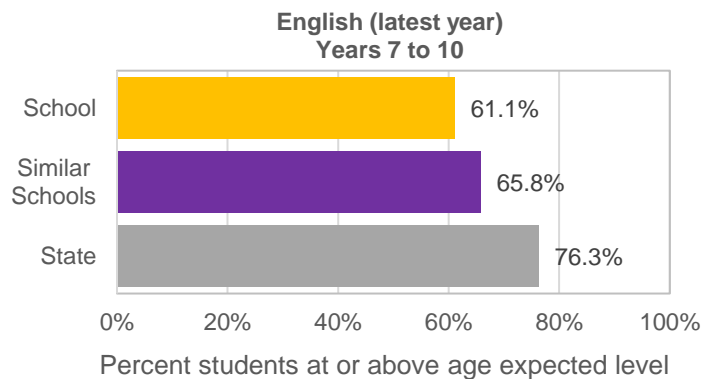
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	78.5%
Similar Schools average:	82.7%
State average:	87.0%



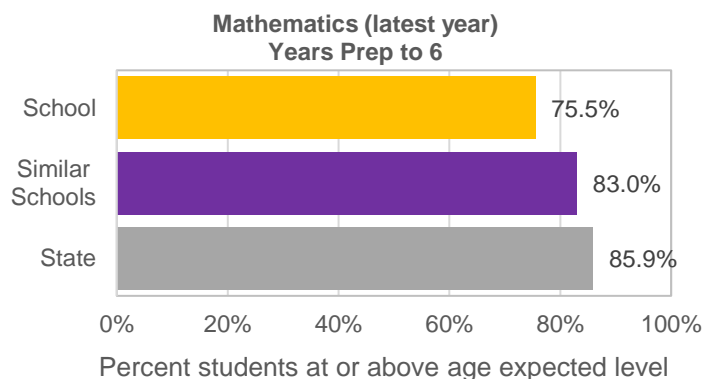
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	61.1%
Similar Schools average:	65.8%
State average:	76.3%



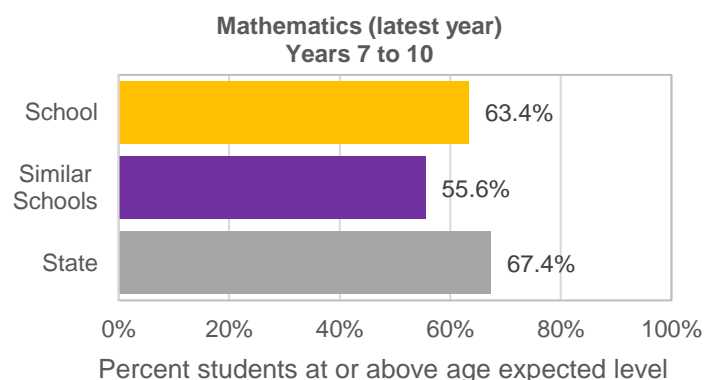
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	75.5%
Similar Schools average:	83.0%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	63.4%
Similar Schools average:	55.6%
State average:	67.4%



LEARNING (continued)

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

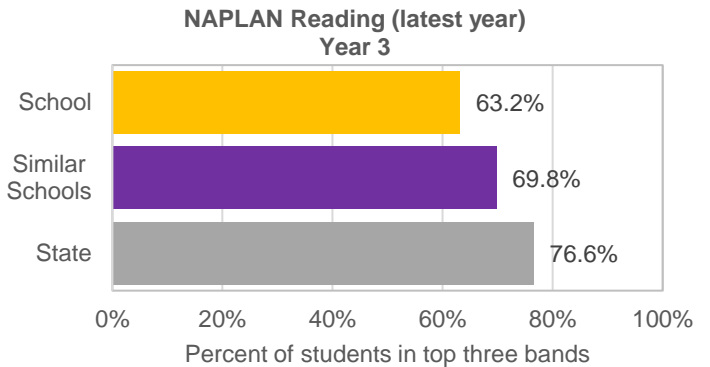
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

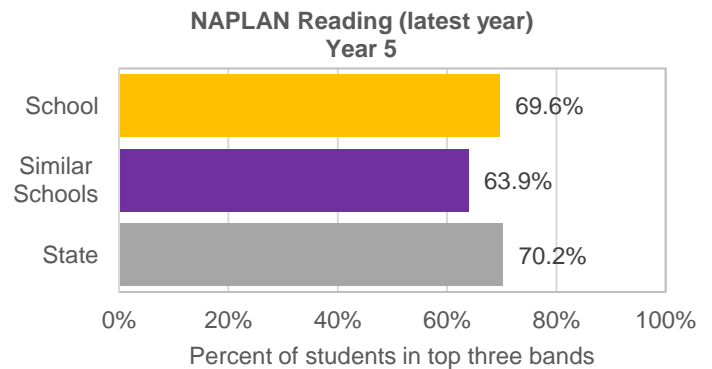
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	62.7%
Similar Schools average:	69.8%	69.1%
State average:	76.6%	76.6%



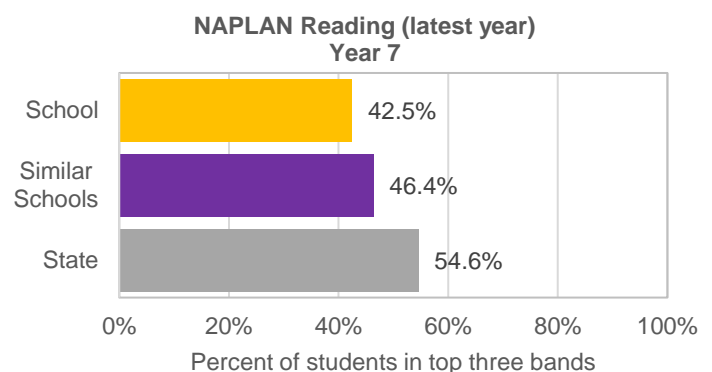
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	59.6%
Similar Schools average:	63.9%	64.5%
State average:	70.2%	69.5%



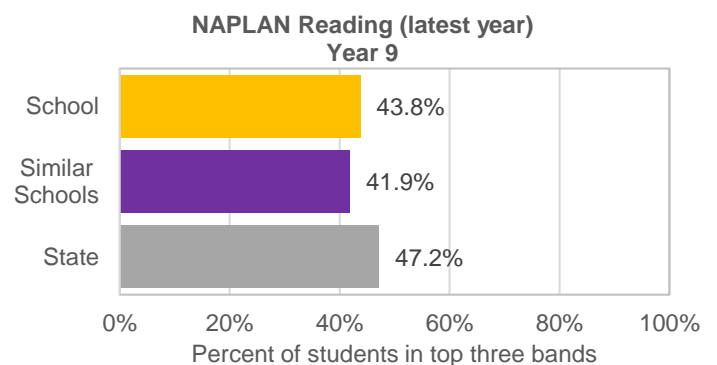
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.5%	48.0%
Similar Schools average:	46.4%	47.6%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.8%	39.1%
Similar Schools average:	41.9%	38.8%
State average:	47.2%	46.0%



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

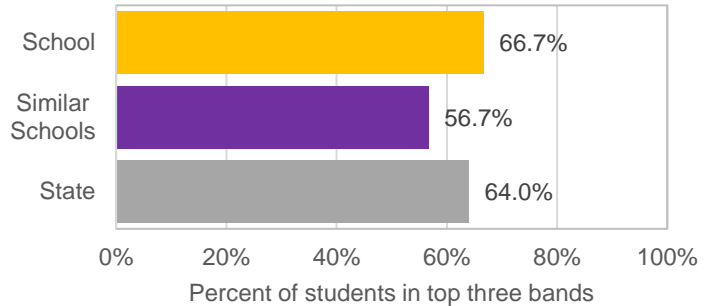
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	57.7%
Similar Schools average:	56.7%	60.6%
State average:	64.0%	66.6%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

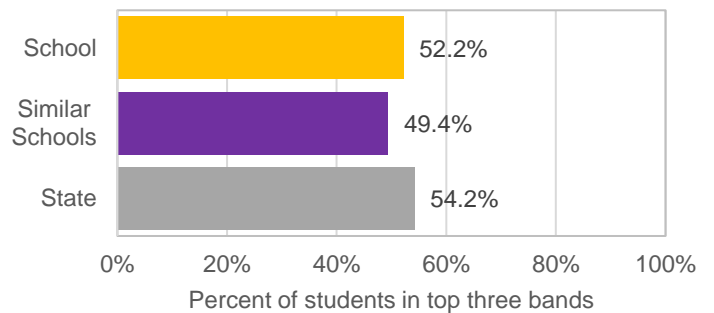
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.2%	48.9%
Similar Schools average:	49.4%	54.0%
State average:	54.2%	58.8%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

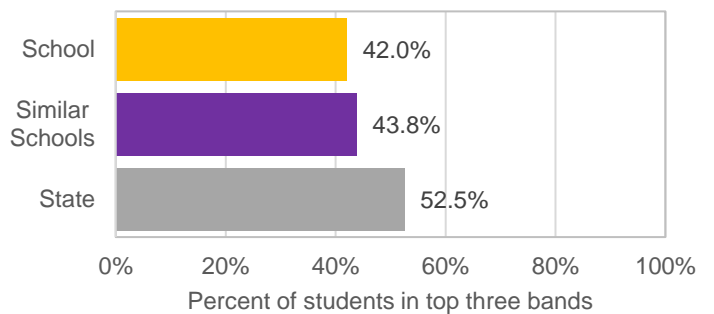
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.0%	57.7%
Similar Schools average:	43.8%	47.8%
State average:	52.5%	54.8%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

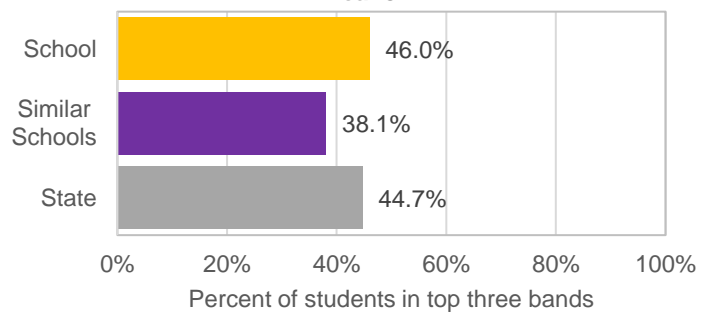
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.0%	46.8%
Similar Schools average:	38.1%	37.4%
State average:	44.7%	45.6%

Similar Schools average:

State average:

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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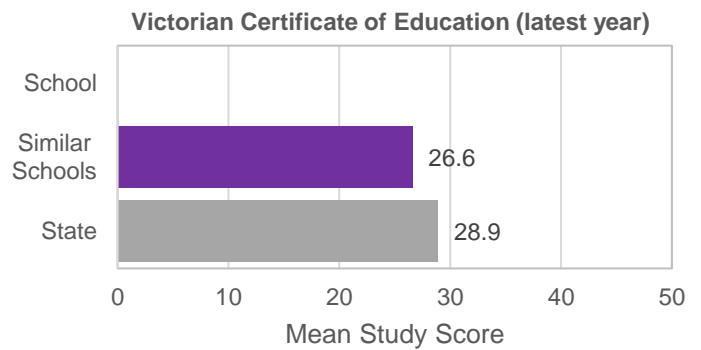
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	26.6	26.3
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

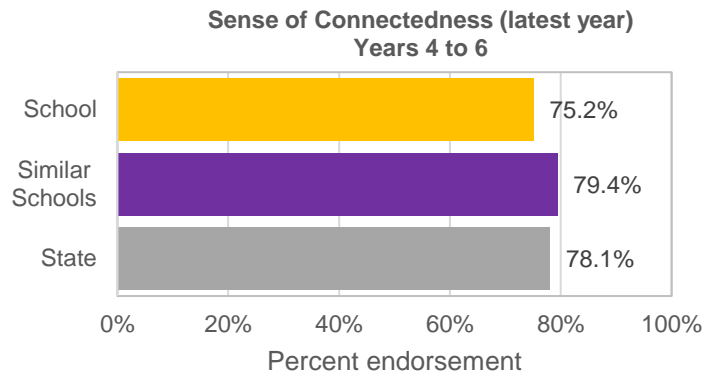
WELLBEING

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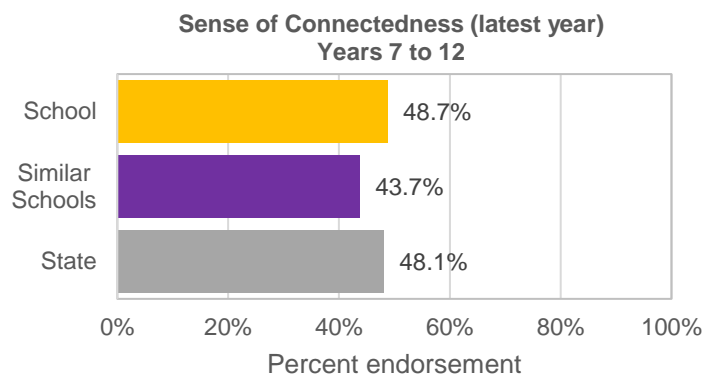
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	75.2%	74.7%
Similar Schools average:	79.4%	79.9%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	48.7%	56.3%
Similar Schools average:	43.7%	48.6%
State average:	48.1%	52.5%



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

**Management of Bullying
Years 4 to 6**

Latest year
(2022) 4-year
average

School percent endorsement:

67.4% 71.1%

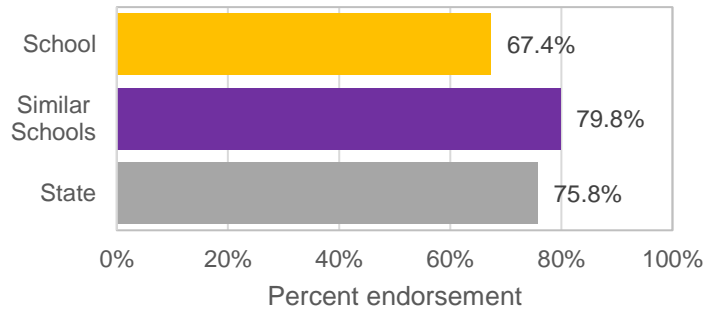
Similar Schools average:

79.8% 80.5%

State average:

75.8% 78.3%

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



**Management of Bullying
Years 7 to 12**

Latest year
(2022) 4-year
average

School percent endorsement:

53.6% 58.0%

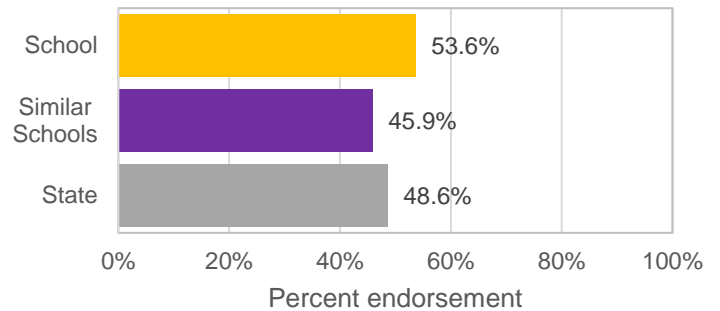
Similar Schools average:

45.9% 50.6%

State average:

48.6% 54.0%

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



ENGAGEMENT

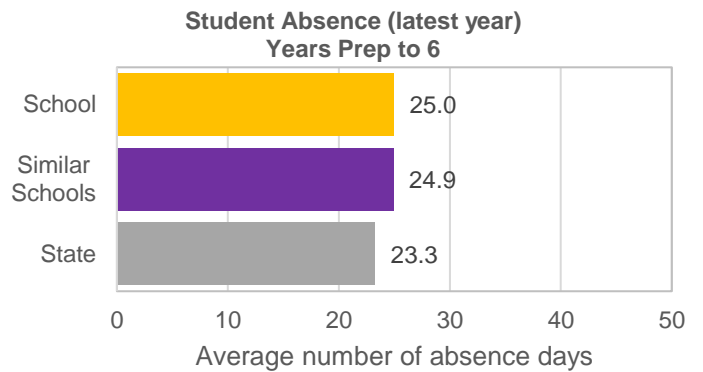
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

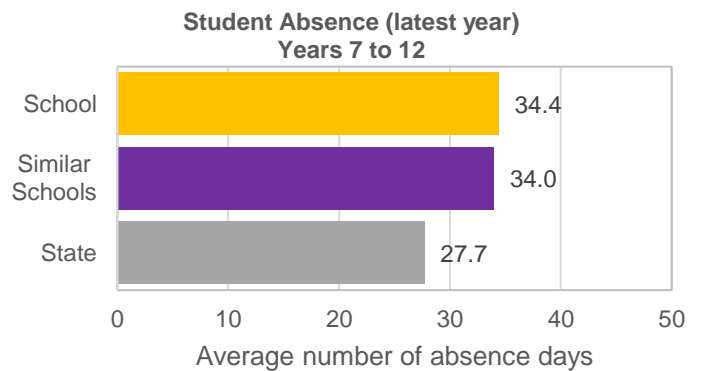
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.0	20.8
Similar Schools average:	24.9	18.8
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.4	28.7
Similar Schools average:	34.0	27.8
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	89%	89%	89%	88%	85%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	85%	81%	79%	85%	NDA	NDA	

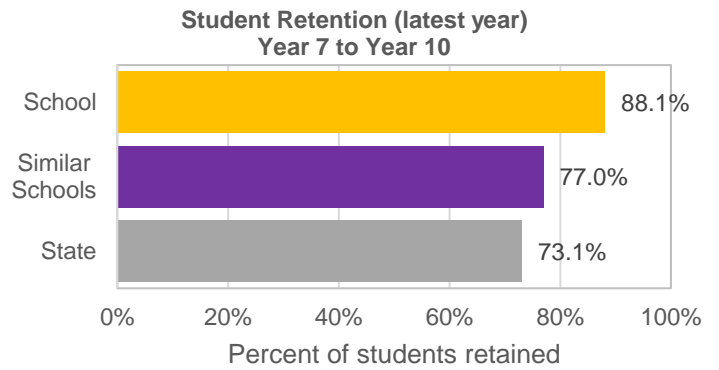
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	88.1%	83.6%
Similar Schools average:	77.0%	76.6%
State average:	73.1%	73.0%



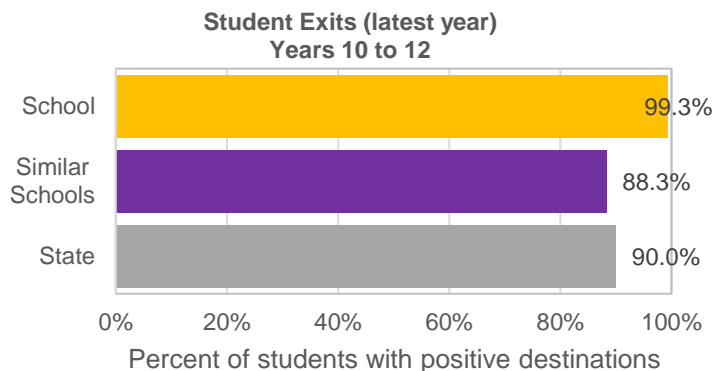
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	99.3%	99.8%
Similar Schools average:	88.3%	87.6%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,516,937
Government Provided DET Grants	\$1,649,295
Government Grants Commonwealth	\$65,398
Government Grants State	\$0
Revenue Other	\$86,824
Locally Raised Funds	\$747,367
Capital Grants	\$0
Total Operating Revenue	\$11,065,820

Equity ¹	Actual
Equity (Social Disadvantage)	\$597,949
Equity (Catch Up)	\$32,042
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$629,990

Expenditure	Actual
Student Resource Package ²	\$8,336,708
Adjustments	\$0
Books & Publications	\$13,903
Camps/Excursions/Activities	\$267,964
Communication Costs	\$19,305
Consumables	\$236,718
Miscellaneous Expense ³	\$21,638
Professional Development	\$35,471
Equipment/Maintenance/Hire	\$244,506
Property Services	\$167,641
Salaries & Allowances ⁴	\$462,223
Support Services	\$178,443
Trading & Fundraising	\$185,944
Motor Vehicle Expenses	\$474
Travel & Subsistence	\$40,280
Utilities	\$186,176
Total Operating Expenditure	\$10,397,393
Net Operating Surplus/-Deficit	\$668,427
Asset Acquisitions	\$5,800

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$2,035,755
Official Account	\$20,596
Other Accounts	\$0
Total Funds Available	\$2,056,351

Financial Commitments	Actual
Operating Reserve	\$340,483
Other Recurrent Expenditure	(\$183)
Provision Accounts	\$4,600
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
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	\$344,900

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.