

2023 Annual Report to the School Community

School Name: Taylors Lakes Secondary College (8787)



Taylors Lakes
SECONDARY COLLEGE

- 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 08 April 2024 at 12:28 PM by Danny Dedes (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 10 April 2024 at 06:57 AM by Grant Fawcett (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

Taylors Lakes Secondary College is 22 km North West of central Melbourne. The final 2023 enrolment was 1360 students (Years 7-12) with reasonably equal numbers of students in each year level. 714 were female students and 646 were male students. 22 percent of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. This school has 125 equivalent full time staff: 4 Principal Class, 101 Equivalent Full Time Teachers and 20 Education Support Staff, although 150 staff worked at school in 2023. The college aims to create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth.

2023 was the second year in the implementation plan of the 2022- 2025 Strategic Plan. Three goals are identified in the current plan in the areas of student achievement, engagement and wellbeing. This included improvement in student achievement for all students in all subjects across the curriculum, improvement in student engagement in their learning and student connectedness to school and improvement in student wellbeing. Our strategic direction also highlights ongoing improvements in student achievement based on a focus on both literacy & numeracy alongside enhanced instructional practices for teachers' right across the curriculum and through all levels of schooling. VCE and VCE:VM improvement is also an ongoing focus. We do this work in a context of ensuring we provide a safe, secure and engaging environment for students. In 2023, the college continued to implement its revised student leadership structure aligning it to the College Strategic Plan. A strong focus continued in professional learning in curriculum planning, instructional practice and coaching. Professional learning centered around trauma informed practices was also a major highlight in 2023. Use of school data was also enhanced with the implementation of student surveys across the school as well as the Resilient Youth Survey. Our values include showing respect, commitment and safety. These updated values were implemented by the school leadership team in line within the educational directions and priorities of the college. Our data shows continued high levels of student retention and students transitioning to further study and employment. VCE, VCE:VM and VET completion is very also high. Parent satisfaction continues to be very solid and in line with the state average and continued improvement was shown in the Staff Opinion Survey. Curriculum innovation work continued in 2023, with a main emphasis on instructional practice and curriculum design and assessment, as well as the focus on developmental rubrics. Curriculum and assessment to support student skill development was also a high emphasis and 'catch up' resources and the Tutor Learning Initiative (TLI) program were successfully implemented to assist this. The college continued to participate in professional learning to grow with the use of student data to inform teacher practice as well as the use of online platforms (eg Microsoft Teams, WebEx, Compass).

To further address student wellbeing needs, the college began its implementation of trauma informed practices such as the Berry Street Educational Model. The college continued with the implementation of the BYOD program across the college with all levels now involved into this scheme. This allowed all students across the school to have access to a computer 24/7. Finally, further developing an effective Professional Learning Teams structure to promote teachers working collaboratively was a continued focus of the year with outstanding results. Staff would meet regularly in their respective teams to plan, assess and moderate curriculum outlines and learning tasks.

Physically the college facilities continued to be enhanced with the refurbishment of many of the classrooms across the school as well as the upgrade to a number of outdoor learning areas. The library upgrade was a major initiative as well as new student seating continued to be erected in many areas around the school. The school self funded many of these upgrades. Our College's sporting facilities upgrades, including the gymnasium, hard courts, futsal soccer courts and surrounding areas, were completed. These refurbishments provide an opportunity to promote a physical learning environment that is clean, safe and conducive to learning to all staff and students. Finally, many students were also successful in receiving scholarships to support them with their education, from a range of organisations, including Western Chances.

Progress towards strategic goals, student outcomes and student engagement

Learning

A priority was to further implement and embed our TLSC Curriculum, Instruction and Assessment (CIA) Framework as the main strategy towards improving a range of school data sets by continuing to have a focus on improving teaching and learning and classroom practice. The main focus was on implementing our newly designed assessment developmental rubrics at Years 7-10. These rubrics were developed to ensure that each formal assessment was designed to support the range of relevant skills and provide feedback and support for students to articulate their own learning growth and future steps. This work was further supported by the continued implementation of our TLSC Learner Model.

Our professional learning communities supported the development and documentation of a sequential curriculum and assessment plan across the college, within the learning areas and capabilities, within year levels and for student cohorts and individual students. This is important so teaching teams continually evaluate and modify teaching practice, establishing agreed processes to enable greater consistency in teacher judgements of student learning based on a range of evidence together with formative assessments showing planned progressions in depth and breadth of learning for all students. NAPLAN results for Year 7 Reading were above the State and Similar Schools average for students performing in the Strong or Exceeding proficiency levels and the percentage of students in the top three bands for Year 9 Reading were above the Similar Schools average. VCE satisfactory completion rates remained very high (98%), exceeding both the State and Similar Schools average rates. This was a consistent trend for the four year average.

Wellbeing

In 2023 we were able to grow our Student Support Services (Wellbeing) team with much needed additional staff to support our students. This has included an additional counsellor, and a Youth worker through our partnering with the Les TwentyMan Foundation. We continued our partnership with Odyssey House with a dedicated drug and alcohol counsellor one day a week and also with the Alannah and Madeline Foundation.

We continued to build Berry Street strategies into our classrooms. We introduced 'Do Now' activities that have been built into our lesson structure. All teachers complete this activity for the first 5 minutes at the start of each lesson to settle students ready for learning. Through the Homegroup program curriculum we've also further built in teaching elements of Berry Street, such as at year 7 students learning about their stress response and how to self-regulate when triggered and centre themselves again for learning. For those students who have been identified as needing further support we have continued to partner with other organisations for smaller group support. This has included introduction of the Shine program, which a number of girls across year 8 and 9 participated in and aims to develop resilience and confidence. We also continue to build on our Hands on Learning Program which runs once a week.

The Student Support Services team has continued to make improvements on how we can more efficiently assist students and families in need of financial support. We moved to an online platform to ensure our response time was faster so we could ensure students are organised with the materials they need before the start of the school year. At the end of 2023 we introduced an extended orientation program for students coming into the school who have experienced impacting issues or have mental health symptoms. This enabled students to become familiar to the environment of TLSC, meet the members of the SSS team, engage in activities that promote opportunity for them to make new connections with students experiencing similar concerns/anxieties and alleviate the emotion and stress of starting secondary school.

Engagement

The College has continued our focus on our TLSC Learner model. Looking for further opportunities to embed our six C's – Character, Communication, Citizenship, Collaboration, Critical Thinking and Creativity into our work in our Sub Schools and with our wider school community. Raising the profile of our work around our six Cs, and the e5 instructional model. This has involved a particular focus on using some of our Berry Street strategies in the classroom and embedding them into the work of staff and students in our instructional model and modelling this during our professional learning activities.

The College continues to build opportunities for our students to share their voice within and beyond the classroom, including with our Student Leadership teams focused of action research and developing resources and opportunities for other students to engage in the college life and support their learning in the classroom. Their work has been informed through their access to college data such as the student attitudes to school survey and the resilient youth survey.

In 2023 we introduced a new unit into our Year 7 Program called Connect Ed which provides the opportunity for students to explore the online world and their presence and responsibilities online. Focusing not only on the possibilities this provides but also what it means to be an upstander when there are challenges. The College has also developed a program for implementation in 2024 to support students in Year 10 who are likely to move towards a Vocational Major in their VCE.

The College has continued to provide a range of opportunities for students to further develop their interests and talents. These include the College Production Legally Blonde and, our strong performing arts program. Our LEAP Program for high-ability students continues to support students to high levels of achievement, Whilst we also have a high number students engaged in VHAP and also many of the other Excellence Programs. Soccer and AFL Academies continue to provide strong pathways for students and places in these programs are in high demand.

Our Sub-school teams continue to work closely with families to lift attendance levels and re-engage those students who have found it more challenging to return to the classroom this year. Our average student absence levels continue to remain slightly lower than

that of similar schools and the State. It has lifted slightly from 86.9% in 2022 to 87.2% in 2023. Our Year 7-10 retention rate remains above 90% whilst similar schools achieve 79% and the State average is 73%. Our College continues to build strong connections within the community. Our senior students continue to apply for a wide variety of post-secondary pathways with the majority of students heading to tertiary study.

Other highlights from the school year

Taylors Lakes Secondary College celebrated 31 years of quality education from the day it opened its doors to the school community in 1992. Since then we have seen a very high number of students graduate from this college with now, many of these former students, now sending their own children to the college to complete their secondary education. Our Year 12 graduation, held at Empower 365 in Southbank, was attended by more than 1200 guests. Currently, 15 school staff (12%) that work at the college are also former students. In 2023, students were provided with a vast array of excursions and school camps to participate in. This included curriculum based, year level and extra curricular excursions that saw very high participation rates. School camps were run in each sub-school, with participation rates exceeding expectations for many of these camps. We also had Year 9 students participate in the School for Student Leadership Program in Semester 1 for nine weeks with outstanding results in student growth, learning and leadership. A very high number of students were selected to participate in the Victorian High Abilities Program (VHAP) and other student excellence programs.

Our Football Academy Programs continue to grow with success achieved both in AFL and Soccer. Our AFL Academy was expanded to Year 10 and our students in the Soccer Academy saw themselves win many regional and state finals across the year, with 3 teams also reaching and representing the college in the National Futsal Championship Titles in Brisbane in Term 4. Our Instrumental Music and Dance program has continued to provide students with tuition and ensembles across a range of instruments, voice and dance. End of semester concerts, soirees and lunchtime performances have been a key highlight of the program with students also sitting AMEB examinations. Our college production 'Legally Blonde' saw student talent, across all year levels, come together to put on a very professional show with amazing success. The production was staged in the college theatre with all performances sold out. A high number of students participated in the interschool sports program with many teams reaching area and regional finals. Our extra curricular and lunchtime activities continue to support students beyond the classroom. Our applied learning program continued to grow in 2023 with the expansion of the Hands on Learning (HoL) and Cafe programs.

Financial performance

In 2023, the school's financial performance continued to be strong with careful and planning and precision. An overall slight staffing surplus was generated by the end of the school year with the majority of the funding coming from a lack of workforce (with approx. 5 teachers down across the year) due to the current staffing crisis. The equity funds available have been used to support students with specific learning needs. This includes additional resources within Literacy and Numeracy as well as continued enhancement of group literacy and numeracy classes across the junior and middle sub-schools, including MYLNS. Staff Professional Development continues to be a strong focus for the college to support improvement in student outcomes and a major focus in 2023 was centered around developmental rubrics.

College Council has also approved a number of external community providers to hire school facilities outside of school hours with funds raised going back to the continual improvement of the learning environment at the school or other school programs to support student needs. However, funds received from external hiring of school facilities were slightly reduced in 2023 due to the Covid19 safe requirements and external users slowly beginning to return to running their programs onsite once again. In 2023, the college completed works to the upgrade of the College's sporting facilities and commenced the library refurbishment. Enhancement in outdoor learning environments and teaching spaces were also a key feature in 2023.

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 departmental policies. School Council has approved the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at www.tlsc.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 1360 students were enrolled at this school in 2023, 714 female and 646 male.

22 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

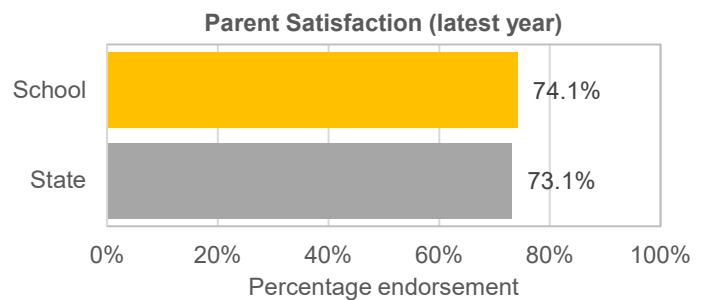
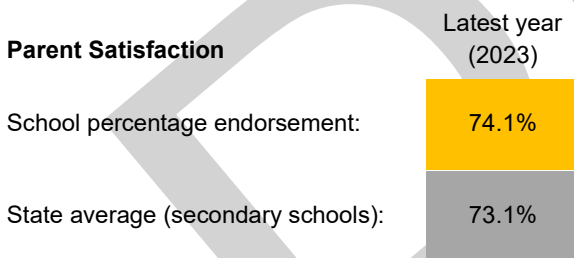
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

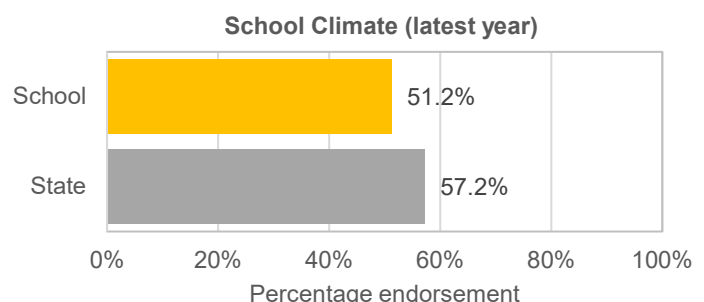
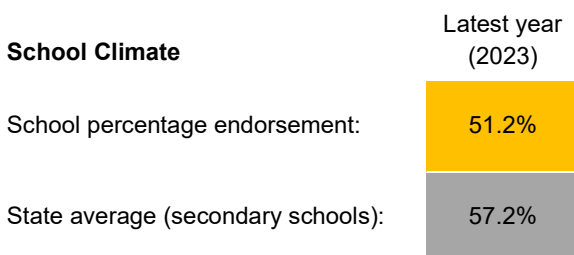


School Staff Survey

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

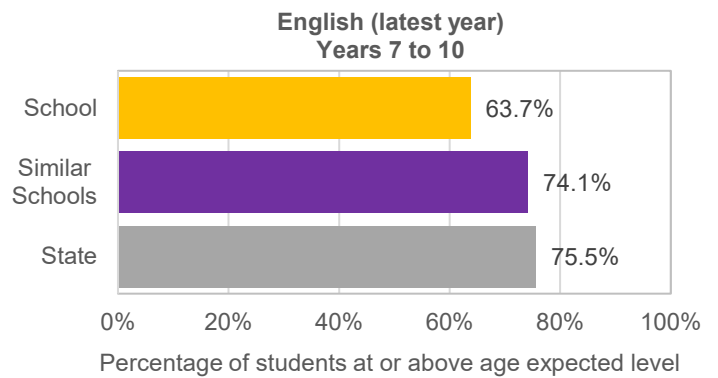
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

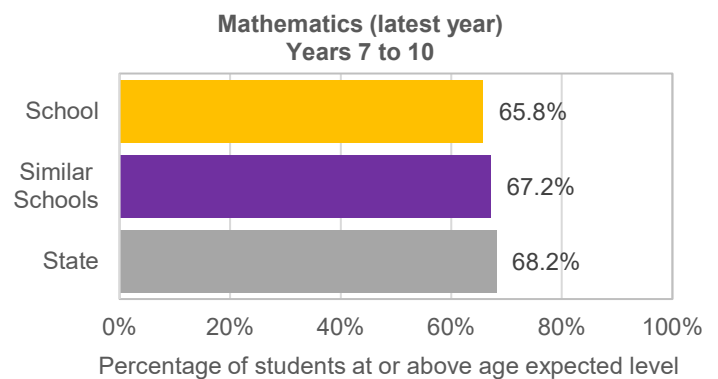
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 63.7% |
| Similar Schools average: | 74.1% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 65.8% |
| Similar Schools average: | 67.2% |
| 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:

68.9%

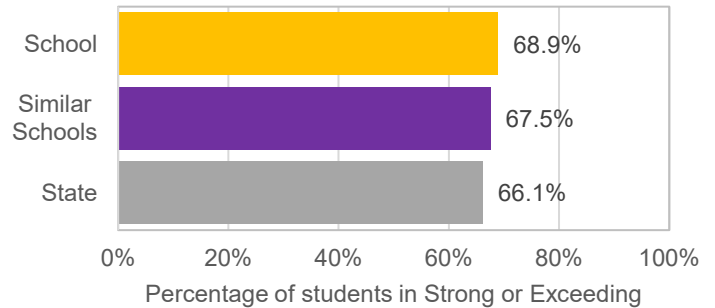
Similar Schools average:

67.5%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

49.1%

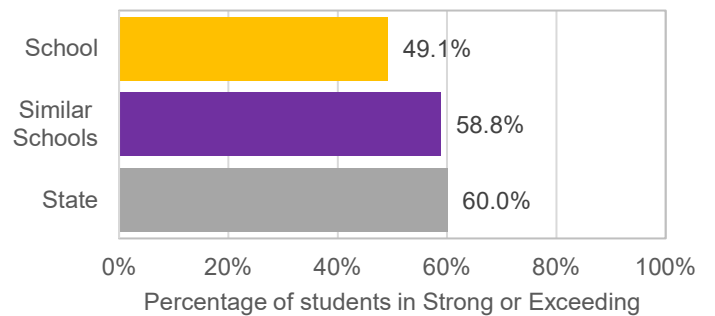
Similar Schools average:

58.8%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.1%

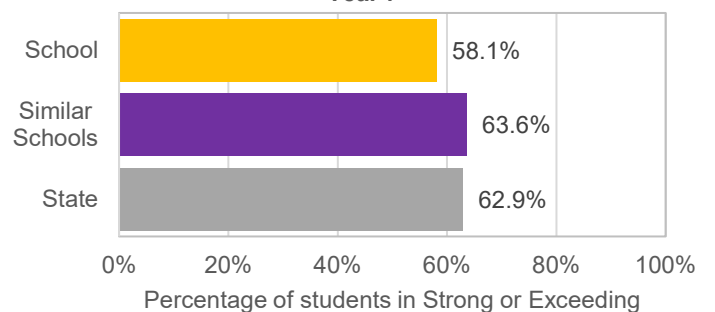
Similar Schools average:

63.6%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

49.8%

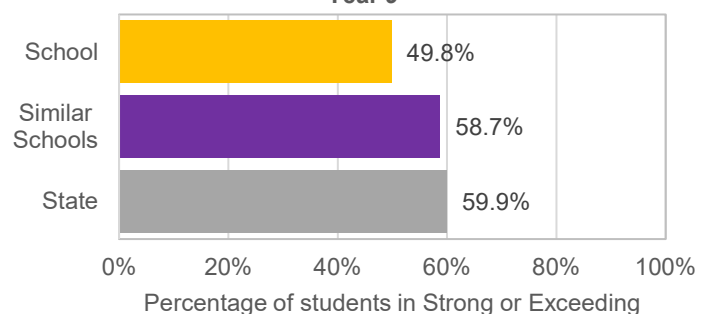
Similar Schools average:

58.7%

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:

56.0%

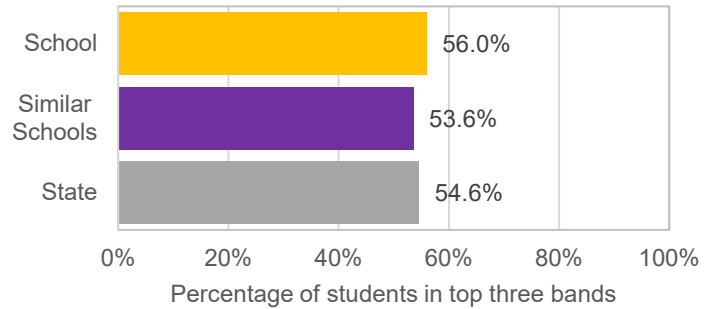
Similar Schools average:

53.6%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

45.4%

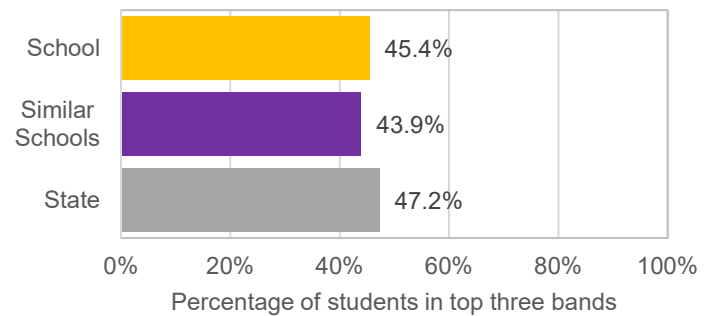
Similar Schools average:

43.9%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

47.3%

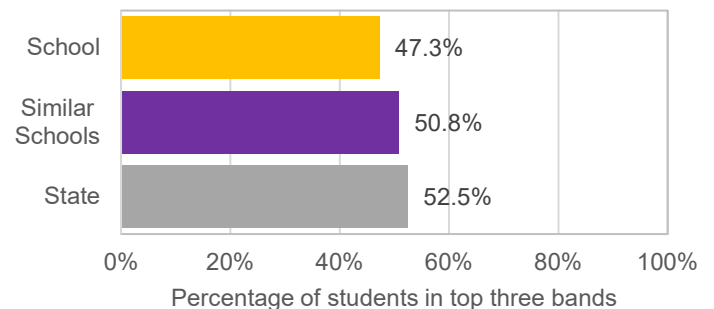
Similar Schools average:

50.8%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

37.6%

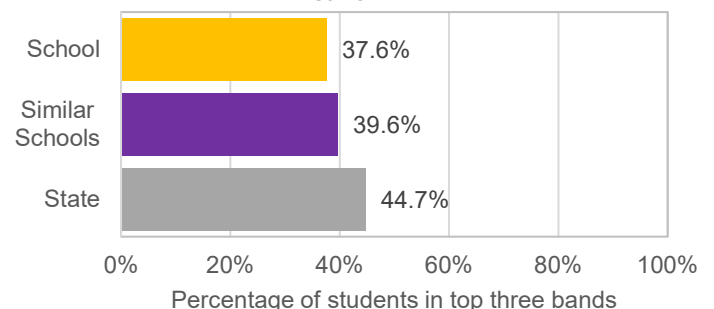
Similar Schools average:

39.6%

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

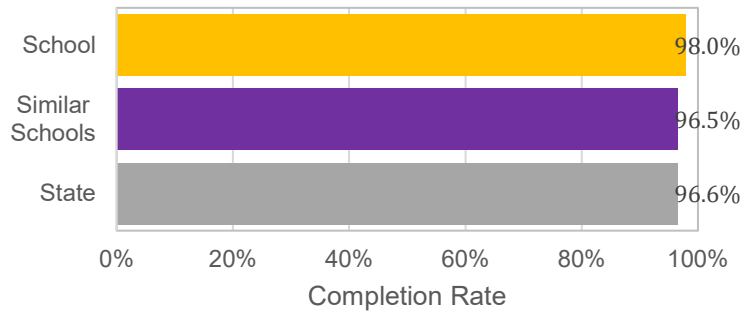
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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: | 98.0% | 98.4% |
| Similar Schools completion rate: | 96.5% | 97.1% |
| 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

40

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:

28%

Percentage VET units of competence satisfactorily completed in 2023:

94%

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.*

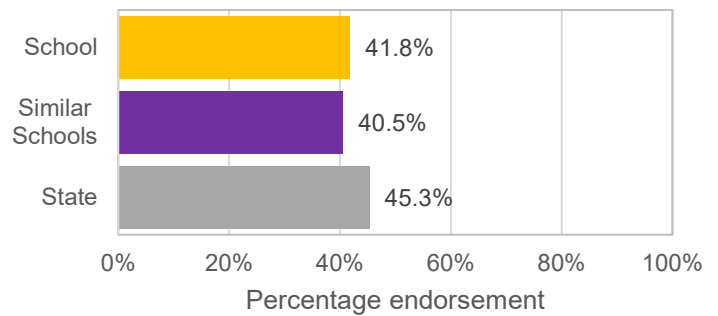
Student Attitudes to School – Sense of Connectedness

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: | 41.8% | 45.5% |
| Similar Schools average: | 40.5% | 46.4% |
| State average: | 45.3% | 49.9% |

Sense of Connectedness (latest year) Years 7 to 12



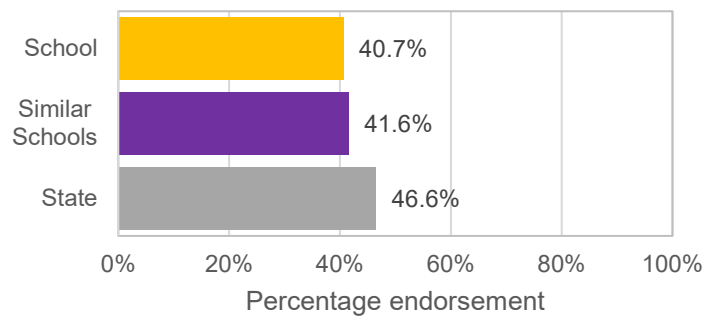
Student Attitudes to School – Management of Bullying

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: | 40.7% | 45.3% |
| Similar Schools average: | 41.6% | 47.6% |
| State average: | 46.6% | 51.0% |

Management of Bullying (latest year) Years 7 to 12



ENGAGEMENT

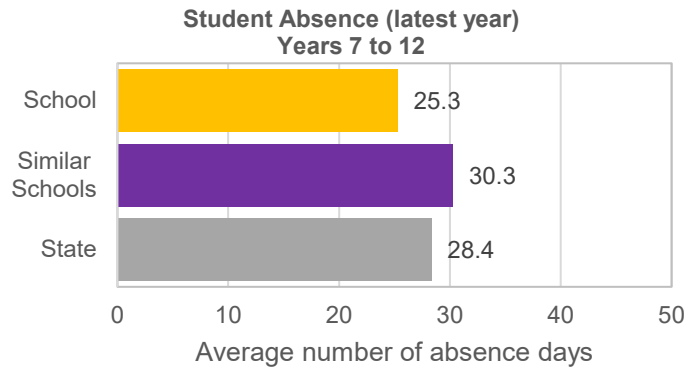
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 25.3 | 20.1 |
| Similar Schools average: | 30.3 | 24.4 |
| 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.

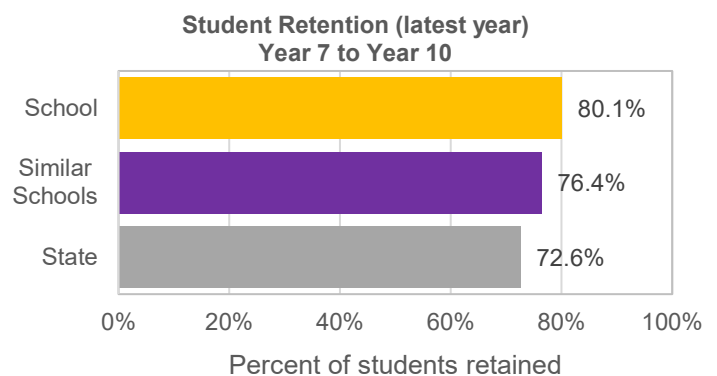
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 88% | 85% | 84% | 86% | 90% | 91% |

Student Retention

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

Student Retention Year 7 to Year 10

| | Latest year (2023) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 80.1% | 85.5% |
| Similar Schools average: | 76.4% | 78.3% |
| 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'.

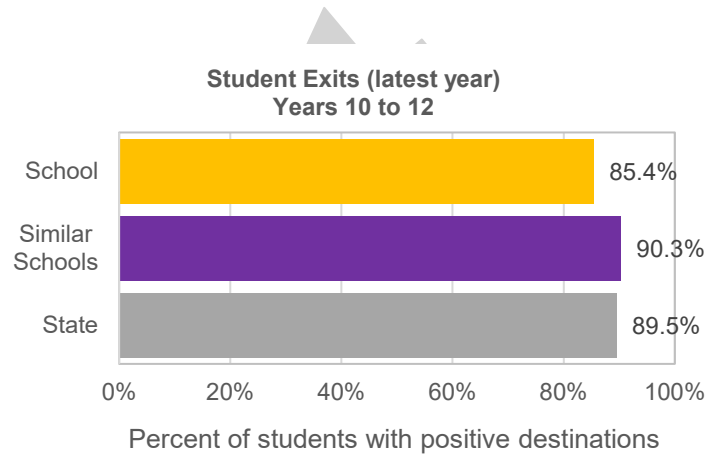
Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students to further studies or full-time employment: | 85.4% | 85.5% |
| Similar Schools average: | 90.3% | 89.1% |
| State average: | 89.5% | 89.5% |

Similar Schools average:

State average:



DRAFT

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|---------------------|
| Student Resource Package | \$15,813,607 |
| Government Provided DET Grants | \$1,912,228 |
| Government Grants Commonwealth | \$13,905 |
| Government Grants State | \$12,269 |
| Revenue Other | \$370,188 |
| Locally Raised Funds | \$870,337 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$18,992,534 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$575,144 |
| Equity (Catch Up) | \$74,131 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$649,275 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$14,101,879 |
| Adjustments | \$0 |
| Books & Publications | \$5,893 |
| Camps/Excursions/Activities | \$404,371 |
| Communication Costs | \$15,953 |
| Consumables | \$354,541 |
| Miscellaneous Expense ³ | \$337,229 |
| Professional Development | \$55,958 |
| Equipment/Maintenance/Hire | \$237,336 |
| Property Services | \$426,603 |
| Salaries & Allowances ⁴ | \$744,352 |
| Support Services | \$436,686 |
| Trading & Fundraising | \$26,537 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$2,555 |
| Utilities | \$158,949 |
| Total Operating Expenditure | \$17,308,842 |
| Net Operating Surplus/-Deficit | \$1,683,692 |
| Asset Acquisitions | \$23,091 |

- (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 | \$2,520,065 |
| Official Account | \$41,409 |
| Other Accounts | \$111,022 |
| Total Funds Available | \$2,672,496 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$477,428 |
| Other Recurrent Expenditure | \$3,182 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$237,873 |
| School Based Programs | \$1,891,653 |
| 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 | \$62,359 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,672,496 |

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.