

2023 Annual Report to the School Community

School Name: Hume Central Secondary College (8862)



- 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 30 April 2024 at 05:19 PM by Jeffrey Mulcahy (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 01 May 2024 at 02:18 PM by Robert Hodge (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

Hume Central Secondary College is a three-campus co-educational secondary College that was established in 2008 and is a culturally rich and diverse learning community that is committed to educational excellence and to providing learning programs that cater for the diverse needs of students.

The College has three Campuses:

Dimboola Road Campus - Years 7-9 Blair Street Campus - Years 7-9 Town Park Campus - Years 10-12

Our vision statement which was recently created in partnership with various community stakeholders states:

At Hume Central Secondary College, we aim high and strive to discover our unique talents, to chase our dreams and create a successful future.

We believe that meaningful student involvement is vital for our school to continue to develop and improve. Our motto “**Responsible, Respectful Learners**” emphasizes our focus on preparing students for lifelong learning.

Our guiding principles are reflected in the College Logo:

Diversity

Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all.

Achievement

Supporting all our students to achieve their personal best.

Success

Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school.

The College has 181.39 EFT Staff, 8 Principal Class, 102.2, Teachers and 6.39 Tutors, 1.2 Paraprofessionals & 63.6 Education Support Class staff.

Student engagement in learning is ensured via the creation of an innovative, student-centered curriculum at all year levels which has been developed through the collaboration of our dedicated teachers and support staff. It is our common goal to provide engaging learning for our students and to support and maintain an environment where every student feels safe and respected.

Our focus is on keeping all students engaged in their learning pathway so that they remain committed to learning and aim to successfully complete Year 12 and prepare for an appropriate post-school pathway. Our success in developing VCE, VCE Vocational Major and VET programs is made possible through the effective partnership that exists between our students and staff. Providing opportunities for staff to collaborate and contribute within Professional Learning Community teams is a College priority. The work of these teams ensures that, whilst we have three campuses, we continue to operate as one college where students are prepared for a successful transition to a sustainable post-school destination.

The class of 2023 achieved outstanding VCE results. The median VCE study score was 26 and the percentage of study scores above 40 was 1.3%. Exam data showed significant growth with 23 students achieving an exam result of A/A+. 53% of our VCE students achieved an ATAR above 50, and the mean ATAR score was 55. Approximately 90% of graduating students received a tertiary offer (University or TAFE course or an apprenticeship program). A further 6% engaged in full-time employment and the remainder of students engaged in part-time employment, seeking employment or pursuing overseas travel.

The College’s approach to learning throughout 2023 sustained positive student engagement in learning and maintained a strong connection between the school and its community. Staff maintained regular contact with families and provided parents/carers with regular feedback regarding learning progress and community engagement. This process assisted in developing partnerships between parents/carers and school staff and enhanced the school climate as demonstrated by positive endorsement in the School Staff Survey in the areas of parent and community involvement and trust in students and parents, progress towards strategic goals, student outcomes, and student engagement.

Our self-assessment against the FISO Continua of Practice for School Improvement and the Professional Learning Community (PLC) maturity matrix indicates that Hume Central Secondary College has many strengths:

- A strong, established culture of collaboration amongst staff
- A collective focus on student achievement via the implementation of an engaging curriculum which is clearly documented including the extensive use of formative assessment tasks and analytical rubrics
- Moderation practices occurring across all subject areas and a consistent use of informative feedback to students to form improvements in their learning
- The use of an Explicit Instructional Model in place and peer coaching and observation practices embedded
- A positive school climate with a focus on staff and student wellbeing.

Progress towards strategic goals, student outcomes and student engagement

LEARNING

In relation to goal 1:

“Maximise students’ learning growth in literacy and numeracy to increase their achievement in all learning areas”, *we aimed to* build staff capacity to analyse a wide range of data to know our students well and to provide teaching that caters for each student’s unique point of need in learning. This included diagnosing student learning needs through the use of common formative assessments and well-designed developmental continuums. Building the capacity of teacher teams to engage in evaluative practice, in particular the use of evidence, including student feedback and student perception survey data, as the basis for rigorous, improvement-focused collaboration. The use of a common inquiry cycle model continues to guide the manner in which staff utilise their shared knowledge and collective expertise to continuously develop student learning programs.

Our leaders also modelled methods of design and delivery guided practice activities which prepare students for independent practice, to facilitate teacher collaboration in the development of a range of engaging learning activities drawing on 3L strategies with a focus on guided practice. This process aimed to assist our students to collaboratively engage in learning tasks in guided practice, in preparation for differentiated independent learning.

Hume Central is proud of the achievements and learning growth of our students. With regards to 2023 NAPLAN data proficiency levels for Year 9 students:

- 36% of students scored Exceeding or Strong for Reading
- 35% of students scored Exceeding or Strong for Writing
- 32% of students scored Exceeding or Strong for Numeracy

With regards to Reading (Achievement) 76% of your Year 7-9 students demonstrated Medium or High Relative Growth, this is a 6.1% increase from 2022.

Our NAPLAN numeracy data for your Year 9 cohort showed meaningful growth with 33% of our students scoring in the Exceeding or Strong proficiency levels. Furthermore, 73% of your Year 7-9 students demonstrated Medium or High Relative Growth, this result has been maintained from 2022.

The 2023 mean VCE study score of 29.1 for English studies is above our four year average and the similar schools average of 26.2.

WELLBEING

In relation to goal 2:

“Maximise students’ wellbeing and their engagement with the school”

Our focus was to know our students and their families in such a way that we can build positive relationships and create engaging environments that support learning and wellbeing. In order to achieve this our leaders implemented targeted professional development that focused on developing the capacity of teachers to foster positive and supportive relationships with students and families through the use of data and feedback. Our teachers used data and developed strategies designed to get to know their students and their families and to foster positive relationships. This resulted in students experiencing an improved sense of connectedness, resulting in an increased engagement with learning and improved overall wellbeing whilst at school.

Staff were also provided with professional development regarding the active monitoring of student attendance and learning behaviour data and how to provide students with strategies to assist them to take greater agency over their learning engagement, attendance and goal setting, thus encouraging increased perseverance.

Our student survey opinion data on school connectedness with 51.7% positive endorsement is well above the similar schools average of 45% and the state average of 45%. Furthermore, data on management of bullying (Years 7 to 12) shows 88% of our students report that they did not experience bullying in the previous 12 months. This is above the state average of 85% .

Our College is focused on improving the social and emotional skills of our students in recognition of the fact that these are essential for success in learning and life. This is being achieved through a sustained, College-wide focus on further improving and enriching relationships between teachers and students; amongst students and between parents and our College and the implementation of the Respectful Relationships curriculum at years 7-10.

The College-wide implementation of the School-wide Positive Behaviour Program highlights the behaviour we value in our students and the College climate we seek to develop for our College. All staff have been trained in the use of the Berry Street Education Model and its implementation has continued in all classrooms. Student engagement and wellbeing will be further supported through the following actions:

- Strategies to further improve and build positive staff/student relationships
- Community Liaison Officers to work with specific cohorts/communities and create partnerships with parents/carers
- Expected behaviours explicitly taught across all classes

- Recognition, reward and encouragement of positive student behaviours and learning strategies
- Recognition and encouragement of student leadership and student voice and agency
- Promoting regular attendance for all students with increased student and family engagement in the process
- Student academic & attendance progress reports every 4 weeks throughout the year designed to improve the feedback provided to families regarding student engagement and learning progress.

ENGAGEMENT

Student attendance data at Hume Central Secondary College shows impressive performance relative to similar schools in Victoria. Only 12% of our Year 12 students were absent for 20 or more days in 2023, compared to 29% at similar schools and statewide. The average attendance rates of 88.6% for Year 11 and 93.6% for Year 12 correlate positively with our favorable academic outcomes for the class of 2023.

The college remains dedicated to maximizing student participation, aiming for high attendance rates and continuous engagement across all year levels. Our retention rate from Year 7 to Year 10 is 76%, surpassing our four-year average of 74.75% and nearing the state average of 76.9%. Since the introduction of the Hume Flexible Setting for Year 9 in 2021, we've seen substantial benefits in keeping students engaged in their education until they are ready for a smooth transition from school.

We are equally focused on ensuring high learning completion rates, with the number of students advancing to further studies or full-time employment aligning with results from comparable schools. Enhancements in our VCE Vocational Major and VET programs, alongside expanding connections with TAFE, have boosted retention rates and facilitated successful educational and career pathways for our students.

To further support student pathways and transitions, we are implementing several key initiatives:

- Offering students from all year levels access to a variety of career and pathway programs to elevate their aspirations.
- Engaging students in the Head Start program to align with employer expectations and smooth transitions into employment.
- Enabling participation in the Hume VET Cluster to broaden access to vocational education and link to post-school opportunities.
- Providing a challenging and engaging curriculum that develops essential skills and study habits.
- Expanding VCE, Vocational Major, and VET options to captivate students' interests in their senior secondary years.
- Creating more opportunities for student-driven goal setting.
- Implementing STEAM and applied learning initiatives across Years 7-12.
- Ensuring comprehensive utilization of Career Action Plans (CAPs) for all students in Years 9 through 12

Financial performance

In 2023, Hume Central Secondary College continued leveraging various resources to enhance teaching and learning. The annual budget, aligned with the 2023 Annual Implementation Plan and the School Strategic Plan (2022-2025), was crafted to cater to the diverse educational needs of all students. The budget for 2023 was utilized for significant upgrades and enhancements to the school facilities, underscoring the college's commitment to providing high-quality, comfortable, and aesthetically pleasing environments that foster school pride within the community.

Considerable investments were made to improve comfort, wellbeing, and safety in our learning spaces. These enhancements included expanded learning areas, the installation of air conditioning, and the upgrading of sports facilities for use during breaks. Classrooms received new furniture, and many areas across the campuses were refreshed with new paint.

The School Council has continued its support for the Personal Learning Device Program for Year 7 to 12 students, enabling round-the-clock learning. Additionally, the council subsidizes costs associated with camps, excursions, and sports programs. The Instrumental Music Program remains a vibrant part of our offerings, showcasing student talents and fostering appreciation for the arts, academic success, and personal growth outside the classroom.

Efforts to encourage voluntary parent contributions for essential service fees remain, with provisions in place to support families facing financial difficulties. The School Council also sustains its commitment to the School Wide Positive Behaviour Program, which enhances student engagement and minimizes learning disruptions. Equity Funding investments continue to address the unique needs of students and provide opportunities for academic recovery.

The workforce plan now includes more Youth Workers, Community Liaison Officers, and Multicultural Education Aides to bolster support in learning and wellbeing for individual students. The Doctors in School initiative has been remarkably successful, and the college has launched a Flexible Learning Outcomes (FLO) setting to engage Year 9 students with low engagement levels.

**[For more detailed information regarding our school please visit our website at
http://www.humecentralsc.vic.edu.au/](http://www.humecentralsc.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 1176 students were enrolled at this school in 2023, 502 female and 673 male.

77 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).

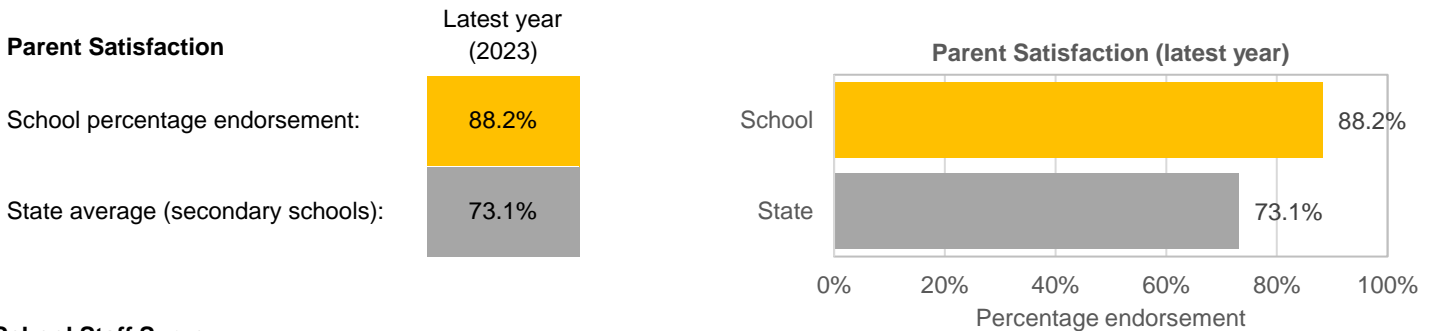
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

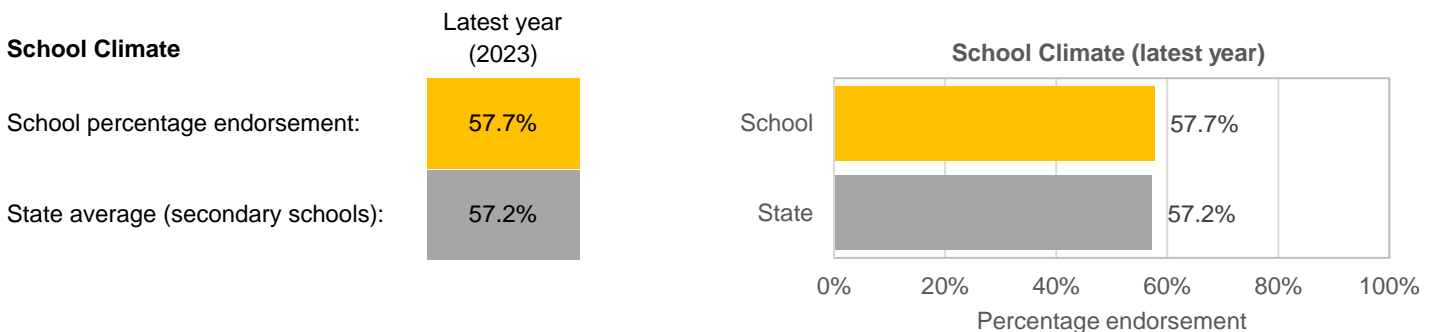


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

**English
Years 7 to 10**

Latest year
(2023)

School percentage of students at or above age expected standards:

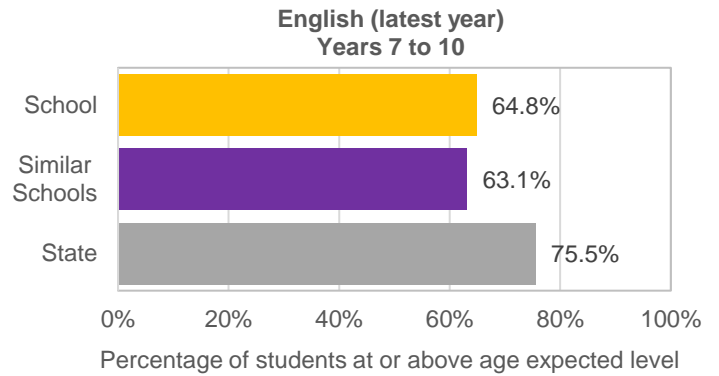
64.8%

Similar Schools average:

63.1%

State average:

75.5%



**Mathematics
Years 7 to 10**

Latest year
(2023)

School percentage of students at or above age expected standards:

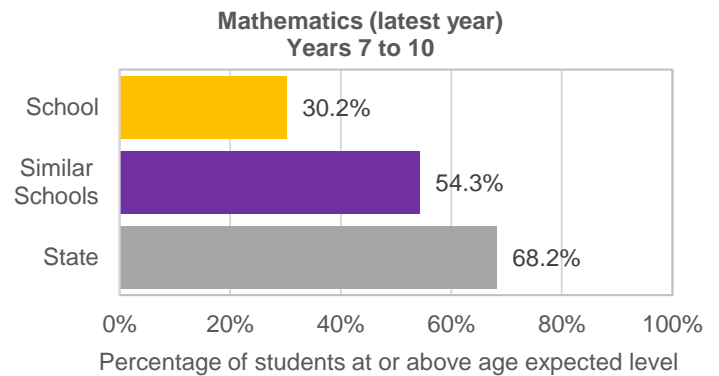
30.2%

Similar Schools average:

54.3%

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:

38.2%

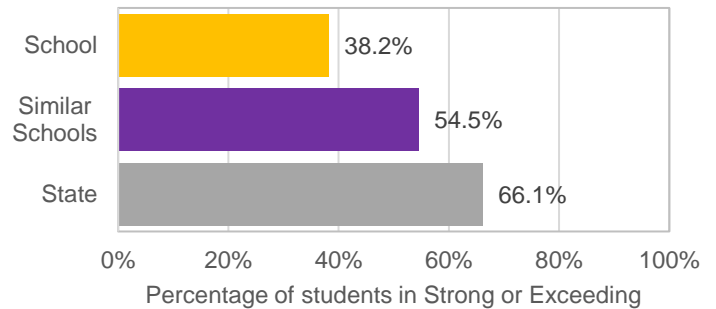
Similar Schools average:

54.5%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

36.2%

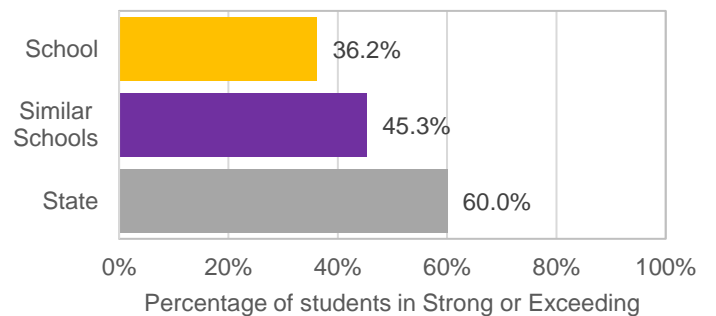
Similar Schools average:

45.3%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.6%

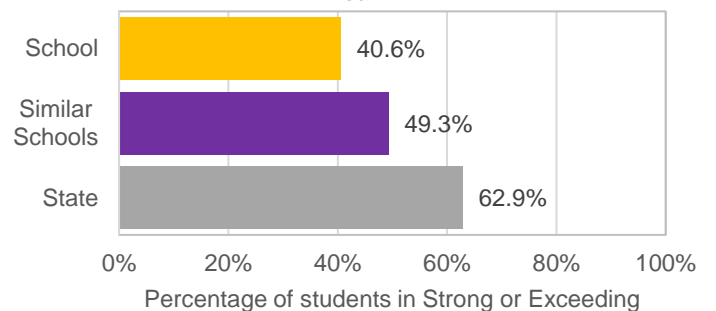
Similar Schools average:

49.3%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

31.6%

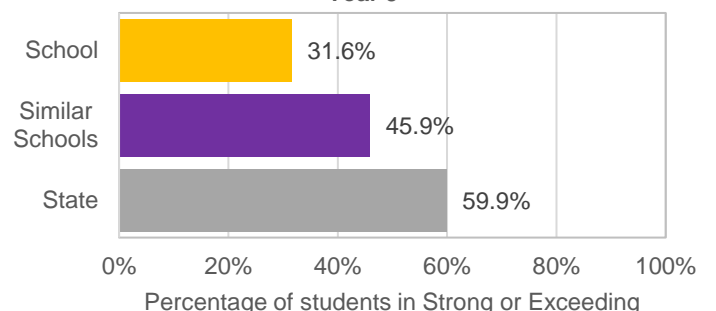
Similar Schools average:

45.9%

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 7**

Latest year
(2022)

School percentage of students in the top three bands:

29.8%

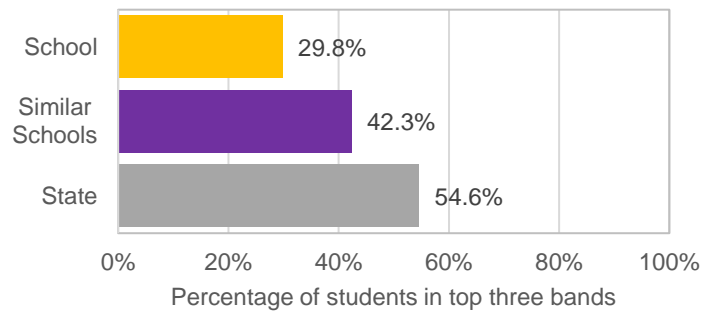
Similar Schools average:

42.3%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

18.7%

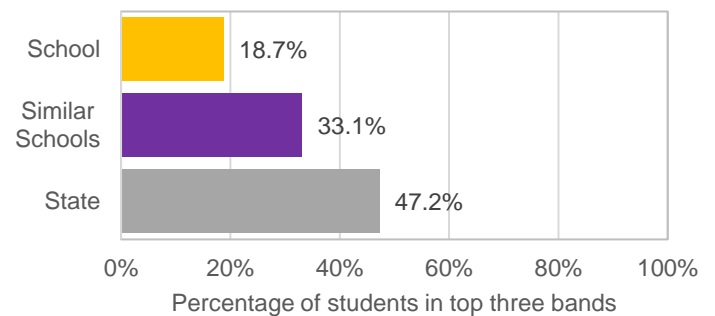
Similar Schools average:

33.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

21.6%

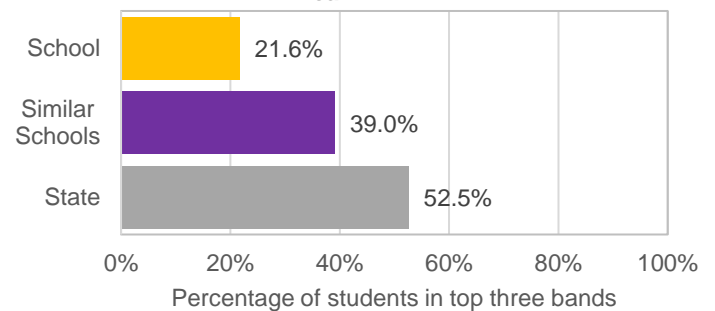
Similar Schools average:

39.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

14.2%

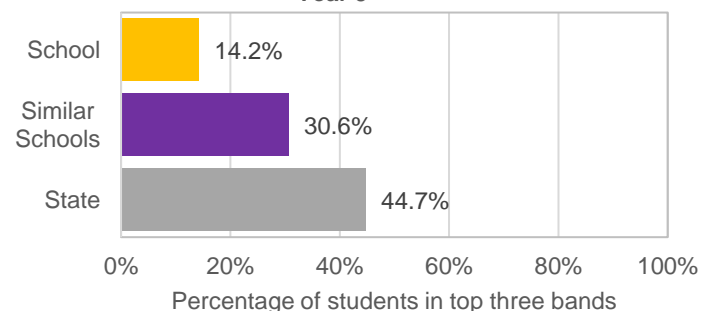
Similar Schools average:

30.6%

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.

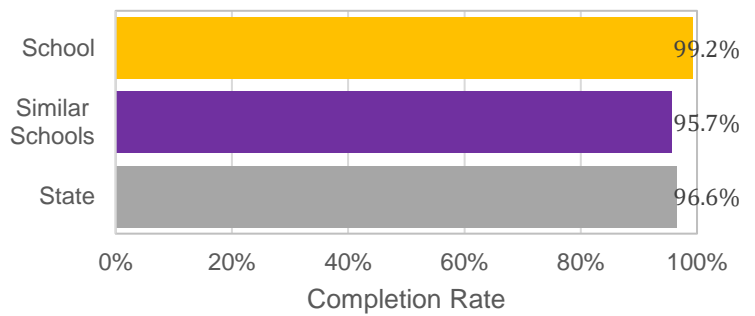
Victorian Senior Secondary Certificate

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:	99.2%	95.5%
Similar Schools completion rate:	95.7%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.1

Number of students awarded the VCE Vocational Major

23

Number of students awarded the Victorian Pathways Certificate

11

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

48%

Percentage VET units of competence satisfactorily completed in 2023:

63%



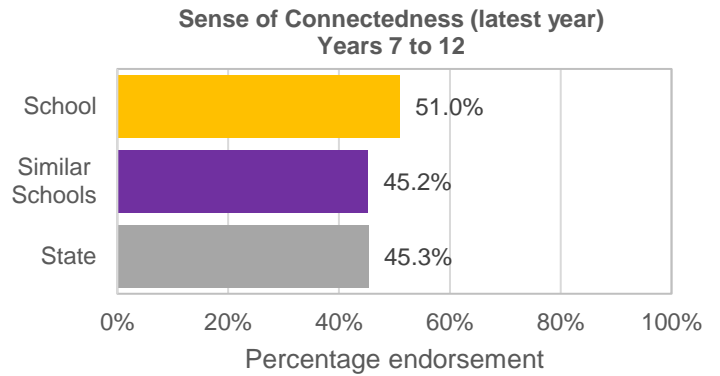
WELLBEING

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).

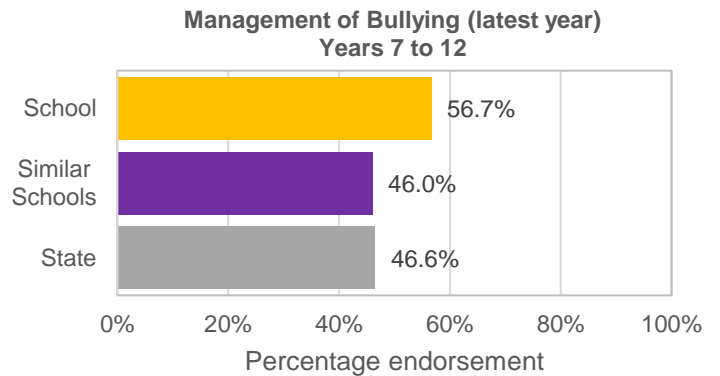
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	51.0%	58.6%
Similar Schools average:	45.2%	50.2%
State average:	45.3%	49.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	56.7%	62.8%
Similar Schools average:	46.0%	50.9%
State average:	46.6%	51.0%



ENGAGEMENT

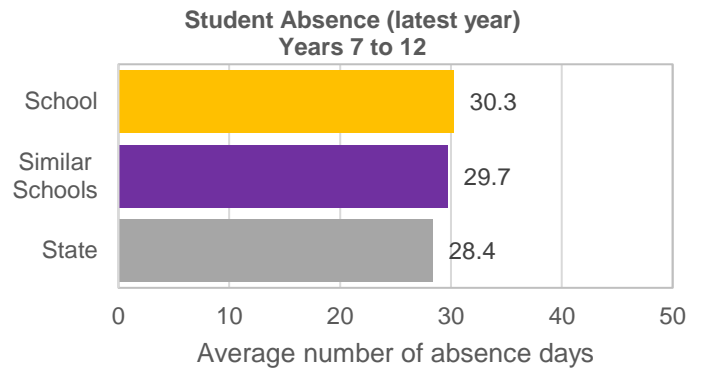
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	30.3	29.0
Similar Schools average:	29.7	25.1
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.

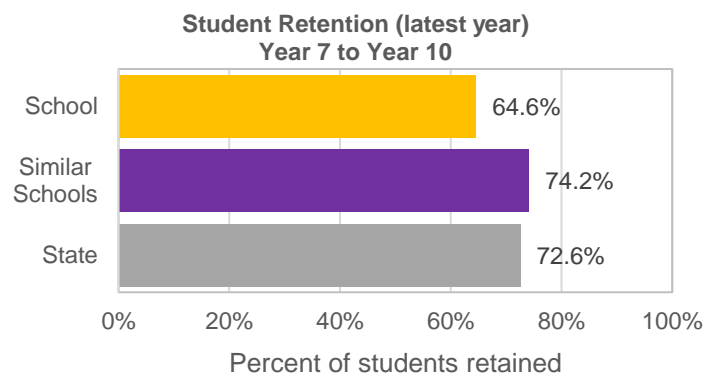
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	79%	83%	85%	89%	94%

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:	64.6%	66.0%
Similar Schools average:	74.2%	74.9%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

Latest year (2022) 4-year average

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

93.0% 91.8%

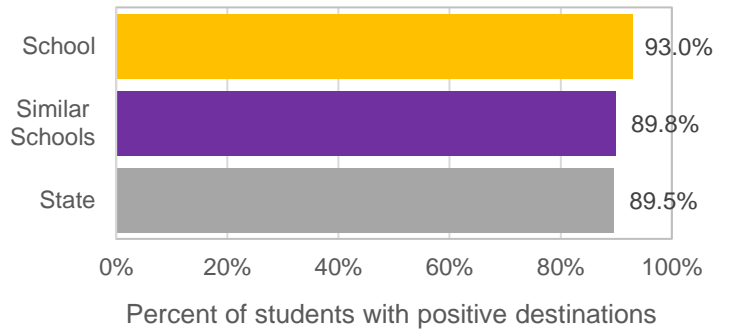
Similar Schools average:

89.8% 90.1%

State average:

89.5% 89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$19,187,358
Government Provided DET Grants	\$3,419,104
Government Grants Commonwealth	\$22,942
Government Grants State	\$19,352
Revenue Other	\$356,957
Locally Raised Funds	\$425,928
Capital Grants	\$0
Total Operating Revenue	\$23,431,641

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,573,545
Equity (Catch Up)	\$159,656
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,733,201

Expenditure	Actual
Student Resource Package ²	\$20,500,686
Adjustments	\$0
Books & Publications	\$22,712
Camps/Excursions/Activities	\$332,551
Communication Costs	\$52,328
Consumables	\$459,891
Miscellaneous Expense ³	\$175,052
Professional Development	\$93,128
Equipment/Maintenance/Hire	\$738,648
Property Services	\$450,521
Salaries & Allowances ⁴	\$458,144
Support Services	\$590,469
Trading & Fundraising	\$83,426
Motor Vehicle Expenses	\$5,651
Travel & Subsistence	\$0
Utilities	\$282,187
Total Operating Expenditure	\$24,245,394
Net Operating Surplus/-Deficit	(\$813,754)
Asset Acquisitions	\$71,985

- (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 refer to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$3,209,516
Official Account	\$164,829
Other Accounts	\$14,765
Total Funds Available	\$3,389,111

Financial Commitments	Actual
Operating Reserve	\$565,413
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,171,027
School Based Programs	\$1,457,779
Beneficiary/Memorial Accounts	\$14,765
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$441,721
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$233,819
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,954,524

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.

