

2022 Annual Report to the School Community

School Name: The Lakes South Morang College (8846)



- 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 27 March 2023 at 10:42 AM by Bill Panas (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 25 April 2023 at 11:24 PM by Amanda Farrelly (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
-

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

The Lakes South Morang College is a dual campus school of 728 students (Primary 361, Secondary 367) situated in the north of Melbourne and is part of the outer north corridor in the City of Whittlesea. The College comprises a diverse community with a representative mix of many cultures. There are at least 30 languages spoken by our families and 90 students from EAL backgrounds. The College comprises 14 students that identify as Aboriginal or Torres Strait Islander background (Primary 9, Secondary 5). There are 15 students that are funded through the Program for Students with Disability (Primary 8, Secondary 7), and 133 students who were identified as requiring educational adjustments through the Nationally Consistent Collection of Data survey (98 Primary, 35 Secondary). The Lakes supports enhancement programs enabling 7 students to participate within the Victorian High Abilities Program (Primary 6, Secondary 1) and the Secondary campuses VIA program (46 Secondary - Year 7 & Year 8). The School Family Occupation Employment (SFOE) index score on the Primary Campus is 0.3820 and on the Secondary Campus 0.4626. In 2022, the College employed 92 staff members, comprised of: four Principal Class Officers; 63 teachers; and, 29 Education Support staff. Of those, 20 teachers and 23 Education Support staff members worked in a part time capacity. The College employs one staff member who is of Aboriginal or Torres Strait Islander background.

The breakdown of the Leadership Team has been strategically devised to equally cater for both campuses. This includes a College Principal and two Campus Principals. Roles are broken down and aligned in accordance to the DET FISO dimensions to oversee the effective implementation of the human and physical resources of the College. There is a total of three Leading Teachers and two Learning Specialists, focused around Literacy, Numeracy, Senior School Provision and Wellbeing and Engagement. The team embodies consultative and transparent models of shared responsibility and distributive leadership. The College believes this approach provides a strong foundation for improving student learning and learning opportunities across the school. The staffing mix has evolved with increasingly experienced teachers and professional maturity - reflected in the number of teachers who are now in the band two classification range. This has grown over the past year with the employment of experienced teachers at the senior school level. The College does not have an overseas school program.

The College has introduced a clear narrative for change underpinned by open and transparent communication. This has become evident to our students and the college community through regular Principal Newsletters (written and video) to families, presentations at college assemblies and key events including: information sessions; transition meetings; special ceremonies (e.g., Awards Night); School Council meetings (including widely available agendas and formal Principal Reports); and, through formal accountability reporting such as the Annual Report, School Performance Report and Census. Additionally, staff receive weekly Principal reports throughout the year covering all facets of school improvement and operations. A Consultative Committee is successfully used as the vehicle to address industrial matters and issues pertaining to employment. Feedback is always carefully prepared, is on time and accurate. The changes implemented to Workforce Planning have been extremely well received by staff who have appreciated and heavily endorse our commitment to achieve the best possible outcomes for student resourcing and programs.

The college vision is focused on four key areas: academic rigor, high expectations, school pride and a positive climate for change in our community.

Academic Rigor:

- A commitment to every student making 12 months growth annually, including their development being tracked and that resources are made available to support their individual learning. Eg: TLI and MYLNS, extra ES support staff and identification and support of students that can move from the medium to high NAPLAN bands.
- Provision of leadership opportunities and collaborations with formal training, including: SRC; Peer Support; college feedback groups; community liaison and work experience; further studies through VET and Melbourne Polytechnic; local Council initiatives; future careers forums and excursions and camps.
- Teachers attestations to include goals that coincide with the development of academic rigor at school, supported through the provision of further resources to support: student learning growth; opportunities to collaborate and discover best practice; and, to extend and provide psychological safety.
- Establishment of Learner Coaches so that the pivotal focus of all staff is on learner agency, and specifically, individual learning growth in accordance with student data, interest and engagement.

High Expectations:

- Performance data used and to identify the unique and individual challenges experienced on each campus to set team and individual goals in line with the key performance indicators that have emerged from the School Review.
- Resource funding specific to the targets set in the AIP for each campus and as indicated in the Student Resource Package (SRP).
- Development of meeting schedules for the college to address respective needs, goals and targets of each campus.
- Leadership structures realigned to reflect DET FISO 2.0 goals and targets specific to each campus.

- Development of student Individual Education Plans and Pathway Plans based on summative and formative data, AToSS outcomes and POS / SOS responses.
- School Council affirmed as the leading voice of the community, advocating School Pride, a positive climate for change and upholding protocols that set the standard of high expectation of behaviour and process.
- Official reporting processes provided to all staff with details on school performance, including: Census enrolment data; AIP; Annual Report; NAPLAN; VCE/VCAL/VM; AToSS; SOS; POS; and, the School Review.
- PLCs to implement the college priority of developing the role and expertise of Learner Coaches in a systemic fashion.
- Development of the next phase of student wellbeing and engagement initiatives, utilising SWPBS and the Positive Development Model, underpinned by an invested college community that owns and drives the program.
- Implementation of college-wide continuous reporting to students and families, so that they have real-time information and ownership of learning progress.

School Pride:

- Update of school facilities, including: painting through learning streets; new carpeting; new external fences and gates; shade sails; lockers; a dedicated Year 7 pod and play areas; vape detectors on the secondary campus; outdoor seating; and, improved uniform garments.
- Update of college communications, including: Principal Newsletter format and distribution; Aspire magazine; social media presence with Instagram and Facebook; reimaged website; Sentral; and, college boards installed in the General Offices of both campuses.
- Update of college recognition of achievement, including: highlighting student and staff achievement more prominently through formalised awards; introduction of Year 6 and Year 12 college dux; and, the introduction of a college Alumni.
- Retention of experienced and excellent staff committed to our college goals, that believe in our students and want to make a difference to their education.
- Further development of transition initiatives to demonstrate the changing nature of learning pedagogy, the high quality of our work, the high level of staff and student collaboration and feedback, student achievement and school facilities across the domain areas.

Positive Climate for Change in our Community:

- Awards Night amendment to an evening offsite event to reflect changing attitudes of our family demographic. The reason for the change is part of the changing college narrative to strengthen college values, celebrate student success and academic rigor and build community connections with business, prominent community members and long-standing college partners participating as award presenters and guests of honour in a setting that auspices this important event in our college.
- School Council lead with “Hot Topics” carefully selected for discussion after canvassing community needs and issues.
- Senior School provision - expansion of subjects, staffing mix, profile and links to tertiary and further education.
- Workforce Planning devised to increase collaboration and communications with staff to a high level so that the organisation is professional and decision making is consultative, inclusive and timely.
- Wellbeing tiered Model developed to provide a consistent and sustained response to Tier 1, 2 and 3 needs across the college and linked into the distribution of the Mental Health Fund resource.
- The development of the CELS South Morang campus to complement our education precinct alongside Merriang SDS and stimulate community participation in our college and students. It is anticipated that the facility will be built and opened in Term 3, 2023, and will support our need for exposure, enrolments, improved facilities and highlight us as a prominent educational precinct in the local area.

The College has recently completed a School Review and appointed a substantial Principal to lead the next phase of the learning journey at the college. The Principal will select a leadership team that will drive the new School strategic Plan (2023-2026). Three areas are identified as key components of the plan with the aim of optimising growth in Learning, Wellbeing & Community Connections. Each component has clearly established key performance indicators (KIS) that will be a key determining factor in achieving success over this period. The School Council has also had a makeover with clear structures, timelines and behaviour protocols for members that have been enacted to promote the values pertinent to the new vision of the college. Processes enable higher levels of consultation, inclusion and decision making. Communications between the key college stakeholders are a priority and wider community involvement and partnerships through a range of initiatives will enhance curriculum programs, build college resources and goodwill.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Lakes South Morang College is in a transformation phase. The recent changes to a traditional primary-secondary campus structure has altered the leadership roles within this context. The college has intentionally allocated leadership roles in accordance with FISO 2.0 so that there is a clear delineation of responsibilities that oversee they key dimensions of the framework.

One of the major complexities is to align the varying needs of the two campuses. To effectively impact on the school strategic plan, leaders have had to:

- separate the performance data and identify the challenges for each campus
- resource funding specific to the targets set in the AIP for each campus and as indicated in the Student Resource Package (SRP)
- develop separate meeting schedules for each campus to address respective needs, goals and targets
- realign leadership structures to reflect DET FISO 2.0 goals and targets specific to the campus.

This has worked to address numerous individual campus challenges as evidenced in the School Review. The performance data clearly indicates that each campus is at a different point of their development and there are reasons that are attributed for this:

Primary Campus

- Three years of intense work with NEMA Literacy Partners on improving literacy results
- Introducing Years 5 and 6 levels
- A commitment to small class sizes
- Three-year investment in the SWPBS program
- Strong NAPLAN results
- A consistent staff demographic

Priority areas as a result include: numeracy, IELP development, learner coaches training through Ed Partnerships, data and technology literacy through NEMA PLC leaders, continuous reporting, middle level leader development via Huddle Education and improvements to our transition profile – Prep and Years 6-7. Child mental health and managing students with a disability, staff wellbeing and the work-life balance remain key areas of concern.

Secondary Campus

- Senior School program only recently introduced requiring staff professional development in VCE/VM/VCAL subjects, VCAA policy and procedures, assessment and reporting plus understanding older adolescent behaviours
- Employment of teachers required for specialist secondary subjects
- Middle Years Literacy Numeracy Support initiative (MYLNS)
- Transition changes from Year 9 to 10 and the historical implication of families transferring to Mill Park Secondary College Senior Campus
- The introduction of Math Pathways
- Notebook program changes
- The Mental Health Fund

Priority areas are learner coaches training via Ed Partnerships, continuous reporting, data literacy through NEMA PLC training, senior school provision and older adolescent wellbeing programs particularly marginalised minority groups, adolescent mental health programs, career development and community connections and partnerships. Additionally, links to further study and tertiary institutions and the development of a college alumni, are areas for growth.

Over the life of the current school strategic plan, the college must develop opportunities that engage parents/carers beyond the school gate so that momentum grows in the areas of goodwill, positivity and communications. Social media forums need to be developed to promote student and teacher excellence, exciting programs and celebrations of learning and achievement.

Learner agency, particularly student feedback and reflection by contributing to IELPS, official performance data in literacy and numeracy-NAPLAN plus VCE results are critical markers of college growth. Student voice must parallel community perceptions in high level of expectation as the college emerges as a key community hub for learning and development. Traditions need to be established and maintained so that the college “point of difference” is clearly articulated and understood by all stakeholders.

Additional infrastructure and resources are needed to support the priority areas of the school strategic plan. A fully sized gym with seating capacity for spectators that can be used beyond school hours and for whole school assemblies is strongly desired by the community; a performing arts centre/theatre which can host community theatre and performing arts groups, school productions and speakers would enhance opportunities for community involvement; the expansion of a dedicated metro bus to include a stop on the primary campus in addition to the current secondary campus would support travelling families with children on both campuses and support prospective enrolments; and a refurbishment of the principal office area to enable the development of a seminar room for consultations and meetings. On the secondary campus, the redevelopment of the technology building to a STEAM building would enhance opportunities to develop a niche at senior school and subsequent enrolments; student lockers need to be upgraded; the synthetic oval needs to be fenced; and senior school buildings need enclosed rooms to meet the demands of designated studies and smaller enrolment numbers.

The School Council has requested the installation of security cameras to help minimize vandalism especially after hours; the impending development of a Collingwood English Language Centre South Morang Campus on the secondary facility and the

redevelopment of Merriang SDS will enhance and promote the college and surrounds as a key educational precinct in the City of Whittlesea.

Teaching and Learning

NAPLAN

Primary Campus:

NAPLAN data indicates that over 90% of our Year 3 students are at or above the National Minimum Standard in Reading and Grammar and Punctuation and over 87% of students at or above National Minimum Standard in Writing and Spelling. Over 94% of our Year 5 students were at or above the National Minimum Standard in Reading, Writing, Spelling and Grammar and Punctuation. In Numeracy, 93% of Year 3 students were at or above national minimum standard and 94% of Year 5 students were at or above national minimum standard.

Secondary Campus:

NAPLAN data indicates that 90% of our Year 7 students are at or above the National Minimum Standard in Reading and 85% of students at or above National Minimum Standard in Writing, Grammar and Punctuation and Numeracy. Over 80% of students in Year 9 were at or above National Minimum Standard in Reading, Spelling and Numeracy. All students identified below National Minimum Standard received intensive intervention as part of the MYLNS programs at Years 8,9 and 10.

Teacher Judgement

Primary Campus:

Teacher judgement data for Semester 2 indicated that 25% of students from Prep to Year 6 were performing at least 6 months above expected level in Literacy, 57% of students were at expected level and 18% of students were 12 months or more below expected level. In terms of Number and Algebra across Prep to Year 6 15% of students were performing at least 6 months above expected level, 75% of students were at expected level and 10% of students were 12 months or more below expected level.

Secondary Campus:

Teacher judgement data for Semester 2 indicated that 13% of students from Years 7-10 were performing at least 6 months above expected level in Reading, 75% of students were at expected level and 12% of students were 12 months or more below expected level. In terms of Number and Algebra across 7-10 15% of students were performing at least 6 months above expected level, 55% of students were at expected level and 25% of students were 12 months or more below expected level. Interventions for low performing students included the MYLNS program at Years 8,9 and 10 in both literacy and numeracy. The Tutor Learning Initiative showed good results in moving students who were deemed 'at risk' based on lower than expected growth from 2021 to 2022 to be at level and in some cases above level.

VCE/VCAL

95% of 2022 students completed and achieved their VCE/VCAL Certificate in 2022.

Of these:

- 52% of students had offers for further studies through VTAC (VIC Tertiary Admissions Centre) – University or tertiary studies, further education in TAFE courses and diplomas.
- 5% of students intended on studying further in a course not offered through VTAC.
- 5% of our students are looking for or have found employment for this year, either as an apprentice, trainee or full-time employee.

Of the 52% of our students who chose to apply through VTAC to a tertiary institution the majority received offers from RMIT University and La Trobe University, although students also received offers from Deakin University, William Angliss Institute, Kangan Institute of Technology, Federation University and Victoria University.

Wellbeing

Primary

In 2022 the Primary Campus continued its' SWPBS journey and embedded key practices and processes. There was a strong focus on positive reinforcement, student voice and clear and precise expectations around student behaviour. An investment in building staff confidence and capacity to work with the program was also a key focus. This resulted in strong Attitudes to Student survey data on the key Student Agency areas of connectedness, safety at school and belonging. Behaviour data showed a positive trend, with a decrease in major behaviours and an increased use of positive measures to celebrate students showing the Lakes Values. Key programs across the primary campus continued to thrive including breakfast club, lunchtime clubs, Mental Health Youth Worker, SWPBS Curriculum and calming space. Overall, our capacity to identify students' social and emotional point of need and the level of support to cater for varying needs is something The Lakes community is very proud of.

Secondary

In 2022 the Secondary Campus focused on adjusting the mindsets and language of the whole campus through embedding positive value incidents to promote positive working relationships and further support the Behaviour Development Model. In 2022 we have seen a 41% increase in Positive Values on the Secondary Campus. This is largely due to the focus on changing the mindset of both

staff and students to focus on positive behaviours while redirecting and promoting positive choices. Through these foci the Secondary AToSS data demonstrated scores above similar schools in the areas of Sense of Connectedness, Emotional Awareness and regulation as well as Resilience. Key programs across the campus include Breakfast Club, lunch games clubs, social/emotional groups (targeted to Years 7 and 8), Shine Girl (Year 9), Man Cave workshops (Year 9), Think You Know run by Vic Police (Years 7, 8 and 9), Love Bites (Year 10), procrastination and motivation (Senior Students), professional learning for staff focused around self-care and work life balance and the beginning of staff training around Respectful Relationships. Student Managers continued to work on Student Voice and Agency through their student discovery interviews, giving staff the opportunity to receive feedback directly from the students and to have professional conversations with these students on how the school can meet their needs and provide a supportive and productive learning environment.

Engagement

The Lakes South Morang College places a strong emphasis on student engagement through the development of authentic relationship with students focusing on teaching the whole student through regular communication with parents/carers by developing an authentic relationship with students. This was reflected by strong Attitudes to School data on the Primary Campus especially around key components of connectedness, safety and high expectations. In addition to this, a range of lunch time clubs were offered to engage student interests and a 'CALM' space was established to support student socialisation and emotional regulation. Teacher aide time and other resources were also used to support students in the yard to cater for various inclusion and social needs. During the post Covid period, teams began to re-vamp programs through links with various external services and engaging students in the local community. This was an important part of students broadening their interaction and awareness of the whole school community. As part of a whole school approach, Microsoft Teams was used to streamline online practices for families, staff and students. To further support student engagement, a range of PD was offered to staff to help build their capacity including Inclusive Practices, Self Care, Positive Behaviour, Work Shop Model, Numeracy and Respectful Relationships.

In 2022, The Lakes South Morang College completed the 3-Tiered Response to intervention model of support for mental health and wellbeing. This helped to support students and teachers in using a framework to access the appropriate support required.

Attendance data highlighted an area for improvement with students who had 20 or more days absent showing:

- P-6 - 49%,
- 7-12 - 41%.

Other data included: disadvantaged status -

- Equity funded P-6 - 55%, 7-12 - 45%;
- Disadvantaged status -
- Non-Equity funded P-6 - 39%, 7-12 - 47%;
- EAL status P-6 - 50%, 7-12 - 35%; Aboriginal P-6 - 89%, 7-12 - 10%.

Throughout the duration of the current strategic plan, the college has placed a large emphasis on building students sense of belonging and connectedness. In 2022, The Lakes Secondary campus has worked with Department representatives to develop a tiered response to attendance which will enable consistent communication between the school community to encourage engagement. Connections to the Navigator program and our Youth Worker have also positively impacted some student attendance.. The campus has developed and implemented a range of programs to enhance student connectedness and sense of belonging, directly improving the students engagement. The employment of allied health staff including a youth worker who is allocated across both campuses has supported student engagement and driven high levels of cooperation and understanding. In 2022, our Year 9 retention rate was the highest it has been with only 15 students exiting to other schools.

Other highlights from the school year

Financial performance

The College continued to manage financial resources to support the School Strategic Plan and Annual Implementation Plan. The Lakes South Morang College maintained a sound financial position throughout 2022, allowing the College to allocate funds to

support school programs and build the capacity of teachers through professional learning to support both staff and student wellbeing.

The Financial Performance and Position report demonstrated an end of year surplus of \$412,959. Surplus funds were used to support the achievement of educational outcomes and operational needs of the school, consistent with Department Policies, School Council approvals and the intent/purposes for which funding was provided or raised. This surplus was generated through external grants; Federal and Local Government initiatives; fundraising; and strong financial planning. The grants strengthened our programs and supported our learning community.

Equity funding has been directed to the most vulnerable of our students providing for smaller, targeted learning groups to improve student literacy. It also contributed towards the implementation of numerous professional learning sessions for staff. The Middle Years Literacy and Numeracy Support (MYLNS) Program was funded at \$162 283 which was allocated to teachers working with targeted students. It also funded teachers, whose role it was to provide professional learning and coaching to staff for the implementation of learning strategies. The Tutor Learning Initiative was funded at \$244 121 and this was allocated to teachers who tutored identified students in literacy and numeracy. The College has consistently identified opportunities for the distribution and allocation of funds, enabling the College to continue to develop contemporary learning facilities and introduce initiatives that drive learning beyond the classroom.

**For more detailed information regarding our school please visit our website at
<http://www.thelakes.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 728 students were enrolled at this school in 2022, 346 female and 382 male.

28 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).

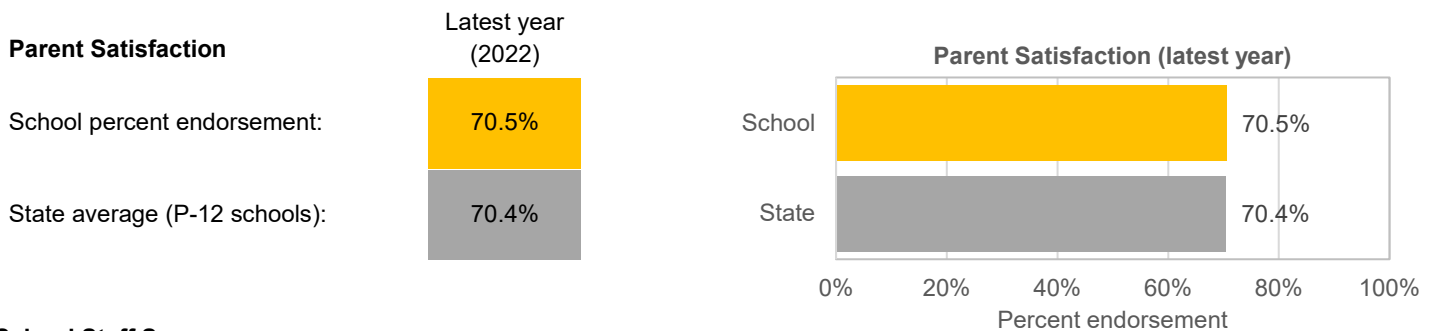
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

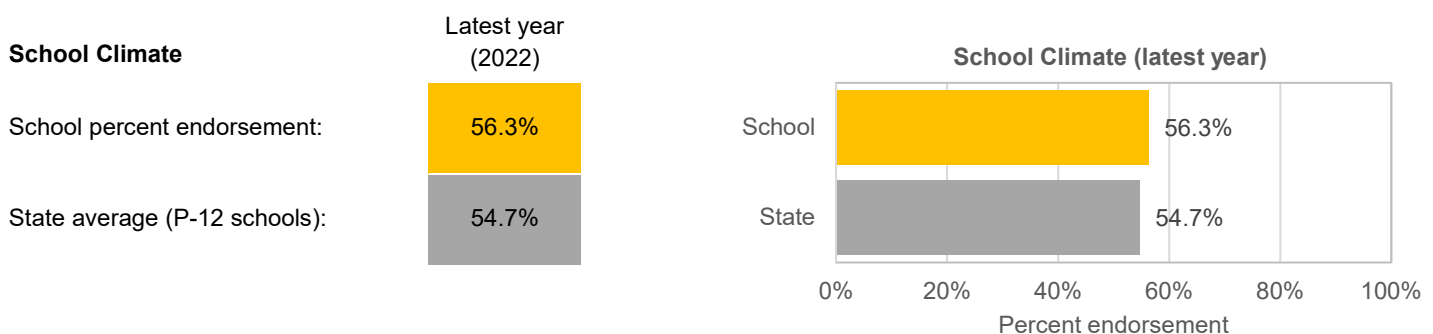


School Staff Survey

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:

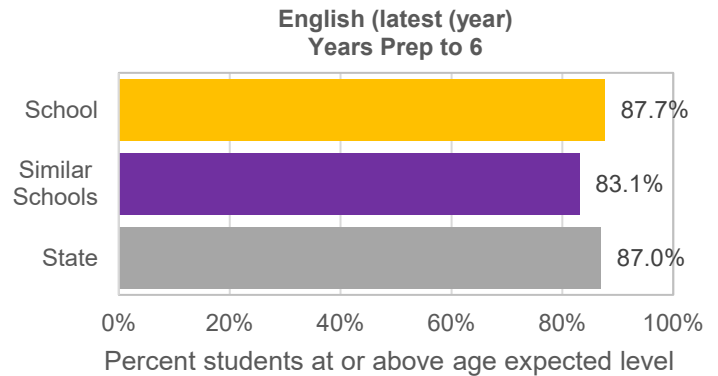
87.7%

Similar Schools average:

83.1%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

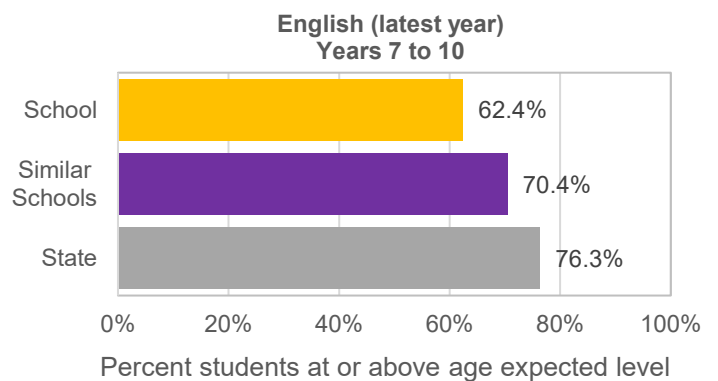
62.4%

Similar Schools average:

70.4%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

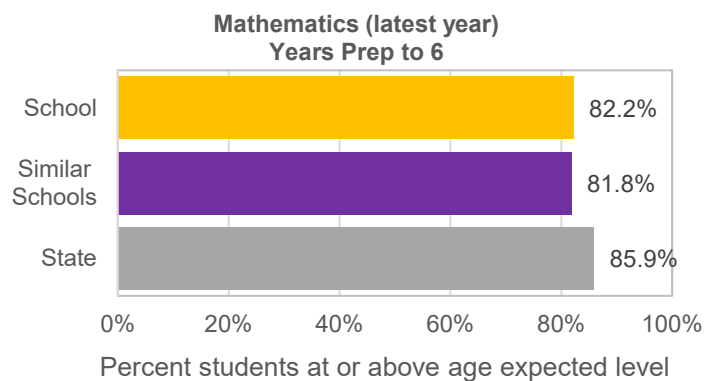
82.2%

Similar Schools average:

81.8%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

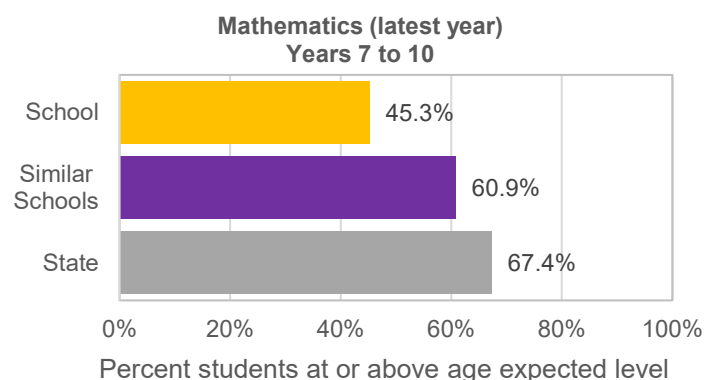
45.3%

Similar Schools average:

60.9%

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.

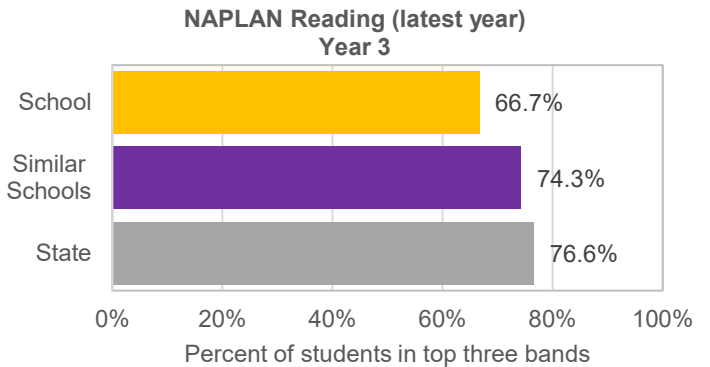
NAPLAN

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.

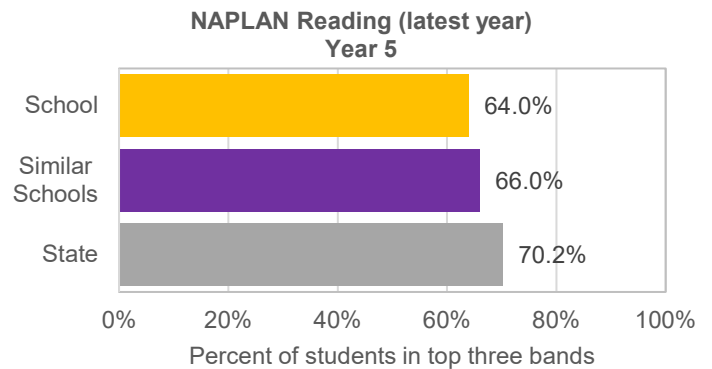
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	68.9%
Similar Schools average:	74.3%	73.8%
State average:	76.6%	76.6%



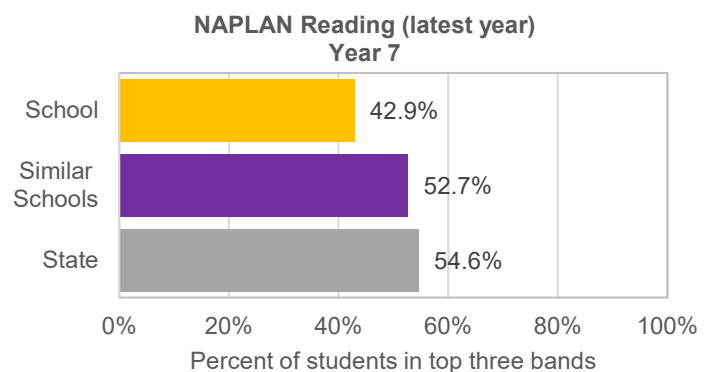
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.0%	61.9%
Similar Schools average:	66.0%	64.3%
State average:	70.2%	69.5%



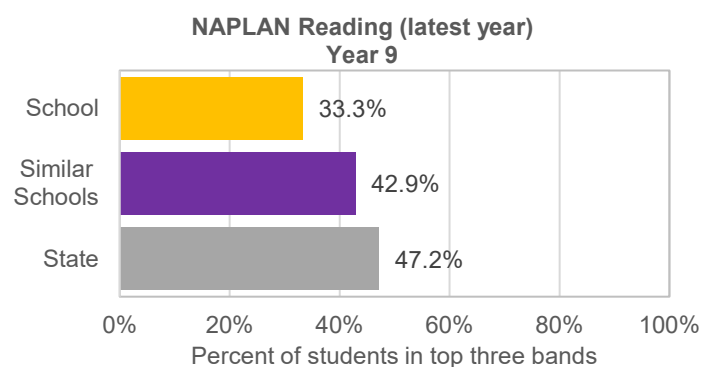
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	50.0%
Similar Schools average:	52.7%	52.2%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	37.4%
Similar Schools average:	42.9%	40.8%
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**

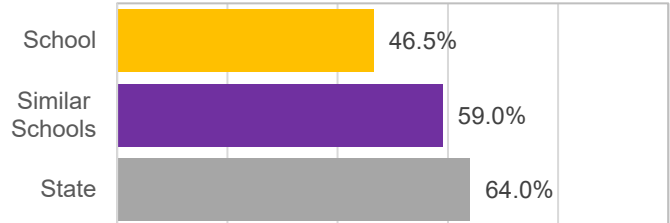
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
46.5%	56.2%
59.0%	60.4%
64.0%	66.6%

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



0% 20% 40% 60% 80% 100%
Percent of students in top three bands

**Numeracy
Year 5**

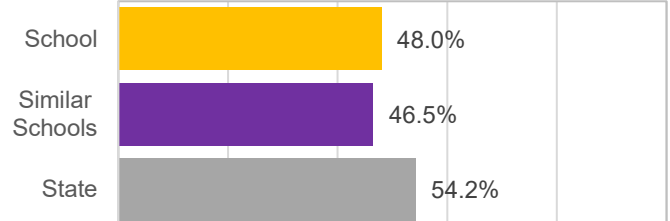
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
48.0%	53.8%
46.5%	52.3%
54.2%	58.8%

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



0% 20% 40% 60% 80% 100%
Percent of students in top three bands

**Numeracy
Year 7**

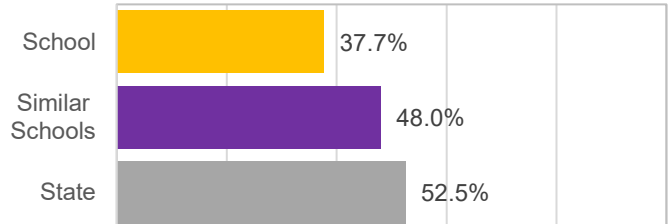
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
37.7%	50.0%
48.0%	50.4%
52.5%	54.8%

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



0% 20% 40% 60% 80% 100%
Percent of students in top three bands

**Numeracy
Year 9**

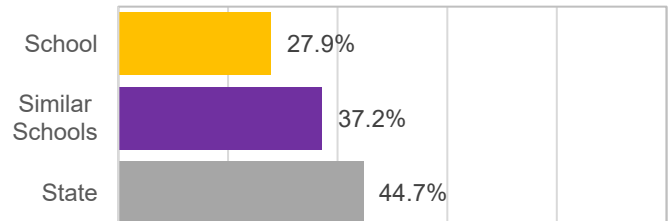
School percent of students in top three bands:

Similar Schools average:

State average:

Latest year (2022)	4-year average
27.9%	32.1%
37.2%	38.6%
44.7%	45.6%

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



0% 20% 40% 60% 80% 100%
Percent of students in top three bands

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.*

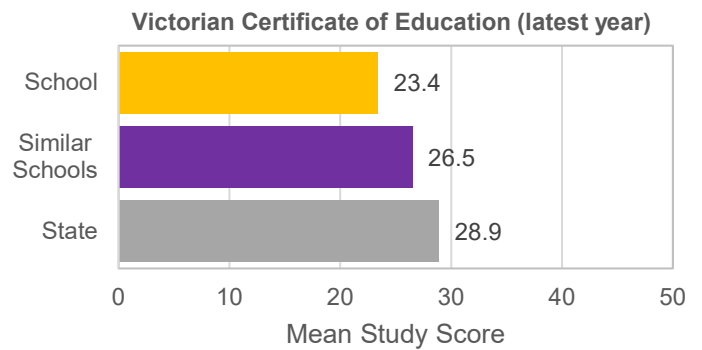
Victorian Certificate of Education (VCE)

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	23.4	23.5
Similar Schools average:	26.5	26.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

86%

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

35%

VET units of competence satisfactorily completed in 2022:

50%

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

64%

WELLBEING

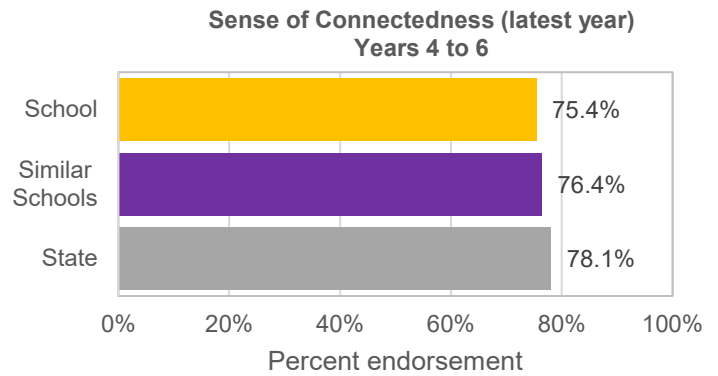
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The 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).

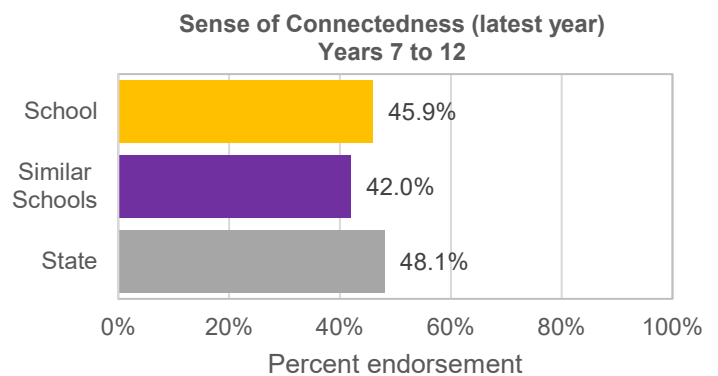
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.4%	78.1%
Similar Schools average:	76.4%	77.9%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	45.9%	46.4%
Similar Schools average:	42.0%	46.3%
State average:	48.1%	52.5%



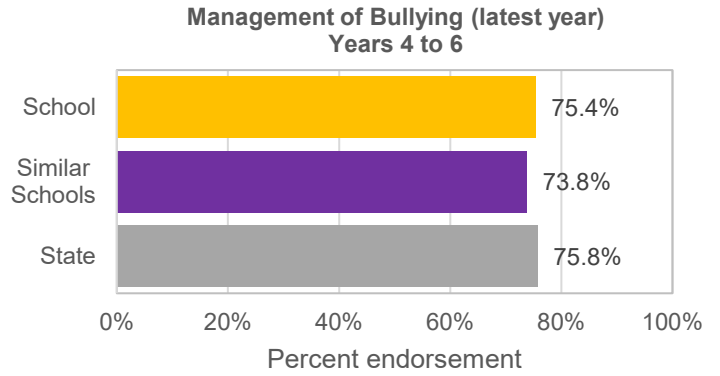
WELLBEING (continued)

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).

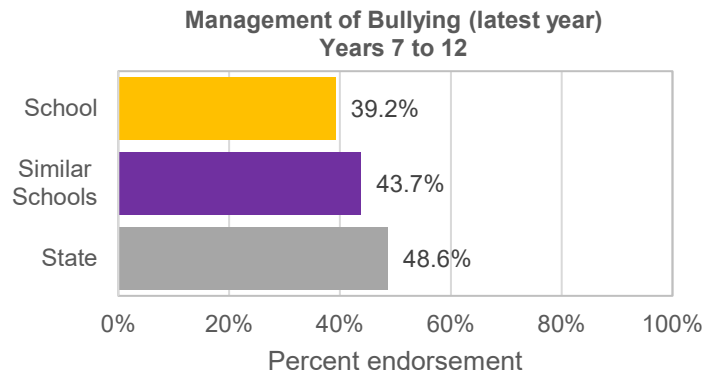
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	75.4%	77.8%
Similar Schools average:	73.8%	76.7%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	39.2%	39.5%
Similar Schools average:	43.7%	49.3%
State average:	48.6%	54.0%



ENGAGEMENT

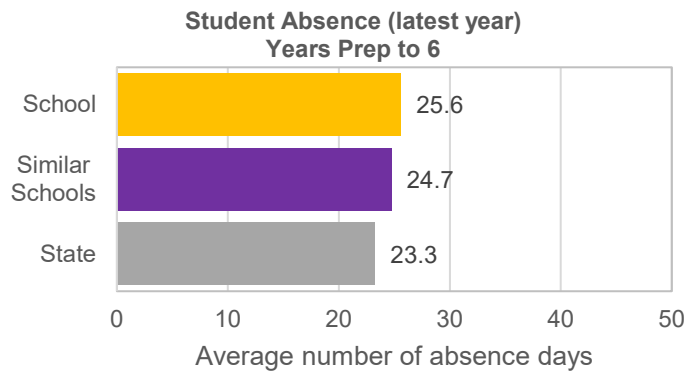
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

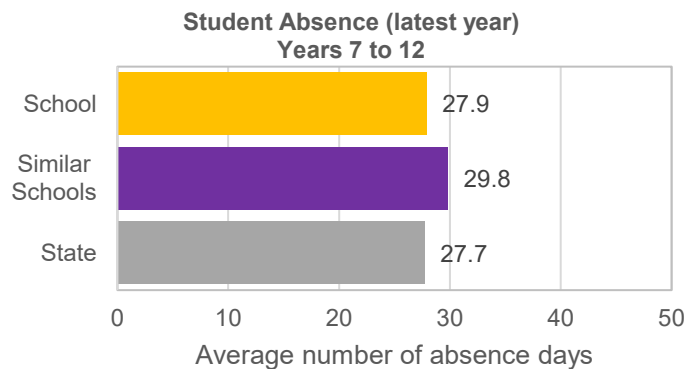
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.6	18.2
Similar Schools average:	24.7	18.5
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	27.9	21.1
Similar Schools average:	29.8	23.4
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):	84%	89%	89%	87%	89%	85%	87%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	87%	85%	79%	83%	96%	97%

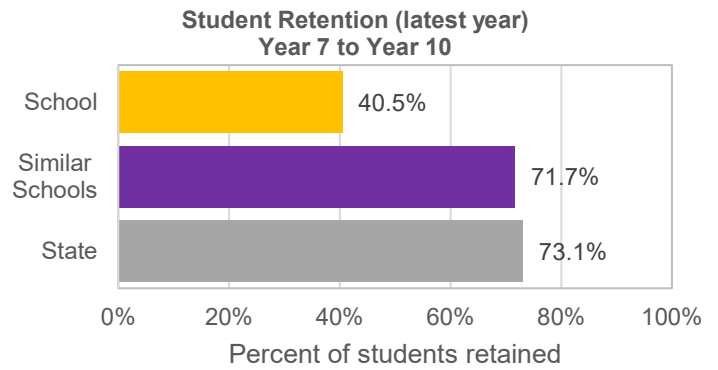
ENGAGEMENT (continued)

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:	40.5%	45.5%
Similar Schools average:	71.7%	71.0%
State average:	73.1%	73.0%



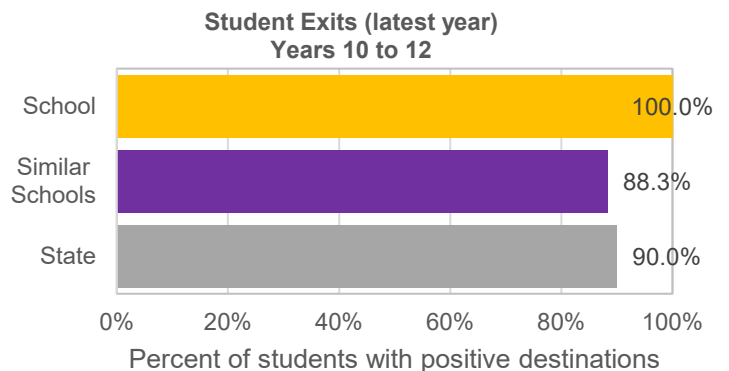
Students exiting to further studies or full-time employment

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:	100.0%	100.0%
Similar Schools average:	88.3%	88.3%
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	\$8,878,694
Government Provided DET Grants	\$900,808
Government Grants Commonwealth	\$21,955
Government Grants State	\$16,603
Revenue Other	\$161,551
Locally Raised Funds	\$262,651
Capital Grants	\$0
Total Operating Revenue	\$10,242,262

Equity ¹	Actual
Equity (Social Disadvantage)	\$276,989
Equity (Catch Up)	\$32,395
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$309,384

Expenditure	Actual
Student Resource Package ²	\$8,477,024
Adjustments	\$0
Books & Publications	\$2,007
Camps/Excursions/Activities	\$124,537
Communication Costs	\$3,756
Consumables	\$186,790
Miscellaneous Expense ³	\$125,394
Professional Development	\$44,895
Equipment/Maintenance/Hire	\$119,482
Property Services	\$407,630
Salaries & Allowances ⁴	\$107,848
Support Services	\$102,032
Trading & Fundraising	\$23,403
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$847
Utilities	\$103,600
Total Operating Expenditure	\$9,829,303
Net Operating Surplus/-Deficit	\$412,959
Asset Acquisitions	\$99,916

- (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	\$1,567,782
Official Account	\$19,892
Other Accounts	\$0
Total Funds Available	\$1,587,673

Financial Commitments	Actual
Operating Reserve	\$165,956
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$65,000
School Based Programs	\$38,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,700
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$260,000
Capital - Buildings/Grounds < 12 months	\$180,000
Maintenance - Buildings/Grounds < 12 months	\$450,000
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,499,656

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.