

2023 Annual Report to the School Community

School Name: Fitzroy High School (8742)



- 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 05:48 PM by Linda Mitchell (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 03 May 2024 at 11:16 AM by Moira Finucane (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

Fitzroy High School, is a vibrant, progressive, medium-sized government secondary school, located in the inner city suburb of Fitzroy North. The school delivers a year 7-12 curriculum for up to 650 students at the Year 7-10 Falconer St North Fitzroy Campus and up to 650 students at the Wurun Senior Campus Queens Parade Fitzroy, the latter in partnership with Collingwood College. The Year 7-10 Falconer St North Fitzroy Campus is surrounded by residential housing, local shopping precincts and extensive parklands. It primarily serves students from the local area and nearby suburbs. The campus's physical environment consists of the original buildings and recent additions; there are various room configurations providing some flexibility of use. The grounds are quite small but are augmented by using local facilities such as Edinburgh Gardens. The grounds have had significant student input in design and construction and include a kitchen garden, school-wide and community composting system and indigenous gardens. The Wurun Senior Campus is for Year 11 and 12 students from both Fitzroy High School and Collingwood College. This campus has been designed with innovative learning programs in mind and offers a comprehensive senior curriculum program including VCE, VM, VET and VPC certificates. Fitzroy High School has been partnering with Collingwood College for over 15 years to co-deliver the senior curriculum. The partnership allows both schools to be responsive to the needs and interests of students and provides the capacity to offer a greater range of subjects, compared to what would be possible if we were stand alone. The partnership is designed to complement each school's strengths and a shared vision underpins our collaboration. There is an extensive public transport network close to both campuses that provide easy access for the school community and for excursions. Many students ride their bikes and walk to school.

Programs offered for overseas students include access to year 7-12 courses for dependent students or temporary students. Fitzroy High School is not one of the schools specially accredited to accept international students with student visas, however our partner Collingwood College is, and together we offer senior certificates to these students, and a broad range of subjects, including VCE English as an Additional Language.

Vision

Fitzroy High School values children as individual learners who are full of potential and capable of excellence. Our students will be lifelong learners, reflective and creative thinkers, responsible and active citizens, and resilient and adaptable problem solvers able to navigate through an uncertain and constantly changing future.

Fitzroy High School is a learning community where students and teams of teachers work together to:

- achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development;
- celebrate diversity and embrace individual differences, including gender, class, culture, race, sexuality and ethnicity;
- build a cohesive, compassionate and proud school community with a productive legacy for the future;
- develop beyond our current capacity through continuous change and review; and
- participate in and contribute to our wider community.

Values

Fitzroy High School's values are Trust, Engage and Respect. Fitzroy High School embraces a bold and ambitious future, striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students. In this way, we engage students in an intellectually challenging education based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation as Australian and global citizens. The school places students at the centre of their learning and the structure of the school is organised around meeting the educational needs of our students. With involvement of parents and carers, teachers support students to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills.

School Context

The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

Student enrolment

A total of 481 students were enrolled at Fitzroy High School in 2023, 229 female and 243 male. 14.8 percent of students had English as an Additional Language and 2.3 percent were Aboriginal or Torres Strait Islander.

Workforce composition

In 2023, the school had 31 equivalent full time teaching staff, including 4 Leading Teachers, 3 Learning Specialists and 2 Principal Class (plus one campus principal at the shared Wurun Senior Campus), and 19 equivalent full time Education Support Staff. None of these staff are Aboriginal and Torres Strait Islander.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023, building on previous years, there have been significant successes across all aspects of teaching and learning at FHS. These have been brought to fruition through professional learning, restructuring of PLCs into Learning Areas and PLTs, a separate yet connected Year 7-10 and 11 and 12 focus, peer observations and VIT registration practices.

In Years 7-10, significant emphasis has been placed on the development of a consistent and positive classroom climate, supported by High Impact Teaching Strategies and High Impact Engagement Strategies, and governed by the Gradual Release of Responsibility pedagogical model. This work began via Professional Learning Communities in 2022, with a focus on classroom climate and flowed into a focus on the Gradual Release of Responsibility Instructional Model in 2023. A focus on peer observations was renewed after a hiatus due to remote teaching.

Responsive teaching practices were introduced through external whole school professional learning. We have also focused on a common approach to teaching disciplinary writing skills. In response to NAPLAN data that suggested writing to be an area for growth, three writing strategies were introduced. These continue to be embedded in all learning areas.

In Years 7-10 Mathematics, year level teams have introduced a co-teaching method to enable dynamic "ready to learn" groupings. This has required significant staffing and timetable considerations to enable blocking of maths classes. This change has provided students with mixed ability "low floor, high ceiling" learning activities, and placement in "ready to learn" groups for particular topics based on assessment and observational evidence.

Our partnership with the University of Melbourne's New Metrics initiative has enabled additional student-centred learning. Through our Step-Up program, students are developing 21st century skills through interactive workshops and micro-credentials; and a focus on building and assessing agency in learning.

The Tutor Learning Initiative and the Middle Years Literacy and Numeracy Strategy have also been successes, creating opportunities to support a range of students through small group tutoring.

NAPLAN Reading and Numeracy

In 2023, 81% of year 7 students were exceeding or strong while 79% of year 9 students were exceeding or strong in Reading. Both were higher than the state and similar schools. In 2023, 55.8% of year 7 students were exceeding or strong while 66.7% of year 9 students were exceeding or strong in Numeracy. Although the year 9 result is higher than the state, it is lower than similar schools. The year 7 result was lower than the state and similar schools. In 2022, 68% of year 7 students were in the top three bands while 67.6% of year 9 students were in the top three bands in Reading. Both were higher than the state and similar schools, except for year 7 which was slightly below similar schools. In 2023, 55.8% of year 7 students were exceeding or strong while 66.7% of year 9 students were exceeding or strong in Numeracy. Although the year 9 result is higher than the state, it is lower than similar schools. The year 7 result was lower than the state and similar schools. In 2022, 45.7% of year 7 students were in the top three bands while 57.7% of year 9 students were in the top three bands in Numeracy. While the year 9 result was higher than the state and similar schools, the year 7 which was below the state and similar schools.

VICTORIAN SENIOR SECONDARY CERTIFICATE

In 2023, the completion rate of the Victorian Senior Secondary Certificate was 98.4%, above similar schools and the state. The mean study score for all VCE subjects was 27.7, with 10 students awarded the new VCE Vocational Major and 88% of students satisfactorily completing VET units.

TEACHER JUDGEMENTS

In 2023, the percentage of students at or above age expected standards in year 7-10 English was 87%, higher than similar schools and significantly higher than the state average. In 2023, the percentage of students at or above age expected standards in year 7-10 Mathematics was 33.2%, significantly lower than similar schools and the state average. This is an area of concern and has been incorporated into the new Strategic Plan for investigation and action.

Wellbeing

Fitzroy High School has a well established wellbeing culture and support system for students. The Leading Teacher roles at Wurun Senior Campus were created to reflect FISO 2.0 with an equal focus on Wellbeing and Learning. In 2023 the Year 7-10 Wellbeing Leader became of Leading Teacher role was re-organised to incorporate wellbeing and inclusion, in an effort to support the wellbeing and inclusion needs of all students, and to model effective strategies and provide professional learning for staff. We are very proud of the positive endorsements from the Student Attitudes to School Survey, with the 'Sense of Connectedness' factor for years 7-12 being significantly higher than State and similar schools. The 'Managing Bullying' factor was also higher than the State and similar schools. When our students move from the year 7-10 campus to the Wurun Senior Campus, a handover meeting is held with members from both campus wellbeing teams to ensure consistency of support.

The wellbeing team regularly liaises with parents and teachers regarding students' disabilities and learning needs. On occasion, we observe students in class to determine what their needs are. We run professional learning with our staff, including all Education Support staff, to ensure an appropriate understanding of student needs. This year, we have delivered a series of workshops around the theme 'essential for some, harmful for none', with a focus on classroom strategies that can be implemented to some extent in all classrooms, and will mean that students with disabilities will find it easier to learn. These strategies will be essential to any student with a disability, and they will benefit all other students.

Brain breaks, movement breaks, colouring and puzzles are incorporated into teachers' practices to support emotional regulation and focus.

Students who experience high levels of anxiety and/or issues with emotional regulation can access a wellbeing support plan that identifies what is likely to cause dysregulation, appropriate de-escalation strategies, and clear steps to follow in times of high emotional stress. The wellbeing support plan is collated in collaboration between the wellbeing team, the student, and guardians. As part of our Grade 6-7 transition, our Wellbeing & Inclusion Leader identifies which students have a diagnosed disability or feeling anxious about starting secondary school. Our Wellbeing & Inclusion Leader conducts transition interviews with Primary schools and guardians, in order to establish a transition plan and an understanding of what student needs prior to starting secondary school. The plans are then shared with the Year 7 teaching team prior to the first orientation day. The plans also help to inform class groupings. An additional orientation afternoon is offered for a small group of students with additional needs, where they get the opportunity to tour the school, and meet teachers and peers prior to the first of our 2 full-day orientation days.

The Wellbeing team has regular meetings with the Department of Education Student Support Services team for secondary consults regarding students presenting with challenges in engagement or wellbeing.

We have a well-established and efficient wellbeing referral system, which means that our teachers and year-level leaders are able to recognise when they need additional support for some students. The wellbeing team then provide either situational or long-term support for these students.

Over the past few years we have delivered small group programs such as I-CAN, Engage, and The Big Sister Experience, to specifically cater to groups of students who experience difficulties due to additional learning needs. In 2024, the school will be implementing the The Resilience Project, which is renowned for its impact on students across a wide range of schools.

Our teachers work together in learning areas to continuously improve and differentiate tasks and learning strategies that cater to all levels of ability. Through our Professional Learning Teams, we conduct peer observations to support each other with the implementation of differentiation strategies and classroom routines, in order to enable a consistent and predictable approach across the school.

ATTITUDES TO SCHOOL SURVEY

Most elements of the Attitudes to School Survey have improved significantly between 2019 and 2023, while others have remained the same. Some highlights are the percentage endorsement in 2023 for all four factors of the Effective Teaching Practice for Cognitive Engagement being above state and similar schools; most of the factors for Learner Characteristics and Dispositions being also above state and similar schools in 2023; all four factors for School Safety being higher than state and similar schools in 2023; all five factors for Social Engagement being above state and similar schools in 2023, some significantly so; and all three factors for Teacher-student relations being above state and similar schools in 2023. Most factors of the Not Experiencing Bullying and Not Experiencing Racism domains are also above state and similar schools in 2023. Some areas which need some improvements are Emotional and Relationship Engagement domain, the Individual Social and Emotional Wellbeing domain and the Physical and Mental Health domain. The headline Attitudes to School Survey data presented in this report include only the Sense of Connectedness and Management of Bullying, both of which are above the similar schools average and the state average in 2023.

Engagement

Our continued focus on wellbeing and engagement to support learning and have mobilised available resources to support student wellbeing and mental health. In 2023, the school created an Leading Teacher role with a focus on Engagement. Through our Professional Learning Team (PLT) we targeted efforts on strengthening a positive climate for learning. Our focus on Rights, Resilience and Respectful Relationships (RRRR) has led to positive impacts on student academic outcomes, mental health, classroom behaviour, and relationships between teachers and students.

We have continued to build on the work of the School Wide Positive Behaviour Support model, which has supported the establishment of safe, structured and consistent classroom environments and expectations. We created a system of 'green posts' on Compass (visible to students and parents), for consistent demonstration of school values. Points are used to purchase rewards from a Positive Post shop.

STUDENT ABSENCES, ATTENDANCE RATES AND STUDENT RETENTION

In 2023, the school average number of absence days was 28.6, slightly higher than the state average and similar schools. The attendance rates by year level indicated that year 8 was an area of concern, as it was lower than the other year levels.

Retention data in years 7-10 declined in 2023 and was lower than similar schools and the state average. Student destination data on the other hand improved, with 97.2% of students entering post school education or employment, compared with the state average of 89.5% and the similar schools average of 90.5%. This can in part be attributed to the school's very strong and successful careers program, which is well established and responsive to student needs and changes in the world of study and work.

STUDENT VOICE, LEADERSHIP AND AGENCY

During 2023, along with other avenues for student voice, leadership and agency, the journey of formalising our student leadership opportunities at FHS continued. Working with VicSRC, the peak student leadership advocacy body in Victoria, a diverse group of students came together to discuss the benefits and challenges of having a student leadership team, and what that might look like for our school community. This working group proposed a Student Representative Team made up of 3 students per year level to be the voice of the students. This proposal was approved by School Council and applications opened in Term 3 2022. After receiving a large number of applications, interviews were conducted with a panel of students and staff, and the inaugural SRT was formed. The team present a regular report to School Council and is very visible in the school. 2023 was a year of growth, particularly with regard to planning and running events, how to work effectively with school leadership, and building leadership and teamwork skills. A key emerging relationship was the joint Student Leadership Summit with Wurun Senior Campus and Collingwood College, where students were able to practice share and look at ways to continue building connections between the two schools and three campuses.

Other highlights from the school year

A key highlight in 2023 was the four year School Review and the development of the new Strategic Plan. The Principals of Fitzroy High School and Collingwood College, with support from the Department of Education, advocated to rearrange the schedule for our two schools' school reviews, bringing the Fitzroy High School review forward by one year, and delaying the Collingwood College review by one year, so that the reviews would occur together and both schools could both interrogate the data and set shared goals, key improvement strategies and targets. The two schools had the same reviewer and carefully aligned how each school was analysed, as well as the shared campus. This resulted in a new Strategic Plan for each school which had the exact same goals and targets for the Wurun Senior Campus and similar shared goals and targets for students in years 7-10. The plan for 2024 is for the two schools to work more closely together as a professional learning community and to create a more seamless journey for every student as they move from year 7 to year 12.

Another key highlight was the further establishment of the Wurun Senior Campus, which, in its second year of operation in 2023, has had excellent enrolments and has significantly facilitated our ability to deliver consistent, high quality teaching and learning experiences across our Year 11 and 12 programs. A particular area of growth has been our Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathway Certificate (VPC), with improvements made to content design, assessment and reporting protocols to better align with existing Victorian Certificate of Education (VCE) practices. We have had an ongoing focus on cross-curricular delivery, building a highly skilled and versatile applied learning teaching team, and instilling the 'One VCE' message. We have also expanded our Vocational Education and Training (VET) offer, encouraging participation across all pathways, and are in the process of building further opportunities for School Based Apprenticeships and Traineeships and Structured Workplace Learning.

In 2023, more clubs and activities were introduced for students, including Debating, as part of the Debaters Association of Victoria. Both Fitzroy High School and Wurun Senior Campus fielded teams and performed very well. It was definitely a highlight to see our students developing their critical thinking and public speaking skills and being provided with the opportunity to meet lots of new like-minded people.

Financial performance

Financial performance

While the school recorded a deficit in 2023, Fitzroy High School continues to be financially secure and the total funds available to the school and its overall financial position remains strong. The Wurun Senior Campus received Student Resource Package (SRP) funding in recognition of the unique arrangement with funds directed through Fitzroy High School. The partnership financials are being reconciled early 2024 and the result will be adjusted in the 2024 SRP. Fitzroy High School saw a decline in overall student numbers attributed to the low birth rate year of the Year seven cohort and COVID-19 movement of families from and within Victoria. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package. The overall staffing has remained steady despite lower student numbers as additional funding sources for the provision of tutors and specialists in literacy and numeracy. The school will be focusing on generating more enrolments through new initiatives in 2024 and beyond.

For more detailed information regarding our school please visit our website at
<https://fitzroyhs.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 534 students were enrolled at this school in 2023, 259 female and 273 male.

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

Overall Socio-Economic Profile

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

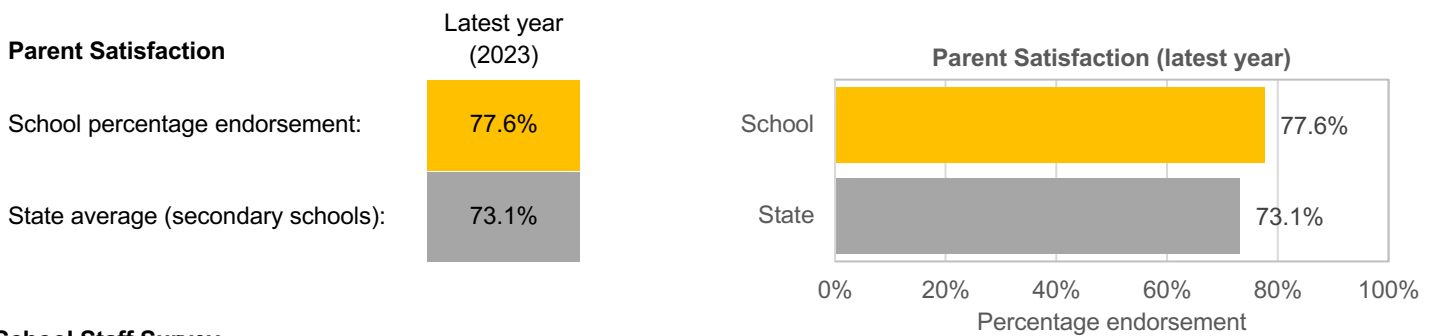
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

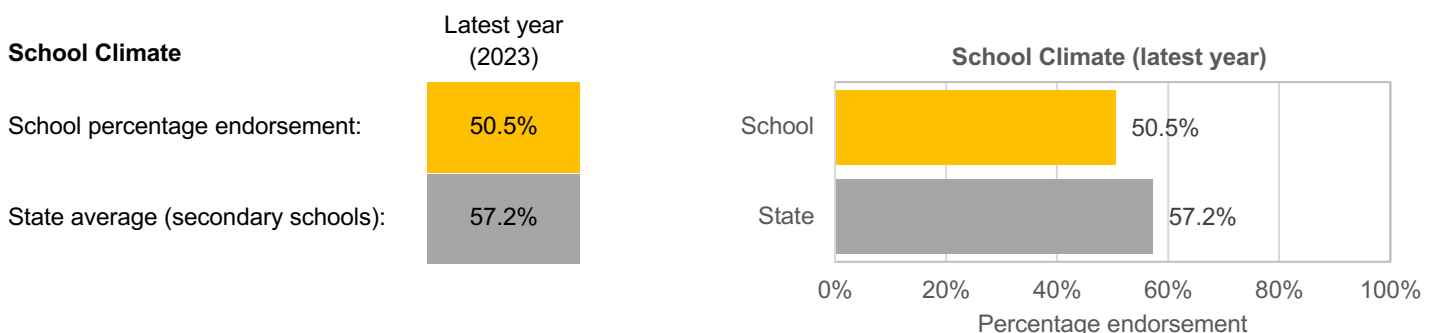


School Staff Survey

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

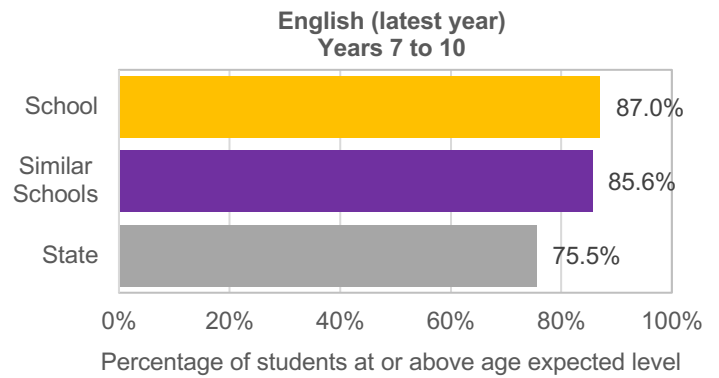
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

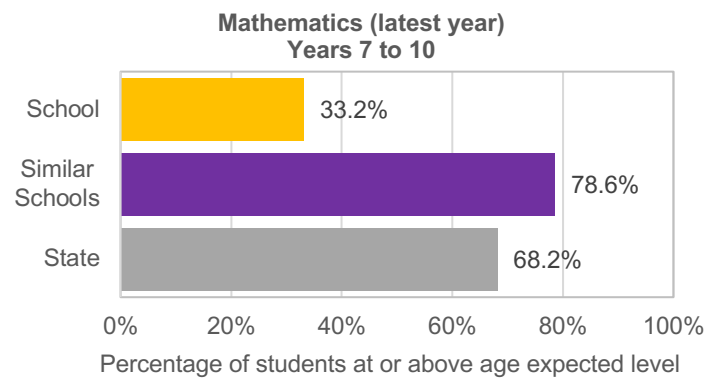
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	87.0%
Similar Schools average:	85.6%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	33.2%
Similar Schools average:	78.6%
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:

81.0%

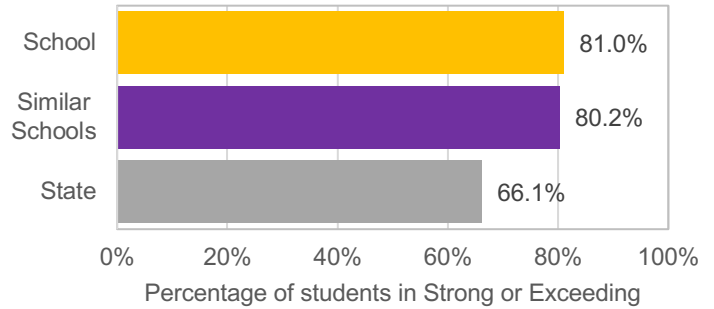
Similar Schools average:

80.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.9%

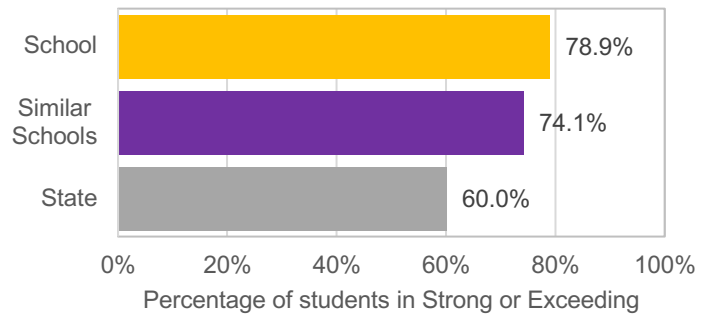
Similar Schools average:

74.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.8%

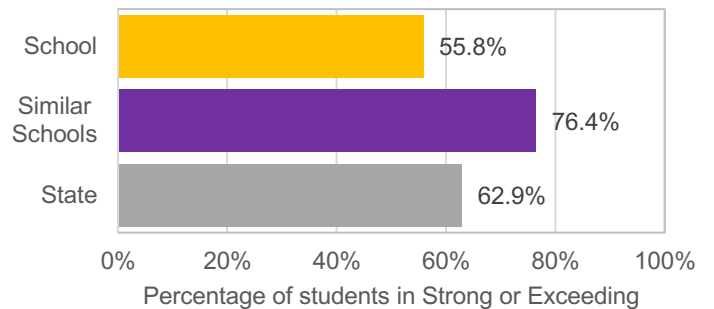
Similar Schools average:

76.4%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

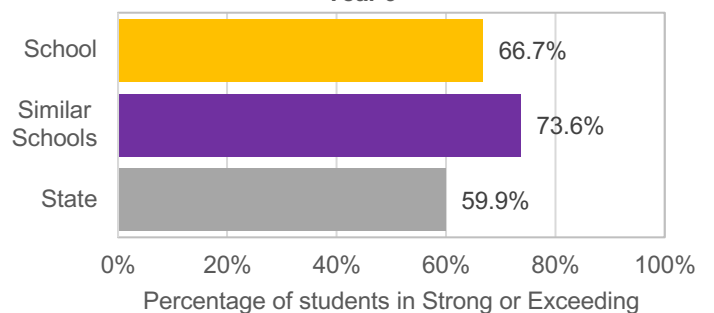
Similar Schools average:

73.6%

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:

68.0%

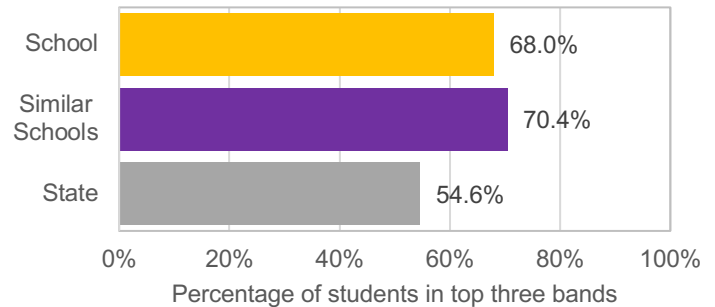
Similar Schools average:

70.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

67.6%

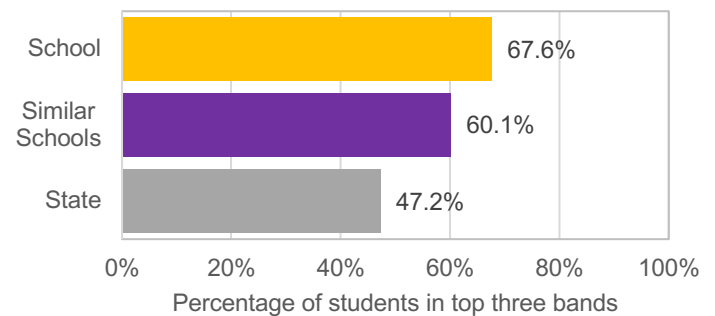
Similar Schools average:

60.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

45.7%

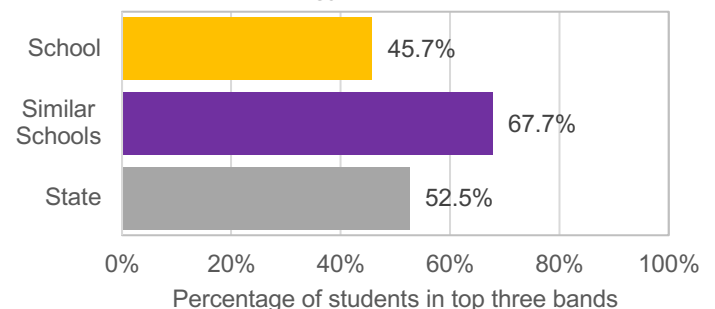
Similar Schools average:

67.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

57.7%

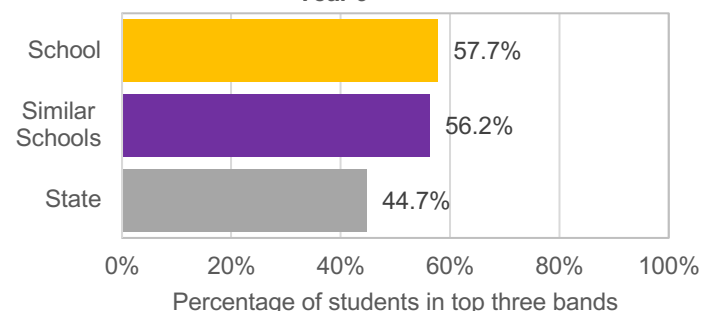
Similar Schools average:

56.2%

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

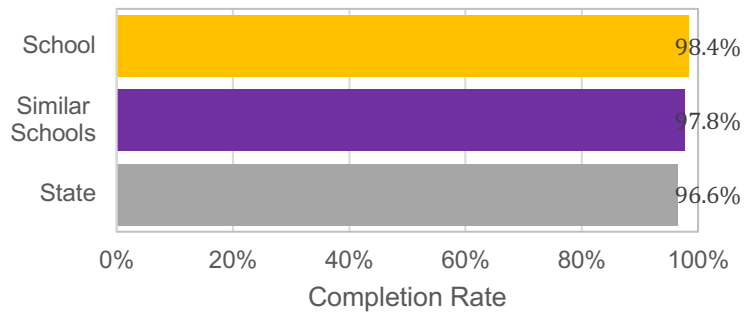
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	98.4%	95.6%
Similar Schools completion rate:	97.8%	98.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.7

Number of students awarded the VCE Vocational Major

10

Number of students awarded the Victorian Pathways Certificate

NDP

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

25%

Percentage VET units of competence satisfactorily completed in 2023:

88%

WELLBEING

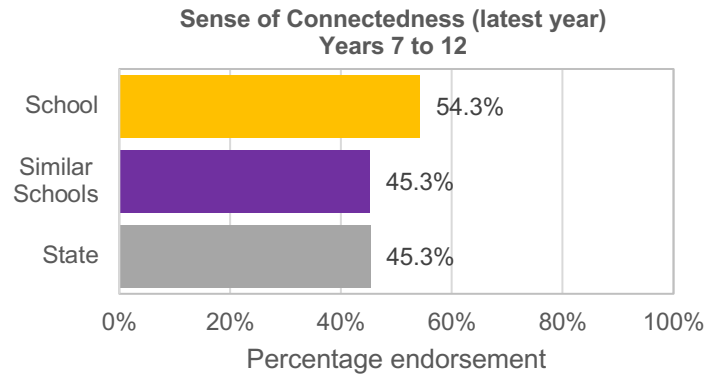
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	54.3%	55.6%
Similar Schools average:	45.3%	50.1%
State average:	45.3%	49.9%

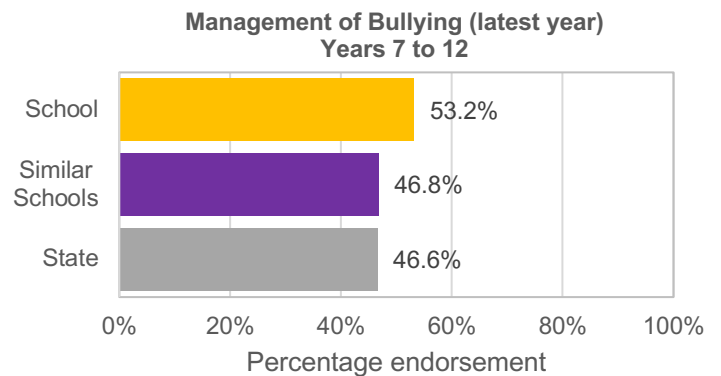


Student Attitudes to School – Management of Bullying

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:	53.2%	55.8%
Similar Schools average:	46.8%	51.6%
State average:	46.6%	51.0%



ENGAGEMENT

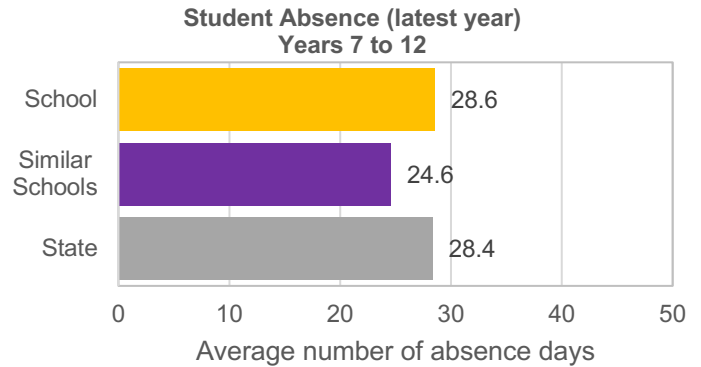
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.6	24.2
Similar Schools average:	24.6	20.0
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.

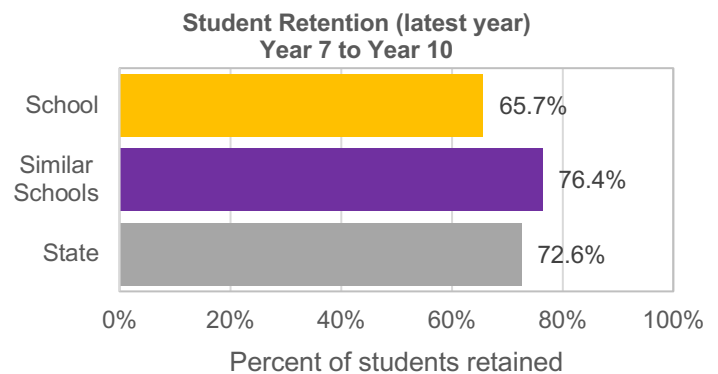
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	79%	84%	92%	83%	85%

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:	65.7%	72.7%
Similar Schools average:	76.4%	77.5%
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.

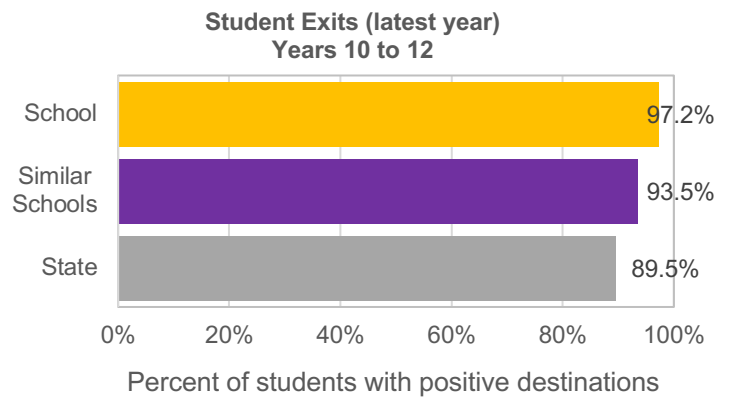
Students exiting to further studies or full-time employment

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:	97.2%	95.6%
Similar Schools average:	93.5%	94.6%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,290,969
Government Provided DET Grants	\$1,221,930
Government Grants Commonwealth	\$5,000
Government Grants State	\$0
Revenue Other	\$47,391
Locally Raised Funds	\$534,226
Capital Grants	\$0
Total Operating Revenue	\$9,099,517

Equity ¹	Actual
Equity (Social Disadvantage)	\$71,739
Equity (Catch Up)	\$41,744
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$113,484

Expenditure	Actual
Student Resource Package ²	\$7,506,299
Adjustments	\$0
Books & Publications	\$12,740
Camps/Excursions/Activities	\$198,430
Communication Costs	\$15,980
Consumables	\$242,053
Miscellaneous Expense ³	\$67,462
Professional Development	\$30,990
Equipment/Maintenance/Hire	\$111,329
Property Services	\$290,154
Salaries & Allowances ⁴	\$497,431
Support Services	\$317,972
Trading & Fundraising	\$9,501
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$176,557
Total Operating Expenditure	\$9,476,898
Net Operating Surplus/-Deficit	(\$377,381)
Asset Acquisitions	\$0

- (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	\$258,534
Official Account	\$70,419
Other Accounts	\$53,416
Total Funds Available	\$382,369

Financial Commitments	Actual
Operating Reserve	\$287,336
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,000
Funds Received in Advance	\$9,887
School Based Programs	\$87,022
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$105,789
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$208,053
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$706,087

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.