

2022 Annual Report to the School Community

School Name: Nossal High School (8865)



- 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 April 2023 at 08:45 AM by Tracey Mackin (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 27 April 2023 at 08:19 PM by John Inns (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Nossal High School was established in 2010 as the first co-educational fully academically selective Government school in Victoria. Along with the other three academically selective schools in Victoria (Melbourne High School, The Mac.Robertson Girls High School and Suzanne Cory High School) it forms the Victorian Select Entry Network of schools.

Located in the urban growth corridor on the grounds of Federation University's Berwick campus, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas, and offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through the Victorian Curriculum and Assessment Authority (VCAA) and an independent testing company called "Edutest." It is worth noting that the Department of Education and Training (DET) contract with Edutest ended in 2022, and that this function will be fulfilled by ACER from 2023 onwards. Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year, and can preference up to three of the schools. Enrolments are capped at 208 per year level for a school total of 832. Retention rates are very high, with very few students leaving the school prior to Year 12 completion; nearly all students exit to University. The 208 students offered places for Year 9 annually come from between 60 and 98 different schools; generally around 50% from the non-government sector and a roughly 50:50 gender mix. To date, there has been no provision for gender based selection. Enrolment figures over recent years show increased male enrolments and decreased enrolments from the non-government sector. In the years that the school has been operating there has been a shift in enrolment demographics, with greater numbers of local students enrolling and a steady increase in the total number of applicants, Nossal first preferences, and an associated increase in entry scores. Some students travel long distances to attend (e.g. from Craigieburn, Deer Park, Mernda, Traralgon etc.) and some families will move to the area once their child has secured a place at Nossal. A 4% cap on enrolments from any one "feeder" school is applied across the 4 selective schools to limit the impact on individual schools, unless the students are coming from a P-9 school, in which case the cap is 10%. A 10% equity quota is applied and testing fees are waived to encourage students from low Socioeconomic Status (SES) and Aboriginal and Torres Strait Islander (ATSI) families to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam. They are invited to submit an additional written application and attend an interview prior to selection. There can be significant discomfort and dissatisfaction from other schools about the selective entry process as they can lose their highest performing students and are concerned about the impact this has on their results in the short and longer terms and the impact on their programs - particularly "SEAL" and similar high achievers programs. Some non-government schools respond quite aggressively to selective school place offers, with counter offers of scholarships, demands to repay existing scholarships and in some cases threats of exclusion for siblings.

Nossal has a capped enrolment of 832 students and in 2022 a staffing profile of 54.1 Full Time Equivalent (FTE) teaching staff and 19.6 FTE Education Support staff. No staff or students have identified as indigenous and the school does not offer programs to overseas students.

On most comparative performance measures Nossal achieves excellent results, and interpreting "traditional" improvement measures requires nuanced contextual understanding, and challenging and longer term approaches to achieve cultural rather than transformative change.

The school leadership team has always sought to challenge the school community and has set broad goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school supports a number of innovative approaches and is at the forefront in the development and delivery of online curriculum. Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results. All aspire to university entry. Many take on huge workloads and set very demanding expectations for themselves. Their academic focus results in a VCE curriculum that is narrower than mainstream schools.

Nossal students (and alumni) are very strongly connected to the school, very positive about their education and their relationship with their teachers and have significant and authentic voice and many leadership opportunities. The school culture is positive, supportive and generally very happy, with a comprehensive co-curricular program, and many whole school, House and team building events and activities. Where elements of the school culture require improvement, this work is approached proactively and collaboratively, with a strong focus on ensuring that student contributions are regular and meaningful.

The school achieves excellent academic results, particularly at VCE level, but is very conscious of the need to prepare students for successful transition into tertiary studies and the focus of our curriculum and pedagogy is much broader than just academic

achievement and high scores. Feedback from the alumni and their performance in the tertiary sector indicates that this is an area where the school has been highly successful. When seeking measures of success, the school is more likely to look to measures of student connectedness and engagement than to its academic outcomes which, though excellent and not achieved without considerable commitment on the part of staff and students, are in part a natural consequence of its recruitment process.

The extended absence of the substantive principal for the first half of 2022 led to a significant reassignment of duties and the recruitment of existing staff into positions of responsibility. As a result, additional teaching staff were recruited to cover absences created in the classroom. This absence also triggered the school's forward planning for the imminent retirement of its Foundation Principal. A strong focus on maintaining the school's culture and vision through this significant generational change was a feature of the work of the school's leadership team in the second half of the year, and is likely to remain a feature throughout 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

With the end of 2022, the school reached the end of its current strategic plan and began the process of reviewing its progress with an eye to crafting appropriate goals for its next strategic plan. The previous strategic plan had identified two main areas of work in relation to student learning. On the one hand, the school sought to increase the proportion of students who achieved study scores above 40. This measure acted as a proxy for ensuring that we were meeting the needs of our highest achieving students, and providing them with opportunities for growth. On the other hand, the school sought to minimise the number of students scoring below 28 in three core subject areas (English, Mathematical Methods and Chemistry). These subjects are seen as very nearly compulsory by many of our students, and while this is true for English, the other two subjects (Mathematical Methods and Chemistry) are sometimes chosen by students whose strengths lie in other areas of study. Minimising the number of students with the lowest study scores in these areas was a proxy for making sure that all students are supported in their learning.

In the case of the first goal, the school's statistics rose significantly during 2020 and 2021, and then dropped back somewhat in 2022. This suggests that the data during the pandemic was somewhat inflated (probably as a result of the school's privileged position compared to many others across the state during those years). The 2022 percentage of study scores above 40 was 24, which represents an increase on the 2019 figure of 21.7 but should more properly be viewed as a return to a level similar to what we were achieving prior to the pandemic (within our normal error range). This is quite a positive outcome. It suggests that despite the disruptions which occurred during this strategic plan, the school has not lost any ground. The various responses put in place during the pandemic acted to protect the school's already strong results, and we should be able to move forward from this stable base with confidence.

In the case of the second goal, the school was able to decrease the number of students in this category in all three subject areas, with Math Methods decreasing from 43 in 2019 to 28 in 2022, Chemistry decreasing from 31 to 27 in the same time period, and English decreasing from 5 to 1. Indeed, no student scored below a 26 in English in 2022 at all. This is a significant achievement because the cut-off score for university entrance into nearly all courses is a 25 in English. The support of these students was partly a result of effective differentiation within the classroom, but also a strong reflection of the work of the Wellbeing Team. Early analysis of the students in this category had demonstrated that they were, almost without exception, dealing with complex additional demands either in terms of their mental or physical health, or in their home situation. Supporting their wellbeing was an essential part of assisting them to achieve at the highest level they could under the circumstances.

Wellbeing

In 2022 the school's Wellbeing Team continued to build on the work they had been undertaking throughout 2021, refining and clarifying their processes and roles so as to ensure that students were well matched with the support they needed. Under the leadership of the school's Assistant Principal: Wellbeing and Agency, and with the support of the school's Mental Health Practitioner, they expanded their network of external referrals to ensure that students were able to access appropriate supports whether they were at school or not.

The work of the Wellbeing Team in 2022 was framed by two main issues. The first was the impact of the previous two years on the wellbeing of students and their families. This presented itself in a range of ways stretching from increased stress due to financial vulnerability through to increased incidents of family violence and self harm. In addition, students at all year levels (but especially in

Years 9 & 10) demonstrated decreased independence, under-developed executive function and atypical levels of immaturity. Combatting this required the joint work of wellbeing and teaching staff, and a strong emphasis on the school's cultural norms and expectations.

The second was the issue of misogyny in particular and, as a consequence, the broader issue of respect for and celebration of diversity within our school community. The discussion had been ignited in 2021 and the focus on it was renewed early in 2022 when a second case of student misogyny caught the attention of the media. As a result of this, the school's planned responses to this issue were accelerated and some additional supports for this work (including the school's application to take part in a pilot for the Modelling Respect and Equality project in 2023) were put in place. These responses included refresher training for staff in Restorative Practices and Healthy Masculinities, Tier 1 programs for students in Years 9 and 10 focussing on gender equity, proactive programs for students in Year 11 and 12 focussing on power, privilege and sexual health, and (later in the year) professional learning for staff relating to the creation of safe environments for students of diverse gender and sexuality. This was supplemented by additional practice sharing between staff on how best to approach the teaching of sensitive issues such as sexuality and race while still enabling students to learn about (and respectfully discuss) challenging content.

Finally, 2022 saw the expansion of the now well-established program of Student Support Groups. These groups are used to provide effective support for students with specific learning needs. The aim was to enhance their efficacy through the training (throughout 2022) of our Heads of House and a sub-set of teaching staff in best practice as it relates to the creation and maintenance of Individual Education Plans. This work will be continued in 2023 with an eye to ensuring that these students have the documentation they need to access a wider range of resources through the DET's recently reformed Disability Inclusion program.

Engagement

As usual, Nossal's absence and retention data both remain very strong. With a highly motivated cohort, absence rates have remained low even within the constraints of quarantine and isolation requirements which were ongoing throughout 2022. A small number (4) of Year 9 students opted to exit the school at the end of 2022, leading to the entry of a corresponding number of students into Year 10 for the following year.

As part of the school's work in Term 4, a series of whole staff and executive level data reflections were carried out in preparation for the School Review in 2023. Certain wellbeing and engagement data drew the attention of the staff at this time, and is likely to pave the way for future work when the new strategic plan is established. The Students Attitudes to School data for 2022 demonstrated a relatively low rating for Teacher Concern compared to other measures across the school. Since connectedness and teacher-student relationships are an important element of engagement and are protective of student wellbeing and outcomes, this led to some detailed discussion by staff. Closer analysis demonstrated that these figures were skewed by a specific question related to teachers maintaining the confidentiality of their students, and the low rating is likely to be linked to the fact that the school publicly discusses both its commitment to confidentiality and the limits which our duty care place on that commitment. Students are reminded annually (and in writing via the student handbook) that there are circumstances where this confidentiality must be breached. In relation to this measure, it's worth noting that while Teacher Concern has a percentage positive rating of only 54% at Nossal (i.e. low compared to our other measures), this figure is significantly higher than the corresponding measures for the state (36%) and similar schools (33%) in the same time period.

The other measure of interest for the school's future planning is a slow downward trend in staff perception of our students' willingness to seek help and to seek additional work. This trend seems to be related to an increased anxiety about directly addressing concerns with teachers. Instead, students regularly call for anonymous modes of communication to convey their thoughts. While there are certainly good reasons to make use of anonymous feedback from students, it is also important that our students continue to build the skills of adult interaction, including the ability to seek help directly. It is likely that the school will review its approach to student feedback and help-seeking in the future, in an attempt to ensure that students have safe opportunities to practice this type of communication.

Student engagement in other forums in 2022 was very strong. The year was characterised by a significant level of enthusiasm on the part of both staff and students to re-engage with all aspects of on-campus school life, especially through the school's co- and extra-curricular programs. House competitions were well attended and involved a high level of participation, and students were eager to involve themselves in things like inter-school sport, debating, the Student Representative Council, and the various Teacher Selection Panels held in the latter part of the year. Successful joint programs were run with students from the other Select Entry Network Schools, including a student exchange which saw students from Mac.Robertsons Girls School shadowing their Nossal

peers in classes. As an ongoing part of the development of the school's mechanisms for student voice, a model for a student curriculum advisory panel was finalised and this panel is ready to be established in 2023.

Finally, measures of student agency in the 2022 Student Attitudes to School survey were quite strong (though these, like our learning achievement data, appear to have been somewhat inflated in 2020 and 2021). "Self-regulation and goal setting" had a positive endorsement of 75% (up from 72% in 2019) and "Student Voice and Agency" was at 67% (up from 61% in 2019).

Other highlights from the school year

Despite the inevitable challenges associated with a full return to school after two years of disruption, and the fatigue associated with that process, 2022 was a very positive year in many ways. Students in both Years 9 and Year 12 were able to attend their annual camp, although the Year 9 camp had to be delayed until mid-year by the staffing constraints which were associated with COVID-19 infection and isolation requirements. The Year 11 Surf Camp also went ahead. A large range of school activities which had not run since 2019 were held, including a full City Week program for our Year 9 students, the House Performing Arts Festival and Speech Night. The latter two events were stirring celebrations of our students' abilities and were themselves potent examples of what we can achieve when we all work together.

Students involved in the performing arts were also able to participate in ways that had not be available to them for some time. The Melbourne University Global Health Society, a student group aligned with the University of Melbourne, ran a very successful version of Nossal's Got Talent which included multiple heats and showcased the talents of many students who might not otherwise perform. In addition, two successful musical concerts (the Autumn Concert and the Spring Concert) were held in the Meath Auditorium, led by the school's Director of Music and ably supported by the Instrumental Music teachers. The school production of "Peter Pan" was also a particular highlight of the year, and the production of "The Real Inspector Hound" by the senior Theatre Studies students was very impressive. Two students from that class were recognised by the Victorian Curriculum and Assessment Authority as having crafted particularly impressive monologues at the end of 2022, and were invited to perform in the Top Class Performances during the VCAA Season of Excellence early in 2023 as a result.

In sport, there was also a very high level of success. Nossal won 25 sport competitions in its division and had its highest ever number of teams progress to the grand finals at the division level. Six Nossal teams became regional champions and progressed through to the School Sport Victoria State Championships. These were the Senior Girls Softball, Senior Boys Netball, Senior Boys Badminton, Intermediate Girls Badminton, Intermediate Girls Table Tennis and Intermediate Boys Table Tennis teams. The Intermediate Boys Table Tennis team went on to win their State Championship title. In addition, two students, one staff member and one Nossal community member were recognised for their contributions to School Sport Victoria, with each one receiving a Victorian School Sports Award for 2022.

Like their sporting peers, the members of the Debating Program were also very visible and highly successful during 2022. A record 17 teams were registered with the Debating Association of Victoria, and Nossal was well-represented in the final rounds. As with so many other highlights at the school, this program's success relies on the leadership and care of our senior students. They, along with members of our alumni, mentor and support their younger peers as they slowly gain the confidence and skills to present a strong argument in a public forum.

The Nossal Environment and Sustainability Team was once again active in 2022 and, in addition to re-launching an in-person version of their annual summit after two years online, were instrumental in the design and construction of a native garden on the school grounds. They worked with members of the Clyde Road Level Crossing Removal team, who were based nearby throughout the year, to create an enduring symbol of our students' passion and ingenuity and a lasting contribution to the environment in which students of the future will work and thrive. In this aim, they were paralleled by the school's Parents and Friends association which also had a successful return to face-to-face operation and made several significant donations to the school as a result, including the provision of additional seating outside Building A.

Finally, the end of 2022 brought with it the final opportunity for members of the school to work with its Foundation Principal, Mr Roger Page. As he moved out of the school and into the next stage of his life journey, the school took several opportunities to reflect on his deep contribution and to acknowledge its debt to him for his vision and leadership since its earliest planning stages in 2008.

Financial performance

There were no major changes to the school's financial position in 2022, but the impact of various issues which have been discussed in earlier reports became more apparent. As is evident in the financial report appended to this document, the school has now firmly entered the deficit which has been forecast almost since its founding. While the school will continue to seek advice and support from the DET about how best to manage this situation, the only easy answers also involve a significant reduction in staffing levels and, therefore, a significant compromise in both the educational programs the school can offer, and its capacity to pursue its strategic priorities for improvement.

As has been the case for some years, the relatively small Equity funding the school attracts was fully expended on the partial employment of an additional student well-being counselor and in providing additional time release for House Leaders. When reflecting on the school's financial position for 2022, it is also important to note that while the overall balance of the school's bank accounts looks healthy, a substantial proportion of the money currently being held is held in trust for the Old Nossalians (the alumni organisation). This group, though now incorporated, is still yet to take control of their accumulated funds. It is hoped that this can be resolved in 2023, so that the alumni's funds are more clearly separated from those available to the school.

As has been evident for some time, the greatest pressure on the school's budget comes from its workforce. The model employed to calculate the Student Resource Package (SRP) assumes that the school employs only enough teachers to run full classes of 26, and that these teachers are also teaching full time (i.e. they are not released from class to undertake any other responsibilities in support of the school program). In Nossal's case, this base figure sees very little enhancement through either equity funding, or through the impact of the Student Family Occupation and Education (SFOE) index since this is very low for Nossal High School. As a school for highly able students, we have a responsibility to provide a broad range of curriculum offerings so as to enable our students to achieve the greatest possible amount of growth in their areas of interest, but making this provision results in some relatively small VCE classes. In addition, the strategies described last year which sought to decrease the number of leading teachers and which eliminated learning specialists from the school's staffing profile altogether have had a negative impact on the school's ability to pursue key improvement strategies in support of its teachers and students (e.g. instructional coaching). It is likely that in order to fulfil the needs of its students, the school will need to expand its leadership group slightly, which will of course negatively impact the already strained staffing budget.

In addition to the strategies described in the Annual Report for 2021, a workforce planning process was undertaken early in 2022 which did identify one educational support staff role as being clearly in excess of the school's current needs. The elimination of this role, which is part of the ES staff restructure forecast in last year's Annual Report, was a process pursued throughout 2022 and should be resolved in 2023, but the positive impact of this decision on the staffing budget is likely to be minimal for several reasons (including the consideration of the school's leadership structure outlined above).

In the first place, as predicted, the changes made to the Parent Payment Policy had an impact on the school's collection rate for voluntary contributions. Having budgeted for a 65% collection rate, the school was pleased to find that in fact 70% of parents had made contributions to the benefit of the school. This small gain was, however, undercut by the fact that during 2022 the school was still in the process of finalising a number of parent credits which had accumulated during the COVID lockdowns (e.g. due to excursions which could not be re-scheduled, and whose cost had to be refunded). This meant that the 70% collection rate was offset by 30% in COVID credits.

In addition, as noted earlier in this report, it was necessary to hire some additional staff during 2022 to cover gaps left when existing staff moved unexpectedly into positions of responsibility. Moreover, the school's workforce was still being significantly affected by COVID infections and their associated periods of extended staff absence due to quarantine requirements. This put an additional strain on the school's casual relief teaching budget. The net result of all of this is that the true deficit of the school at the end of 2022 was closer to \$240 000 than the \$111 232 quoted in the appendix to this report.

Finally, looking forward to the staffing needs of the school in 2023 and beyond, it is essential to understand the impact of the Victorian Government Schools Agreement (VGSA) which came into effect half-way through 2022. This agreement decreased the number of face to face hours teachers are expected to teach, and made explicit the conditions under which they acquire time in lieu for carrying out duties outside of normal school hours. Both of these changes have a cost associated with them which will be difficult to quantify until the end of 2023, since some of the time in lieu provisions are still being considered by the Fair Work Commission. In the case of the decreased face to face hours, however, the net result was predicted to be an increase in the required staff of between 1 and 2 teachers, and this number is expected to increase again moving into 2024 because of the staggered nature of the VGSA's implementation.

For more detailed information regarding our school please visit our website at
<http://nossalhs.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 832 students were enrolled at this school in 2022, 358 female and 474 male.

60 percent of students had English as an additional language and 0 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).

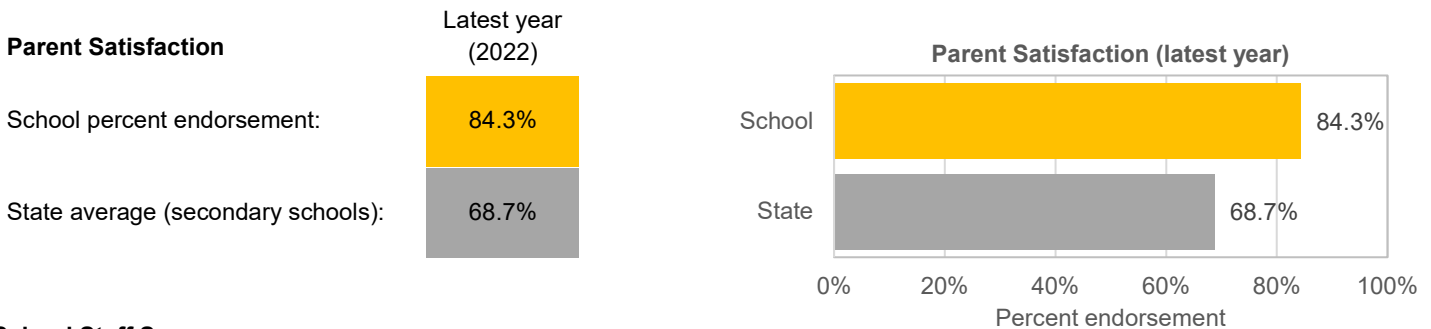
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

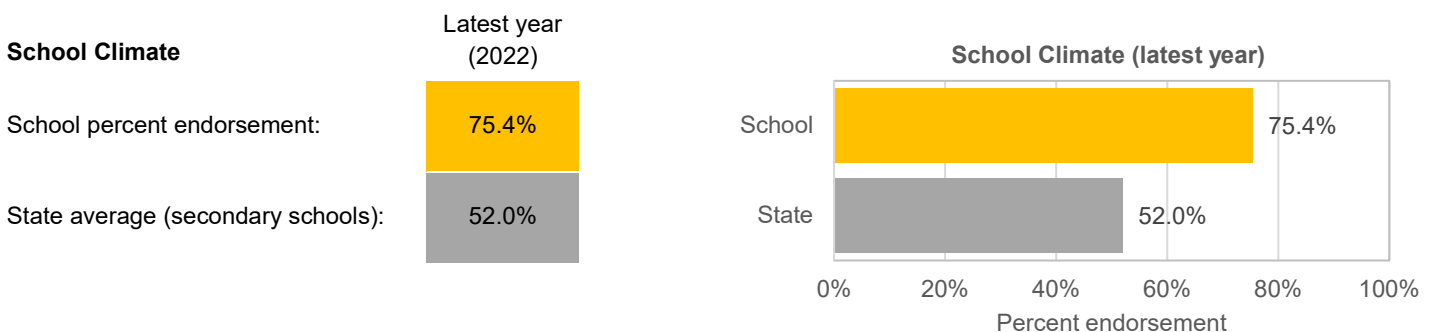


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

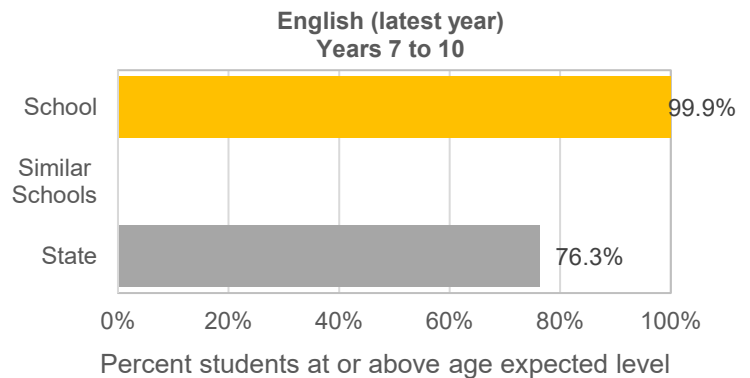
99.9%

Similar Schools average:

NDA

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

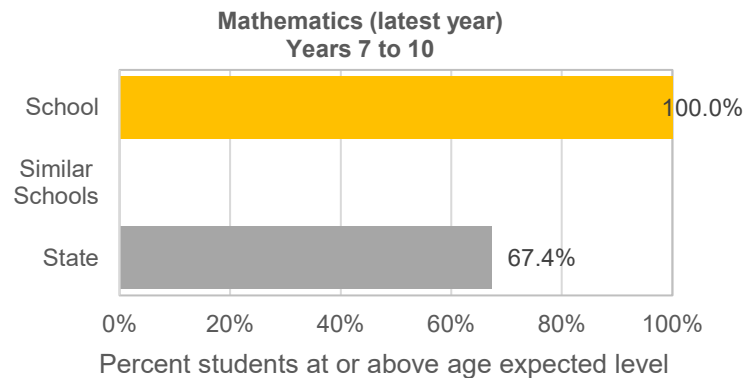
100.0%

Similar Schools average:

NDA

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.

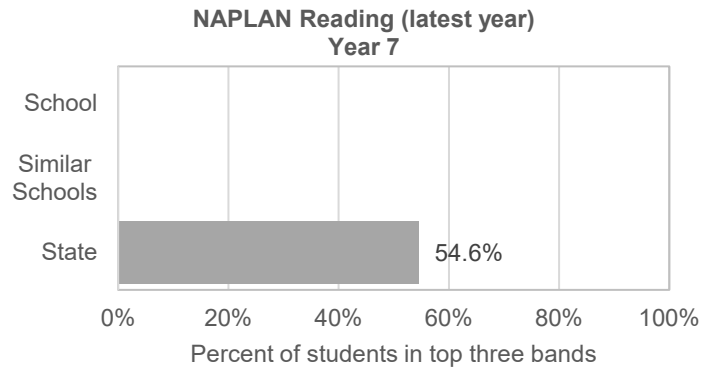
NAPLAN

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.

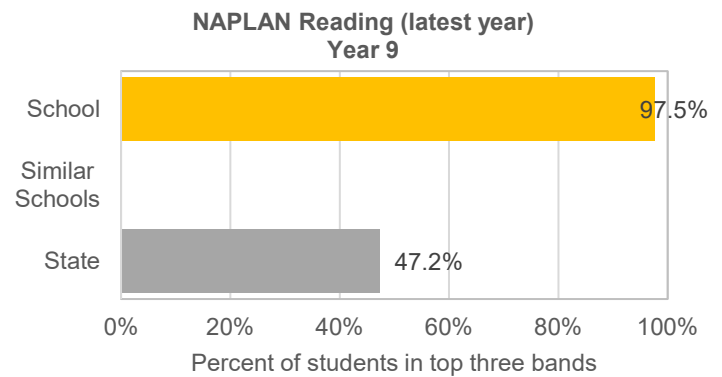
Reading Year 7

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



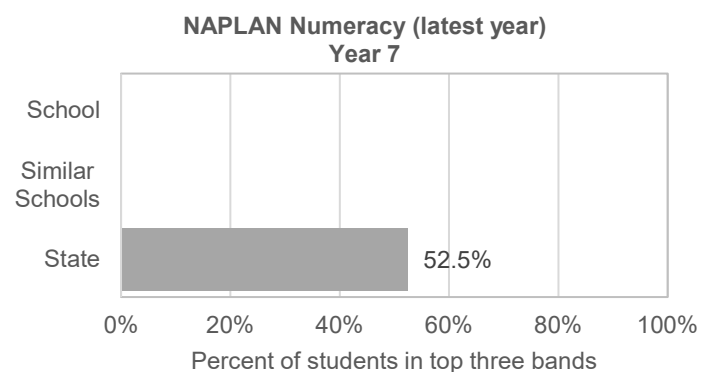
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.5%	97.4%
Similar Schools average:	NDA	NDA
State average:	47.2%	46.0%



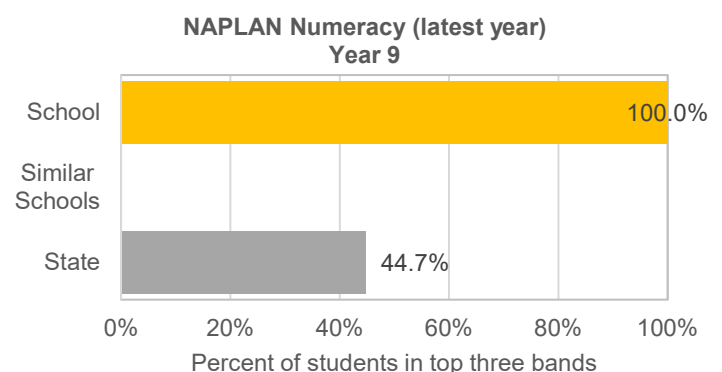
Numeracy Year 7

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



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	99.8%
Similar Schools average:	NDA	NDA
State average:	44.7%	45.6%



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.

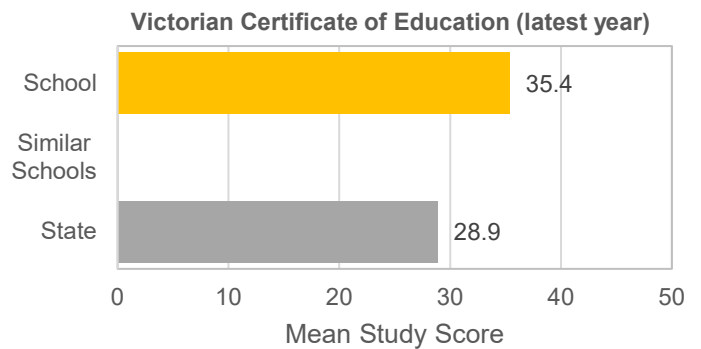
Victorian Certificate of Education (VCE)

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	35.4	35.2
Similar Schools average:	NDA	NDA
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

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

NDA

VET units of competence satisfactorily completed in 2022:

100%

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

NDA

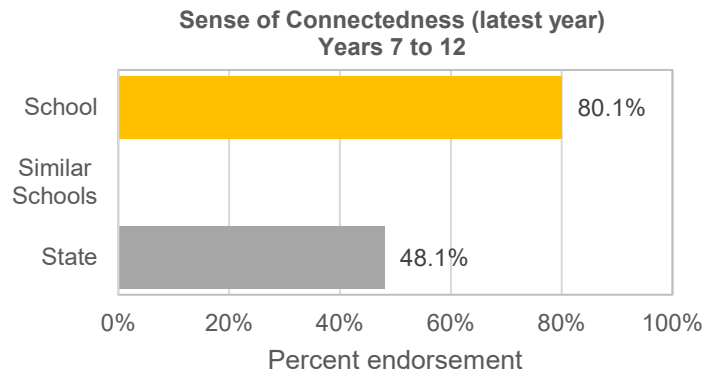
WELLBEING

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).

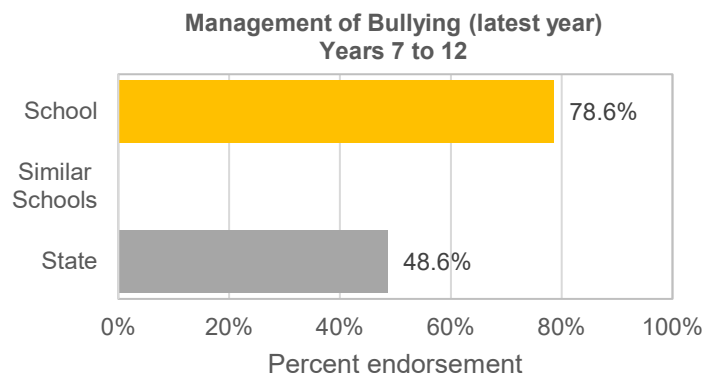
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	80.1%	79.7%
Similar Schools average:	NDA	NDA
State average:	48.1%	52.5%



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 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	78.6%	80.8%
Similar Schools average:	NDA	NDA
State average:	48.6%	54.0%



ENGAGEMENT

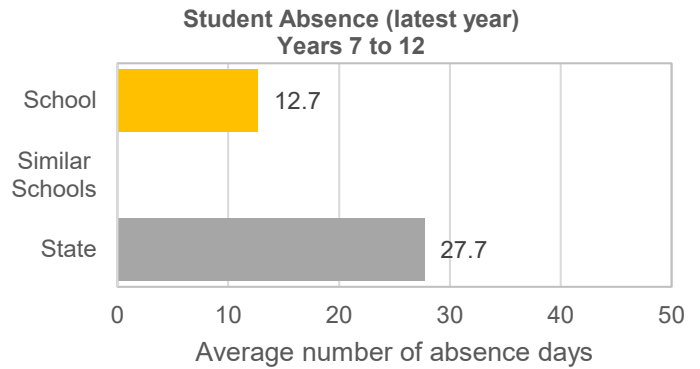
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	12.7	9.5
Similar Schools average:	NDA	NDA
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.

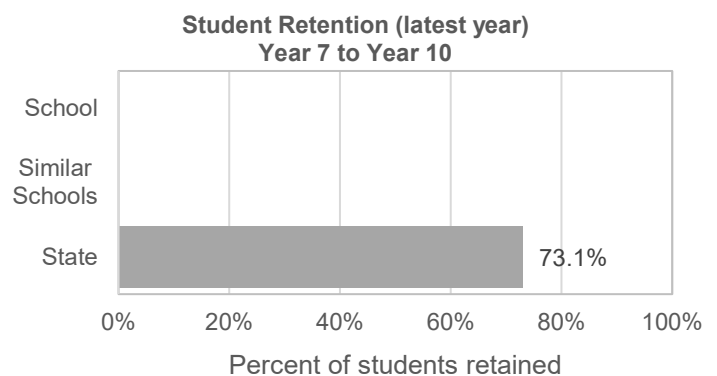
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	94%	95%	92%	92%

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:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	73.1%	73.0%



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.

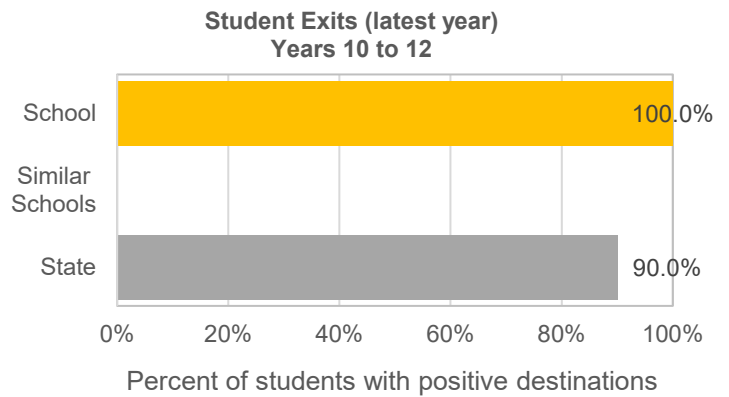
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	NDA	NDA
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	\$8,543,768
Government Provided DET Grants	\$665,960
Government Grants Commonwealth	\$6,972
Government Grants State	\$55,293
Revenue Other	\$80,438
Locally Raised Funds	\$1,783,439
Capital Grants	\$0
Total Operating Revenue	\$11,135,869

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,060
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,060

Expenditure	Actual
Student Resource Package ²	\$8,745,180
Adjustments	\$0
Books & Publications	\$7,984
Camps/Excursions/Activities	\$407,550
Communication Costs	\$62,663
Consumables	\$375,136
Miscellaneous Expense ³	\$77,967
Professional Development	\$71,869
Equipment/Maintenance/Hire	\$343,179
Property Services	\$247,112
Salaries & Allowances ⁴	\$354,618
Support Services	\$89,387
Trading & Fundraising	\$335,951
Motor Vehicle Expenses	\$742
Travel & Subsistence	\$1,379
Utilities	\$126,384
Total Operating Expenditure	\$11,247,101
Net Operating Surplus/-Deficit	(\$111,232)
Asset Acquisitions	\$79,540

- (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	\$1,404,368
Official Account	\$125,264
Other Accounts	\$468,720
Total Funds Available	\$1,998,353

Financial Commitments	Actual
Operating Reserve	\$379,240
Other Recurrent Expenditure	\$25,605
Provision Accounts	\$0
Funds Received in Advance	\$142,590
School Based Programs	\$692,988
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$252,364
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$202,835
Capital - Buildings/Grounds < 12 months	\$56,799
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,752,421

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.