

# 2022 Annual Report to the School Community

School Name: Tarneit P-9 College (8914)



TARNEIT  
P-9 COLLEGE

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 05 April 2023 at 10:56 AM by Anne-Maree Kliman (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 05 April 2023 at 11:59 AM by Robert Wall (School Council President)

## How to read the Annual Report

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### 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.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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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)

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### 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.

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### 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.

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### 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

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## School context

Tarneit P-9 College is situated in the western suburbs of Melbourne in Wyndham. The College was established in 2013, commencing with an enrolment of 331 students and growing to 2316 students in 2022. With the development of the Tarneit area the College is estimated to reach a population of 2500 students within the next three years. In the past year, four new primary schools opened in the area that changed the college's designated enrolment boundary resulting in the number of foundation enrolments stabilising, however the number of students in Year 7 has increased significantly. We anticipate that this will be the trend for another 2-3 years, after which the establishment of new secondary schools in the area will enable our numbers across the school to stabilise.

The College's vision is to provide a quality education which enables all students to progress by more than one year across all academic measures. We are committed to achieving continuous improvement of learning outcomes for all students and we are establishing a reputation for high academic achievement. The College also values its motto 'Scientia Lumen Vitae' which means 'knowledge is the light of life'. The College strives for the highest standards in English and Mathematics and compliments this with quality programs in Science, The Arts, Physical Education and French.

At Tarneit P-9 College the following values underpin the actions of our whole community:

- We value our learning.
- We are an inclusive school community.
- We are proud of ourselves, each other, and the school.
- We act and are responsible.

The Tarneit community comprised of diverse family backgrounds, with 82% of the students coming from language backgrounds other than English. India, New Zealand, and Africa are the dominant regions of parents' birth. In addition, 1.24% of students are Aboriginal or Torres Strait Islander. The Student Family Occupation and Education Index of 0.3573 indicates our community comes from low to mid socio-economic backgrounds. Approximately 3% of students are identified as having a disability and/or impairment and 1.33% are from refugee backgrounds.

In 2022, the College had 166 teaching staff with a full-time equivalent of 156.5 and 61 non-teaching staff with a full-time equivalent of 47.7. This includes primary classroom and subject teachers, intervention teachers, secondary specialised subject teachers, administration support, classroom educational support, technical support, Leading Teachers/Learning Specialists, 7 Assistant Principals, and a principal.

The Parent Opinion Survey indicated an overall 64.2% parent satisfaction and endorsement of the school in 2022, which was below similar and network schools and the state average of 70.4%. Parent participation and teacher communication have been identified as area of focus. The School Staff Survey indicated a 59.4% endorsement by staff on School Climate which was higher than similar and network schools and the state average of 54.7%.

The rapid growth of the school community has seen a quick expansion of facilities. The College has three main buildings as well as 40 relocatable buildings. The buildings include junior and senior libraries and specialist spaces for science, the arts, technology, and STEM. The College also has an undercover sports field, double basketball court, and synthetic soccer/rugby field. In addition to this, the College has also prioritised the development of our grounds, including a fence around the perimeter, artificial turf areas, playgrounds and a range of shading and seating. The College also integrates the latest technology as a tool to support learning.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

The college continues to maintain a strong focus on Literacy and Numeracy with ongoing professional learning and support to staff in these areas. This included the ongoing use of a Mathematics consultant as well as English and Mathematics based coaches, Tutor Learning Initiative (TLI), MYLNS and other school-based intervention supports. Whilst the focus on Literacy and Numeracy

has always been a strong and relentless focus of the school, there is a much greater sense of urgency post Covid-19 as a direct result of the significant impact it had on the learning achievements of our students. This has been exacerbated by the considerable workforce challenges faced by the school as it struggled to manage growth in enrolments whilst ensuring a consistent and stable workforce.

The College Teacher Judgment data indicates that the percentage of students in Prep to Year 6 working at the expected level or above in English is 80.4% which is slightly below similar schools (86.9%) and state average (86.2%) in English but has increased 2.2% from 2021. Teacher Judgment data indicates that the percentage of students in Year 7 – 9 working at the expected level or above in English is 61.6% which is below similar schools (76.3%) and state average (76.3%) in but has increased 1% from 2021.

The College Teacher Judgment data indicates that the percentage of students in Prep to Year 6 working at the expected level or above in Mathematics is 80.2% which is below similar schools (85.4%) and state average (85.9%) in Mathematics but has increased 4.2% from 2021. Teacher Judgment data indicates that the percentage of students in Year 7 – 9 working at the expected level or above in Mathematics is 47.9% which is significantly below similar schools (69.2%) and state average (67.4%) and has decreased 1% from 2021.

The number of students achieving the top three NAPLAN bands in years 3 reading was 75.6% an increase of 3.7% from 2021 and slightly lower than similar schools (77.4%) and the State (76.6%)

The number of students achieving the top three NAPLAN bands in years 5 reading was 69% an increase of 7.5% from 2021 and marginally lower than similar schools (69.6%) and the State (70.2%).

The number of students achieving the top three NAPLAN bands in years 7 reading was 51.6% an increase of 4.3% from 2021 and lower than similar schools (60.0%) and the State (54.6%).

The number of students achieving the top three NAPLAN bands in years 9 reading was 33.5% a decrease of 5.4% from 2021 and lower than similar schools (48.0%) and the State (47.2%).

The number of students achieving the top three NAPLAN bands in years 3 Numeracy was 58.6% an increase of 2.0% from 2021 and lower than similar schools (61.8%) and the State (64.0%)

The number of students achieving the top three NAPLAN bands in years 5 numeracy was 44.8% a decrease of 9.2% from 2021 and lower than similar schools (53.8%) and the State (54.2%).

The number of students achieving the top three NAPLAN bands in years 7 numeracy was 49.8% an increase of 6.8% from 2021 and lower than similar schools (59.1%) and the State (52.5%).

The number of students achieving the top three NAPLAN bands in years 9 numeracy was 35.6% a decrease of 5.2% from 2021 and lower than similar schools (46.9%) and the State (44.7%).

Whilst there have been some positive increases, monitoring and improving these results is a continued key improvement strategy in the Annual Implementation Plan.

There is no NAPLAN Learning Gain results due to NAPLAN being cancelled in 2020

In 2022, all students on the Program for Students with Disabilities (PSD) showed satisfactory or higher progress in achieving their individual learning goals. Our students on the PSD program were supported with their learning and where relevant their physical, social, and emotional development. This was achieved through the Student Support Group meeting process and engaging our College Welfare and Learning Team to work alongside teachers and parents to identify strategies and monitor student progress.

The college implemented the DET-funded Tutor Learning Initiative (TLI). A team of tutors was employed to either co-teach with the classroom teacher or withdraw for small group intervention with the intention of providing further differentiation and support for identified students. The work of these teams was impacted by staffing shortages, but feedback was collected at regular intervals from all staff and students involved in the initiative, and learning outcomes were monitored. With DET providing further funding, structures have been reviewed to enhance the impact of this team in 2023.

## Wellbeing

At Tarneit P-9 College, the wellbeing of students, staff and the whole community is always a priority. We are led by a qualified team of professionals comprised of our Allied Health Team, Engagement Coaches and Leadership Team to ensure we are providing ongoing supportive structures for our large community. The Allied Health Team worked alongside our Principal and Leadership team to identify families who needed extra support at home, then created effective support plans to support each family's needs.

Each class nominated a student to be part of the College's Student Representative Council. These roles assist to build their leadership skills of students across the school. These students engaged in Student Leadership meetings to create whole-school challenges and fundraisers. They also attended curriculum planning meetings to provide feedback about the current learning opportunities in the classroom and offer an extensive insight into professional learning of the college moving forward. The College Captains and House Captains provide further leadership opportunities at the College. The College also sent six students to the Alpine Leadership Program.

The percentage of endorsement for Years 4 to 6 on Sense of Contentedness factor was 76.3% which is slightly below similar schools (78.9%) and state (78.1%). For Years 7-9 the endorsement was 50.5% which was slightly higher compared to similar schools (48.0%) and state (48.1%), as reported in the Attitudes to School Survey. The percentage of endorsement for Years 4 to 6 on Management of Bullying factor was 63.2% which is below similar schools (73.1%) and state (75.8%). For Years 7-9 the endorsement was 38.2% which was below similar schools (47.9%) and state (48.6%) as reported in the Attitudes to School Survey. This has prompted the school to review its House system and implement a new model for the 2023 school in Years 7-9.

## Engagement

Improving student attendance has continued to be a focus for the College. Throughout 2022, each Professional Learning Team established goals for their year level and implemented strategies to address attendance and ensure appropriate contact was made with families on this issue. A tiered approach was used to manage the response to intervention. COVID-19 related illness had a significant impact on attendance with numerous students from the same family home being impacted. In the second half of the year the college started to see an increase in overseas family holidays.

The College attendance data over this period indicated that we have a higher number of students absent when compared to similar schools. The average Prep-Year 6 number of days absent increased from 19.9 in 2021 to 29.3 in 2022, and from 23.9 in 2021 to 32.9 in 2022 for students in Year 7-9. Absences in Year 8 and Year 9 are of concern and will require closer monitoring in 2023. Significant increases in student absences were a trend across the state and can be attributed to the implementation of the recommended COVID-19 management strategies including the recommendation that students stayed at home if they were experiencing any cold and flu like symptoms. The distribution of Rapid Antigen Tests to families and the recommendation of regular testing also resulted in COVID-19 case detection across the school. Additionally, there were no periods of Remote Learning during the 2022 school year.

In 2022 our college continued to focus on following up 'unexplained absences' and 'unapproved absences' through our Response to Intervention (RTI) Tracker, where families were called and spoken to on a regular basis. All staff became 'Student Attendance Officers' to liaise with families and follow up on absences.

The College continued to have strong partnerships with Tarneit Central Kindergarten, Tarneit North Kindergarten and Tarneit Senior College to support student transition from K-12. This included modified transition opportunities (K-P, 6-7, 9-10 and Step-Up Day), in Term 4 to support students' transitioning.

## Other highlights from the school year

Whilst 2022 continued to provide challenges in relation to COVID-19, the return to face-to-face learning and business-as-usual activities was well received by the whole school community. The ability for the college to re-introduce the many extra-curricular activities it has adopted over the years was well received and greatly needed to re-engage students and families. In 2022, some of the activities the college conducted or participated in included:

- School Musical
- Inter-school sporting activities
- Camping program in Years 2-9 and Stay Late program for Foundation -1
- Community nights including STEM night and Family Fun night
- Swimming program
- Numerous excursions
- Harmony Day
- Be Active Day
- Wheelchair Hoops
- Transition programs
- NADOIC week
- French Week,
- Prep 100 days at school celebration
- Pat Cronin – One punch program
- Jeans for Genes Day
- Buddies' day

The College participated in the Wyndham Councils *Battle of the Books*, and we were extremely pleased to be announced overall school winners in all categories again in 2022.

The under 14 Boys' rugby team made it through to the State Championships another wonderful achievement.

Overall, the college enjoyed a successful and rewarding year, despite the continued COVID-19 and workforce challenges throughout 2022.

## Financial performance

All figures from the Financial Performance and Position have been checked and confirmed correct. The College maintains a strong financial position through a rigorous process of budget planning and monitoring. This has enabled us to meet human resources demands in a climate of increasing enrolments, as well as to buffer against changing enrolment trends anticipated in coming years. It has also enabled us to continue to undertake significant facilities work and proactive maintenance works. There were several expenditure areas that had significant increases when compared to 2021. This included:

**Property Services** - increased expenditure of \$150,000 on purchase of tables and trolleys, installation and expansion of secondary locker bays, replacement whiteboards, car park resurfacing, Arborist report and rectification works, installation of bike racks, shelter and concrete, pavement markings, electrical works to Conference Room, installation of blinds and curtain in gym, purchase of additional storage container, installation of laundry (including cabinetry) in Art Room, perimeter fencing.

**Equipment and Maintenance** - Increased expenditure of \$143,000 on repair of windows, plumbing repairs to toilets, drainage rectification works, playground report and repairs, general electrical works, CCTV and speakers.

**Salaries and allowances** increase expenditure of \$80,000 for casuals employed through local payroll

**Support Services** - significant increase of expenditure \$550,000 on Casual Replacement Teachers due to COVID-19.

There was also a significant increase in utility costs due to schools being back on-site full time in comparison to 2021.

As of the 31 December 2022 the College bank balance was \$2,440,022. These funds have been allocated to future school-based projects, such as: - Further Ground Works- replacement split system air conditioning, installation of additional locker bays to meet growth, new air conditioning in Building A. The equity funding that we received in 2022 contributed to staffing our college coaching program and additional funds for this program have come from our credit surplus.



For more detailed information regarding our school please visit our website at  
[www.tarneitcollege.vic.edu.au](http://www.tarneitcollege.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 2278 students were enrolled at this school in 2022, 1113 female and 1165 male.

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

### Overall Socio-Economic Profile

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

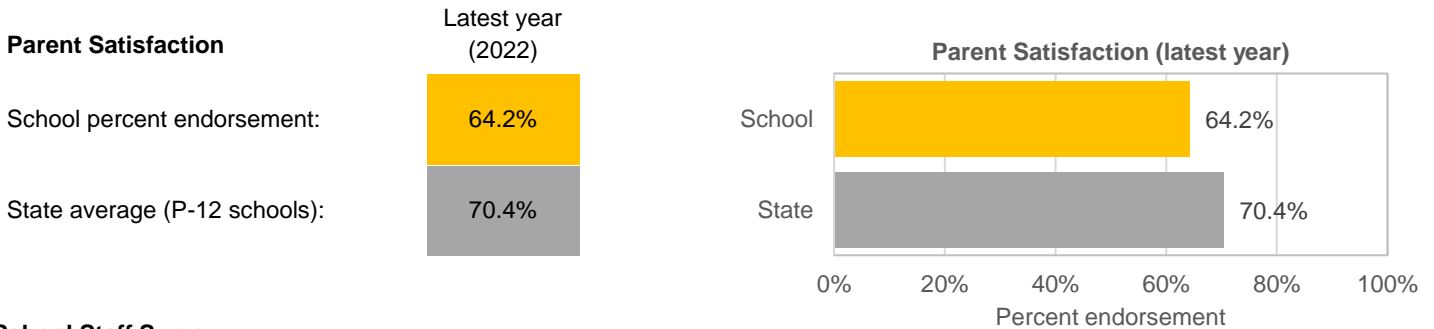
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

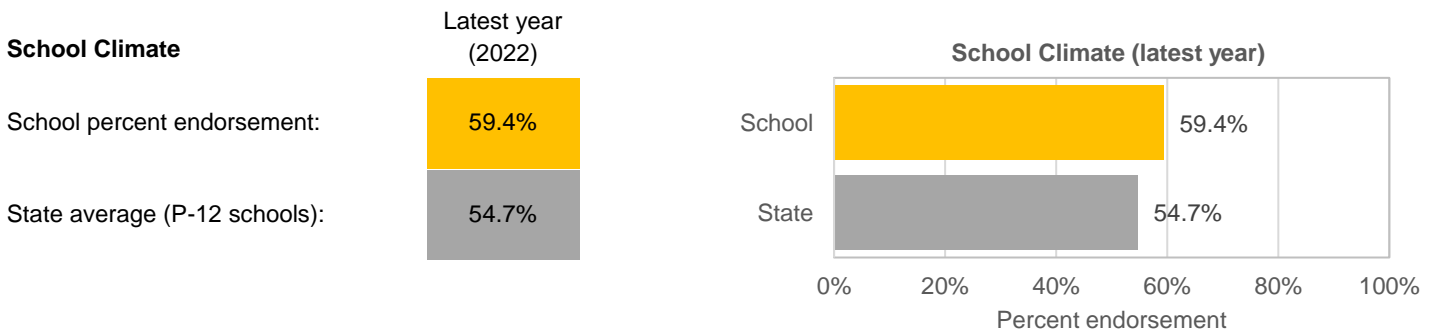


### School Staff Survey

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

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

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



## LEARNING

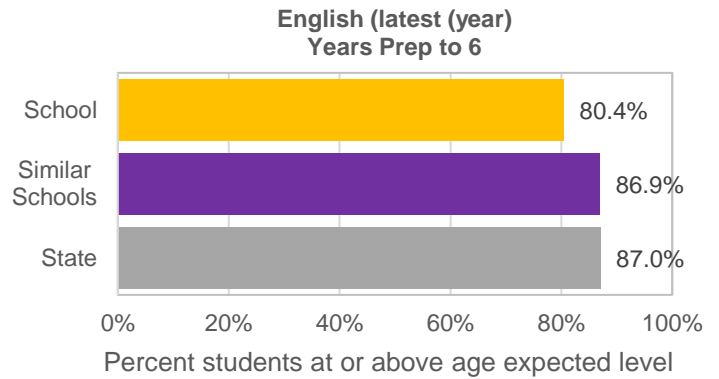
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

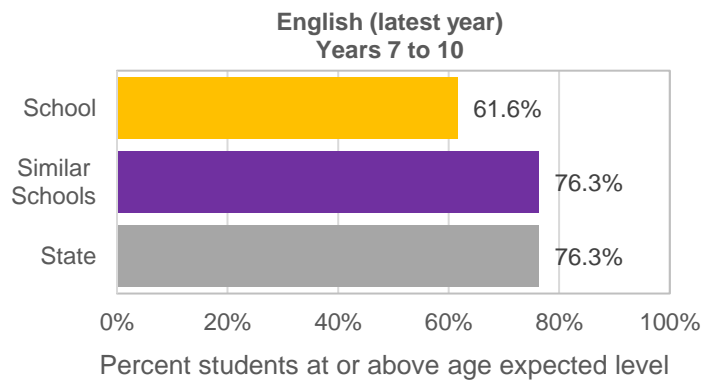
#### English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	80.4%
Similar Schools average:	86.9%
State average:	87.0%



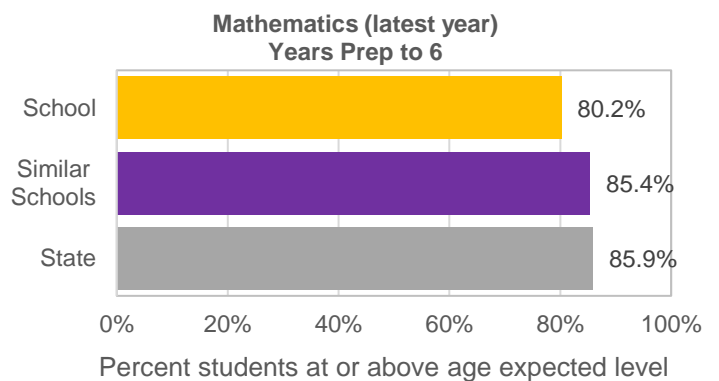
#### English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	61.6%
Similar Schools average:	76.3%
State average:	76.3%



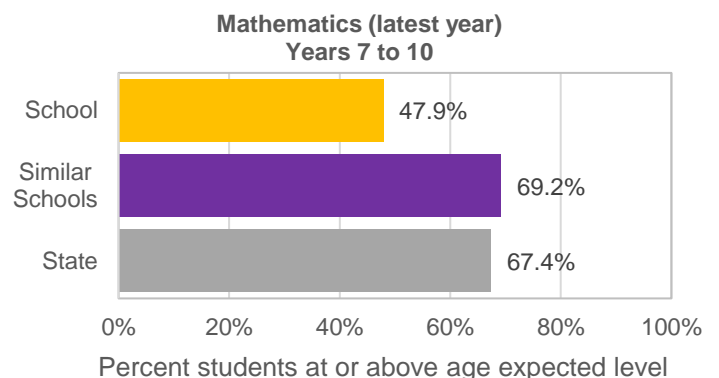
#### Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	80.2%
Similar Schools average:	85.4%
State average:	85.9%



#### Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	47.9%
Similar Schools average:	69.2%
State average:	67.4%



## LEARNING (continued)

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

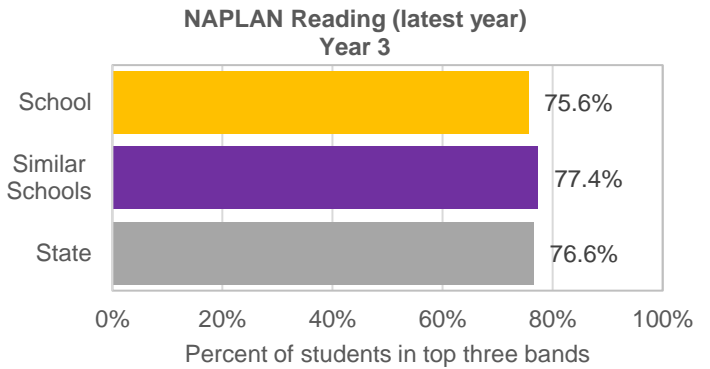
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

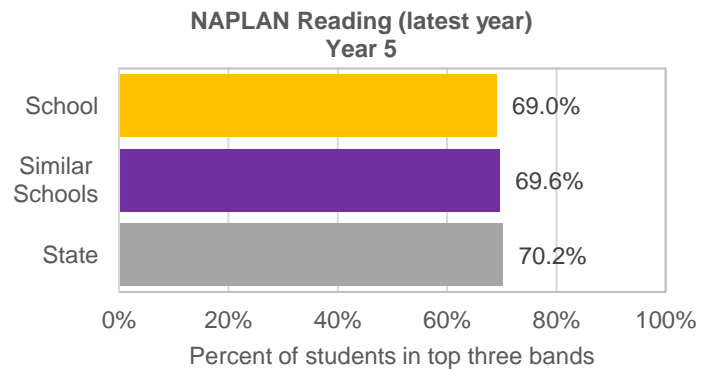
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.6%	71.2%
Similar Schools average:	77.4%	76.9%
State average:	76.6%	76.6%



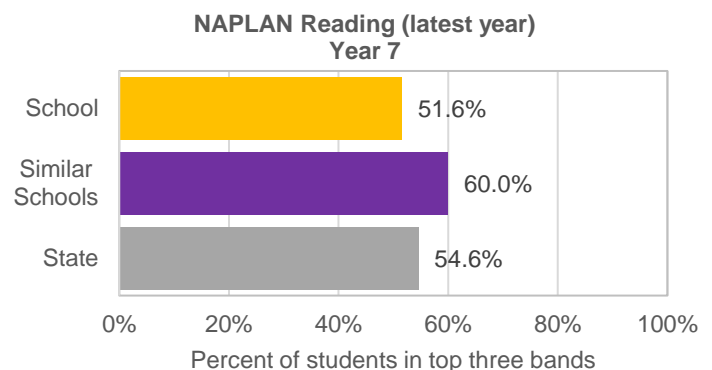
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	60.6%
Similar Schools average:	69.6%	68.3%
State average:	70.2%	69.5%



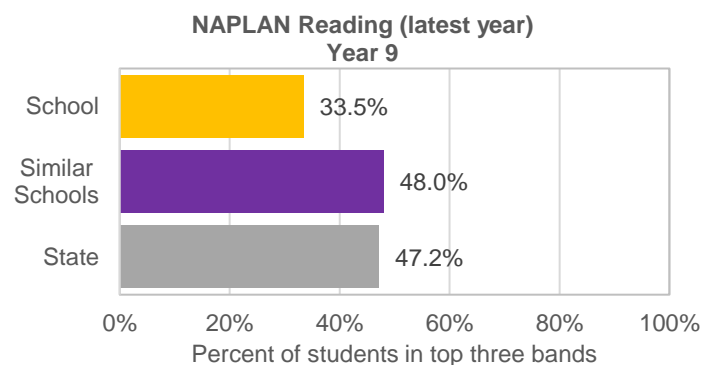
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.6%	49.5%
Similar Schools average:	60.0%	59.8%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.5%	37.0%
Similar Schools average:	48.0%	47.1%
State average:	47.2%	46.0%



**LEARNING (continued)**

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

**NAPLAN (continued)**

**Numeracy  
Year 3**

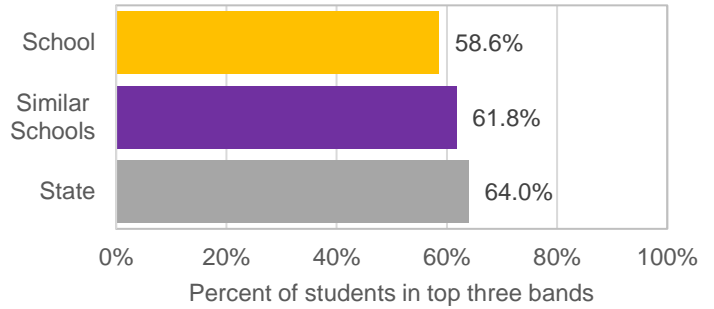
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	56.5%
Similar Schools average:	61.8%	64.3%
State average:	64.0%	66.6%

Similar Schools average:

State average:

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



**Numeracy  
Year 5**

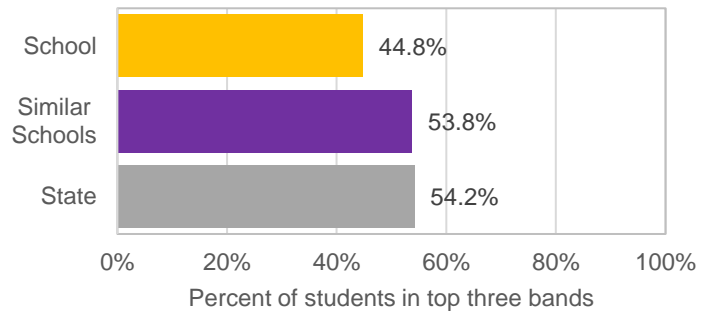
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.8%	50.0%
Similar Schools average:	53.8%	58.1%
State average:	54.2%	58.8%

Similar Schools average:

State average:

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



**Numeracy  
Year 7**

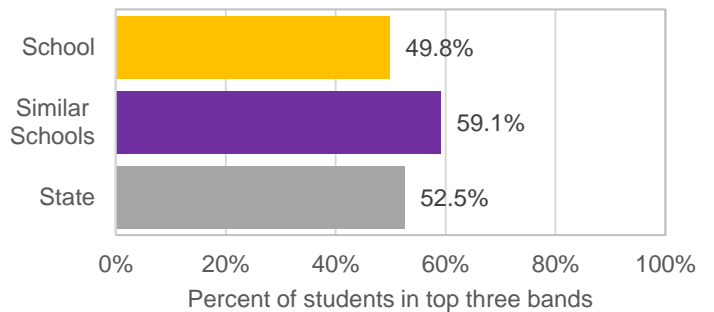
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.8%	46.5%
Similar Schools average:	59.1%	59.7%
State average:	52.5%	54.8%

Similar Schools average:

State average:

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



**Numeracy  
Year 9**

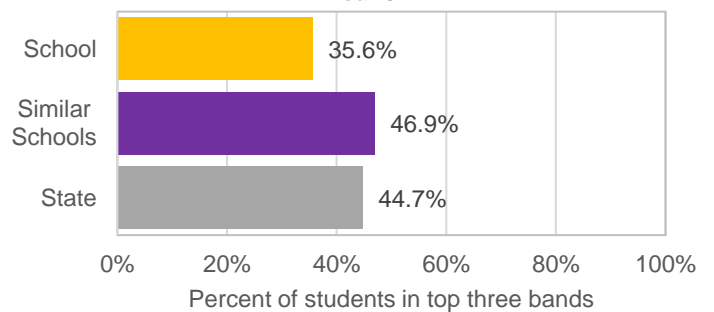
School percent of students in top three bands:

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.6%	36.2%
Similar Schools average:	46.9%	47.2%
State average:	44.7%	45.6%

Similar Schools average:

State average:

**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.*

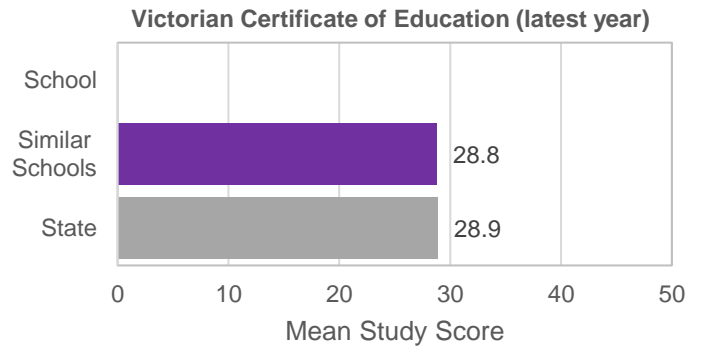
### Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	28.8	28.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

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

NDA
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VET units of competence satisfactorily completed in 2022:

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

NDA
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## WELLBEING

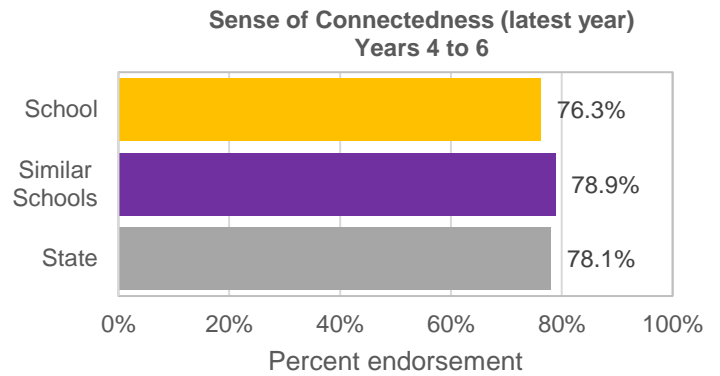
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

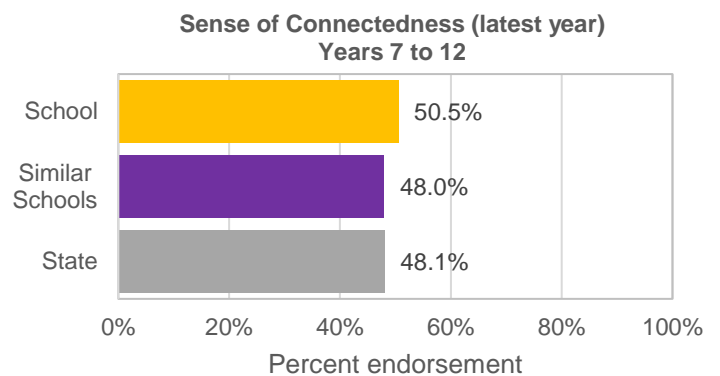
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.3%	81.0%
Similar Schools average:	78.9%	81.2%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	50.5%	53.8%
Similar Schools average:	48.0%	52.3%
State average:	48.1%	52.5%



**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

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

**Management of Bullying  
Years 4 to 6**

Latest year  
(2022)      4-year  
average

School percent endorsement:

63.2%      72.3%

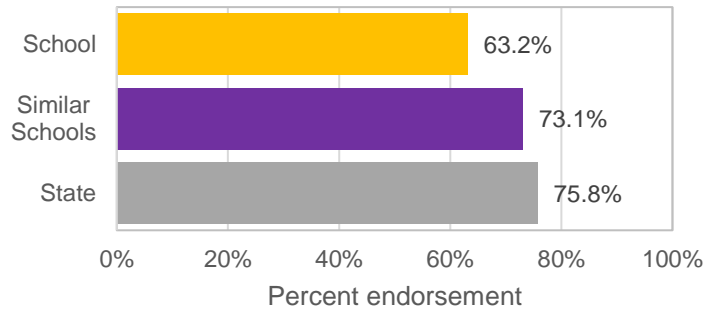
Similar Schools average:

73.1%      76.7%

State average:

75.8%      78.3%

**Management of Bullying (latest year)  
Years 4 to 6**



**Management of Bullying  
Years 7 to 12**

Latest year  
(2022)      4-year  
average

School percent endorsement:

38.2%      45.2%

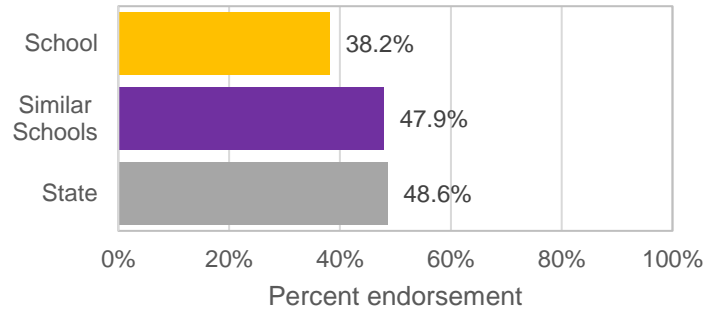
Similar Schools average:

47.9%      53.1%

State average:

48.6%      54.0%

**Management of Bullying (latest year)  
Years 7 to 12**





## ENGAGEMENT

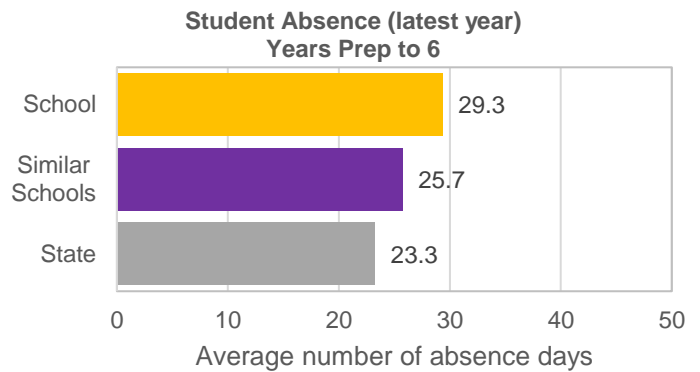
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

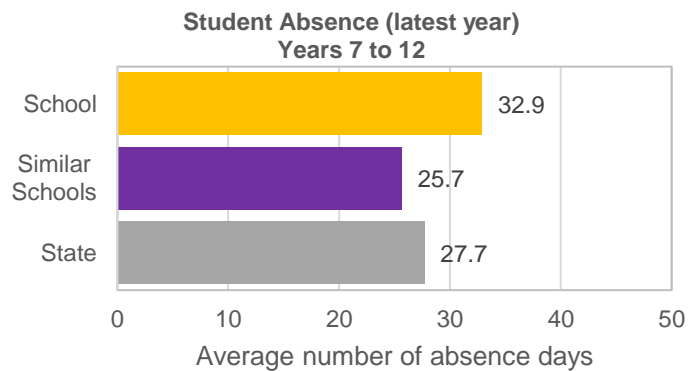
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	29.3	22.1
Similar Schools average:	25.7	18.7
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	32.9	29.4
Similar Schools average:	25.7	20.7
State average:	27.7	21.8



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	82%	86%	85%	85%	86%	86%	86%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	87%	82%	81%	NDA	NDA	NDA

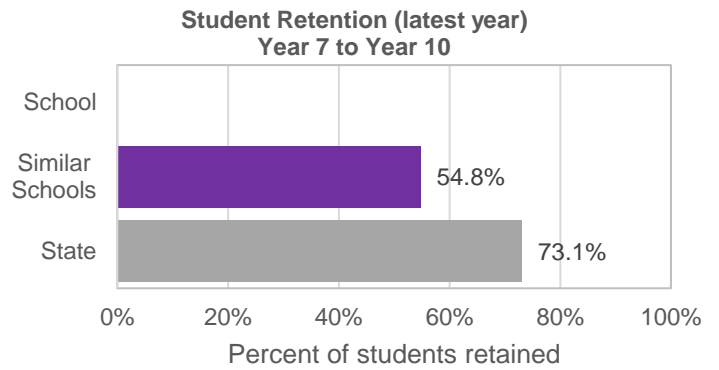
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	54.8%	55.0%
State average:	73.1%	73.0%



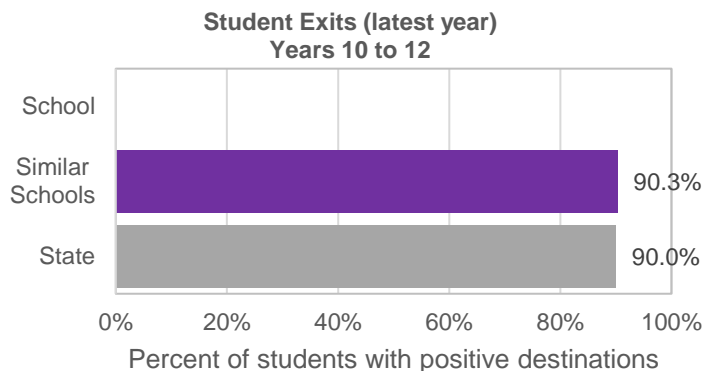
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	90.3%	92.1%
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	\$23,548,755
Government Provided DET Grants	\$2,209,764
Government Grants Commonwealth	\$56,820
Government Grants State	\$20,000
Revenue Other	\$150,174
Locally Raised Funds	\$635,660
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$26,621,173</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$332,920
Equity (Catch Up)	\$76,688
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$409,608</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$19,938,973
Adjustments	\$0
Books & Publications	\$54,191
Camps/Excursions/Activities	\$353,212
Communication Costs	\$26,466
Consumables	\$441,542
Miscellaneous Expense <sup>3</sup>	\$41,620
Professional Development	\$95,464
Equipment/Maintenance/Hire	\$388,918
Property Services	\$420,014
Salaries & Allowances <sup>4</sup>	\$539,347
Support Services	\$1,035,575
Trading & Fundraising	\$39,645
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$143,877
<b>Total Operating Expenditure</b>	<b>\$23,518,844</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,102,330</b>
<b>Asset Acquisitions</b>	<b>\$101,359</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,307,509
Official Account	\$132,513
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,440,022</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$542,738
Other Recurrent Expenditure	\$521
Provision Accounts	\$0
Funds Received in Advance	\$149,642
School Based Programs	\$368,490
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,513
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$549,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$900,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,583,404</b>

*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.*