

2023 Annual Report to the School Community

School Name: Hazel Glen College (5552)



- 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 25 March 2024 at 04:31 PM by Anthony Stockwell (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 08 April 2024 at 09:05 PM by Greg Davis (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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

- Hazel Glen College is situated in the City of Whittlesea, specifically in the suburb of Doreen. The City of Whittlesea is a community that is continuously expanding, with numerous new housing developments taking place in the local areas. Hazel Glen College serves as a vital educational hub for the residents of Doreen and the neighbouring suburbs.

Established in 2014 with an initial enrollment of 143 students and 13 staff members in Years Prep-6, Hazel Glen College has experienced significant growth over the past nine years. Currently, the college boasts a student population of 2619 and a staff count of 250, offering education from Kindergarten to Year 12. This growth recorded Hazel Glen College as one of the fastest-growing schools in Victoria during this time.

The College's educational model was structured around the stages of learning, encompassing Kindergarten, Junior School (Years P-4), Middle School (Years 5-8), and Senior School (Years 9-12). This framework enables us to cater to the holistic needs of our students, providing a sequential educational and extracurricular program that progresses through the years.

At Hazel Glen College, we have an ongoing commitment to empowering students through Student Agency, allowing them to have a greater say in their learning journey. Our curriculum focuses on building strong foundational skills in literacy and numeracy during the early years, with opportunities for extension in the middle and senior years. We also value the importance of learning by doing, particularly with our Year 9 cohort, to enhance connectedness and engagement.

Our senior years offer a diverse range of subjects and pathway options, including VCE, VCAL/VCE-VM, and VET, aligning with students' interests and aspirations beyond Year 12. In 2023, our Year 12 students achieved a mean study score of 26, showcasing our focus on academic outcomes. Our college consistently reflects on our achievements and teaching practices to ensure we support, guide, and nurture every student to reach their personal best each year. We are committed to providing a supportive and enriching learning environment that empowers students to succeed.

Hazel Glen College values the holistic development of students, encompassing their physical, social, emotional, and cognitive growth. Our educational philosophy is deeply ingrained in our structured model of learning stages, ensuring that curriculum planning and pedagogy cater to students' capabilities at each stage.

With a student population of 2619 in 2023, including a diverse mix of genders and cultural backgrounds, Hazel Glen College is committed to providing the best possible educational opportunities through modern facilities and innovative teaching practices. Our goal is to continue fostering a culture of excellence and inclusivity, guided by our vision of "One College, Everyone Matters."

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the College worked towards the Department for Education's goal for Learning: To support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. We targeted the employment of new teaching staff, utilised existing staff and created positions of responsibility as part of the tutor Learning Initiative and Middle Years Literacy and Numeracy Strategy. Unfortunately, the implementation and benefits of these programs were reduced due to the staffing crisis that continued across the State in 2022 and 2023 as a result of staff illness, a lack of casual replacement teachers and more widely teaching staff. The College continued to use the Datawise improvement model with its teaching staff to focus on the improvement of instructional practice with a data-driven approach.

Teacher judgments of students' achievement levels in P-6 for Mathematics were above state and similar schools (86.6%) and dropped just below in English against similar schools at (84.3%). These are both very high results of achievement for our prep-6 cohort. In Years 7-12 the teacher judgments for English and Mathematics both decreased from 2022 and are below State level and similar school averages but are more similar to regional expectations.

NAPLAN results showed a significant percentage increase of students in the strong or exceeding proficiency levels in both reading and numeracy in years 3,5,7 and 9. Year 3 is over 5% higher than both state and similar schools for reading (75.6%), what a great achievement. In years 5,7 and 9 we have achieved over a 10% increase from 2022 of students in both reading and numeracy. Year 9 numeracy achieved a 22% increase from 2022. These are very pleasing outcomes and significant improvements.

The VCE Mean Study score was 26.6. We achieved a 98% completion rate, which was a higher result compared to state and local network schools. We had 33 students awarded their vocational major and 92% of students satisfactorily completed their VET units of competency.

Wellbeing

In 2023, the College worked towards the Department for Education's goal for Wellbeing: to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The Annual Report demonstrates the College experienced a decrease in Sense of Connectedness and Managing Bullying across the College in 2023. This is in line with a similar pattern experienced in Similar Schools and State Average. This can be attributed to factors such as an increase in staff absenteeism and statewide staff shortage affecting student connectedness, and increased challenges addressing peer conflict following the pandemic.

The College addressed these challenges in a number of ways:

- The reintroduction of significant teachers in Middle School to ensure students have clear connections to their teachers
- Social and Emotional Professional Learning program for staff to build into their classroom practice
- A significant staff member acting as Home Group teacher and mentor for Year 10 students and who would follow them through the remainder of their senior secondary program
- Revision and realignment of the College social and emotional learning program (Personal Enrichment Program) across the College
- The introduction of a case manager approach to student wellbeing using a multi-tiered approach to student wellbeing using the RTI framework
- Restructuring the wellbeing team with the employment of Assistant Principal of Inclusion and Diversity, Re-engagement Leader and Inclusion Leader.

Further ways the College has worked towards achieving goals in this area are:

- Staff Learning Communities focused on student agency, social and emotional learning and inquiry learning
- Change to the curriculum map in Middle School to allow greater breadth of subjects offered
- The introduction of VCE Vocational Major in senior secondary school
- Ensuring the College camps program and community events such as Colour Run, Showcase and Easter Bonnet parade resumes
- College re-engagement leader to address at-risk student absenteeism.

Engagement

Student absence rates for P-6 increased at Hazel Glen College, however, this was in line with similar schools and state increases and expected levels due to Covid and flu sickness rates. Year 7-12 Absence rates increased markedly and are notably higher than similar schools and state. Whilst the increase was related to the Covid and flu sickness rates, the lack of return to school after remote learning or a disengagement with mainstream education meant that a number of students had significant absences and this has affected average levels for the whole school.

Student retention rates across Years 7-10 are above the State average, however, have decreased slightly from 2021. In 2023, the college is providing more Year level leaders, an Applied Learning and Pathways Learning Specialist, a Careers Practitioner as well as an attendance-related Wellbeing Leader to support this area.

Year 10-12 students exiting to further studies or full-time employment is significantly above the similar schools and state average and shows that Hazel Glen College students are leaving to known pathways of apprenticeships, traineeships, TAFE, University or work as positive destinations.

Other highlights from the school year

There were a large number of camps run across the College with overnight camps at Year 2,3,4,5,6,7,8,9 and 12 to a wide range of venues across Victoria. This afforded our students fantastic extra curricular opportunities to develop team building and leadership skills.

The annual Y5-12 and Y4-6 House swimming carnivals were outstanding fun events with both having fantastic weather for pool activities. The Athletics carnival had to be rescheduled due to wet weather but did occur in Term 4 with many students attending and participating in their first athletics event as lockdowns, covid restrictions and poor weather have impacted this over the past four years.

The College production was Aladdin, which played over 3 performances at Plenty Ranges Arts Centre with over 40 students performing to sold out audiences.

The Colour Run was once again a very successful whole College event where approximately 3000 students, parents and teachers took part in our second Colour Run on the Senior School Oval.

The VCE Art and Technology showcase along with our Whole College Arts evening were fantastic opportunities to welcome parents and highlight student work.

Both the Year 10 and Year 12 cohorts attended a formal and over 800 students and parents attended the Year 12 Graduation held at the College. Our Y8 students celebrated moving to Middle School and Senior School.

Financial performance

The 2023 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes, and to support student learning. The provision of our high quality teaching and learning environment and programs is made possible by the contributions of families through the Parent Payment Policy. We thank our community for their continued financial support.

The large items of expenditure in 2023 - \$84,000 for technology equipment upgrades and computer applications; \$25,000 for the purchase of musical instruments to support our Music Academy; \$25,000 for professional learning; \$59,000 for the College Production; \$64,682 for new air conditioners; \$36,000 for the External LED sign; \$34,000 for CCTV upgrades and repairs and \$45,000 for the Year 1 playground.

The Operating Statement summary shows that the DET Student Resource Package was 91% of the total revenue received which is provided for staff salaries.

The Government Provided DET Grants includes:

- \$2,483,147 SRP cash grant which provides the resources to support student learning and school infrastructure (utilities, maintenance, grounds allowance, annual contracts and essential maintenance works.

Government Grants State includes;

- \$10,209 VCE exam supervisors and NAPLAN support. Revenue Other is less than 1% of the total revenue and includes bank interest and some reimbursement items.

Locally Raised Funds;

- \$2,265,666 includes fundraising, hire of facilities, OSHC, trading operations, ECD local funds, commission and camps and excursions.

Hazel Glen College received a small amount of Equity Funding, which was utilised to employ specialist staff in learning and wellbeing.

The College Council will continue to focus on beautification and improvements of our school grounds and ensure that all funds from the SRP are used to support students and improve their learning outcomes.

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 approves the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at

<http://www.hgc.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 2619 students were enrolled at this school in 2023, 1256 female and 1361 male.

12 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.

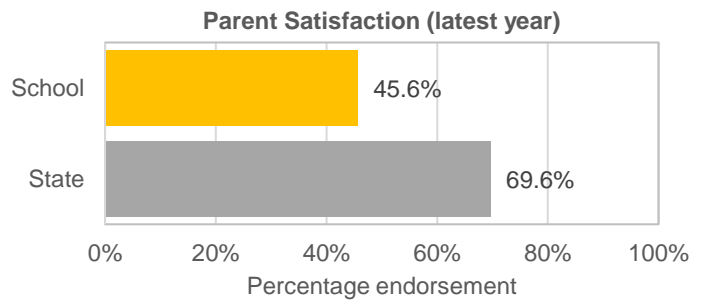
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	45.6%
State average (P-12 schools):	69.6%



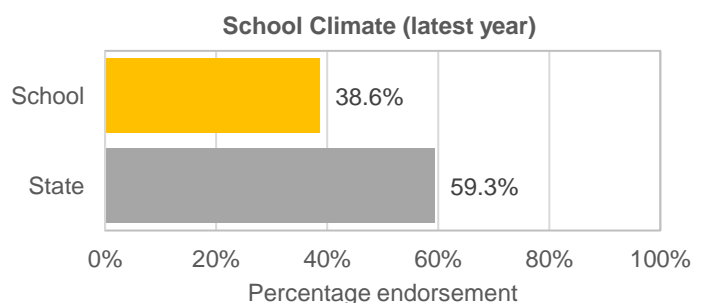
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	38.6%
State average (P-12 schools):	59.3%



LEARNING

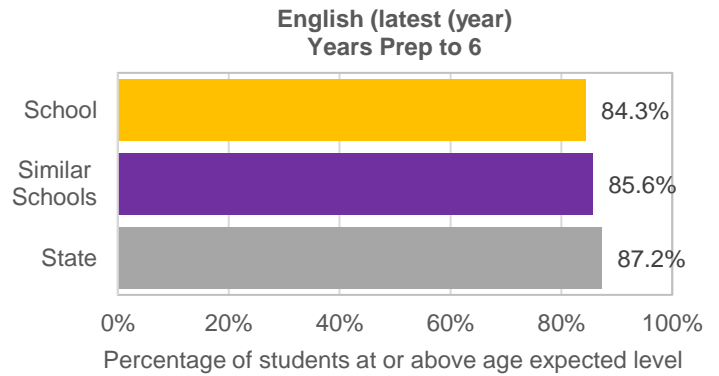
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

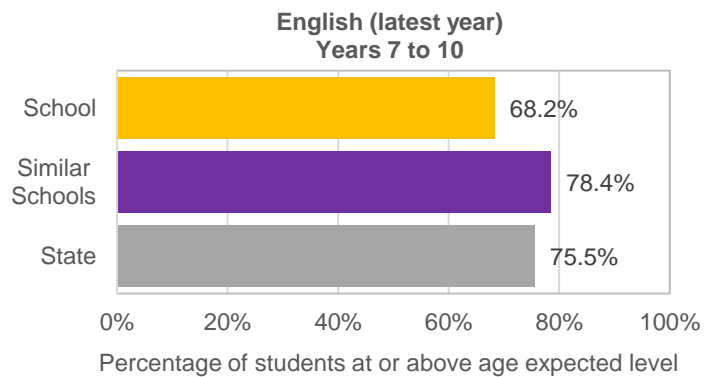
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	84.3%
Similar Schools average:	85.6%
State average:	87.2%



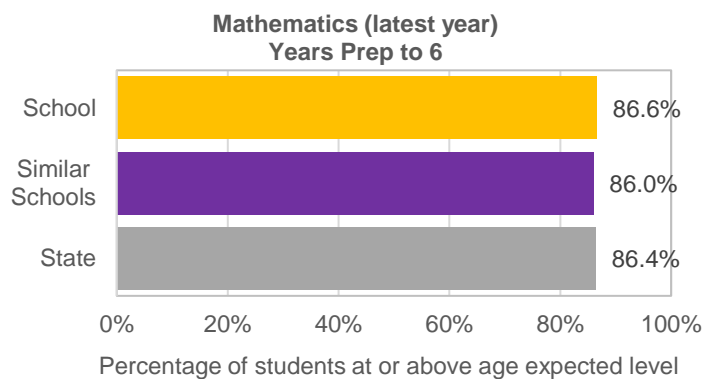
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	68.2%
Similar Schools average:	78.4%
State average:	75.5%



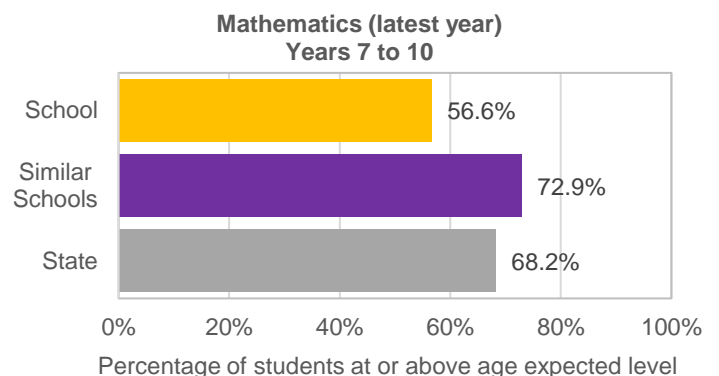
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	86.6%
Similar Schools average:	86.0%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	56.6%
Similar Schools average:	72.9%
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 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.6%

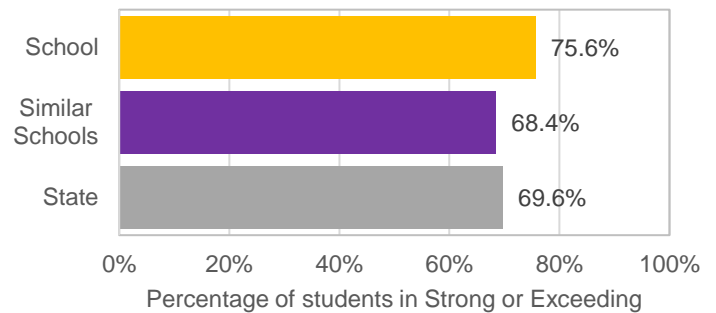
Similar Schools average:

68.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.0%

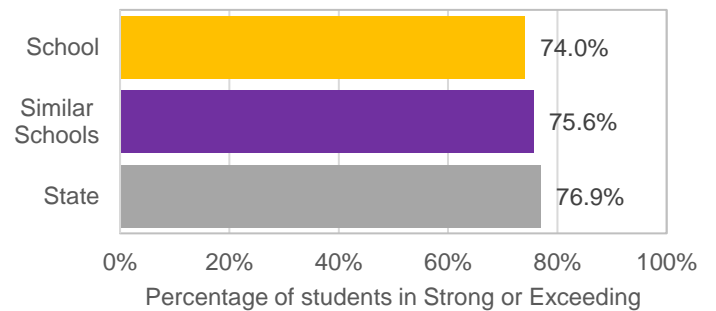
Similar Schools average:

75.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.4%

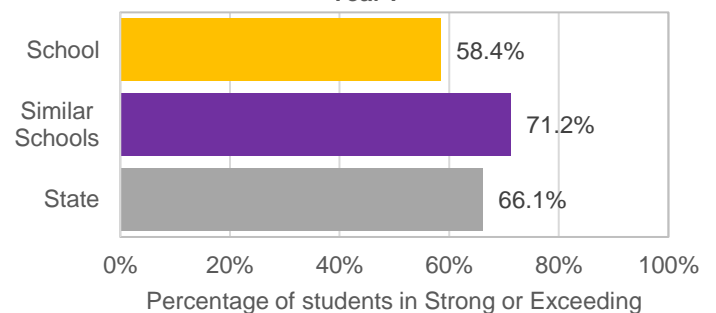
Similar Schools average:

71.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.7%

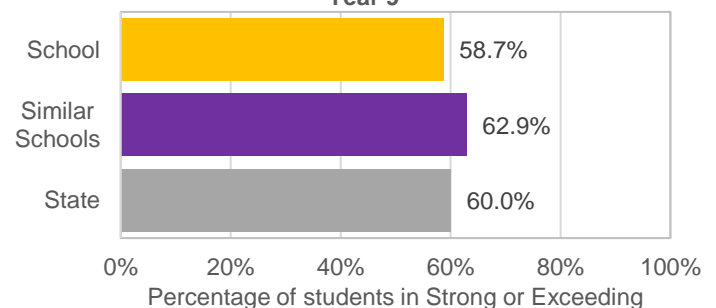
Similar Schools average:

62.9%

State average:

60.0%

NAPLAN Reading (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 (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

67.7%

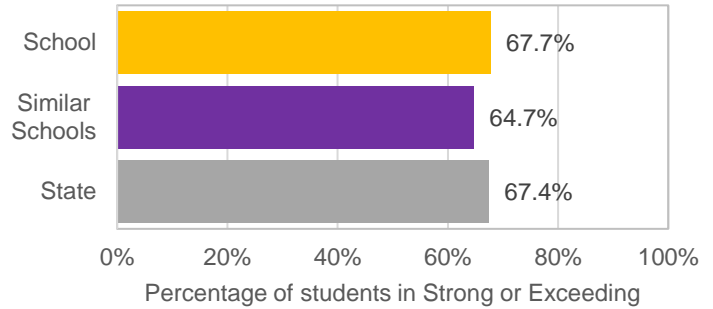
Similar Schools average:

64.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

61.3%

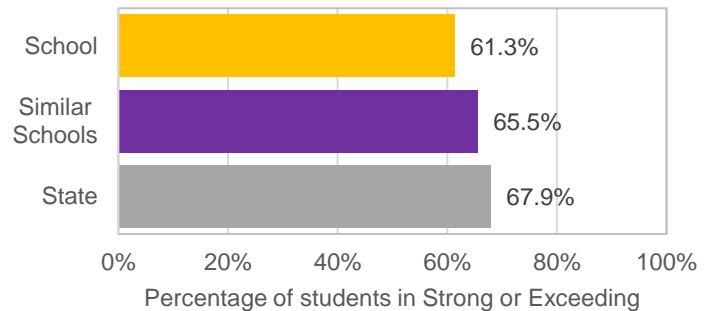
Similar Schools average:

65.5%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

56.5%

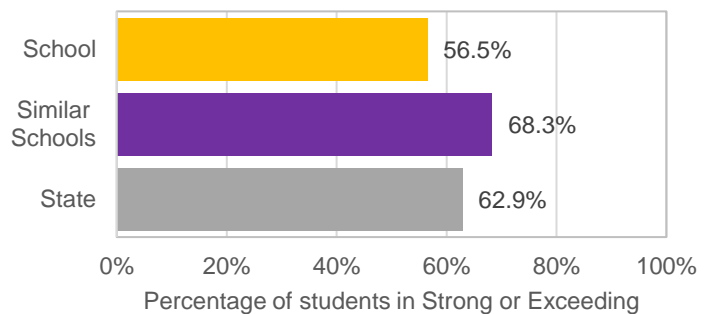
Similar Schools average:

68.3%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

57.5%

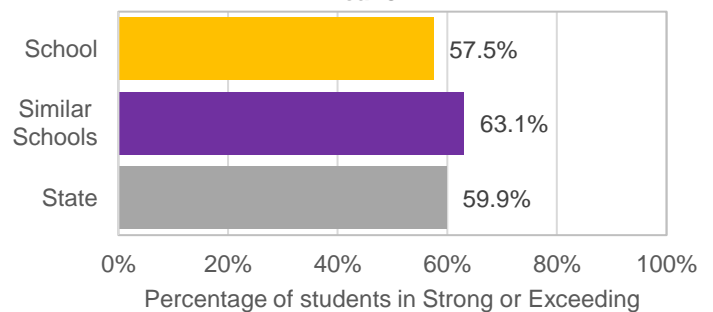
Similar Schools average:

63.1%

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 3

Latest year (2022)

School percentage of students in the top three bands:

83.7%

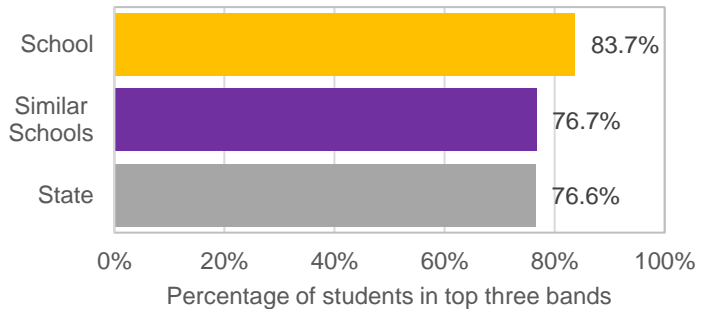
Similar Schools average:

76.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

62.8%

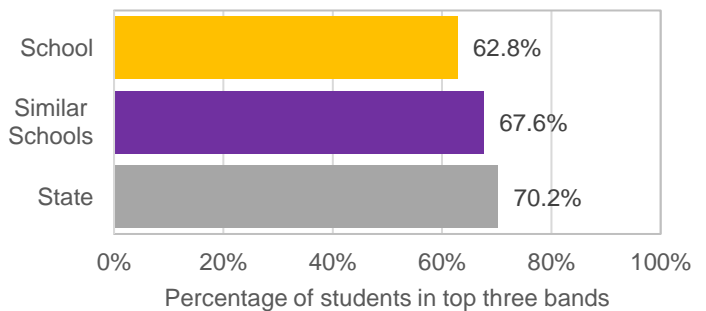
Similar Schools average:

67.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

47.9%

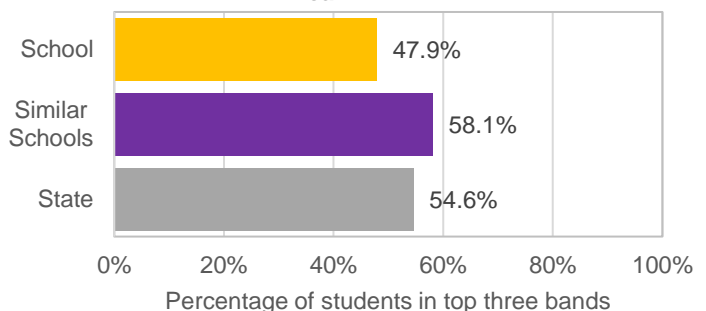
Similar Schools average:

58.1%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

39.7%

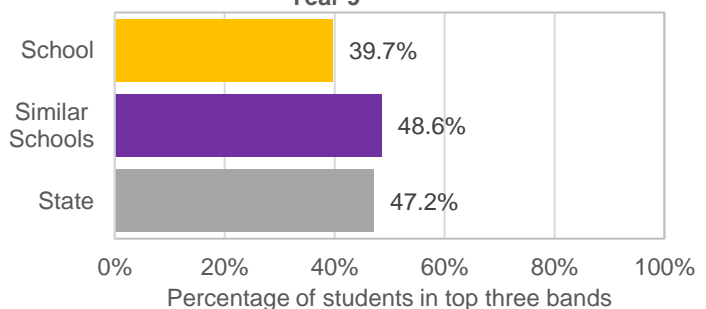
Similar Schools average:

48.6%

State average:

47.2%

NAPLAN Reading (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.

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

62.6%

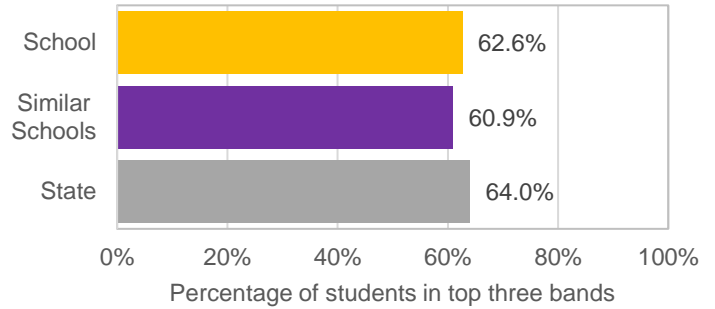
Similar Schools average:

60.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

43.9%

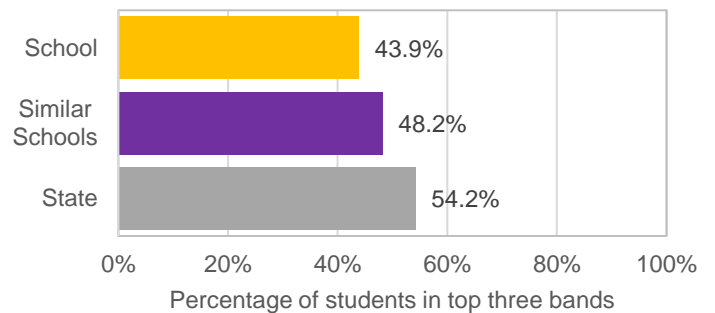
Similar Schools average:

48.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

45.8%

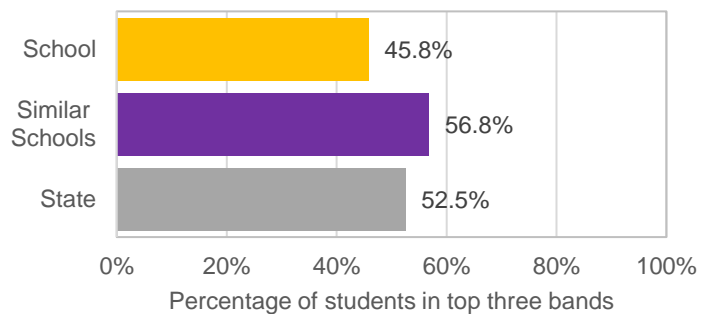
Similar Schools average:

56.8%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

35.5%

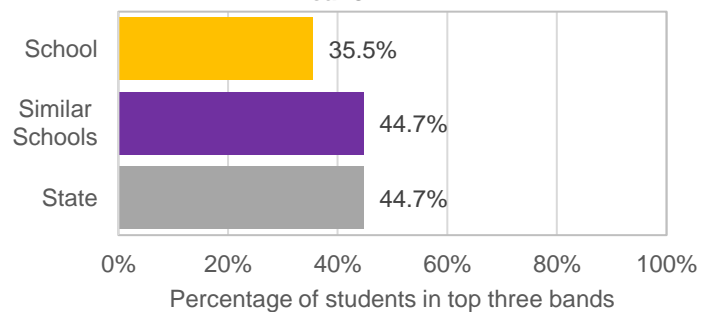
Similar Schools average:

44.7%

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.*

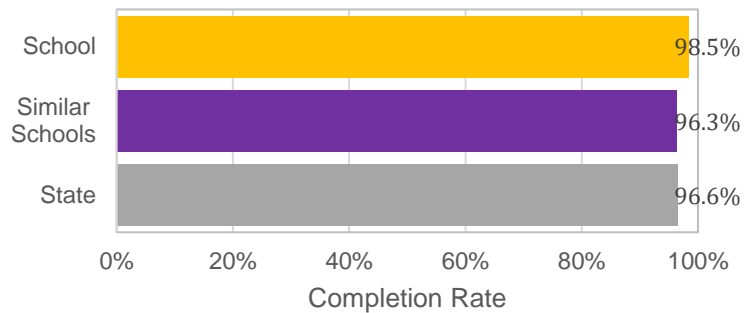
Victorian Senior Secondary Certificate

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:	98.5%	98.5%
Similar Schools completion rate:	96.3%	97.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.6

Number of students awarded the VCE Vocational Major

33

Number of students awarded the Victorian Pathways Certificate

NDA

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

36%

Percentage VET units of competence satisfactorily completed in 2023:

92%

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 4 to 6

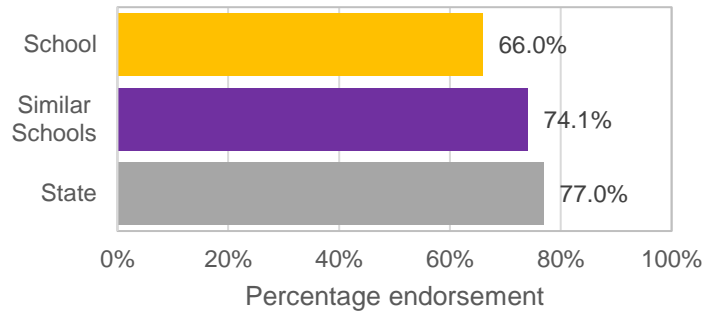
School percentage endorsement:

Latest year (2023)	4-year average
66.0%	71.6%
74.1%	77.6%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

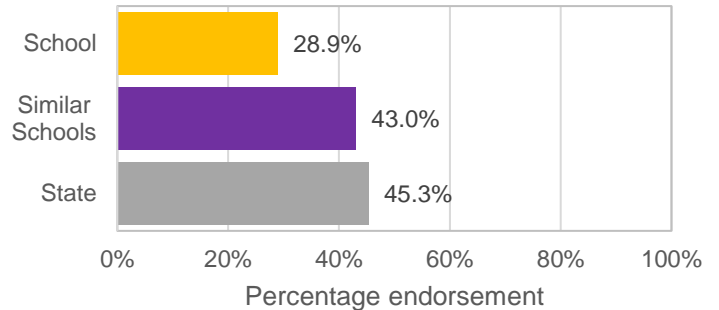
School percentage endorsement:

Latest year (2023)	4-year average
28.9%	36.9%
43.0%	48.3%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

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 4 to 6**

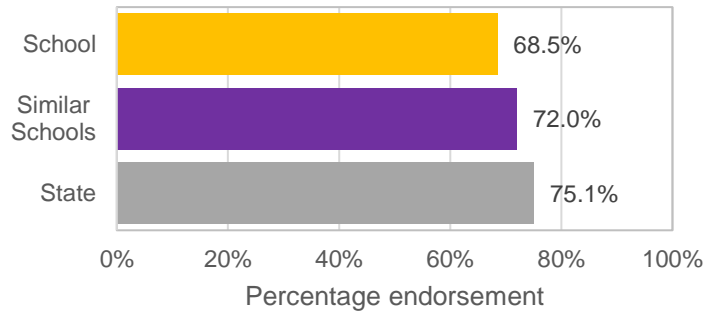
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
68.5%	72.6%
72.0%	75.7%
75.1%	76.9%

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



**Management of Bullying
Years 7 to 12**

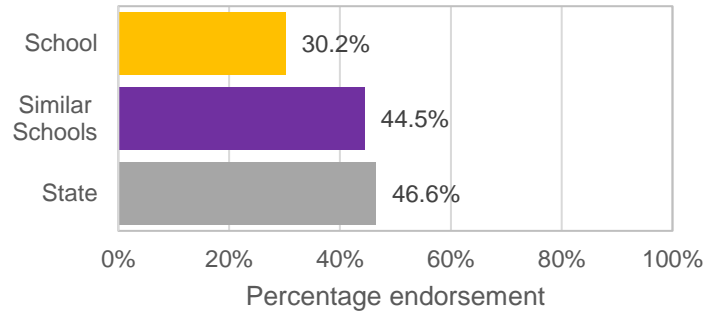
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
30.2%	38.3%
44.5%	49.7%
46.6%	51.0%

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



ENGAGEMENT

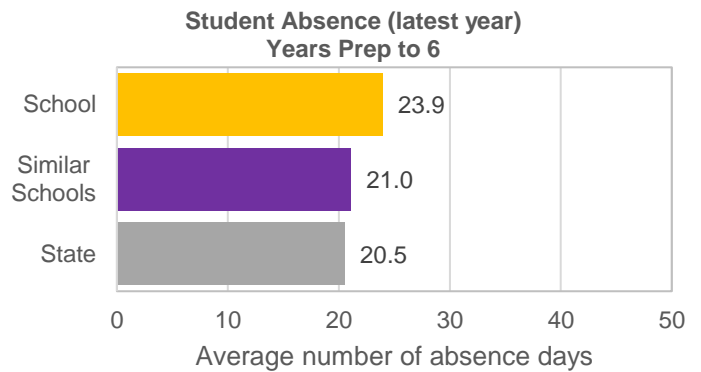
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

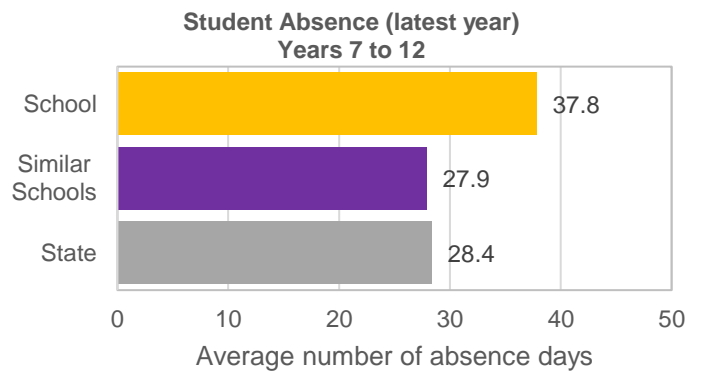
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.9	18.0
Similar Schools average:	21.0	18.8
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	37.8	27.2
Similar Schools average:	27.9	22.6
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	89%	88%	89%	89%	86%	85%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	79%	78%	79%	80%	86%

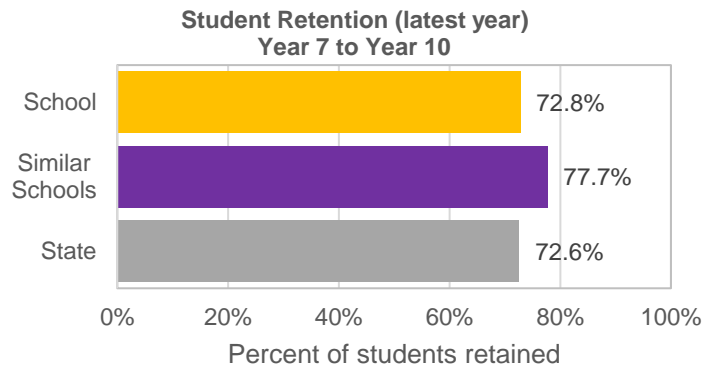
ENGAGEMENT (continued)

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 (2023)	4-year average
School percent of students retained:	72.8%	75.2%
Similar Schools average:	77.7%	79.7%
State average:	72.6%	73.8%



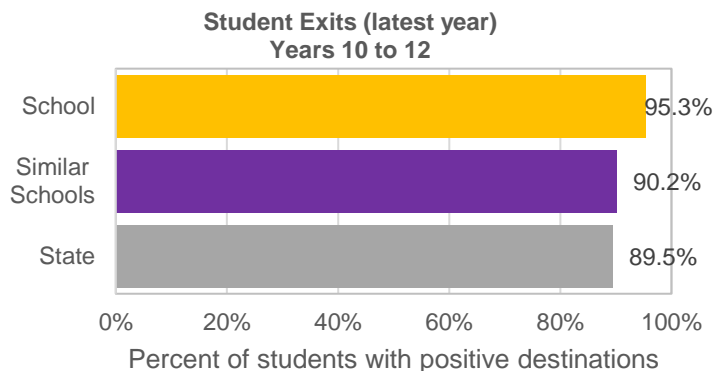
Students exiting to further studies or full-time employment

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:	95.3%	95.9%
Similar Schools average:	90.2%	90.3%
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	\$26,599,793
Government Provided DET Grants	\$3,549,776
Government Grants Commonwealth	\$709,937
Government Grants State	\$10,209
Revenue Other	\$459,294
Locally Raised Funds	\$2,267,084
Capital Grants	\$0
Total Operating Revenue	\$33,596,092

Equity ¹	Actual
Equity (Social Disadvantage)	\$421,101
Equity (Catch Up)	\$96,441
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$517,542

Expenditure	Actual
Student Resource Package ²	\$27,474,690
Adjustments	\$0
Books & Publications	\$12,463
Camps/Excursions/Activities	\$703,899
Communication Costs	\$47,914
Consumables	\$575,605
Miscellaneous Expense ³	\$685,306
Professional Development	\$103,301
Equipment/Maintenance/Hire	\$262,489
Property Services	\$469,129
Salaries & Allowances ⁴	\$466,705
Support Services	\$632,058
Trading & Fundraising	\$431,319
Motor Vehicle Expenses	\$1,326
Travel & Subsistence	\$99
Utilities	\$380,639
Total Operating Expenditure	\$32,246,940
Net Operating Surplus/-Deficit	\$1,349,151
Asset Acquisitions	\$225,714

- (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 19 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	\$10,697,412
Official Account	\$72,983
Other Accounts	\$0
Total Funds Available	\$10,770,395

Financial Commitments	Actual
Operating Reserve	\$727,365
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$151,034
School Based Programs	\$623,900
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$198,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$3,700,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,550,299

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.