

# 2023 Annual Report to the School Community

School Name: Mount Clear College (7267)



- 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 26 March 2024 at 03:12 PM by Jenny Bromley (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 30 April 2024 at 05:40 PM by Joanne Hocking (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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## 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

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## School context

Mount Clear College is a large, co-educational secondary college in Ballarat with an enrolment of 1070 students, 86.2 equivalent full-time teachers, 6 Principal Class leaders and 36.9 Education Support staff. Our Overall socio-economic profile is medium compared to other schools in Victoria. Our vision is to provide a caring and engaging community where every student and staff member is valued, able to learn and grow, and is inspired to achieve individual excellence. Our values of Care, Commitment, Respect and Responsibility guide our policies, planning and the way we interact with our school community. We are committed to building our collective teaching capacity to provide learning opportunities that enable our students to become well-educated and positive global citizens, through a range of learning and enrichment opportunities that extend beyond the classroom.

Some of these opportunities include our Aspire program (a Select Entry Accelerated Learning Program), an outstanding Performing Arts and Musical Futures program, and high-quality Year 7 to 12 Applied Learning programs. We host a specialist STEM Centre (Earth Ed) that provides innovative Stem programs and professional development for students and staff throughout the state. We have an extensive and highly regarded International Program that provides opportunities for students and staff to travel and collaborate internationally. We deliver a Japanese and Chinese LOTE program supported by a Confucius Classroom to provide opportunities for students to study a language from Year 7-10. Students have the opportunity to be involved in a range of leadership opportunities within the college and the community.

We strive to provide a safe and positive learning environment with an emphasis on the holistic development of our students, through a comprehensive whole-school mentor program with each student's mentor teacher acting as the first point of contact for Parents/Guardians. This program delivers well-being and personal development through part of the Resilience Program. Our focus on student health and wellbeing and achievement remains paramount with teachers delivering high-quality programs and feedback to their students throughout the year.

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

### Learning

Student achievement and growth, as reflected in NAPLAN and VCE results, was impressive in 2023 despite the high level of absences. In 2023, learning at Mount Clear College focused on 'Improving student outcomes and learning growth'. We continued to implement the Tutor Learning Initiative (TLI), with the aim of reducing potential learning gaps experienced due to the impact of COVID over the previous years. Our 3 tutors ran small group sessions with students across all year levels and worked closely with teachers to align classroom and tutoring sessions, share high impact teaching strategies, and discuss student progress.

Our NAPLAN data and Teacher Judgement of student achievement against the Victorian curriculum continues to improve. Across Years 7-10 79.9 % of our students are at or above expected standards for English, which is above State level. For Mathematics 66.4% of our students are at or above expected standards, just under State levels and above similar schools at 68.2%

The Year 9 cohort showed strong results in reading with 60.5% of students in the strong or exceeding proficiency levels which was above similar schools at 56% and State at 60% averages, writing results also showed excellent growth with an average of 60% of students in the or exceeding proficiency or strong, which was above similar schools at 54% and 58% at State level.

The 2023 Year 12 cohort achieved some excellent results despite the challenges of remote learning and COVID illness throughout their years of secondary school. In 2023 we continued to raise expectations of success, we targeted support for our senior students including providing opportunities for working in small groups, provided one on tuition and support to attend revision lessons and masterclasses. This resulted in many students using their unsupervised learning time more efficiently. Our students achieved some excellent results with our dux achieving 95.15. We had four students achieving above 90, six students above 80, with 29% of our students achieving above 70%. 93.6% of our VCE students gained their Victorian Senior Secondary Certificate.

### Wellbeing

The dedicated Mount Clear College Wellbeing team, comprising our Student Services Leader, a Mental Health Practitioner, two SHAAC Counsellors and a DET School Nurse, continue to excel in providing exceptional support and prevention programs for both students and staff. Their efforts include the continuation of the Breakfast Program in 2023, which continues to see high attendance and is facilitated by the Wellbeing team and volunteer staff and students. The Doctors in School program remains a cornerstone resource, offering high-quality support to our students and families, alongside the Enhancing Mental Health in Schools program.

In collaboration with the City of Ballarat and 10 other schools, including all secondary schools in the area, our school had the privilege of participating in the Live for Life program. This evidence-based initiative focuses on improving mental health awareness and equipping young people with the skills and confidence to manage their own mental well-being. To further support this endeavour, three of our staff members are now accredited as Teen Mental Health First Aid facilitators, delivering vital mental health education to all Year 8 and 10 students in 2024. Additionally, 21 staff members have undergone training in Mental Health First Aid across the College. Furthermore, 155 students are accredited as Year 9 2024 Teen Mental Health First Aiders, with 10 Year 12 Student Leaders also receiving accreditation. Additionally, we have 5 active members of the Crew youth leadership and participation program who will collaborate with schools across Ballarat to disseminate mental health information to their peers.

Continuing our partnership with Berry Street, we are providing trauma-informed small group resilience sessions for selected students from Years 7-10. As part of this collaboration, Berry Street will offer ongoing support to small groups of teachers to further develop relationships using the Playfulness, Acceptance, Curiosity, and Empathy (PACE) trauma-informed model. Furthermore, all staff will undergo whole staff professional development in applying the PACE model when supporting young people from trauma backgrounds.

## Engagement

2023 presented its share of challenges to our learning community. We encountered high staff and student absences and similar to 2022, a high number of students and families grappling with mental health issues. Additionally, some students exhibited signs of lost learning stamina, while others struggled to regulate their behaviours to meet expected standards.

Addressing the concerning behaviours exhibited by some students has been a collective endeavour, with a unified approach to rebuilding our College culture. Emphasis has been placed on promoting regulation within the classroom, supported by the integration of the School Wide Positive Behaviour approach and Respectful Relationships principles into our structures and programs, and the promotion of our values of Respect, Responsibility, Care and Commitment throughout the school. We have also introduced a school wide online reporting system to support students to report bullying and wellbeing concerns for themselves or others.

The College's School Wide Positive Behaviors (SWPB) team identifies tier 2/3 students and develops Individual Learning Plans (ILPs) for these students. This has resulted in a noticeable shift from a stand-alone welfare approach to a holistic wrap-around approach with the emphasis on learning needs. An Assistant Principal oversees the tier 3 program and Flexible Learning Options (FLO) and in 2023 we continued to resource our onsite FLO and our Year 8-9 Hands-On Learning Program. Three Student Engagement Officers at Leading Teacher level continued to be employed by the four Ballarat Secondary Schools in 2023 to support the Education State FISO domains of 'Breaking the Link and Reducing the Impact of Disadvantaged'.

Student attendance has been a challenge over past years. Absences average across the College increased to 31.6 days, which is below similar schools at 32.3 and above State at 28.4. Improving attendance continues to be a focus for 2024.

Furthermore, we have embarked on a schoolwide initiative to address bullying, employing a comprehensive approach to create a culture of respect and inclusion across our entire community. Through these concerted efforts, we are steadfast in our commitment to nurturing a supportive and thriving learning environment for all members of the Mount Clear College community. The College has developed a suite of programs and support structures to scaffold those students who were at risk of disengaging from learning, ensuring the opportunity to continue their educational journey. Our retention rate of students between Year 7-10 was 89% which was above the State average at 72.6%.

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## Other highlights from the school year

Mount Clear College and Earth Ed, in partnership SW region, collaborated to bring Jo Boaler, a world renowned mathematics educator, to Australia to provide strategic opportunities for schools throughout the region to transform numeracy education in classrooms. Jo Boaler presented to the regional principal group of more than 120, where she showcased the transformative impact of her approaches in mathematics education. Additionally, she facilitated professional development days with 120 learning specialists and more than 500 teachers, equipping them with the tools and strategies to implement innovative mathematics instruction in their classrooms. Our Year 7 mathematics team worked with Earth Ed staff to map out the Jo Boaler approach to the New Victorian Mathematics Curriculum and will implement the approach across all Year 7 classes in 2024.

2023 marked a triumphant return for our international program, as we facilitated two trips providing the opportunity for 60 students and 8 staff to visit Japan. We expanded our global reach by establishing a sister school in Vietnam with ULIS Middle school; we visited the school and warmly welcomed a visit from the principal and teachers from the school, solidifying bonds and laying the groundwork for fruitful future partnerships. We celebrated with the arrival of 15 students and 2 principals from Finland, fostering cultural exchange and collaboration. These interactions highlight our pursuit of experiential learning opportunities transcending borders.

Our Open Day for the 'All-Years Reunion' was a fantastic event enjoyed by all who attended. It was great to welcome visitors from far and wide, with many traveling great distances, including from Swan Hill and Queensland, to reconnect with their school. We were delighted to host Alumni members, both staff and students, representing the rich history of our institution to the current decade. This gathering exemplified the enduring spirit and sense of community that defines our school.

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## Financial performance

Mount Clear College achieved a surplus for 2023. Equity funding was allocated to support students through various initiatives, including the acquisition of laptops, AVID resources, Edrolo, Education Perfect, and Resilience diaries. Equity credit was used to enhance student learning experiences via programs such as Flexible Learning Options and Hands on Learning.

Emphasising student well-being remained a top priority, with additional resources allocated towards the Diversity team, School Wide Positive Behaviour programs, and various projects facilitated by our Student Welfare team.

In April, new cleaning contractors were engaged following a thorough tender process, resulting in the award of a three-year contract valued at \$1,027,884. Recognising the escalating costs associated with transportation and camp fees, School Council approved financial support amounting to \$19,239 for camps.

A successful Shade Sails Grant totalling \$25,000 supported the installation of a roof over the soccer pitch and replacement of the turf at a cost of \$373,545, thereby transforming the area into a spacious, all-weather outdoor space conducive to student activities.

A substantial renovation initiative was undertaken at the front entrance of the school, encompassing the installation of pathways, fencing, landscaping, and a restructuring of the car park, totalling \$344,159. This project, complemented by new signage and lighting, has significantly enhanced a welcoming environment for students, families, and the community.

In line with our commitment to academic excellence, upgrades to our TV studio were initiated, encompassing the acquisition of Audio Visual equipment (\$62,371) and a computer upgrade (\$42,514). Plans are underway for further enhancements in 2024, including new flooring, acoustic panels, and furniture.

Other developments also include the commencement of planning for a VSBA approved Outdoor Locker Bay (\$22,890), with an additional expenditure of \$227,000 scheduled for 2024. This facility, accommodating approximately 270 lockers for students in Years 11 and 12, aims to foster a calmer environment within the Senior School.

Other completed projects encompassed security upgrades with the acquisition of Salto technology (\$68,441), replacement of bricks with concrete outside the junior and senior school (\$30,620), installation of digital signage throughout the campus for disseminating information on school events, replacement of the curtain wall in Block B to match Block A (\$177,355), replacement of lino flooring in senior school art rooms (\$42,500), and replacement of classroom furniture in Senior School, Music, and the Language Centre (\$58,737). All classroom furniture is now less than eight years old. Additionally, Earth Ed upgraded podcast equipment in their theatre (\$10,243).

Work is almost complete on the VSBA funded project of our Shelter in Place (SIP) ensuring safety for students and staff in the case of fire. This is situated in the school gym and includes fire proof doors and windows.

**For more detailed information regarding our school please visit our website at**  
<https://mountclearcollege.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 1070 students were enrolled at this school in 2023, 533 female and 535 male.

2 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

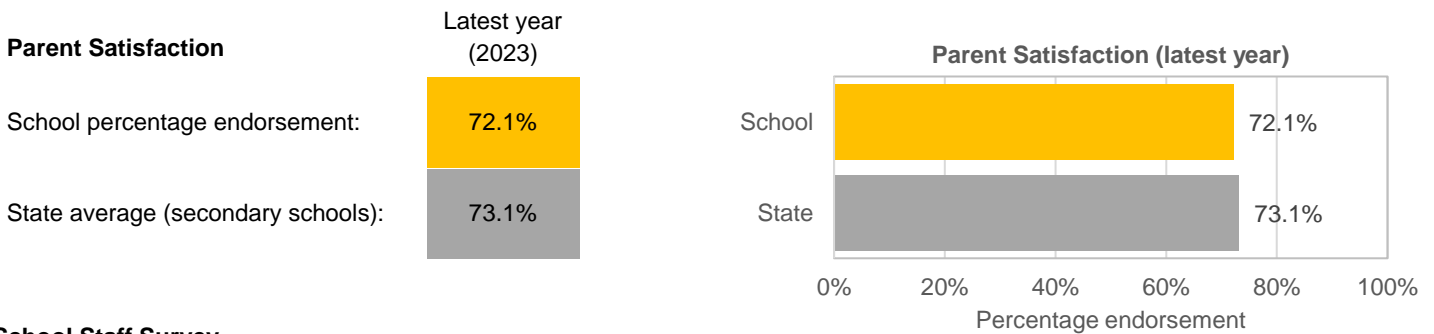
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

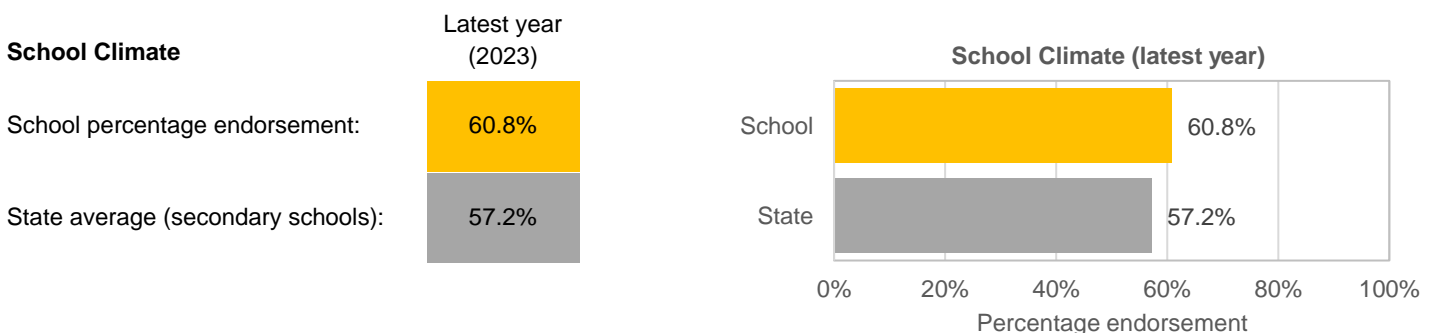


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

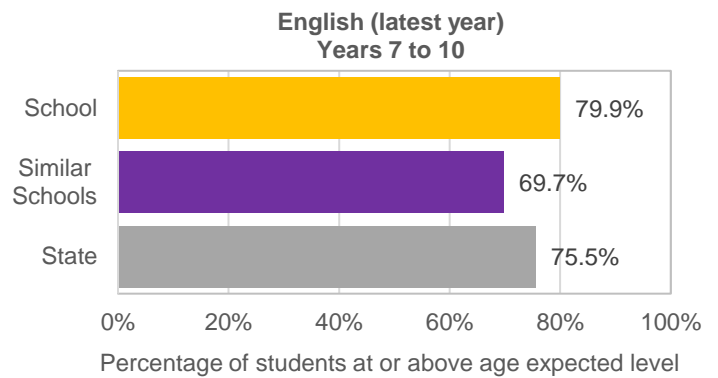
79.9%

Similar Schools average:

69.7%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

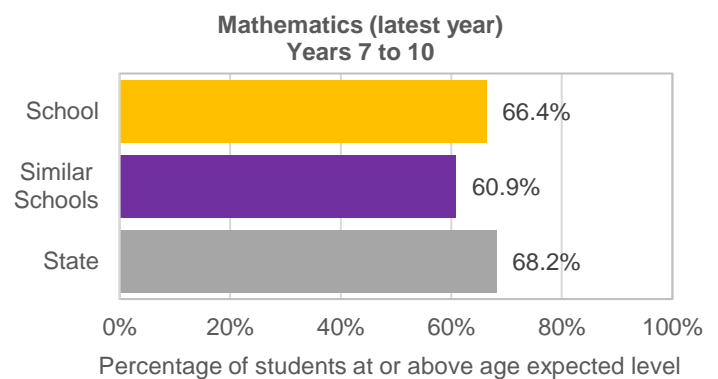
66.4%

Similar Schools average:

60.9%

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 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.9%

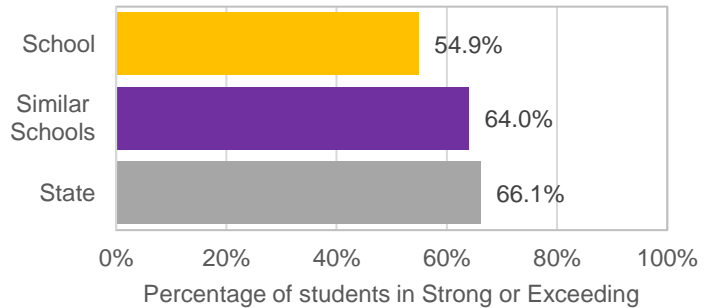
Similar Schools average:

64.0%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.5%

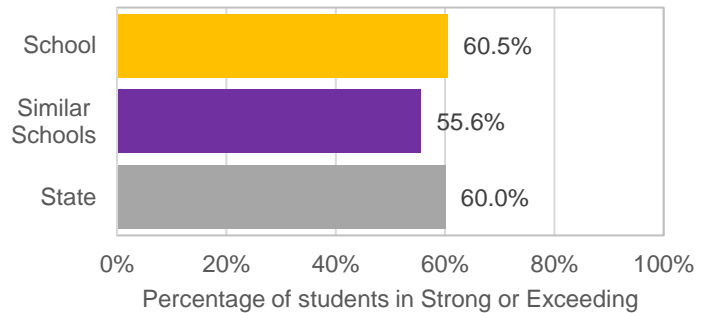
Similar Schools average:

55.6%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.1%

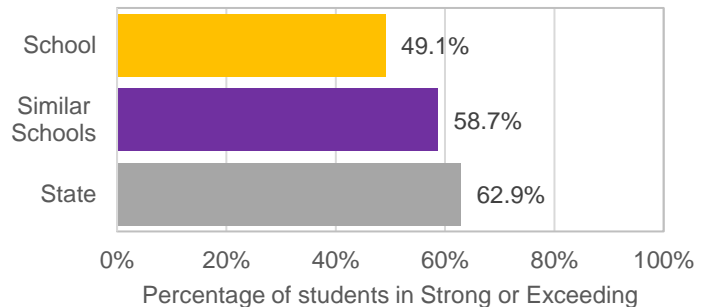
Similar Schools average:

58.7%

State average:

62.9%

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



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.9%

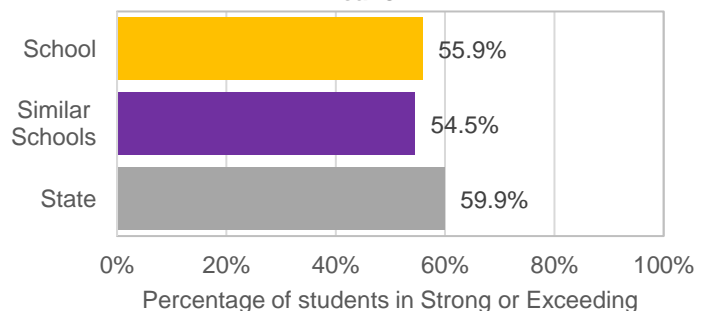
Similar Schools average:

54.5%

State average:

59.9%

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



**LEARNING (continued)**

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

**NAPLAN**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

46.3%

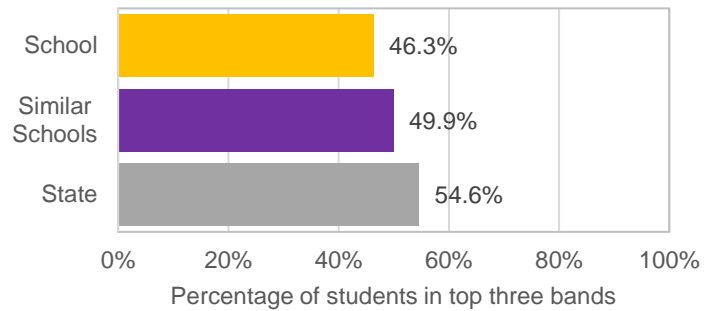
Similar Schools average:

49.9%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

47.9%

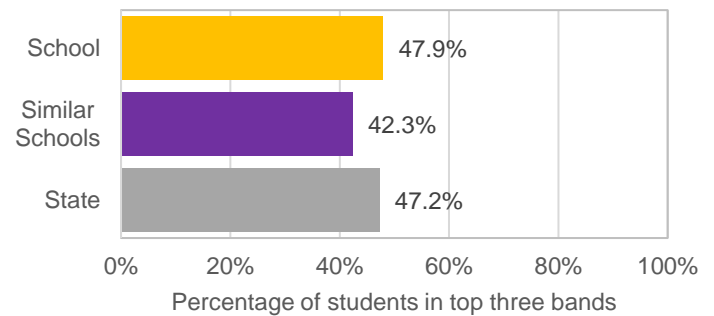
Similar Schools average:

42.3%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

35.9%

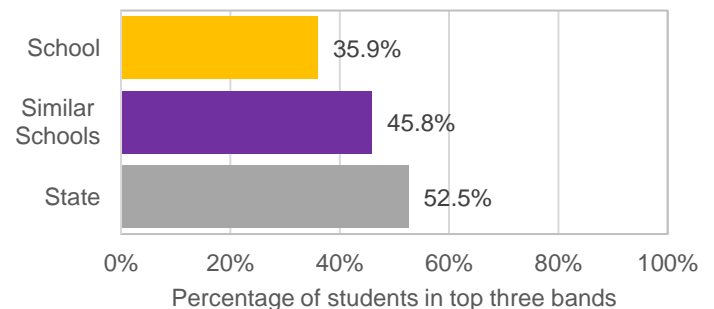
Similar Schools average:

45.8%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

38.8%

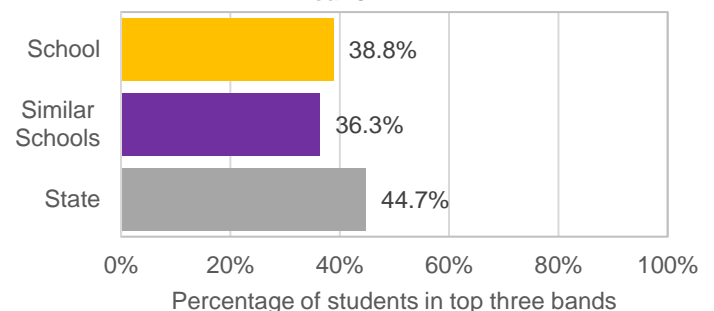
Similar Schools average:

36.3%

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

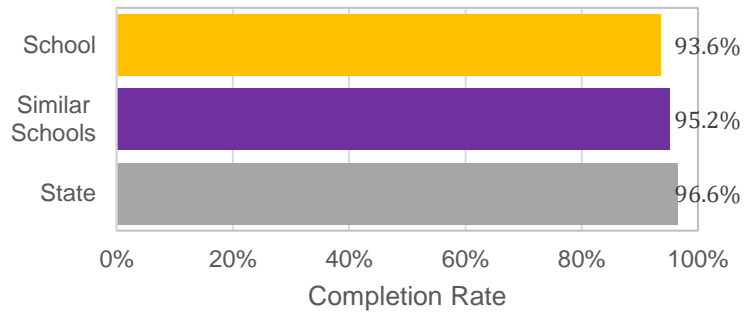
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	93.6%	94.9%
Similar Schools completion rate:	95.2%	96.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.0

Number of students awarded the VCE Vocational Major

21

Number of students awarded the Victorian Pathways Certificate

NDP

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

49%

Percentage VET units of competence satisfactorily completed in 2023:

75%

## WELLBEING

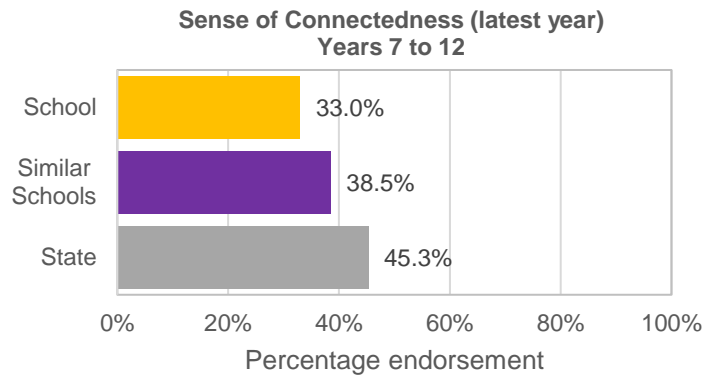
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	33.0%	37.4%
Similar Schools average:	38.5%	43.5%
State average:	45.3%	49.9%

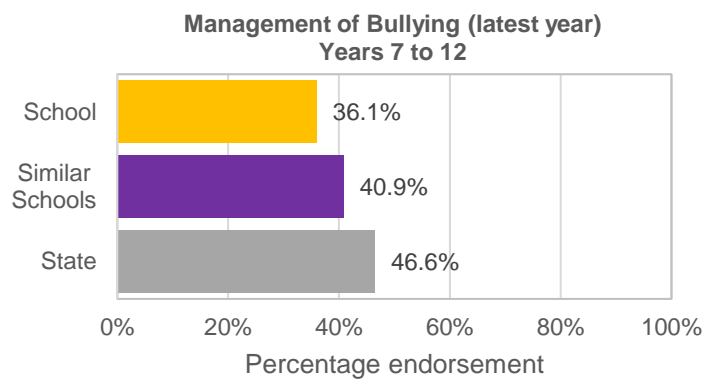


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	36.1%	40.4%
Similar Schools average:	40.9%	46.1%
State average:	46.6%	51.0%



## ENGAGEMENT

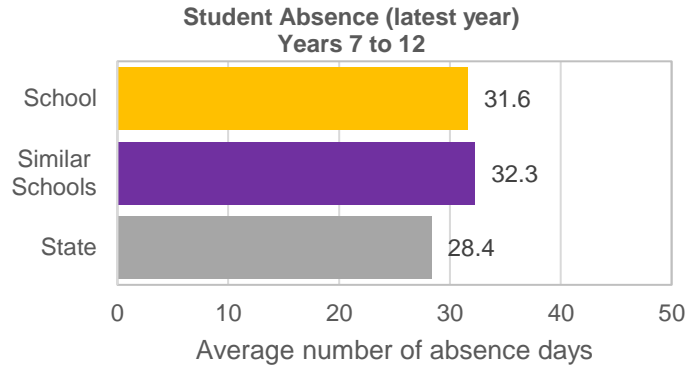
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	31.6	26.4
Similar Schools average:	32.3	26.4
State average:	28.4	23.8



### Attendance Rate (latest year)

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

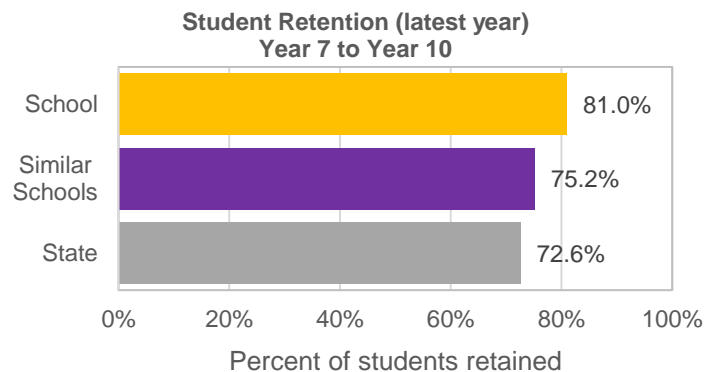
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	81%	81%	84%	88%	87%

### 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:	81.0%	82.1%
Similar Schools average:	75.2%	76.5%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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

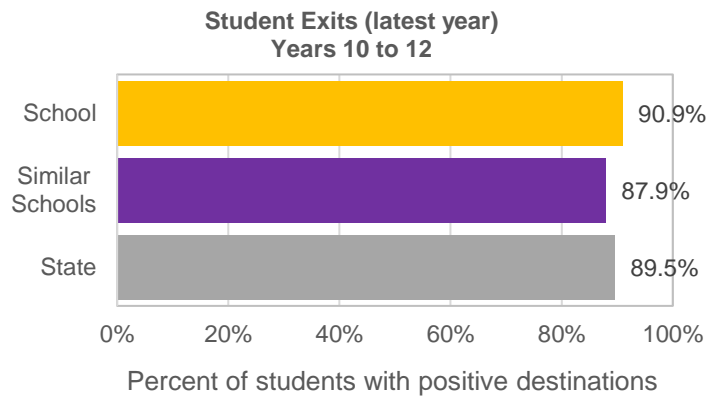
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	90.9%	90.0%
Similar Schools average:	87.9%	87.0%
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	\$13,889,369
Government Provided DET Grants	\$3,132,782
Government Grants Commonwealth	\$5,049
Government Grants State	\$0
Revenue Other	\$275,387
Locally Raised Funds	\$867,468
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,170,055</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$643,592
Equity (Catch Up)	\$88,525
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$732,117</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,563,962
Adjustments	\$0
Books & Publications	\$6,522
Camps/Excursions/Activities	\$699,648
Communication Costs	\$44,814
Consumables	\$430,872
Miscellaneous Expense <sup>3</sup>	\$100,015
Professional Development	\$159,974
Equipment/Maintenance/Hire	\$198,591
Property Services	\$777,758
Salaries & Allowances <sup>4</sup>	\$342,604
Support Services	\$563,906
Trading & Fundraising	\$38,068
Motor Vehicle Expenses	\$11,552
Travel & Subsistence	\$23,013
Utilities	\$208,367
<b>Total Operating Expenditure</b>	<b>\$17,169,664</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,000,391</b>
<b>Asset Acquisitions</b>	<b>\$1,262,196</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,530,041
Official Account	\$83,975
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,614,015</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$538,674
Other Recurrent Expenditure	\$4,926
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$806,634
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$579
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$1,500,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,400,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,550,813</b>

*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.*