

# 2022 Annual Report to the School Community

School Name: Matthew Flinders Girls Secondary College  
(8022)



- 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 23 March 2023 at 10:07 AM by Michelle Crofts (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 26 March 2023 at 04:12 PM by Susan Ryan (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)
- 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

### Our history

Matthew Flinders Girls Secondary College (MFG) has a long and proud history. The original foundation stone was laid in 1856 when there were few other schools in Geelong. MFG is one of five girls-only state educational providers (since 1940) and the only girls-only provider outside of the metropolitan area. These two factors and the strong performance of the school over so many years means that in the local area MFG is recognized as something of an icon.

### Our aim

MFG creates lifelong learners who live the MFG traits as positive members of their communities.

MFG learners are able to articulate a core set of values and ethical principles which they apply to their lives.

They are:

- Kind, compassionate and trustworthy
- Caring and respectful of others and themselves
- Knowledgeable about learning and self-aware
- Deep thinkers who are curious and creative
- Problem solvers
- Resilient, adaptable and able to learn from mistakes
- Hard-working, ambitious and confident
- Able to respect and celebrate difference and diversity
- Optimistic about the future
- Responsible and active local and global citizens
- Flexible collaborators, leaders and team members

### Our location

MFG is located in Geelong within 500 meters from the city centre. The school site is on the edge of the city centre located close to the train station and central bus depot. Our school is used by the Victorian School of Languages, Greek School and a range of fitness and community groups. The school's proximity to the city centre; Geelong Library; Geelong Performing Arts Centre, Geelong Gallery; the Geelong Tech School, Deakin University, Kardinia Park and other cultural facilities for students and teachers to access which provide a wide range of student learning experiences.

MFG has 2 sites: the Main Campus, which consists of 2 buildings (the Merrya built in 1856 and the Embling Building which was built in the 1970s) and the Helen Fraser Campus across the road from the Main Campus. All students are primarily housed on the main site. The Helen Fraser was used for VCE students whilst the building refurbishments were being completed in 2019.

### Our student and community demographics

Our 2020 enrolment was 615.9. We are a small city school with a community/family feel.

A proportion of girls are from the immediate locality, but a significant number come from outside the City of Greater Geelong, from areas such as Colac, Barwon Heads, Indented Heads, Lara, Inverleigh, Bannockburn, Werribee and Anakie. There are more than 50 feeder Primary schools from where the students have been drawn over the past 4 years.

Our student population incorporated a diverse range of cultures, socio-economic backgrounds and family blends.

The Student Family Occupation (SFO) was 0.4884 and SFOE were 0.4296. In 2020 were:

- 16 funded PSD students – one Level 1, nine Level 2 and one Level 3 and one Level 5 and four Tier 3

Funding

- 15 EAL students
- 15 students First Nation students

#### Our staffing and leadership profile

- Principal class:3
- Leading Teachers: 5
- Learning Specialist 2.5
- Classroom Teachers Level 2: 29.6
- Classroom Teachers Level 1: 8.5
- Instrumental Music Teachers: 1.2
- Integration Teacher: 1.2
- Education Support Staff: 7.68

We have a highly experienced teacher profile with experienced teachers (Classroom 2) and more than 50% of the teaching staff are part time.

#### Our curriculum and specialisations

Our school values a breadth of curriculum experience for students and the curriculum offerings reflect this at Years 7 & 8, with students gradually able to focus on particular areas of interest from Years 9-12. Our senior pathways include VCE and VCE Vocational Major; with many of our senior students undertaking a School Based Apprenticeship and Traineeship (SBAT) or VET Course as part of their learning programs.

As a Science, Technology, Engineering, Arts, Maths (STEAM) school we foster the development of creativity, problem solving and critical thinking through a range of subjects that focus on STEAM. Our school works closely with the Geelong Tech School, Biolab and Deakin University to align our learning with their programs, technologies and philosophies and to draw on their facilities and expertise to enhance our own programs and learning experiences.

MFG is an accredited Select Entry Advanced Learner Program (SEALP) provider, the only one in Geelong which is in an all-girls' setting (now TAASS – The Academy of Accredited Select Entry Schools). This program gives students the opportunity to be selected at Year 7 according to academic, talent and leadership potential to undertake an alternative curriculum for Years 7 to 9. This program includes an Outdoor Education, Community Outreach experiences and a focus on developing intellectual character.

Our school has a strong Music program and an Instrumental Music program where students learn an instrument and participate in ensembles and related performances. MFG is the home of the bands the Sweethearts and the Young Hearts. Our Sweethearts perform internationally in music festivals such as the Montreux Jazz Festival in Switzerland and Summerfest in America.

Our School Garden is a key focus for learning at MFG. It is iconic of the permaculture principles of Earth Care, People Care and Fair Share. Our garden is used for learning in all subjects across the school as well as specialized sessions for Home Group and Environmental Technology classes. It is also a great place to find a peaceful nook in which to relax.

Outdoor Education is a key component of our MFG learning programs. Our students are involved in outdoor pursuits within the local community and Victoria. Activities include: mountain bike riding, hiking, climbing, stand up paddle boarding, surfing, kayaking and skiing.

At MFG we offer a range of co-curricular sports programs, year level and subject area camps, National and International Trips (MFG Challenge). We offer Sister School experiences in Indonesia, Reunion Island, Central and remote Australia and France where student exchanges and visitations occur annually.

All students in Years 7 – 12 participate in an Information Technology 1 to 1 program, making use of their own electronic devices for their learning. Students are encouraged to purchase the technology which best suits their needs for learning. The school outlines minimum specifications and recommended devices to support parents when making decisions.

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

### Learning

**KIS 1.A-** Learning – Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

#### Learning

With this priority we continued the Tutor Learning Initiative which focussed on Year 8 & 9 Literacy and Numeracy in Years 7 -10.

The following outlines the progress made towards this KIS in 2022:

- 100% Teachers analysed and used formative assessment data (VCE analysis, ‘teacher detective analysis’, Years 10-12 exam data analysis, subject based assessment tasks etc.) to inform their pedagogy
- Students requiring additional support in literacy and numeracy were identified and arrangements made for supporting their needs
- At risk students participated in small group tutoring/mentoring sessions in literacy and numeracy and as a result their progress in literacy and numeracy improved
- Teacher Learning Communities (TLCs) continued, even though there were no formal professional development plans (ie PDP). This meant that teachers continued to set professional learning goals to improve their teaching and learning repertoire by undertaking professional reading and identifying specific teaching techniques through focused professional learning using Dylan Wiliam’s formative assessment strategies, Harvard’s visible thinking strategies and the HITS.
- Improved numeracy outcomes for students in the Project 22 Program
- DIS students identified and reviewed for funding
- Year 10 exam revision and exam genre teaching was refined
- Year 12 data was reviewed and teachers set goals for improving VCE student results and exam performance
- Commenced reviewing our MFG curriculum and preparing to implement the new EBA

Our Teacher Learning Communities (TLCs) professional learning model was further refined to focus on Formative Assessment, Visible Learning Strategies and HITS. This allowed teachers to share best practice with each other and develop new practices across learning areas and within learning area teams. They learnt from each other and added to their pedagogical tool kits.

Establishing literacy classes in Years 8 & 9 were a focus to assist with students who required extra assistance after COVID as was refining the Year 7 English program to provide explicit teaching on spelling in an endeavour to improve reading and writing.

Our MFG focus on improving number skills using our Scaffolding Maths in the Middle Years Program also recommenced in 2022. This program involves students working in groups on differentiated number skills tasks. There is an extra teacher in the class to support this learning.

VCE and VCAL teachers maintained the focus on high expectations for all students, ensuring that SACs and SATs and MFG Traits. Teachers reviewed their VCE and ‘teacher detective’ data and set goals for improving students

outcomes in Year 12. They were supported with coaching and professional learning opportunities targeted at their goals.

Our work documenting and refining our curriculum ensured that teachers were able to provide lessons consistent with our MFG teaching and Learning Model. Teacher teams collaborated to focus on key concepts, essential knowledge and skills and learning programs using the Understanding by Design (UbD) approach. Year 7 students commencing at MFG were immediately introduced to a spelling program aimed at supporting both their reading and writing skills. Students made significant gains very quickly as the program highlighted spelling misconceptions and allowed students to move quickly through the stages of spelling. In Term 2 2022, our students were above the State and Similar Schools.

Our literacy support program has been in place for 2 years and the 2022 cohort of Year 9 students has shown significant improvement in reading. Our focus on literacy skills is reflected in the percentage of students in the top three bands who are performing above the State and Similar Schools.

In 2022 our year 9 cohort of students in the top 2 bands for spelling increased to 24 percent, returning to a similar pre-covid percentage. This was above the State, Similar Schools and Network Schools. In addition, the percentage in the bottom bands was significantly lower than it has been over many years. It indicates that the extra literacy support we are putting in place is working to improve student outcomes.

During Covid our student results, like those in many other schools, declined in writing. With the support of our literacy program and targeted interventions this has now returned to pre-covid levels. In Year 9 writing 23% are in the top two bands which is above the State and Similar Schools.

## Wellbeing

**KIS 1.B** - Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

The following outlines the progress made towards this KIS in 2022:

- We documented and continued to implement our MFG Wellbeing Model with staff and students
- We ran professional learning sessions throughout the year for staff on our MFG Wellbeing Model including a whole staff professional learning day
- We aligned whole school practices with DIS policies and processes for student engagement and wellbeing
- We started documenting the Year 10, 11 and 12 Assembly Program
- Teachers completed professional learning on and then continued to implement our MFG traits into their teaching programs and documented this in their curriculum
- Used TIL money to implement small group wellbeing programs for vulnerable and neurodivergent students
- Developed and documented MFG frameworks, policies and processes for student engagement and wellbeing in line with current DIS, Safe Schools, Respectful Relationships, Mental Health Initiative and DET requirements - commenced and refined some policies and processes
- Revised and streamlined the MFG Transition Program
- Continued to refine Wellbeing Case Management Database (with MHP) and Engagement Database (HL's) to support our most vulnerable students – completed
- Implemented Headspace programs from the Mental Health Kit

We developed and started to implement our MFG Wellbeing Model which is based on the PERMAH Model. We continued to implement this model in 2022 and a range of programs.

At MFG we offer three tiers of supports to foster our students' mental health and wellbeing:

- Tier 1: Positive mental health promotion
- Tier 2: Early intervention and cohort specific support
- Tier 3: Targeted support

Once again, COVID and related illnesses affected our students' ability to feel connected and engaged at school. Many of our culturally special days (Eg: MADD Day – a celebration of the Arts) and assemblies were



unfortunately cancelled. Our students do not come from the local community, we have a 50 km radius from where we draw students. With the disruptions to learning and programs our students were not feeling connected to school as they have been pre-Covid.

While parents feel that MFG manage bullying well, there was a clear indication in the student survey that the students felt that as a school we could be doing more to arm them with strategies to deal with bullying, which mostly occurs on-line outside of school. Part of our Wellbeing Model is managing our own emotions and developing positive relationships, which form a significant part of our pastoral program and Health and Physical Education curriculum. In 2022 we re-focused efforts on supporting our students to have more strategies to manage their own reactions to bullying, particularly via social media. Our student wellbeing data indicated an improvement in this in 2022.

What has become apparent after the isolation of Home-Based Learning in the return to school is the perceived resilience of our students is very low. In 2023, in addition to the on-going wellbeing programs we run at school, we are planning for the introduction of an 'MFG Way' program in 2024 to provide a planned curriculum aimed at fostering improved wellbeing at our school. Some of the activities will be trialled in 2023.

Improving our numeracy has been a focus of MFG over a number of years. Across Geelong the percentage of student sit the top three bands is lower than other regions of Victoria. We run a program called Scaffolding Numeracy in the Middle Years and this focuses on number skills and improving our students' ability to develop multiplicative thinking. This program involves students working in small groups at their zone of proximal development where they use manipulatives to develop their next level of learning. However, during home based learning this program was hindered when our Year 9 cohort was unable to access this hands-on materials. Our numeracy results at Year 9 in 2022 were just below the State and above Similar Schools.

At MFG our median is consistently around 28, which is similar to the State average and above Similar Schools.

More than a third of our students in Year 12 complete a VET subject, many more have completed them and School Based Apprenticeships in Years 10 and 11. Our VCE completion rate is 97% with a few students unable to complete their learning due to mental health concerns. Our VCAL completion rate of 79% is due to some students leaving to commence an apprenticeship and other students with learning challenges that could not complete the work placement requirements.

All students in our Tier 2 and 3 DIS program set learning, social and personal goals in their Individual Learning Plans. With the support of the parents/carers, teachers and support staff most of the students achieved their goals. When at school, students were able to access our 'Hub' and the adjoining sensory garden. In addition, non-funded neuro-divergent students were supported by our Occupational Therapist and teacher time release afforded by the Tutor Learning Initiative which allowed us to run tailored small group programs for these students.

## Engagement

Our attendance rate was lower in 2022 and our absence rate higher, we attribute that to illness and some on-going mental health concerns as a result of COVID and isolation during home-based learning. Our MHP and OT worked hard with our House Leaders to re-engage our students. Despite these challenges our students were above the State and Similar Schools for their attitudes to attendance and for having an advocate at school. Given this was a focus for our staff in 2022, it was wonderful to see that our students confirmed this action.

Every year there is high transition of students between schools in Geelong, which is unlike other areas of the state. Because there are so many schools, often if a student has an issue, rather than working through it with their school, it is considered easier to move schools. Often to return again a year later. Usually there is the similar number exiting and entering in different year levels. Retention 2022 was particularly affected by COVID-19 and consequences of home-based learning with people losing their jobs and having to move, young people connecting with friends in their local communities and choosing to return to the school in their local area and young people disengaging from education all together. A small group of students leave MFG each year in Year 10 to study in other schools that run a particular program that they would like to study. Most students who start in Year 11 go onto Year 12 and most of our Year 12s leave MFG go on to further study or work.



## Financial performance

In 2022 Matthew Flinders Girls had an enrolment of 614.90 students. The school also employed an average staff EFT of 62.10. As at 31 December 2022 the school ended with a credit surplus of \$113,906. This was due to Tier 3 Individualised Funding coming into the budget in December but was back dated for the whole year. We were not expecting this.

Matthew Flinders utilises funds from our Cash Budget to provide for the staffing deficit in our Credit Budget.

Items that were funded for by cash but paid for by credit were Jobs, Skills & Pathways Coordination, Career Education Funding, Equity Funding and Middle Years Literacy and Numeracy Support Funding.

Camps/Excursions/Activities - all excursions and camps went ahead in 2022, which meant an increase in the fees collected and expenditure spent.

Curriculum Contributions - As we moved into the new Parent Payment Policy we were unable to accurately budget revenue for Curriculum Contributions. We received \$31,549 in contributions and we will now use this as our benchmark moving forward with the new structure. With this change, we were unable to charge families for VET Materials. Instead, the schools had to lodge for reimbursement through the STFP. This proved difficult, time consuming and costly. Thankfully in 2023 the funding model has been redesigned.

Extra-Curricular Items and Activities – With the introduction of this new structure we were unable to accurately budget revenue for this in 2022. As of 31 December, we received \$77,839, which we will now use this as our benchmark moving forward with the new structure.

Matthew Flinders Girls moved to CompassPay in 2022 and found this very user friendly for parent and families.

Due to a decrease in our SFO index our Equity funding was reduced by \$35,784 in 2022. Equity Funding was spent to support student improvement and extension.

As a result of Covid-19 and consequently an increase in staff absences, we saw an increase in expenditure for Casual Relief Staffing from \$119,118 in 2021 to \$200,869 in 2022. It is anticipated that this cost will continue while we navigate COVID-19 in our community and the return of colds and flus.

Matthew Flinders Girls is also the Regional Bus Coordinator school, collecting bus fares from schools in the region and transferring them to the department. This is a difficult process as we rely on schools collecting money from their families and passing it on to us.

Matthew Flinders also managed the VET Bus program in 2022 which, meant invoices being paid by the school and lodging an application through the schools targeted funding portable to get reimbursed. Due to staffing issues in the STFP this was a time consuming and costly process, often having to submit the application multiple times. In 2023 the VET Bus program will be moved to the LLEN.

In 2023 the school will likely see a further reduction in the amount for locally raised funds in the way of parent collections (Curriculum Contributions) due to the clarification from DET to ensure that schools comply with the Parent Payment Policy. This identified a few historical essential learning items that Matthew Flinders Girls had previously charged that either did not meet the policy or needed to be reclassified to a voluntary contribution.

**For more detailed information regarding our school please visit our website at**  
<https://www.mfgsc.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 616 students were enrolled at this school in 2022, NDP female and NDP male.

9 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).

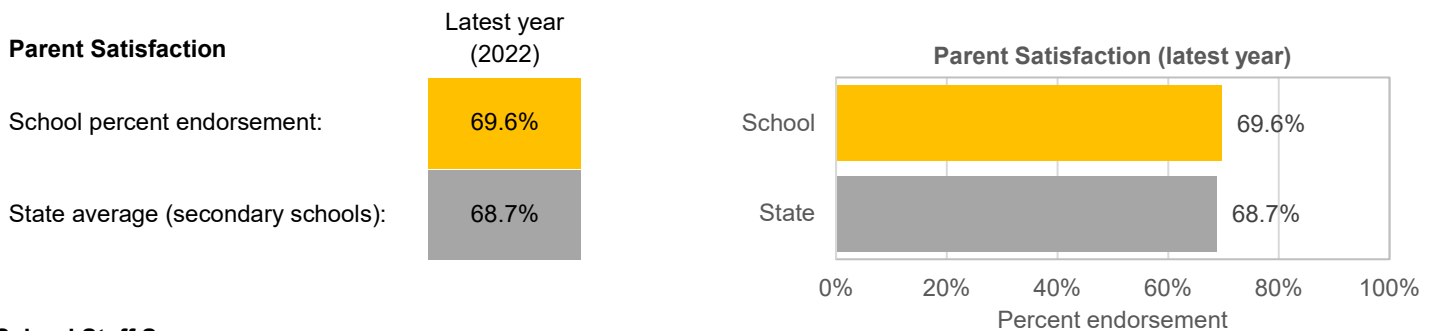
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

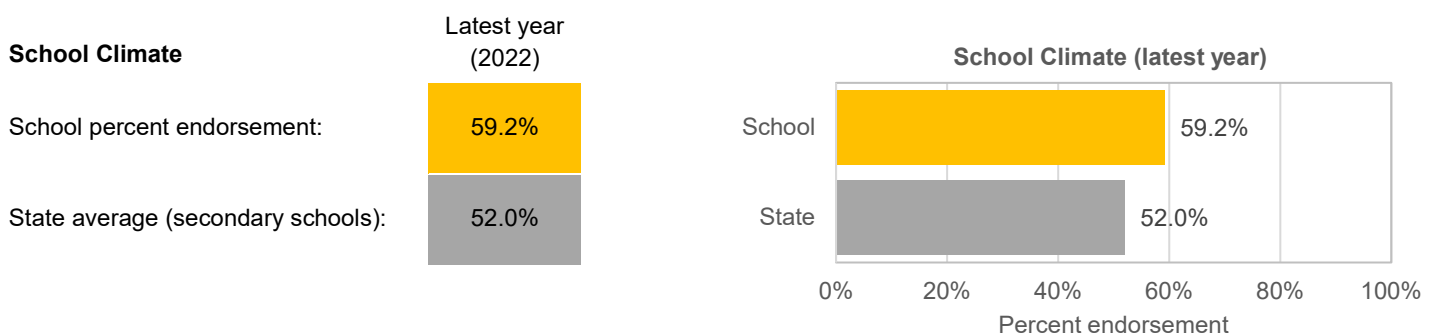


### School Staff Survey

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 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

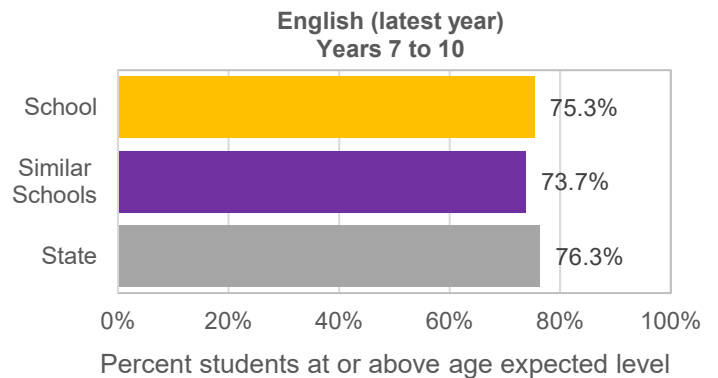
75.3%

Similar Schools average:

73.7%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

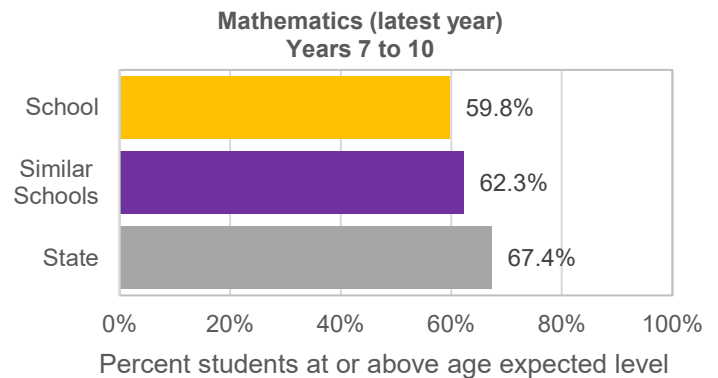
59.8%

Similar Schools average:

62.3%

State average:

67.4%



## LEARNING (continued)

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

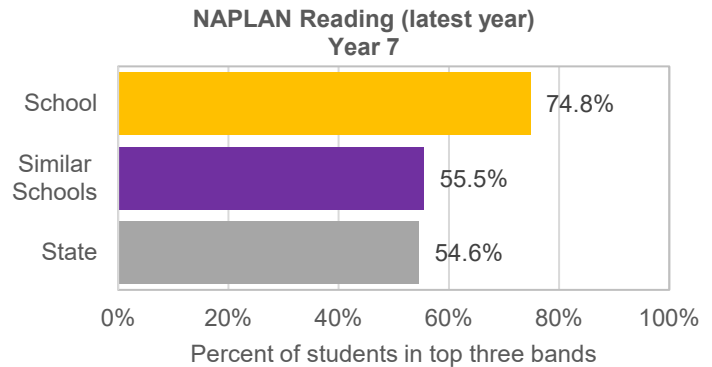
### NAPLAN

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

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

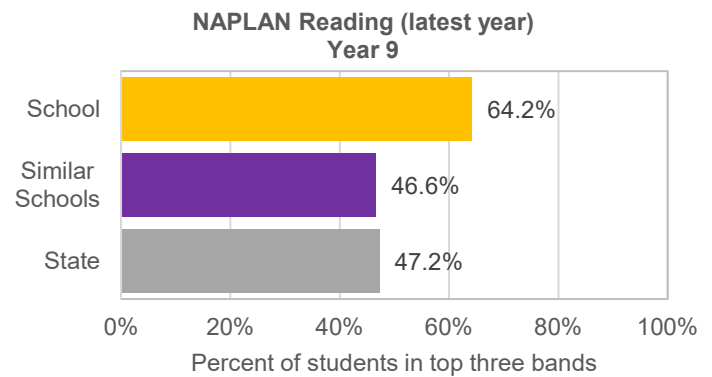
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.8%	70.7%
Similar Schools average:	55.5%	55.6%
State average:	54.6%	55.3%



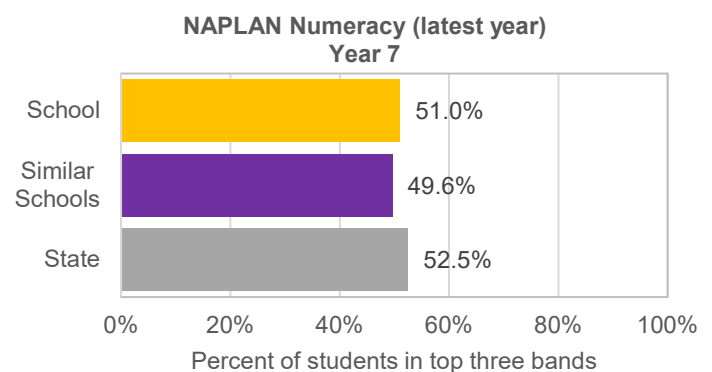
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.2%	59.1%
Similar Schools average:	46.6%	43.9%
State average:	47.2%	46.0%



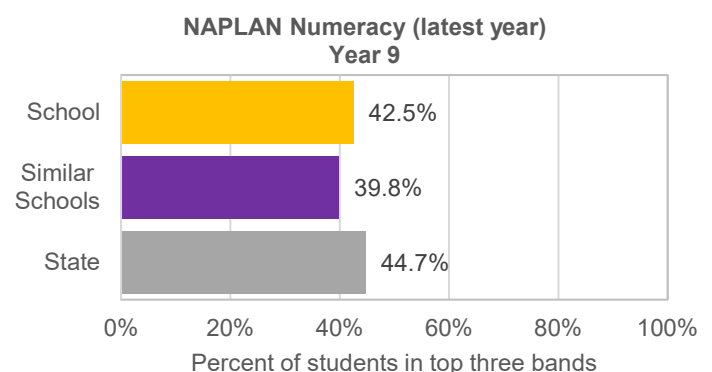
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.0%	54.1%
Similar Schools average:	49.6%	52.4%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.5%	43.1%
Similar Schools average:	39.8%	40.3%
State average:	44.7%	45.6%



## LEARNING (continued)

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

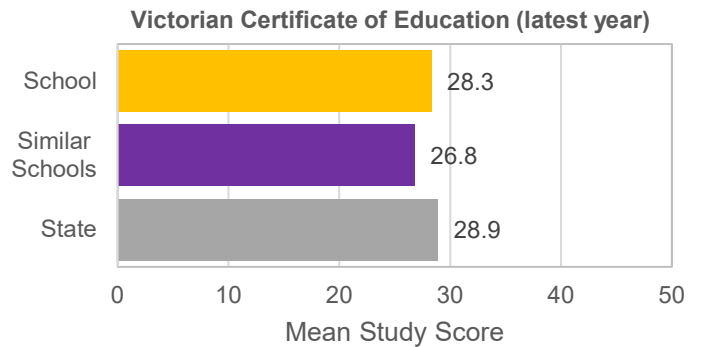
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	28.3	28.2
Similar Schools average:	26.8	26.8
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

37%

VET units of competence satisfactorily completed in 2022:

88%

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

79%

## WELLBEING

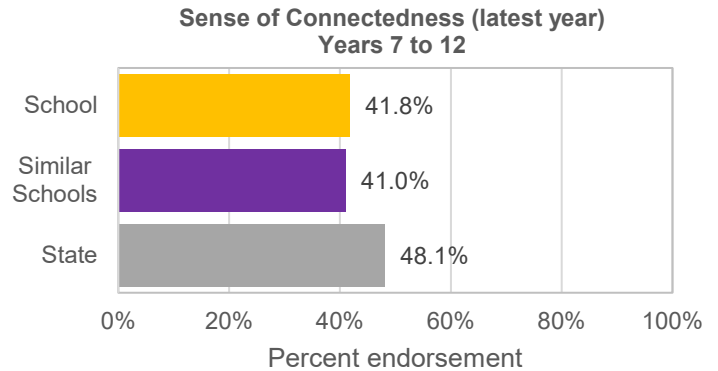
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	41.8%	47.3%
Similar Schools average:	41.0%	46.8%
State average:	48.1%	52.5%

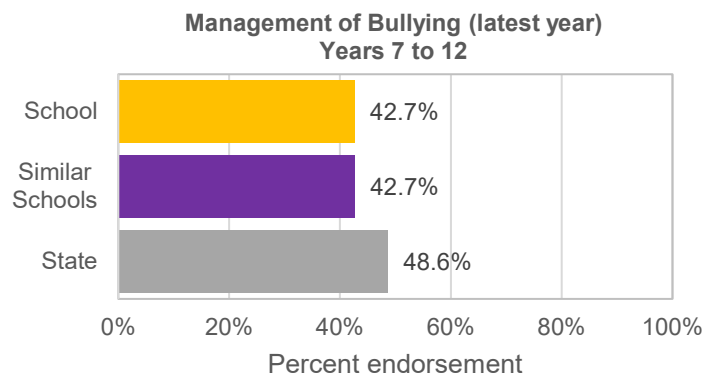


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	42.7%	49.3%
Similar Schools average:	42.7%	49.4%
State average:	48.6%	54.0%



## ENGAGEMENT

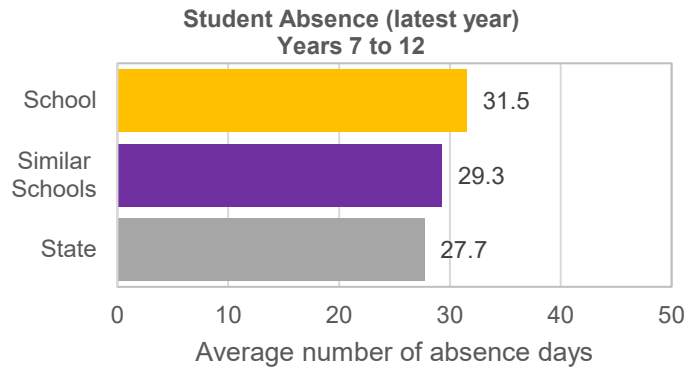
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	31.5	22.6
Similar Schools average:	29.3	23.1
State average:	27.7	21.8



### Attendance Rate (latest year)

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

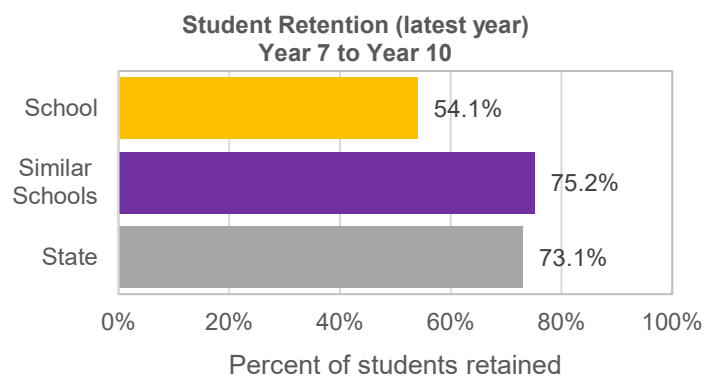
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	83%	80%	84%	85%	88%

### 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:	54.1%	66.7%
Similar Schools average:	75.2%	74.2%
State average:	73.1%	73.0%





## ENGAGEMENT (continued)

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

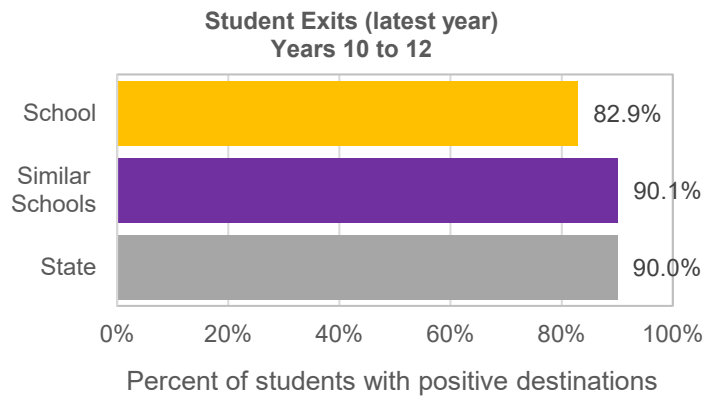
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	82.9%	76.6%
Similar Schools average:	90.1%	89.3%
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	\$7,474,390
Government Provided DET Grants	\$1,228,459
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$164,422
Locally Raised Funds	\$437,729
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,305,001</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$164,577
Equity (Catch Up)	\$36,989
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$201,566</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,359,889
Adjustments	\$0
Books & Publications	\$6,744
Camps/Excursions/Activities	\$275,046
Communication Costs	\$11,615
Consumables	\$127,412
Miscellaneous Expense <sup>3</sup>	\$185,792
Professional Development	\$30,657
Equipment/Maintenance/Hire	\$127,428
Property Services	\$269,646
Salaries & Allowances <sup>4</sup>	\$309,131
Support Services	\$134,583
Trading & Fundraising	\$7,412
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$101,187
Utilities	\$64,817
<b>Total Operating Expenditure</b>	<b>\$9,011,359</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$293,642</b>
<b>Asset Acquisitions</b>	<b>\$226,905</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	\$1,825,734
Official Account	\$135,823
Other Accounts	\$167,940
<b>Total Funds Available</b>	<b>\$2,129,497</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$258,767
Other Recurrent Expenditure	\$109
Provision Accounts	\$0
Funds Received in Advance	\$106,408
School Based Programs	\$443,193
Beneficiary/Memorial Accounts	\$174,247
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,700
Repayable to the Department	\$455,000
Asset/Equipment Replacement < 12 months	\$102,025
Capital - Buildings/Grounds < 12 months	\$310,000
Maintenance - Buildings/Grounds < 12 months	\$23,994
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,896,443</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.*