

# 2023 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 \(VIT\)](#)
- 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 16 April 2024 at 01:50 PM by Michelle Crofts (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 08:58 AM by David McKinnis (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

### Our history

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 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 completed in 2019.

### Our student and community demographics

Our 2023 enrolment was 593. 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 55 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) index was 0.4566 and the Student Family Occupation Education (SFOE) index was 0.3875 in 2021–22.

In 2023:

- MFG supported 125 students with additional needs which is approximately 21% of our student cohort. The school has a Learning Specialist: Alternative Learning, to support PSD and DIS students. All students with additional learning needs have an Individual Education plan which is regularly monitored through Student Support Group meetings.
- Appropriate adjustments and modifications are implemented at Tiers 1, 2 and 3 level to support students with a disability and additional needs.
- in 2023 MFG had 17 funded DIS students (7 PSD Funded – Level 1 x 1, Level 2 x 4, Level 3 x1 and Level 5 x1\_)
- 1.94% of the school's students are non-English speaking
- 20 students First Nations' students - MFG has less than 20 First Nations' students which represents 2.5% of our student cohort.

MFG continues to support its First Nations' students through a targeted advocacy group and continue to refine and implement a Reconciliation Action Plan with the support of a Sub-Committee composed of teachers, parents and students. First Nations' students have been prioritised for Tutoring support and inclusion in Literacy and Numeracy small group support where required.

### Our staffing and Leadership profile

The staffing profile includes a Principal and 2 Assistant Principals, 6.5 leading teachers and learning specialists, 39 full time equivalent teachers and 12.5 full time equivalent Education Support (ES) staff.

- Principals: 3
- Leading Teachers: 4
- Learning Specialist 4

- 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.

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

### Learning

In 2023 we complete the MFG School Review and developed a new School Strategic Plan for 2024 -2027. This involved setting up a review group, participation in professional learning, sharing findings with the key stake holders and followed the specific review process.

The following list outlines the progress made towards this KIS in 2023:

- Supported the learning of all students through differentiated instruction, particularly for DIS students and those working above the level
- Continued to review, define and document our curriculum and teaching programs, particularly the Lesson Activities Sections of the Unit
- Implemented classroom observations that focused on Formative Assessment into the school professional learning program
- Continued to implement the MFG literacy program and plan for a whole school approach to teaching the Big 6 and an intensive professional learning program for teachers
- Continue to implement the Scaffolding Numeracy in the Middle Years program with a focus on providing more extension activities for enrichment students
- Year 7-9 Literacy Results improved through the Tutor Learning Initiative students
- Year 7-9 Multiplicative Thinking Results improved
- Implement a professional learning program to support staff understanding of and how to differentiate for Disability Inclusion students and High Ability students
- Completed the Curriculum review and developed a new time table which was implemented at the end of 2023
- Developed a whole school strategy for revision and the explicit teaching of study skills and revision techniques
- 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 and assessment practices
- 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
- 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
- PAT assessments were undertaken for all Year 7-9 students to monitor learning growth
- Students requiring additional Literacy support were identified through diagnostic assessment and supported within a specialist Literacy class in addition to their core English program
- Year 9 students achieving above the expected standard in Literacy were placed in an enrichment program for Year 10.

Our Teacher Learning Communities (TLCs) professional learning model was further refined to focus on Formative Assessment, Visible Learning Strategies and HITS and incorporate further opportunities for teachers to observe their colleagues and receive feedback. This allowed teachers to share best practice with each other and develop new practices across learning areas and within learning area teams.

Establishing literacy classes in Years 8 & 9 continued to be 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 continued in 2023. 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 (VCE VM) 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.

Our literacy support program has been in place for 3 years and the 2023 cohort of Year 9 students has shown significant improvement in reading and this was confirmed in the School Review and the review panel noted that that sustained NAPLAN Reading learning growth has been a successful outcome across the SSP period. 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.

## Wellbeing

In 2023 we developed a strength based positive engagement process for MFG behaviour management which focused on students being "ready to learn" and teachers having clear expectations of students and follow up processes when students are not ready to learn. MFG supported the learning of all students through a differentiated approach to student engagement and student wellbeing by providing three tiers of mental health support: Mental Health Practitioner, Occupational Therapist and a school Nurse. We set up focus groups (neurodivergent) and year level programs such as Headspace. We improved the MFG student leadership program by providing more leadership opportunities for students and improved the House Leadership system and refined the Senior Leadership Program. We improved the transition to and within MFG by developing some rights of passage activities and House activities to promote connection to school. We continued to monitor attendance and put in place individualised support for students identified at risk. We continue to work towards developing, documenting and implementing our MFG Reconciliation Action Plan and introduce a new year level First Nations' Program.

The following outlines the progress made towards this KIS in 2023:

- We documented and continued to implement our MFG Wellbeing Model with staff and students
- We engaged with The Resilience Project (TRP) and started to develop and document a wellbeing curriculum for Years 7-12
- We ran professional learning sessions with key staff relating to the TRP's wellbeing curriculum
- We continued to align and refine whole school practices with DIS policies and processes for student engagement and wellbeing
- 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 (House Leader) to support our most vulnerable students
- Implemented Headspace programs from the Mental Health Kit
- The school review panel noted that key survey factors in the Attitudes to School survey evidencing teaching and learning practices were higher or at State and Similar school benchmarks
- The school review confirmed the effectiveness of the school's student engagement practices. The panel determined that the school had demonstrated significant strength and consistency of engagement practice and confirmed an assessment at the Embedding level in relation to the DET's FISO.

We developed and started to implement our MFG Wellbeing Model which is based on the PERMAH Model. We continued to implement this model in 2023 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

We were able to re-launch our culturally special days such as MADD Day – a celebration of the Arts and whole school assemblies.

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 students managing their emotions and developing positive relationships, which form a significant part of our pastoral program and Health and Physical Education curriculum. In 2023 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 2023.

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 2024, in addition to the on-going wellbeing programs we run at school, we are introducing an 'MFG Way' program to provide a planned curriculum aimed at fostering improved wellbeing at our school.

At MFG our VCE 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 (VCE VM) 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 2023 and our absence rate higher, we attribute that to illness and some on-going mental health concerns as a result of post COVID return to school 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 continued focus for our staff in 2023 and 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 in 2023 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.

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## Other highlights from the school year

The following highlights were noted in the 2023 School Review:

- key survey factors evidencing effective teaching and learning practices were higher or at State and Similar school benchmarks
- MFG had demonstrated significant strength and consistency of teaching and learning practice
- sustained NAPLAN Reading learning growth has been a successful outcome in 2023
- key survey factors in the Staff Opinion survey attributable to effective leadership were higher or at State and Similar school benchmarks

- effective leadership displayed in sustaining a positive community climate during the impact of the COVID 19 pandemic and this was reflected in the positive endorsement of the General Satisfaction factors in each of the community surveys across the pandemic period
- the development and implementation of a new teaching and learning model based on Understanding by Design principles known as the 'MFG Way.' The panel noted the improvement in positive endorsement of Teacher Collaboration and Collective responsibility and focus on student learning factors in the School Staff Opinion survey across the School Strategic Plan period and confirmed that the implementation of the new model should be recognised as a highlight
- the successful completion and impact of the refurbishment of the Embling building and the grounds and facilities of the main campus. Students and school staff consistently commented on the impact these refurbishments had in creating a more engaging and productive learning environment
- Through extensive community consultation, the school has identified 11 key learning and social traits as the focus of learning and being for MFG students. A program to explicitly foster and teach these traits was introduced and is being implemented from Years 7-12 in 2024 through a program called 'The MFG Way'. The school review noted the improvement in positive endorsement of the Learner Characteristics and Dispositions and Student Safety domains of the student Attitude to School survey (AtoSS) following the disruptions caused by the COVID 19 pandemic and confirmed that the MFG traits initiative should be recognised as a community highlight of the School Strategic Plan (SSP) period.

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## Financial performance

As of December 31, 2023, the school closed the year with a planned deficit of \$417,457, strategically utilizing funds from our Cash Budget to address staffing deficits outlined in our Credit Budget.

Certain expenses initially funded by cash were eventually paid for by credit, including Jobs, Skills & Pathways Coordination, Career Education Funding, Equity Funding, and Middle Years Literacy and Numeracy Support Funding.

Despite all excursions and camps proceeding in 2023, generating \$143,922 in revenue, this fell short of the \$219,802 revenue achieved in 2022.

In terms of Curriculum Contributions, we received \$54,621, a significant increase from the \$31,549 received in 2022.

Extra-Curricular Items and Activities yielded \$108,334 as of December 31, marking a substantial increase from the \$77,839 received in 2022.

Additionally, Matthew Flinders Girls collects revenue for the Regional Bus Program, channeling funds from schools in the region to the department, which contributes to our overall revenue stream.

In 2024, the notable decline in student numbers, from 614.9 to 555.70, will have significant impact on our financial standing.

**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 556 students were enrolled at this school in 2023, NDP female and NDP male.

10 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).

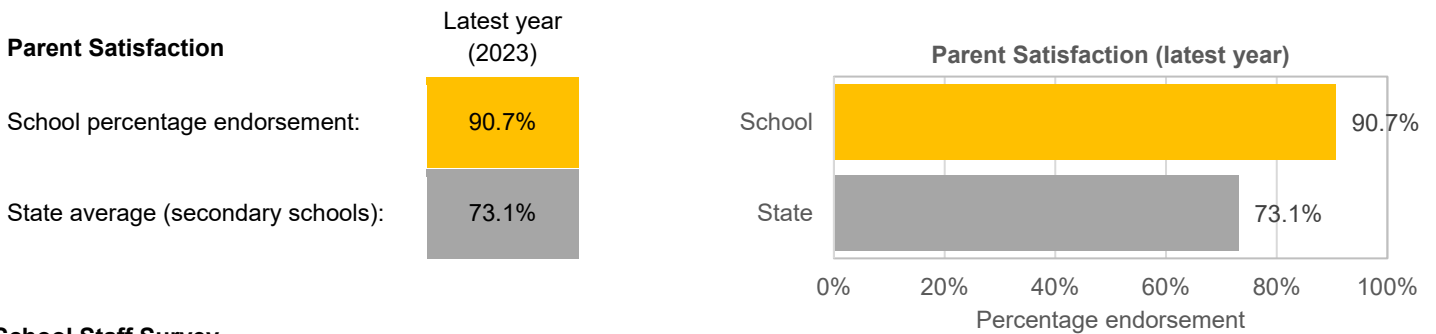
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

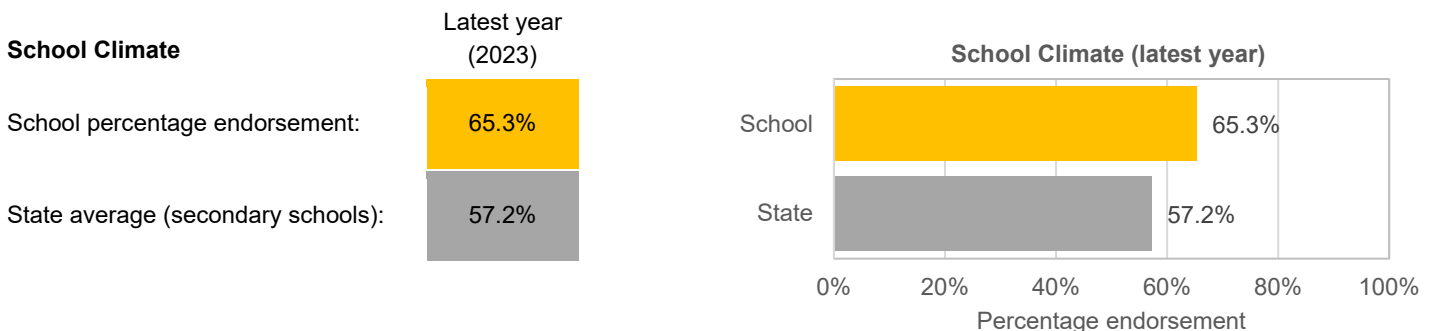


### School Staff Survey

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

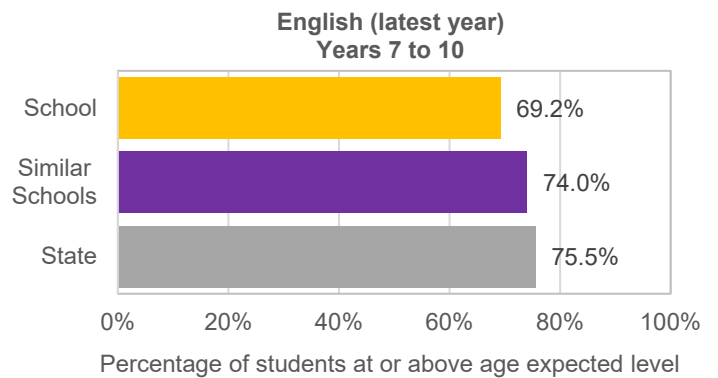
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

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

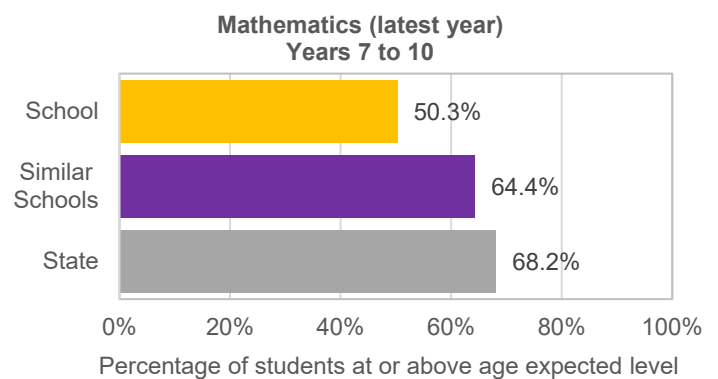
#### English Years 7 to 10

|                                                                   | Latest year<br>(2023) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 69.2%                 |
| Similar Schools average:                                          | 74.0%                 |
| State average:                                                    | 75.5%                 |



#### Mathematics Years 7 to 10

|                                                                   | Latest year<br>(2023) |
|-------------------------------------------------------------------|-----------------------|
| School percentage of students at or above age expected standards: | 50.3%                 |
| Similar Schools average:                                          | 64.4%                 |
| 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:

76.8%

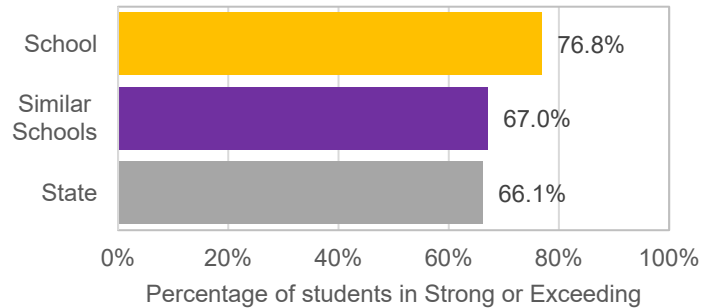
Similar Schools average:

67.0%

State average:

66.1%

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



**Reading  
Year 9**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

72.1%

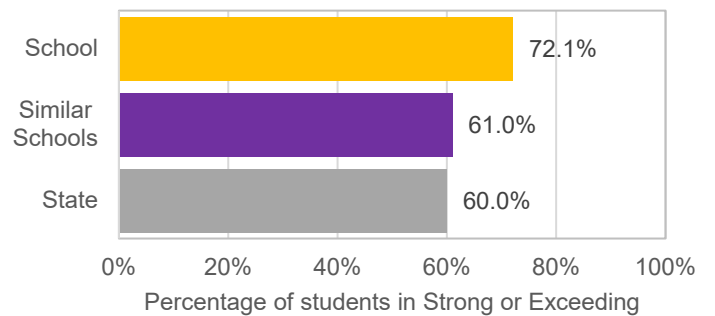
Similar Schools average:

61.0%

State average:

60.0%

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



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

66.3%

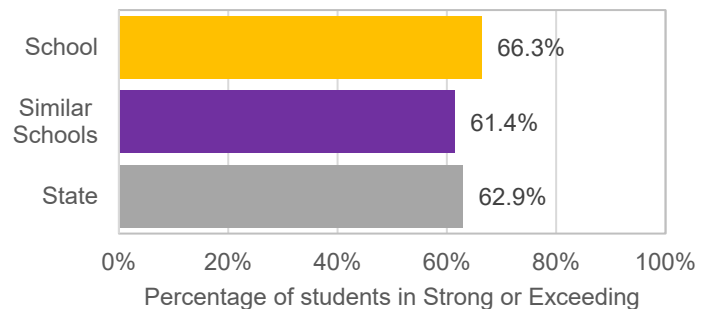
Similar Schools average:

61.4%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

69.0%

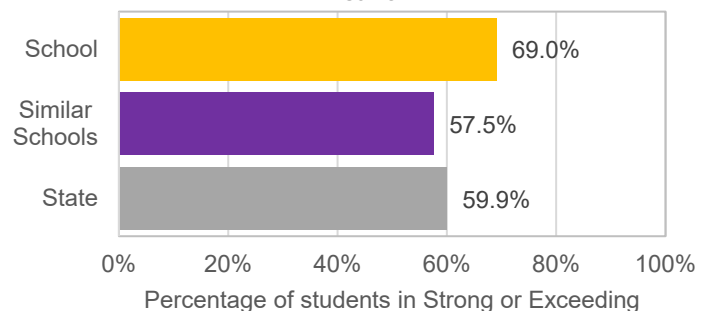
Similar Schools average:

57.5%

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:

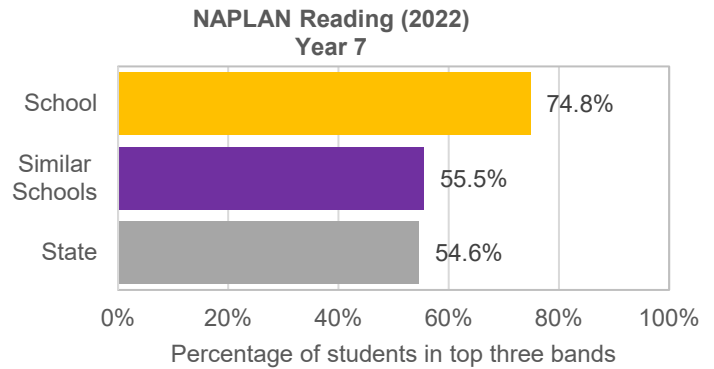
74.8%

Similar Schools average:

55.5%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

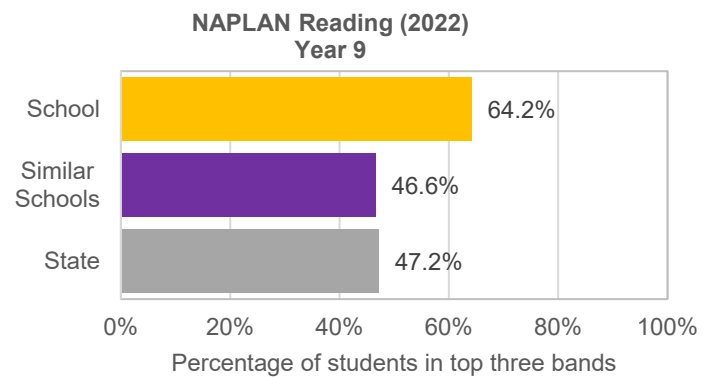
64.2%

Similar Schools average:

46.6%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

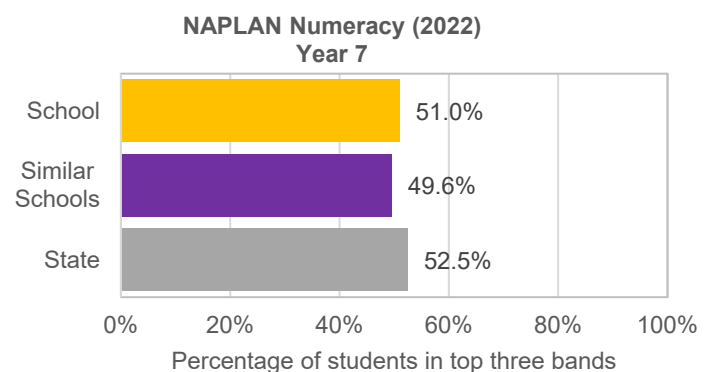
51.0%

Similar Schools average:

49.6%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

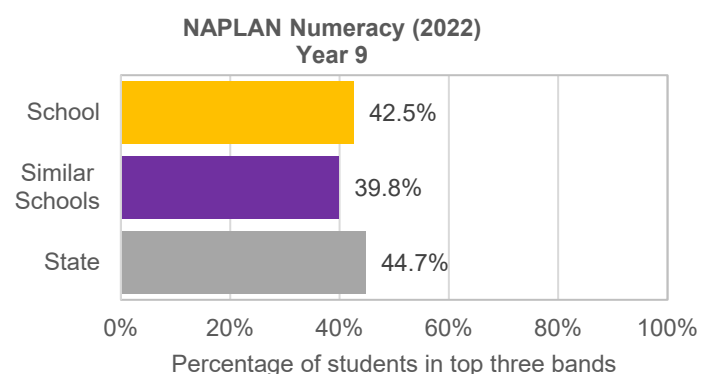
42.5%

Similar Schools average:

39.8%

State average:

44.7%



## 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

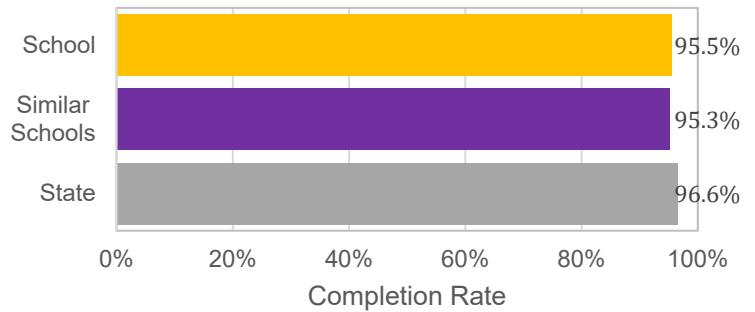
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:          | 95.5%              | 97.0%          |
| Similar Schools completion rate: | 95.3%              | 96.2%          |
| State completion rate:           | 96.6%              | 97.1%          |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.8

Number of students awarded the VCE Vocational Major

13

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:

38%

Percentage VET units of competence satisfactorily completed in 2023:

93%

## WELLBEING

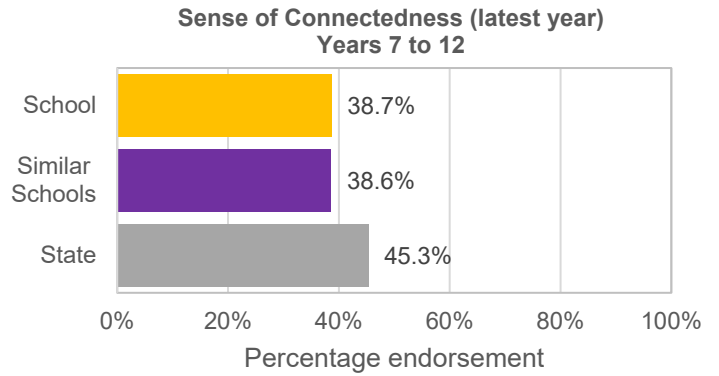
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 38.7%              | 42.0%          |
| Similar Schools average:       | 38.6%              | 43.5%          |
| State average:                 | 45.3%              | 49.9%          |

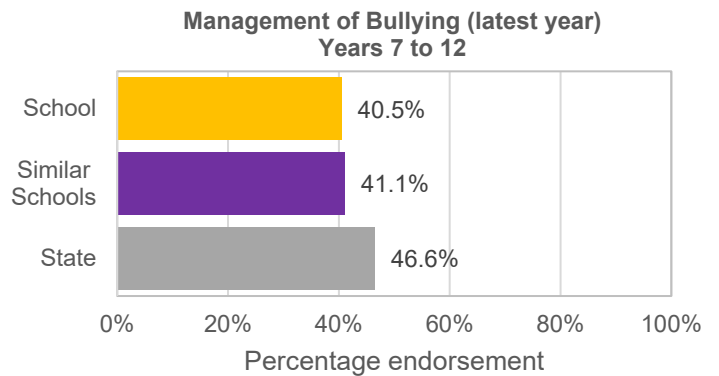


### Student Attitudes to School – Management of Bullying

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: | 40.5%              | 43.9%          |
| Similar Schools average:       | 41.1%              | 45.7%          |
| State average:                 | 46.6%              | 51.0%          |



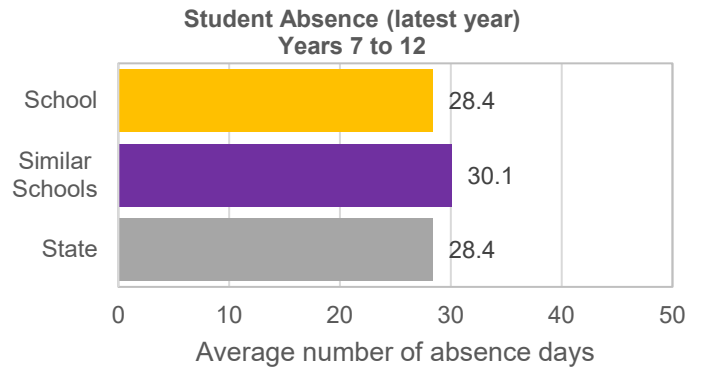
## ENGAGEMENT

**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: | 28.4               | 24.2           |
| Similar Schools average:               | 30.1               | 25.2           |
| State average:                         | 28.4               | 23.8           |



### Attendance Rate (latest year)

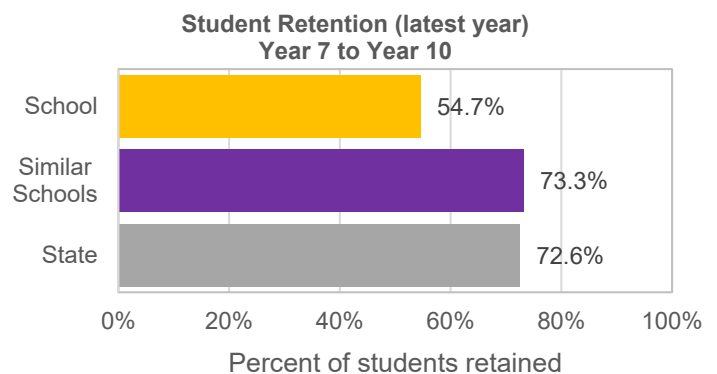
Attendance rate refers to the average proportion of formal school days students in each year level attended.

|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 89%    | 84%    | 84%    | 83%     | 86%     | 90%     |

### 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: | 54.7%              | 63.6%          |
| Similar Schools average:             | 73.3%              | 74.3%          |
| 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.

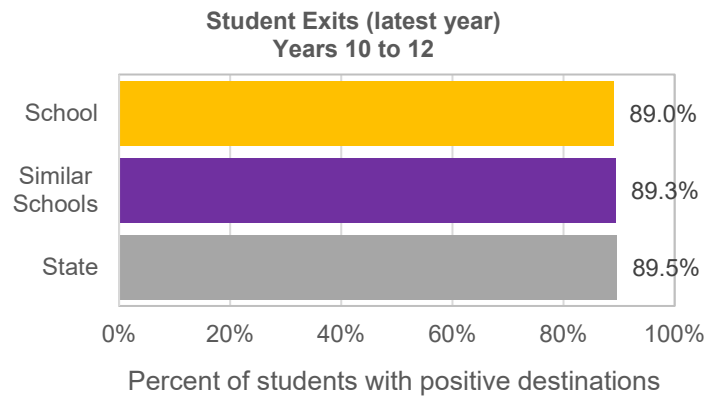
### Students exiting to further studies or full-time employment

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<br>(2022) | 4-year<br>average |
|------------------------------------------------------------------------|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 89.0%                 | 80.3%             |
| Similar Schools average:                                               | 89.3%                 | 89.4%             |
| 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       | \$7,371,860        |
| Government Provided DET Grants | \$1,202,180        |
| Government Grants Commonwealth | \$0                |
| Government Grants State        | \$0                |
| Revenue Other                  | \$219,150          |
| Locally Raised Funds           | \$380,230          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$9,173,421</b> |

| Equity <sup>1</sup>                                 | Actual           |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage)                        | \$146,446        |
| Equity (Catch Up)                                   | \$18,473         |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$164,919</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$7,762,438        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$10,429           |
| Camps/Excursions/Activities           | \$231,501          |
| Communication Costs                   | \$16,631           |
| Consumables                           | \$138,835          |
| Miscellaneous Expense <sup>3</sup>    | \$251,197          |
| Professional Development              | \$34,253           |
| Equipment/Maintenance/Hire            | \$110,737          |
| Property Services                     | \$275,328          |
| Salaries & Allowances <sup>4</sup>    | \$304,711          |
| Support Services                      | \$69,820           |
| Trading & Fundraising                 | \$3,513            |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$64,575           |
| <b>Total Operating Expenditure</b>    | <b>\$9,273,968</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$100,547)</b> |
| <b>Asset Acquisitions</b>             | <b>\$0</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 20 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 | \$2,212,852        |
| Official Account              | \$94,362           |
| Other Accounts                | \$151,587          |
| <b>Total Funds Available</b>  | <b>\$2,458,802</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---------------------------------------------|--------------------|
| Operating Reserve                           | \$233,667          |
| Other Recurrent Expenditure                 | \$529              |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$100,541          |
| School Based Programs                       | \$188,257          |
| Beneficiary/Memorial Accounts               | \$175,365          |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$9,928            |
| Repayable to the Department                 | \$1,329,228        |
| Asset/Equipment Replacement < 12 months     | \$5,069            |
| Capital - Buildings/Grounds < 12 months     | \$0                |
| Maintenance - Buildings/Grounds < 12 months | \$67,842           |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$2,110,426</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.*