

2023 Annual Report to the School Community

School Name: Box Hill High School (7635)



- 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 22 March 2024 at 07:53 AM by Kellie Ind (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 25 March 2024 at 08:33 AM by Kaajal Fox (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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').

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 four-year average will not be available until 2026, when there will be four years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Established in 1930, Box Hill High School is a diverse single campus school situated in the inner eastern suburbs of Melbourne. The school continues to have high demand for enrolments with over 1400 students enrolled in 2023, and there is an enrolment management plan in place. The school is an accredited education provider for overseas students and has an established International Student Program, with over 60 students enrolled from Year 7 to Year 12.

Students at Box Hill High School are strongly encouraged to live up to the school's motto, "*Ad Altiora Certamus*", which means: "We strive for higher things." Our school vision and values highlight a clear focus on providing a safe, supportive, and inclusive environment where all students, regardless of ability, are guided to strive for their personal best. The school continues to maintain an excellent reputation for providing outstanding educational opportunities and holistic care for all students. The school values are Respect, Resilience, Growth and Creativity and these values are demonstrated through a broad range of high-quality learning and engagement programs. We are a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

The programs and teachers at Box Hill High School support and promote the principles and practices of Australian democracy including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Diversity in our school complements the rich educational environment of Box Hill High School. Students come together and learn from more than 30 different cultural backgrounds. Preparing young learners to live and work in a globalised world is a key priority in the school. We are the first school in Victoria and only the third school in Australia to be invited to join the network of PASCH Schools, promoting German. There are also opportunities for students to participate in German exchange programs and in 2023 two of our Year 10 students were awarded the prestigious PASCH Language Course Scholarship in Germany.

Box Hill High School is committed to providing a well-rounded education for all students, providing a comprehensive range of opportunities for students to learn new skills, develop their strengths and engage them in education. Camps are offered to students at Year 7, Year 8, Year 10 (Duke of Edinburgh), Central Australia camp, and the Year 12 Retreat. Year 9 students participated in a community inquiry project incorporating a city experience program and are also offered the opportunity to attend Alpine School for a term. A broad range of opportunities also includes sports, music, performing arts, solar cars, Robo Cup, debating, Model UN, Young Leaders to China, numerous lunchtime clubs, and subject-specific excursions. Strong student support structures exist in each sub-school, as well as a strong House system. Students are supported with additional programs such as Tutor Learning Initiative (TLI), Middle Years Literacy and Numeracy Support, Elevate Education, the Resilience Project, RAISE Mentoring Program and awards such as the Kwong Lee Dow Scholars' program.

In 2023, the school commenced its first year of the new School Strategic Plan (SSP) with the goals of optimising literacy and numeracy outcomes for all students; empowering students to have greater agency in their learning; and further developing and embedding a positive wellbeing and engagement culture for all students. Key improvement strategies include strengthening teacher data literacy and collaborative practices to plan, measure and evaluate the impact of teaching and learning; further developing instructional practice to differentiate student learning to their point of need; developing and implementing whole school strategies for writing and numeracy; and developing a clear process for students to engage with their data and demonstrate agency in their learning. The School Improvement Team (SIT) was restructured to support the achievement of these goals. A new Principal and two Assistant Principals were also appointed in 2023. School operations were challenged throughout the earlier part of the year due to staffing shortages, a pattern reflected across the state. Despite these challenges, there was overall improvement in student learning and wellbeing, and progress achieved on the school goals.

Box Hill High School is an accredited provider for gifted education, being one of a limited number of schools approved in Victoria to deliver a specially designed Select Entry Accelerated Learning program (SEAL) and founding member of The Academy of

Accredited SEAL Schools (TAASS). In 2023, there were 98 students who were part of the Victorian High Ability Program (VHAP) in Maths and 40 students in VHAP English.

The school's Student Family Occupation and Education index (SFOE) in 2022 was 0.1890, which is classified as 'low' (State Median Index was 0.4043), indicating relative socio-economic advantage (lower numbers indicate lower levels of disadvantage). The school had an enrolment of 1477 students, 104 (FTE) Teaching staff, 22.6 Education Support staff and 3.0 Principal Class members. The Box Hill High School student demographics in 2023 were 60% male, 45% from EAL backgrounds (majority are from Mandarin EAL background), one Aboriginal student and 3 Out of Home Care students. There were 106 equity funded students and 78 students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD), including 6 students who received funding through the Program for Students with Disabilities.

Progress towards strategic goals, student outcomes and student engagement

LEARNING

Box Hill High School students achieved excellent learning outcomes in 2023. This is evidenced in the students' NAPLAN and VCE results.

In NAPLAN, our students achieved well above the state in all areas of the assessment at both Year 7 and Year 9. They also achieved above 'like' schools in Reading and Numeracy, with 80% of our Year 9 students achieving a Strong or Exceeding result in Reading and 88% of our Year 9 students achieving a Strong or Exceeding result in Numeracy (compared to 83.5% in similar schools). In addition, 35% and 39% of our Year 9 students achieved "High growth" in Reading and Numeracy respectively, compared to state results of 24% in both tests. A high proportion of our Year 7 and Year 9 students achieved in the Exceeding band in NAPLAN, the highest result band.

Across Years 7 to 10, teacher judgements against the Victorian Curriculum place over 93% of students at or above the age-expected level in English and 96% in Mathematics.

The school's small cohort of PSD students are well supported and are making good progress, achieving all identified personal learning goals on their Individual Education Plans (IEPs). Students identified as experiencing learning challenges were offered a pathway to catch up and restore gaps in their learning. This was done through our Literacy and Numeracy Support program (Y7-9 Language for Learning and Numeracy for Learning, and Year 10 Applied Language and Applied Numeracy), the Tutor Learning Initiative (TLI), and the MYLNS program (Middle Years Literacy and Numeracy Support).

Our VCE students achieved very good results last year with an average VCE study score of 30.3. Our Year 11 students had particularly strong results, with average study scores of 34. A fantastic 21% of our Year 12 students achieved ATARs over 90 and 43% achieved ATARs over 80. Six of our students also achieved perfect study scores of 50. Of our 227 students who were studying a senior certificate last year, 203 students applied for a university place and 94.4% of these students have received an offer. There is a VCE improvement focus in the 2024 Annual Implementation Plan (AIP).

In the 2023 Staff Opinion Survey, the positive endorsement of Instructional Leadership increased significantly, and there was also a significant increase in Collective Responsibility (84% in 2023 compared to 74% in 2022), Teacher Collaboration (63% compared to 57% in similar schools, and compared to 48% in 2022), Staff trust in colleagues (87% compared to 72% in 2022, and 79% in similar schools), and Collective focus on student learning (74% in 2023 compared to 61% in 2022). These are important preconditions for ensuring success with whole school improvement strategies.

This year, our English teachers focused on developing a shared understanding of the *Writing Revolution* approach and successfully implemented sentence-level interventions in their classes. They also focused on improving their data literacy. Our Mathematics teachers were able to increase the amount of rich, collaborative mathematical tasks being used in their lessons. Other teachers focused on embedding strategies to develop students' agency in their learning.

In 2024, our teachers will focus on developing sustainable and collaborative practices for moderation of student learning, domain-based strategies to improve student writing skills, and further embedding numeracy improvement initiatives in Year 7 to 10 classrooms.

WELLBEING

Box Hill High School provides a safe, positive and inclusive learning environment for all students. In direct alignment with the Department of Education 'Framework for Improving Student Outcomes', we believe that a student's positive wellbeing is fundamental to improved personal, social and academic outcomes.

During 2023, Box Hill High School worked towards the goal of effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable. High level actions which were taken to achieve this goal included embedding whole-school strategies that foster an inclusive environment for all students and implementing a tiered approach to respond to individual (wellbeing) student needs. The whole school approach to wellbeing is embedded and is enhanced through our engagement with universities that deliver social work/counselling degrees. The school has a large wellbeing team comprising a Student Wellbeing Coordinator (Leading Teacher), two experienced counsellors, a part-time educational psychologist, and a Mental Health Practitioner (social worker) who are available for student appointments onsite within school hours.

Box Hill High School provides an integrated and comprehensive curriculum approach to wellbeing that enables students to enhance their own and others' wellbeing through their daily learning experiences. We are a 'Respectful Relationship' school, supporting the delivery of the Resilience, Rights and Respectful Relationships (RRRR) curriculum. Social and emotional skill development occurred through the Department's RRRR program, the college RESPECT program, Resilience Project partnership, Health and Physical Education classes and in wider extra-curricular programs such as lunchtime clubs and the 7-12 camps program. The Box Hill High School percent positive endorsement of 'Sense of Connectedness' (54%) is higher than the similar schools' average (50%) and state average (45%). The Box Hill High School percent positive endorsement of 'Teacher Concern' (37%) is higher than the similar schools' average (32%) and the state average (35%). The Box Hill High School percent positive endorsement of 'Managing Bullying' (58%) is higher than the similar schools' average (50%) and the state average (47%). Areas for continued improvement are in percent positive endorsement of 'Perceptions of LGBTIQ-phobic discrimination' (34%) compared to similar school average (40%) and the state average (37%). Box Hill High School will continue its focus on creative a Positive Climate for Learning with the goal of improving the percent positive endorsement of 'Respect for Diversity' (49%). In addition, the Parent Opinion Survey (POS) Safety Module positive endorsement for all factors increased from 79% (2022) to 81% (2023); however, there is room for improvement in the 'Not Experiencing Bullying' (Parent factor) positive endorsement as it decreased from 81% (2022) to 79% (2023). The 'Respect for Diversity' (Parent factor) positive endorsement increased from 81% (2022) to 85% (2023).

Other achievements in 2023 also included the development of the Box Hill High School 'School Belonging' Policy, improved positive classroom behaviours, student-led assemblies with a focus on student achievement and talent, parent and community engagement (e.g. increased parent information nights for year levels), the creation of a tiered model for wellbeing and disability inclusion, and increased education and consistent explicit expectations around our zero tolerance to racist, sexist and other discriminatory behaviours.

ENGAGEMENT

Box Hill High School is recognised as an influential school for engagement based on school performance data, attributed to our consistent high performance over three years and robust attendance records and processes. Attendance data plays a pivotal role in assessing student engagement within Box Hill High School.

In 2023, the average number of absent days for students from Year 7 to Year 12 was 18 days, consistent with the figure from 2022. This average continues to be lower than both the average for similar schools and the state average. Student absences have remained relatively stable compared to 2022, with 13% of students having 30 or more absence days. In 2023, the ongoing efforts to foster student voice and agency, along with the creation of a positive climate for learning, have continued to ensure that students have a positive experience at Box Hill High School.

Between Year 9 and Year 12, 94% of students who left Box Hill High School successfully transitioned to further studies or full-time employment. The school remains dedicated to ensuring that all students departing during these years pursue high-quality pathways or employment opportunities. To support this objective, students receive comprehensive careers education starting from Year 9, which includes course advising, VCE expo nights, and Work Experience opportunities. Additionally, all Year 9 students undergo Morrisby testing, providing a detailed profile of their interests and strengths.

In 2023, 94.4% of Box Hill High School Year 12 students who applied were offered placement in a university or higher education setting. Year 12 students receive expert support through regular careers counselling and pathways planning, overseen by two

career counsellors who, with the assistance of the Sub School Leader, rigorously monitor every student's career aspirations. In 2023, the Careers team introduced the VCE Vocational Major program, in which two students engaged in SBATs (School-Based Apprenticeship and Traineeship). Furthermore, the Careers team offers expertise in pathways such as traineeships and pre-apprenticeships to further support our students and broaden their options.

Student agency and voice also contribute to student engagement. An explicit whole-school focus on student voice and agency emerged as a key area for improvement across the school, leading to the implementation of more student focus groups and teacher professional learning initiatives. In response to some downward trends observed in our Attitudes to School Survey Data, we shifted our focus towards developing strategies to enhance students' sense of belonging and connection to our school. Teachers have prioritized creating an inclusive environment and fostering connections to enhance engagement. Additionally, Sub School Leaders have planned for the introduction of homerooms in 2024.

Other highlights from the school year

FURTHER HIGHLIGHTS OF 2023 INCLUDED:

- The School Production of Sweeney Todd
- Student Art Shows including the Annual Arts Week and the Year 10 Impressionist Art Exhibition
- The Winter and Spring Junior and Senior music evenings
- The VCE Vocational Major (VM) was introduced into Box Hill High School in 2023, and 10 students completed this new VCE certification
- Record student participation in the interschool sport competitions
- The new development and upgrade of all student and staff toilet blocks
- Student and Staff School Sustainability Club including the school becoming a *ResourceSmart* School
- Chess tournaments with over 80 students participating each term, leading to an interschool competition
- *Write a Book in a Day* – over 100 students in teams participated across two days
- The development and implementation of leadership training including GROWTH Coaching for school leaders
- The embedding of the new student leadership process, roles, and structure from Year 7-12
- The introduction of a new Middle Sub School for Year 9 and Year 10 students
- Development of new subject electives in Year 8-10, and a shift to semester-based electives in Year 10 to provide greater opportunities for investigating pathways of interest
- Presentation and student awards night at the New Hope Baptist Church
- Wellbeing Hub – Breakfast Club, mentoring, lunchtime yoga programs
- Students working with local indigenous group to develop a Box Hill High School Acknowledgment of Country
- Student art mural project in the quad.

Financial performance

Box Hill High School continued to ensure the efficient allocation of resources in 2023 to optimize the achievement, engagement, and wellbeing of all students. Equity and EAL funding were expended on programs and resources for students requiring additional tiers of support to succeed in their education.

In 2023, the school finished with a net operating surplus of \$628,334. The asset acquisitions totalled \$115,340. The International Student Program continues to have a positive impact on the school's financial position.

Significant money was spent in 2023 on improving the internet speed. There was an increased commitment to maintaining the school grounds and facilities, i.e. introducing regular grounds cleans, the purchase of bin enclosures, the stage 2 refurbishment of the bathrooms, improving the school signage, the creation of the mural on the stage in the quad, external painting, and turf. Additional costs in 2023 also were a result of higher than usual expenditure on casual relief teachers because of staffing shortages in semester one.

With changes to the new agreement (reduction of face-to-face teaching hours) and increased student numbers, the school was required to purchase additional staff desks to cater for the increased staffing numbers for 2024. The introduction of a third Assistant Principal to the school and facility improvement such as creating other office and staffroom spaces have added to costs. Additional

funds have been earmarked for several years for the refurbishment of the Administration area to include meeting rooms, segregated offices, a bigger first aid room and a conference room.

Box Hill High School remains in a sound financial position as we continue to commit to spending money prudently and responsibly to support improved student learning outcomes.

For more detailed information regarding our school please visit our website at
<https://www.boxhillhs.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 1442 students were enrolled at this school in 2023 – 592 female and 849 male.

43 percent of students had English as an additional language and NDP 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.

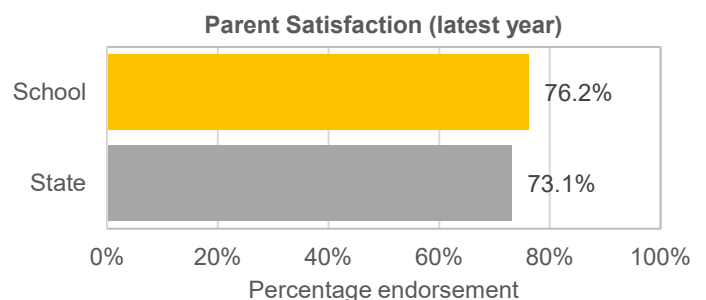
This school's SFOE band value is: Low.

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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	76.2%
State average (secondary schools):	73.1%



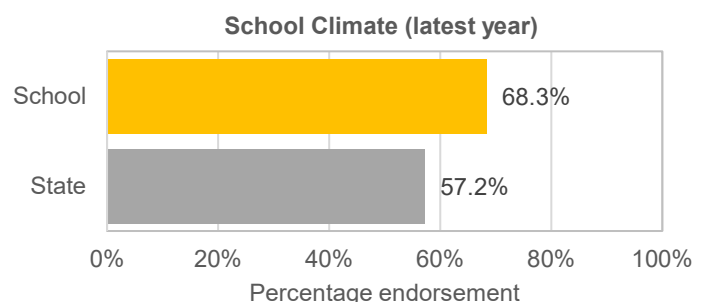
School Staff Survey

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

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

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

School Climate	Latest year (2023)
School percentage endorsement:	68.3%
State average (secondary schools):	57.2%



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
(2023)

School percentage of students at or above age expected standards:

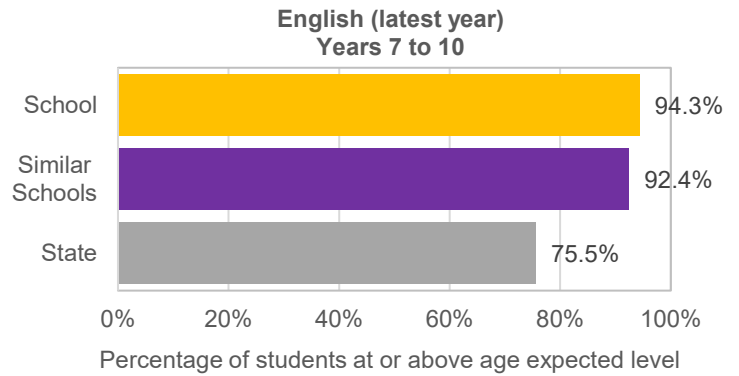
94.3%

Similar Schools average:

92.4%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

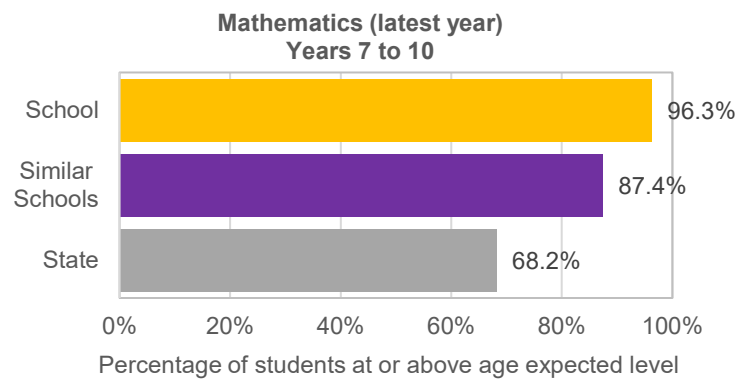
96.3%

Similar Schools average:

87.4%

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 four-year average has been removed until four years of data is available.

Reading Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

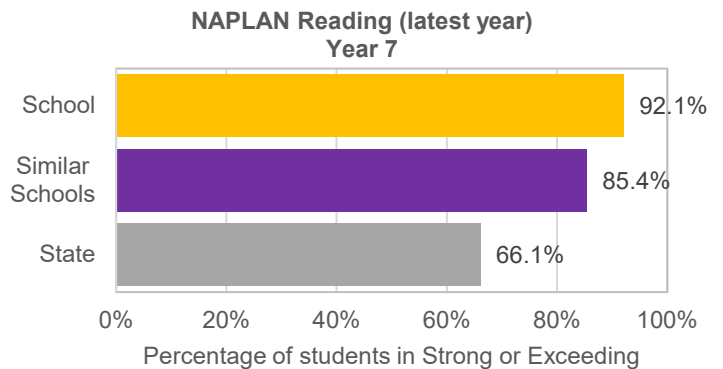
92.1%

Similar Schools average:

85.4%

State average:

66.1%



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

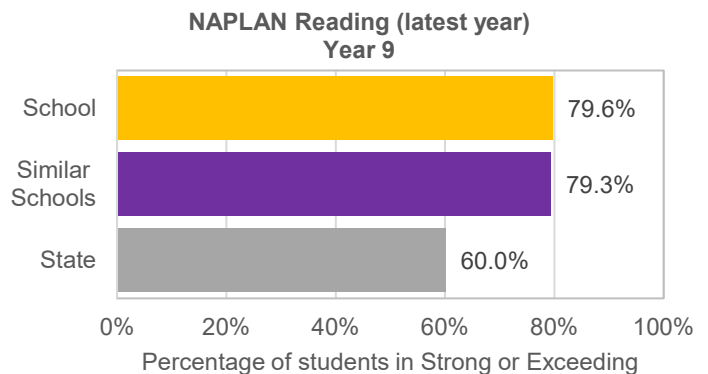
79.6%

Similar Schools average:

79.3%

State average:

60.0%



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

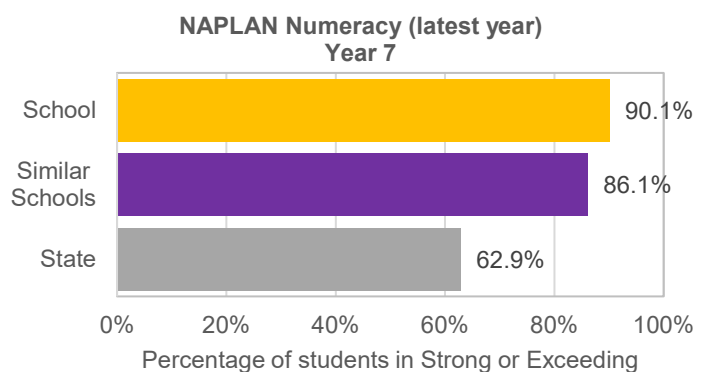
90.1%

Similar Schools average:

86.1%

State average:

62.9%



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

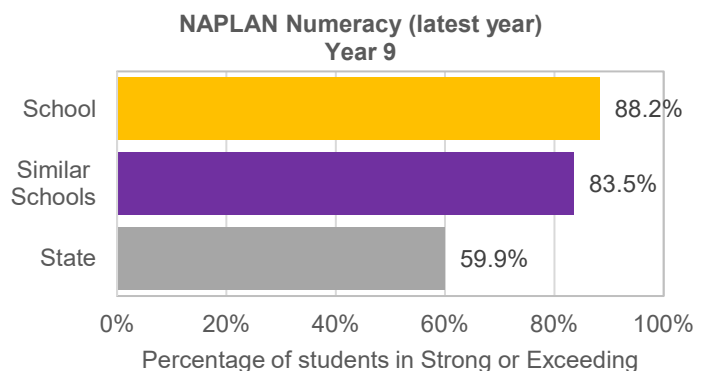
88.2%

Similar Schools average:

83.5%

State average:

59.9%



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:

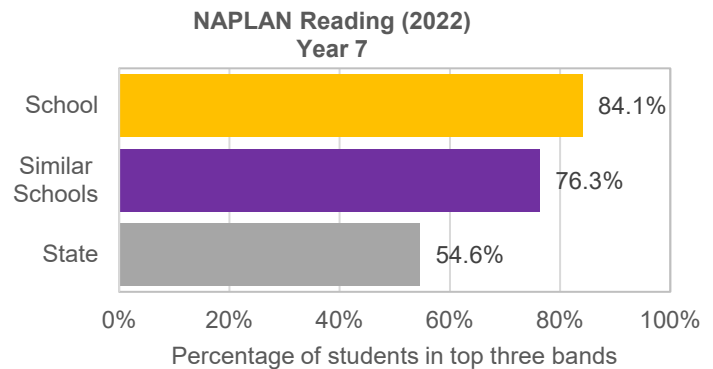
84.1%

Similar Schools average:

76.3%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

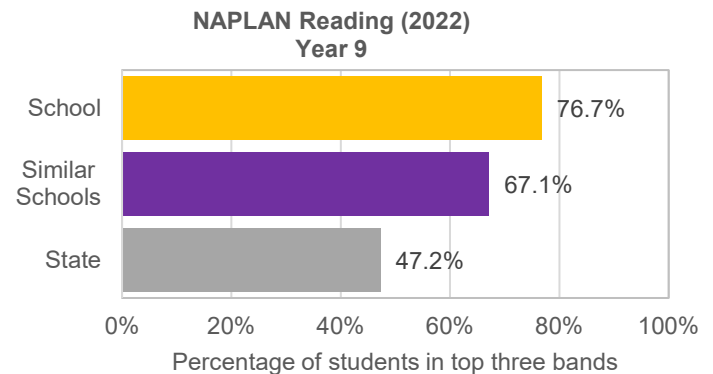
76.7%

Similar Schools average:

67.1%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

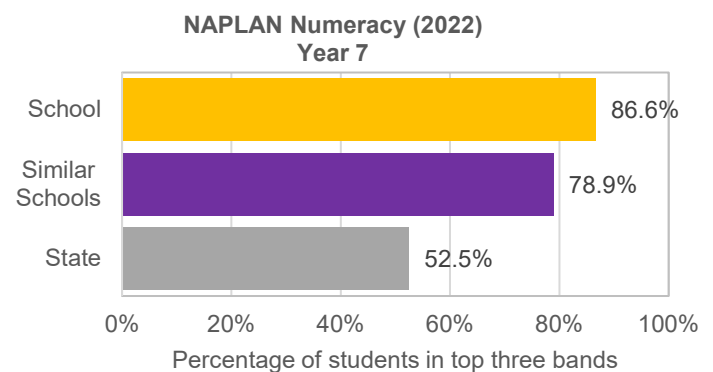
86.6%

Similar Schools average:

78.9%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

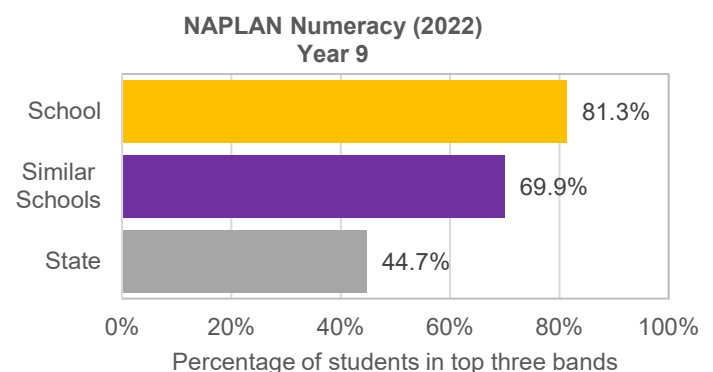
81.3%

Similar Schools average:

69.9%

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

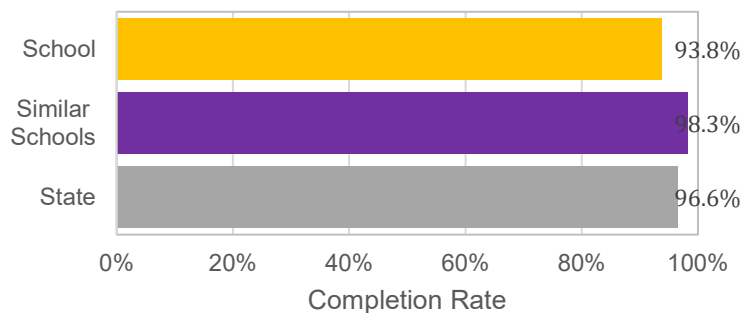
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that, as of 2023, the Victorian Senior Secondary Certificate completion rate includes both the VCE and the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	93.8%	97.8%
Similar Schools completion rate:	98.3%	98.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.3

Number of students awarded the VCE Vocational Major:

NDA

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:

10%

Percentage VET units of competence satisfactorily completed in 2023:

91%

WELLBEING

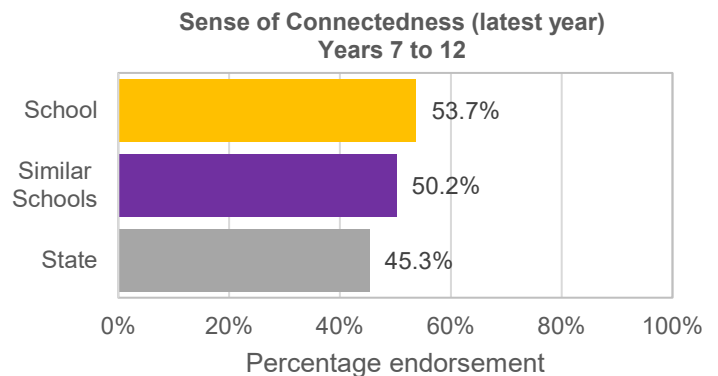
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	53.7%	60.5%
Similar Schools average:	50.2%	54.3%
State average:	45.3%	49.9%

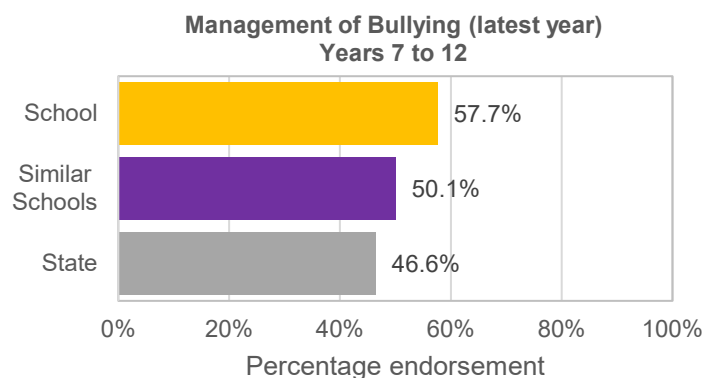


Student Attitudes to School – Management of Bullying

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:	57.7%	63.4%
Similar Schools average:	50.1%	54.5%
State average:	46.6%	51.0%



ENGAGEMENT

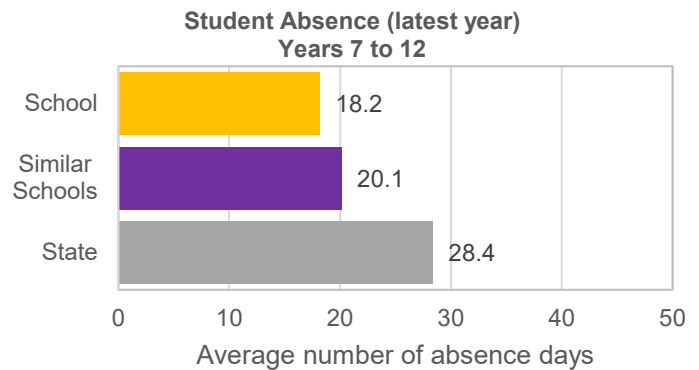
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	18.2	13.8
Similar Schools average:	20.1	16.3
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.

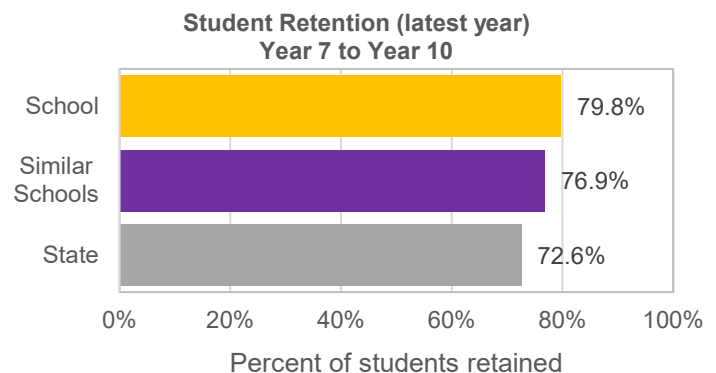
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	93%	90%	89%	91%	92%	90%

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:	79.8%	80.8%
Similar Schools average:	76.9%	78.3%
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.*

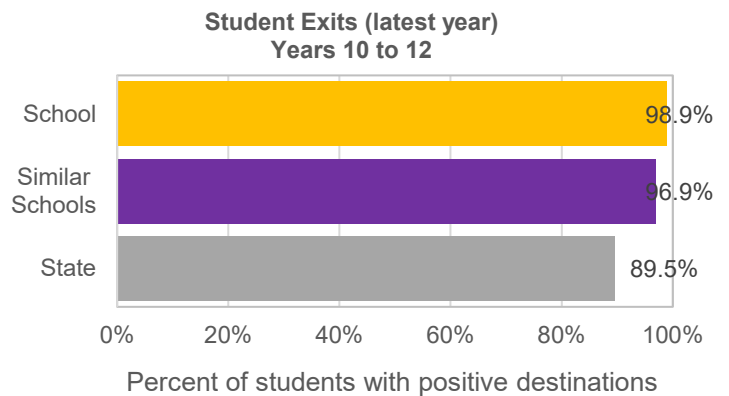
Students exiting to further studies or full-time employment

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 (2022)	4-year average
School percent of students to further studies or full-time employment:	98.9%	98.2%
Similar Schools average:	96.9%	97.1%
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	\$16,543,069
Government Provided DET Grants	\$2,023,386
Government Grants Commonwealth	\$17,759
Government Grants State	\$0
Revenue Other	\$266,310
Locally Raised Funds	\$1,482,037
Capital Grants	\$0
Total Operating Revenue	\$20,332,562

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,704
Equity (Catch Up)	\$28,549
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,252

Expenditure	Actual
Student Resource Package ²	\$14,933,488
Adjustments	\$0
Books & Publications	\$6,615
Camps/Excursions/Activities	\$528,374
Communication Costs	\$38,541
Consumables	\$341,791
Miscellaneous Expenses ³	\$174,880
Professional Development	\$84,449
Equipment/Maintenance/Hire	\$206,537
Property Services	\$520,319
Salaries & Allowances ⁴	\$514,111
Support Services	\$562,070
Trading & Fundraising	\$55,362
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,099
Utilities	\$126,012
Total Operating Expenditure	\$18,094,647
Net Operating Surplus/-Deficit	\$2,237,915
Asset Acquisitions	\$176,174

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 19 February 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses includes bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

Financial Position as at 31 December 2023

Funds available	Actual
High Yield Investment Account	\$361,552
Official Account	\$3,841,441
Other Accounts	\$235,199
Total Funds Available	\$4,438,191

Financial Commitments	Actual
Operating Reserve	\$449,544
Other Recurrent Expenditure	\$18,857
Provision Accounts	\$24,004
Funds Received in Advance	\$132,866
School Based Programs	\$271,417
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$187,246
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$437,600
Capital - Buildings/Grounds < 12 months	\$1,565,100
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,386,633

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.