

2023 Annual Report to the School Community

School Name: Cobden Technical School (7088)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 04:07 PM by Rohan Keert (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 06:33 PM by Jedda Couch (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 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

School Vision Cobden Technical School's ethos is reflected in the initials 'CTS – Committed to Students.... Committed to Success.' We are committed to developing successful outcomes for students, whether in the pursuit of high-level academic achievement or the development of specific vocational skills. These, along with opportunities for sporting, cultural, environmental, and artistic involvement, are able to develop in a school with clear, strong connections to the community and industry at both the local and regional level. Cobden Technical School is a place where everyone who wants to learn is welcome and encouraged to strive for success while appreciating that lifelong learning is enjoyable. We strongly believe that the development of emotional and intellectual intelligence, coupled with an environment where learning is enjoyable, are central to the development of our core values. School Values The school values were based on the development of the H.E.A.R.T, the head, and the hands. The HEART values are Honesty, Excellence, Accountability, Respect, and Teamwork and are posted prominently around the school.

The equivalent full-time (EFT) staffing profile of Cobden Technical School (24.93) includes a Principal (1.0), Assistant Principal (1.0), Learning Specialist (1.0), Classroom Teacher 2 (10.5), Classroom Teacher 1 (2.87), Leading Teacher (1.0), Para Professionals (0.08), Learning Tutor (0.50), Teaching Support Staff (6.63), HeadStart Teaching Staff (0.8), Teacher Aides - SLN 0.14.

Geographic location - Cobden is 200km SW of Melbourne. It has a population of 1,804. The LGA is Corangamite Shire. Size and structure - Despite reduced enrolments, Cobden Technical School is on a large site. It has a Trade Training Centre, a double gymnasium, outdoor synthetic courts, food technology centre, BER science centre, a sports oval, and expansive grounds including a Stephanie Alexander Kitchen Garden. The school underwent a significant accessibility upgrade during 2019.

Social characteristics - The school's overall socioeconomic profile is in the high band representing a high level of socio-educational disadvantage.

Enrolment characteristics - The enrolment trend has been declining.

Special programs - Corangamite Trade Training Cluster (CTTC) offering VET (Building and Construction, Automotive, and Electrotechnology); Hands-On Learning; Literacy and numeracy support through the Tutor Learning Initiative; and Middle Years Literacy and Numeracy Support (MYLNS) for students who tested below the national minimum standard for NAPLAN.

Progress towards strategic goals, student outcomes and student engagement

Learning

Two years after the global pandemic, all Victorian Government Schools were still required to adopt a common goal and key improvement strategies (KIS) for their 2023 Annual Implementation Plan (AIP).

2023 Priorities Goal - In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a **learning Key Improvement Strategy**, and a wellbeing Key Improvement Strategy.

KIS 1.a **Learning** - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Actions:

- Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. Develop a multi-tiered response to meet students' individual learning needs.

Activities:

- Review current learning interventions into Tier 1, Tier 2 and Tier 3 learning interventions (multi-tiered response model) and implement a response model that meets the needs of the school.
- Implement quality assurance measures to monitor and improve on embedding of Instructional Model across school.
- Develop and review termly a shared PDP goal focusing on assessment and differentiation.
- Embed moderation of student work samples in assessment and meeting schedules in all subjects.
- Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs. (Berry Street & Real Schools)
- Strengthen IEPs through participation in GSWC IEP CoP.
- Schedule PLC inquiry cycles each Term with a focus on student learning.
- Schedule PLC showcases at end of each term.
- Develop a whole school approach to peer observations that aligns with PLC inquiry focus.
- Build on student feedback practices in maths to develop whole school approach to gathering and using student feedback.
- Organise Learning Walks to observe staff practice and collect data on PLC inquiries.

- Set and monitor targets for all equity funded students.
- Participate in WSW Numeracy Learning Community and integrate learning with school PL plan/PLCs.

Commentary on progress:

Curriculum documentation will show plans for differentiation, including formative and summative assessment rubrics.

Notes from TLI meetings show plans to support individual students' learning needs.

Student IEP's (Maths 7-10) describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be observed.

Students have documented learning goals for each topic/learning cycle and know their next steps and strategies for learning.

Late indicators:

Victorian Curriculum judgements will show growth in learning.

'Teacher Judgement Growth' SEM1 2022 to SEM1 2023.

Measurement and Geometry: 'at or above': Y7 80%, Y8 18%, Y9 37%, Y10 60%

Number & Algebra: Y7 37%, Y8 46%, Y9 37%, Y10 17%

Statistics & Probability: Y7 100%, Y8 70%, Y9 58%, Y10 18%

Reading & Viewing: Y7 10%, Y8 75%, Y9 88%, Y10 78%

Speaking & Listening: Y7 0%, Y8 92%, Y9 82%, Y10 53%

Writing: Y7 0%, Y8 75%, Y9 76%, Y10 61%

SSS factors: Instructional leadership and collective efficacy will show improvement.

Instructional Leadership positive endorsement: 2022 42%, 2023 49%

Collective Efficacy positive endorsement: 2022 45%, 2023 50%

AtoSS factors: stimulated learning, advocate at school will show improvement

Stimulated learning positive endorsement: 2022 41%, 2023 37%

Advocate at school: 2022 54%, 2023 51%

Wellbeing

2023 Priorities Goal - In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy, and a **wellbeing Key Improvement Strategy**.

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

Actions:

- Implement the multi-tiered response model
- Embed positive mental health teaching strategies in staff professional practice

Activities:

- Implement termly student leader forums (or surveys) to inform ongoing review and refinement of wellbeing programs.
- Student leaders will be supported to deliver student wellbeing survey to peers at the end of each term.
- Develop, implement and review calendar of staff and student wellbeing activities.
- Review, and change as necessary, current practice using the Annual 'CTS Schoolwide Mental Health & Wellbeing AIP'.
- Plan and deliver staff Wellbeing PD training (using MHR tiles, suicide risk continuum, Safe schools).
- TMHFA is delivered annually.
- PD staff on how to use Compass for wellbeing referrals/who sees the posts.
- Create a school-wide RRRR scope & sequence that ensures weekly delivery and includes school diaries.

Commentary on progress:

Extensive work has been completed in the wellbeing space across the year for both teachers and students. Whole staff actions (Tier 1) have included: the final modules of the Berry Street training was completed by all staff during Term 1 and time allocated in staff meetings to revisit and model particular 'Brain Break' and 'energiser' type activities that staff can implement in their classroom, with a large display of these in staff space next to the staffroom. Specific wellbeing activities for students have included a whole-school Wellbeing day, regular celebration/recognition days and activities, and the continued roll-out of TMHFA at Year 10 level. Tier 2 level interventions: Tier 3 interventions: the school continues to find a large number of students and families requiring Tier 3 supports, including psychs, CAMHS, Headspace and CP. We have a range of students with individualised de-escalation/safety plans and ongoing dialogue with families to continually modify and adapt these. Positive endorsement on the AToSS in the socio-emotional areas of school safety, social connectedness, emotional awareness, resilience have all reduced slightly from the previous year - given the levels of student behaviours of concern and Tier 3 supports we are needing to put in place, this does not seem surprising but does suggest that we need to implement further Tier 1 and Tier 3 supports and/or implement our existing supports more consistently. Further work in SWPBS and RealSchools and the planning for the roll-out of DI in our area, which will continue over the coming 12 months, should support in these areas.

Late indicators:

AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience. Student wellbeing survey.

Sense of connectedness positive endorsement: 2022 44%, 2023 37%

Emotional awareness and regulation positive endorsement: 2022 55%, 2023 54%

Psychological distress:

Resilience positive endorsement: 2022 8%, 2023 2%

Teacher concern positive endorsement: 2022 35%, 2023 24%

Student wellbeing survey:

Engagement

Actions:

- Embed School Wide Positive Behaviour (SWPB) system schoolwide

Activities:

- Support the development, documentation, and revision of a multitiered approach to attendance.

Commentary on progress:

Steps in the SWPBS space have included refinement of the Behaviour Matrix to ensure that this is a manageable document and the wellbeing team and interested staff completing the Classroom Systems course during Term 4, with all staff provided with PL sessions in SWPBS. We would have liked to be further along with this work, but extensive staff absences made progress difficult. RealSchools work has been concentrated at this level, with Year 7 teachers supported with specific behavioural plans for the class and teacher coaching. SSLs have continued phone calls home where students are absent for 2 or more days in any week. At the individual student level, Ready to Learn plans have been created with students and/or carers, as well as education for staff about the language used in these. Small group programs have been run for the Hands on Learning students, as well as specific girls' and boys' activity groups at Year 7 level focussing on lunchtime activities as a vehicle for rollout of the RR curriculum.

At least half of the students have recognised having a trusted adult at school, which we have worked to support through the mentor program and through active involvement of SSLs and wellbeing staff in supporting students individually. We have also noticed that there has been an increase in the proportion of students with high-level absences. While we have been making frequent contact home for many of these students (and attempts at contact home for many others) this is not yet having the desired outcome of reducing absences. We will need to device further supports in this space.

Student attendance data:

Proportion of students with 35.0 or more absent days at year to date 2023. 2022 20%, 2023 26%

Proportion of students with 17.5 or more absent days at year to date 2023. 2022 40%, 2023 50%

Other highlights from the school year

School Performance Report: Congratulations on moving out of Transform into Renew. We looked at the domains showing improvement (Stretch) and noted Numeracy is still in Transform, along with Student Attitudes. Given your strong Numeracy planning and implementation strategy to date, this presents an opportunity to review your CTS approach to determine whether implementation fidelity/consistency of practice is the challenge, or whether the strategy itself warrants review. Great opportunity to celebrate the observed increases in student engagement and growth within units, while also exploring the opportunities presented through the data.

Financial performance

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

**For more detailed information regarding our school please visit our website at
<https://www.cobtech.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 108 students were enrolled at this school in 2023, 38 female and 70 male.

NDP percent of students had English as an additional language and 12 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).

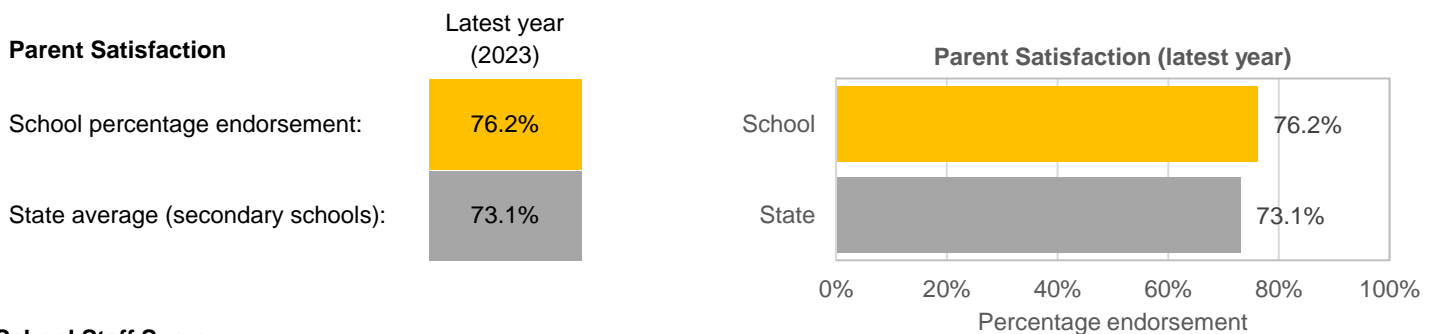
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

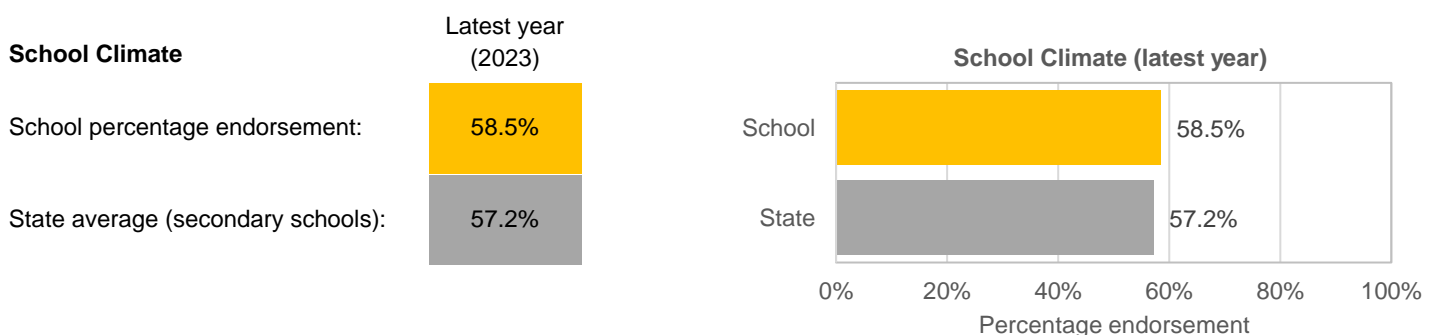


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

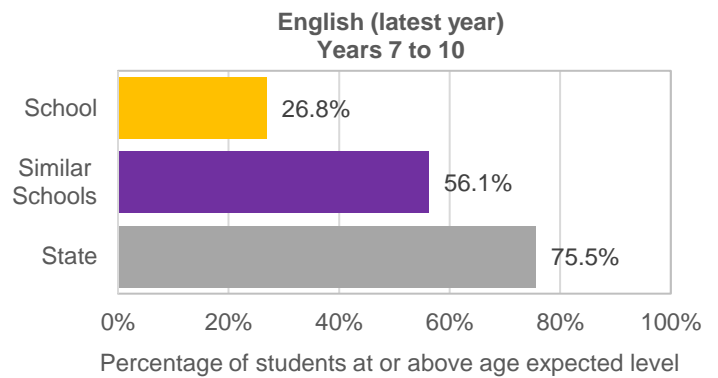
26.8%

Similar Schools average:

56.1%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

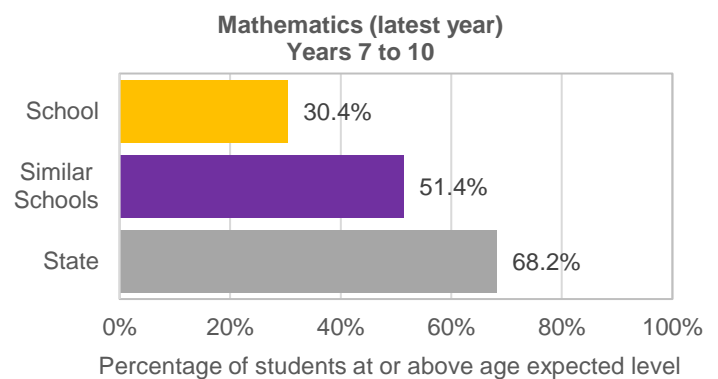
30.4%

Similar Schools average:

51.4%

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:

47.6%

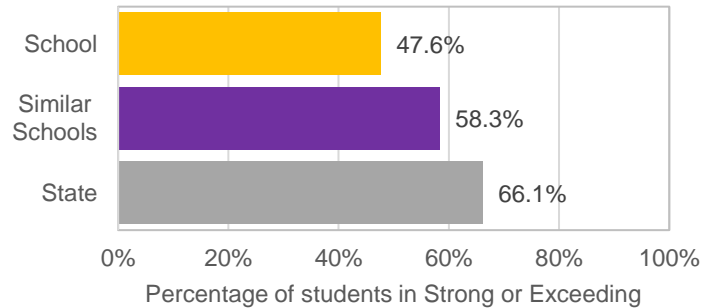
Similar Schools average:

58.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.4%

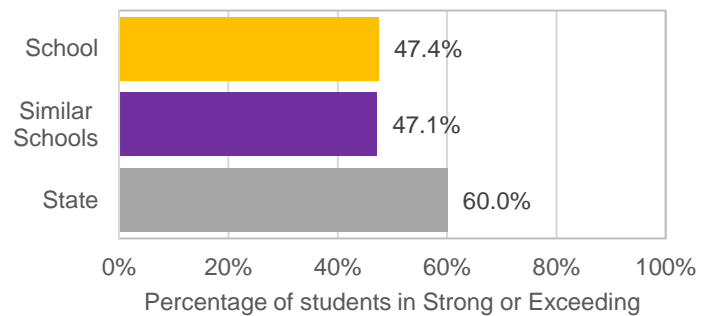
Similar Schools average:

47.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

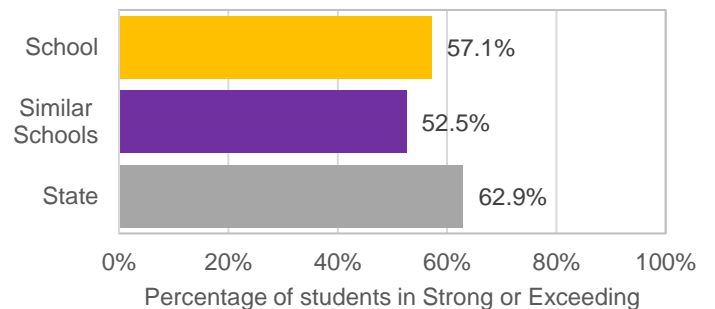
Similar Schools average:

52.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.0%

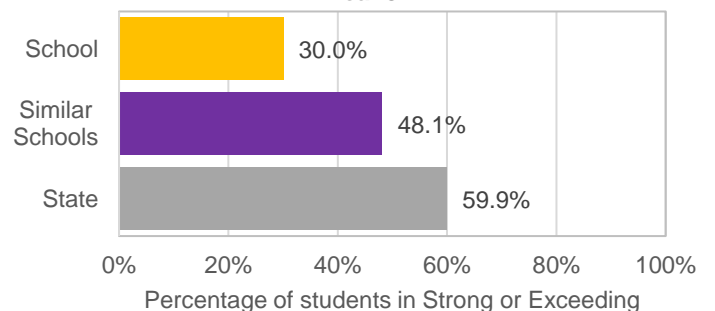
Similar Schools average:

48.1%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

30.8%

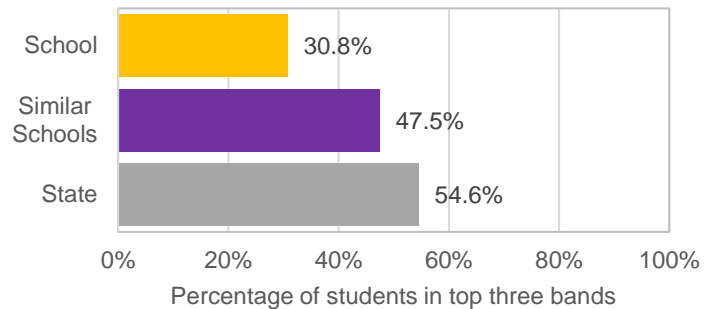
Similar Schools average:

47.5%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

18.8%

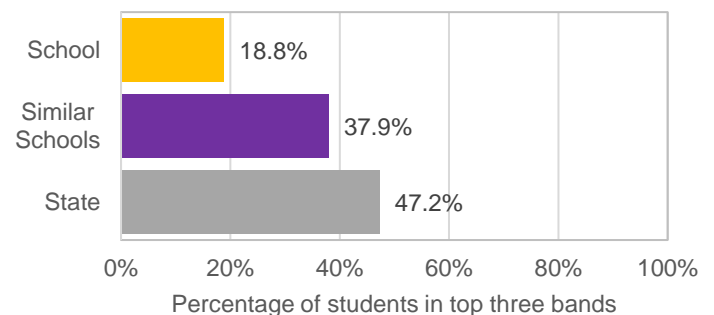
Similar Schools average:

37.9%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

23.1%

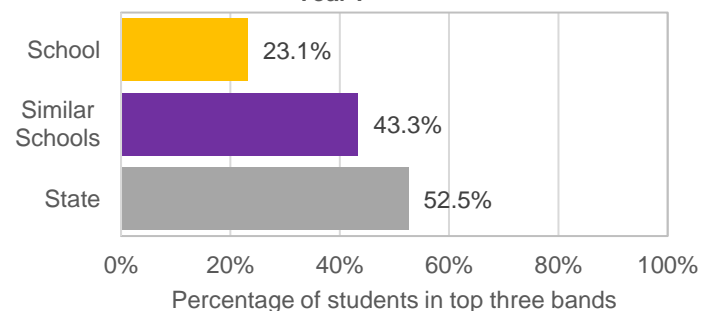
Similar Schools average:

43.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

31.3%

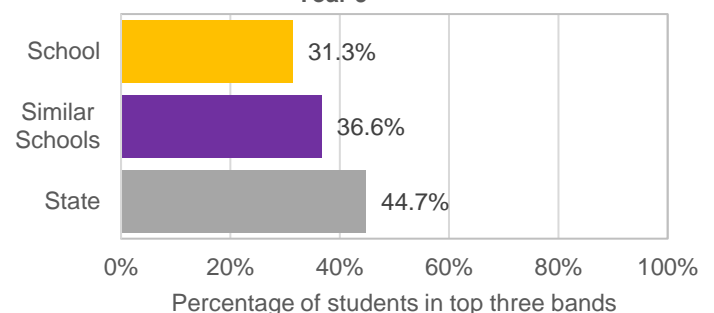
Similar Schools average:

36.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

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

Victorian Senior Secondary Certificate

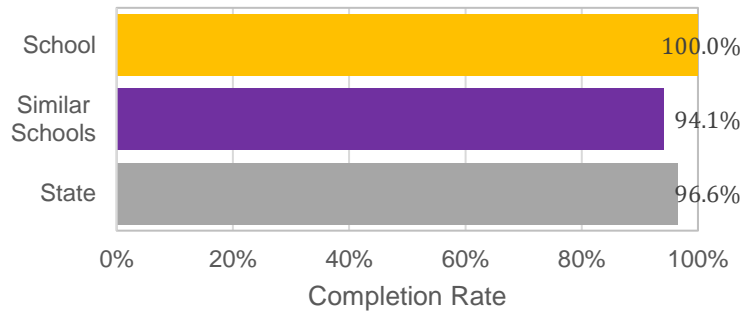
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	95.7%
Similar Schools completion rate:	94.1%	96.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.7

Number of students awarded the VCE Vocational Major

NDP

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:

85%

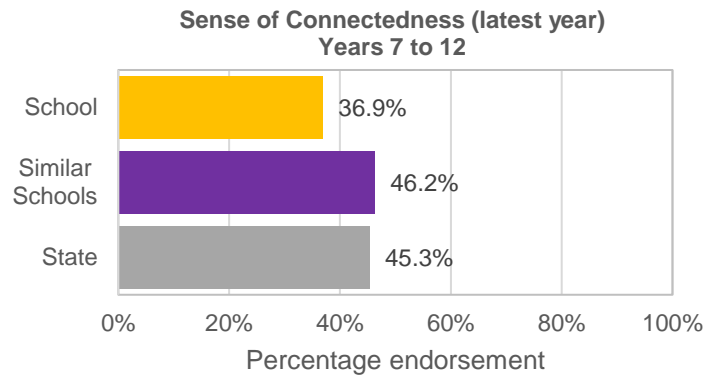
WELLBEING

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).

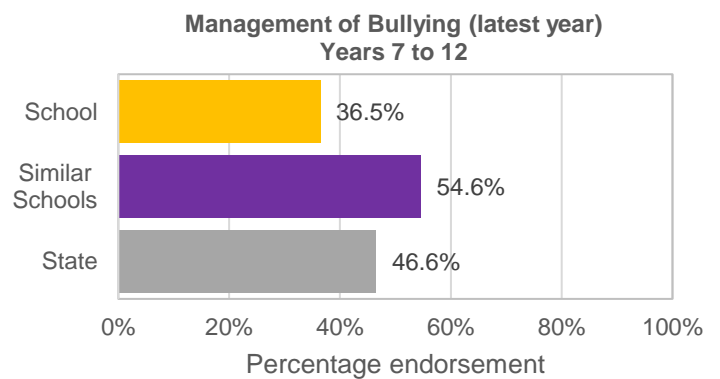
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	36.9%	40.8%
Similar Schools average:	46.2%	49.0%
State average:	45.3%	49.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	36.5%	40.5%
Similar Schools average:	54.6%	56.2%
State average:	46.6%	51.0%



ENGAGEMENT

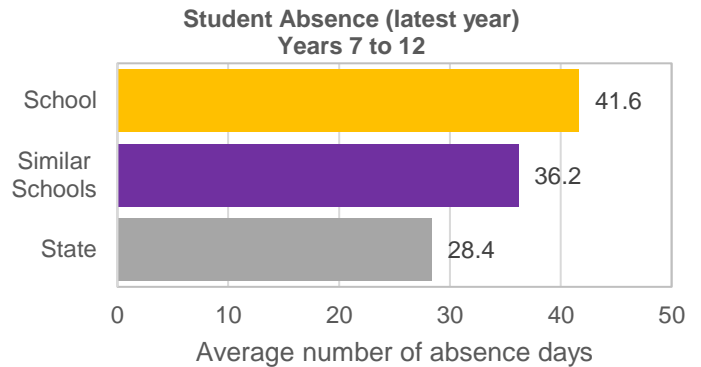
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	41.6	36.4
Similar Schools average:	36.2	32.4
State average:	28.4	23.8



Attendance Rate (latest year)

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

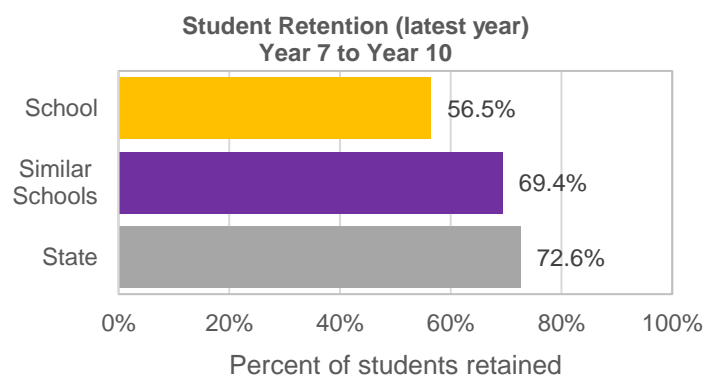
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	78%	90%	77%	71%	81%	85%

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:	56.5%	61.0%
Similar Schools average:	69.4%	70.5%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

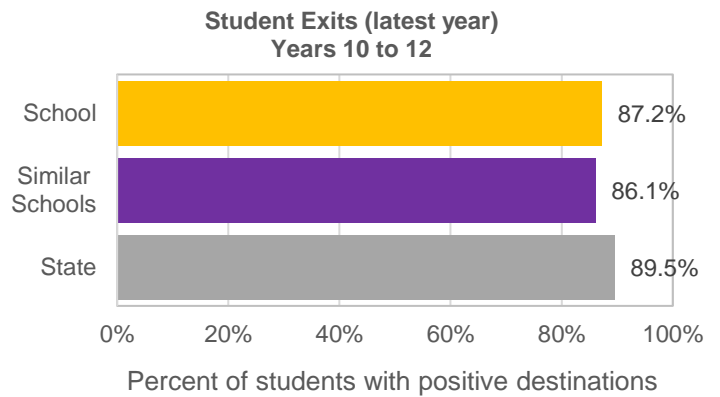
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	87.2%	89.9%
Similar Schools average:	86.1%	84.8%
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	\$2,754,759
Government Provided DET Grants	\$581,000
Government Grants Commonwealth	\$4,562
Government Grants State	\$2,585
Revenue Other	\$217,064
Locally Raised Funds	\$103,351
Capital Grants	\$0
Total Operating Revenue	\$3,663,320

Equity ¹	Actual
Equity (Social Disadvantage)	\$152,959
Equity (Catch Up)	\$9,836
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$162,795

Expenditure	Actual
Student Resource Package ²	\$2,869,643
Adjustments	\$0
Books & Publications	\$508
Camps/Excursions/Activities	\$33,439
Communication Costs	\$8,561
Consumables	\$125,140
Miscellaneous Expense ³	\$33,608
Professional Development	\$44,840
Equipment/Maintenance/Hire	\$50,551
Property Services	\$218,171
Salaries & Allowances ⁴	\$90,266
Support Services	\$91,037
Trading & Fundraising	\$37,583
Motor Vehicle Expenses	\$3,019
Travel & Subsistence	\$0
Utilities	\$34,201
Total Operating Expenditure	\$3,640,568
Net Operating Surplus/-Deficit	\$22,752
Asset Acquisitions	\$43,441

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,919,458
Official Account	\$90,463
Other Accounts	\$0
Total Funds Available	\$2,009,921

Financial Commitments	Actual
Operating Reserve	\$115,930
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,346
School Based Programs	\$174,101
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,638
Repayable to the Department	\$148,982
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$1,288,143
Maintenance - Buildings/Grounds < 12 months	\$162,780
Asset/Equipment Replacement > 12 months	\$69,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,009,920

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.