

# 2022 Annual Report to the School Community

School Name: Mount Waverley Secondary College (8105)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 01:20 PM by Karen Wade (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2023 at 02:20 PM by Chelsea Eow (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# About Our School

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## School context

Our vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.

Our values:

I - Integrity

L - Learning

E - Excellence

A - Accountability

R - Respect

N - Nurturing

Mount Waverley Secondary College is a high demand state secondary co-educational college with 1790 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community. In 2022, our college had 156 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 119 Teaching Staff and 33 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 5% of our students' study English as an Additional Language.

Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values, and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learning through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs.

The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to VCE, further education and other pathways.

Mount Waverley Secondary College has a long and proud history welcoming international students, being one of the first schools in Victoria to enrol international students in 1994. International students enrich the diverse cultural mix at the college; we currently have students from China, India, Indonesia, Thailand, Cambodia, Vietnam, Sri Lanka and other countries. We are well supported by various English Language Schools in the immediate area, who provide intensive English language instruction. During 2022 we welcomed the return of some of our International Students who were studying remotely from their home country. Mount Waverley Secondary College has a dedicated International Student Coordinator and assistants who oversee the enrolment, homestay accommodation and pastoral care of each international student. Multicultural Education Aides cater for specific language groups and students have access to all student wellbeing services including nurses, wellbeing counsellors and the career guidance centre.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment, and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours and student exchanges to Japan, Germany and China, student leadership, sport, camps and activities and community service. There is a genuine focus on student leadership and student voice across the college, as we aim to develop independent, resilient, creative, and positive individuals.

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

### Learning

In 2022 we focused on the state-wide FISO Goal 1 Priorities Goal - Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families, which linked to the work of our School Strategic Plan.

In 2022 we continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

Our key improvement strategy was:

1a) Learning- Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

At a whole school level, we developed the data literacy of all teachers to inform understanding of students' point of need. Whole school professional learning and smaller professional learning sessions ran throughout the year with an overarching theme of differentiation. Further delivery of whole school professional learning on differentiation took place and this work will continue in 2023. In 2022 we maintained our PLC/TPT/Faculty structures to support teacher collaboration and reflection to strengthen teaching practice. In these meetings we revisited and embedded the use of the Explicit Instructional Model and High Impact Teaching Strategies (HITS) in classrooms, with a continued focus on questioning and targeted feedback. In the second half of the year PLC meetings became more structured around professional learning and reading for staff.

At the classroom level teachers were able to use data to identify areas of learning need arising from remote learning in 2021. Staff were supported to embed the use of data to inform targeted teaching, with a focus on the students' point of need. We started to embed consistent approaches to formative assessment. Teachers used PLC/TPT/Faculty time to collaboratively plan units of work with a focus on key knowledge and skills. They also continued to build students' self-awareness and metacognitive skills through the Student Learning Model.

At the individual and tailored level, we established a targeted support program for students and prioritised time for teachers to discuss and adapt strategies working with individual students. Small group tutoring programs were established using MYLNS and the Tutor Learning Initiative funding, and we maintained additional supports for students through Homework Clubs. We also established the VHAP (Victorian High Ability Program) for students who were identified by the DE. The Inclusion Coordinator worked with ES and teaching staff to assess learning and map progress against IEP goals for individual students. Our student achievement data is significantly higher than the median of all Victorian Government schools. In comparison to similar schools in Victoria, our data reflects we are above this level in nearly all categories. Our English and Maths Years 7-10 data indicates that 97.7% and 97.1% of students respectively were at or above expected standards.

Our NAPLAN percentage of students in the top three bands was well above the State average for Reading and Numeracy and above the Similar Schools average in Year 7 and 9 Reading and Year 7 and 9 Numeracy. The NAPLAN Learning Gain results for Year 5-Year 7 for High Gain compared to Similar Schools indicate that our students are above in nearly all categories and for High Growth for Year 7-9 students we are above Similar Schools in the categories of Reading, Spelling and Grammar and Punctuation.

Our 2022 Year 12 cohort were very successful with our College Dux receiving an ATAR score of 99.85 and our published Median study score was 30.1 with a four-year average was 30.7. Twenty-four students gained an ATAR over 95 and seventy-five students above 90. 19% of our cohort gained an ATAR above 90. Two students also gained a perfect study score of 50. 99% of our students satisfactorily completed their VCE. Our VCE results were rated as above when compared to similar schools. This reflects the strong commitment and skill level of our teaching staff as well as the quality of the academic and co-curricular programs on offer.

## Wellbeing

In 2022 we focused on the state-wide FISO Goal 1 Priority Goal which linked to the work of our School Strategic Plan.

Our key improvement strategy was:

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

Our college acknowledges that the health, safety, and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Wellbeing team. The wellbeing team consists of a Student Support and Resources Manager, Student Wellbeing Coordinators and Mental Health Practitioners at both campuses, a chaplain, qualified nurses, an Individual Learning Needs Co-ordinator, and inclusion support staff. This is complemented by the Student Wellbeing Model, which was developed by MWSC staff in 2021.

The Student Wellbeing Model consists of Positive Relationships, Social and Emotional Learning, Partnerships and Support and Student Voice and Agency. The ongoing implementation of the whole school model is a commitment from the school to prioritise student wellbeing whilst supporting students to achieve academic excellence. In its second year of implementation, the Student Wellbeing Model was introduced to Year 7's in a whole year level assembly and reintroduced to the middle and senior school's students when asked to nominate one of their teachers as a "Wellbeing Champion". The staff were also provided with further collaborative professional learning opportunities - focusing on student voice and agency and social and emotional learning. From these sessions, staff were invited to contribute to smaller working parties. All new staff were also provided with an induction into the Student Wellbeing Model and a workshop focusing on how they can implement the model into the classroom and their teaching practices. At the end of 2022, we held our first parent workshop, where we invited parents to share how they can help the school prioritise student wellbeing and further implement the Student Wellbeing Model.

Throughout the year, students were provided with a range of proactive programs, workshops and guest speakers to support their overall wellbeing and address important topics such as peer connectedness, online safety, mental health, study techniques and developing important social and emotional skills such as self-management and self-awareness. The school is committed to offering students a specific wellbeing session once a term for every year level. We have several key partners who help deliver the student wellbeing program, which includes but is not limited to the Reach Foundation, Felstead Education, Elephant Ed, ySafe and the Butterfly Foundation.

The Attitudes to School Survey data proudly indicates that our sense of connectedness and safety measures were well above the state median and similar schools' comparisons which is an outstanding result. Our Parent Opinion Survey percent endorsement data indicated that we had a similar percent of positive responses compared with the state average of secondary schools. The School Staff Survey school climate survey results were well above the state average of all Victorian Government Secondary Schools. This is indicative to the quality and strength of our wellbeing programs and initiatives for both students and staff last year.

## Engagement

Mount Waverley Secondary College's motto of 'Community Choice Engagement' is one that we hold dear. In 2022 our college continued to be involved in the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community to support and further strengthen our college. The college is proud to be one of eleven partner schools with the Monash Tech School and many of our Year 7-9 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

Student retention is above the state average but slightly below similar schools. This data has been affected particularly at Years 8 -9 due to the high number of select entry school offers our students receive. We also have students who apply at the end of Year 9 to attend the John Monash Science School which is close by. The student retention data from Years 10-12 was very pleasing in 2022 and much higher than the state average. The 4-year average data indicates that almost all of our students exiting the college go onto further study or enter full time employment. In 2022, 96% of our Year 12 students received tertiary offers and of these 90.5% received university offers and 5.5% received TAFE places.

Our student attendance results are outstanding and are well above the state average and in the 90th percentile across the majority of year levels. This demonstrates that our students enjoy coming to school and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school and wellbeing teams.

In 2022 we welcomed the opportunity to again become more engaged with our broader school community. We settled into our new hybrid model of parent/carer engagement with key events being held at the college, while also running online sessions for families. These included parent-teacher conferences, subject information evenings and wellbeing



sessions. We were also able to return to running events such as Night at the Museum, and a range of musical events on the college grounds, enabling our broader community to again come and see the learning environment. The centrepiece of this was our College Production - 'Matilda the Musical', which was held in our newly revamped Unicorn Theatre. We reinvigorated our partnerships with Rotary Mount Waverley, the Monash Tech School, and many others, and look forward to solidifying the relationships again in 2023.

Our college continues to provide opportunities for student leadership, voice and agency. In 2022 the school returned to uninterrupted face-to-face learning, as a result a variety of leadership programs returned. Regular lunchtime meetings for leadership teams in Years: 8, 10, 11 and 12 provided a great opportunity to develop a variety of leadership initiatives. These initiatives were explored in regular Mount Matters sessions with groups from Years 7-11 meeting each fortnight to discuss and implement school improvements, such as a proposal for more outdoor furniture to utilise open air learning spaces. During 2022 we expanded our leadership program to work with two local primary schools, participating in workshops at Mount Waverley Primary School and restarting the 'Mini Mount Matters' sessions at Mount Waverley North Primary School.

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## Other highlights from the school year

It was fantastic to see our students return to the swimming pool and track for our school Swimming Sports and House Athletics days. Our Sports Leaders have done an outstanding job leading this program.

Major facilities work started in 2022. Our \$8 million STEAM Centre started construction and our \$1.5 million Junior Campus oval and Senior Campus tennis court project, will be completed in early 2023.

Our college completed our School Strategic Review during Term 3. The findings of this review will help guide us to plan to continue to strive for excellence and school improvement over the next four years.

Two of our College Captains were shortlisted as finalists in the VCAA VCE Leadership awards this year. Only eight students from across the State made the finals and this demonstrates how our student voice and leadership program continues to grow and develop.

One of the absolute highlights of the year was attending the 2022 Victorian Education Excellence Awards towards the end of October. Our college was nominated in two categories. One of our teachers came second in the Outstanding Physical Education and Activity Teacher category which recognised him as not only a great classroom practitioner, but also a wonderful Sports Leader and mentor for students and staff alike.

Our Student Wellbeing Team won the Outstanding Education Support Team Award against three other finalists. This award recognised excellent collaboration and teamwork within a school setting to improve student achievement, engagement, and wellbeing. This is a testament to how well our staff support our students, and is what makes Mount Waverley Secondary College such a great school.

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## Financial performance

At Mount Waverley Secondary College, we continued to support our students by delivering high quality programs, services, and facilities that meets the needs of our students' learning, engagement and wellbeing. A very broad curriculum continues to be offered at the college and all programs are well resourced.

All funds received from the Department of Education, or raised by the college, have been expended, or committed to subsequent years. Equity funding was used to support students with laptops, books, uniform and additional teacher support. Tutor Learning Initiative funding and MYLNS funding were fully utilised with the employment of tutors to support identified students.

2022 saw an increase in revenue generated via our International Student Program and an increase in revenue generated via facility hire. There was a decrease in locally raised funds which includes parent contributions. There were large payments made to the VSBA for the college contributions to the STEAM Centre and Sports facilities upgrades.

Updating our facilities, in particular our Senior Campus, has been a strong focus. In 2022 several building projects began across the college, including the refurbishment of the Unicorn Theatre, an upgrade to a food technology

classroom and the construction of the tennis courts and a STEAM Centre on the Senior Campus. Work also started in 2022 on a complete upgrade of the Junior Campus oval to an artificial turf track. Further funds have been committed to ensure quality upgrades of our facilities and the implementation of new facility projects. Our focus is to ensure we remain a state-of-the-art educational institution and the school of first choice in the local community.

**For more detailed information regarding our school please visit our website at**  
**<https://www.mwsc.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 1772 students were enrolled at this school in 2022, 865 female and 907 male.

40 percent of students had English as an additional language and 1 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).

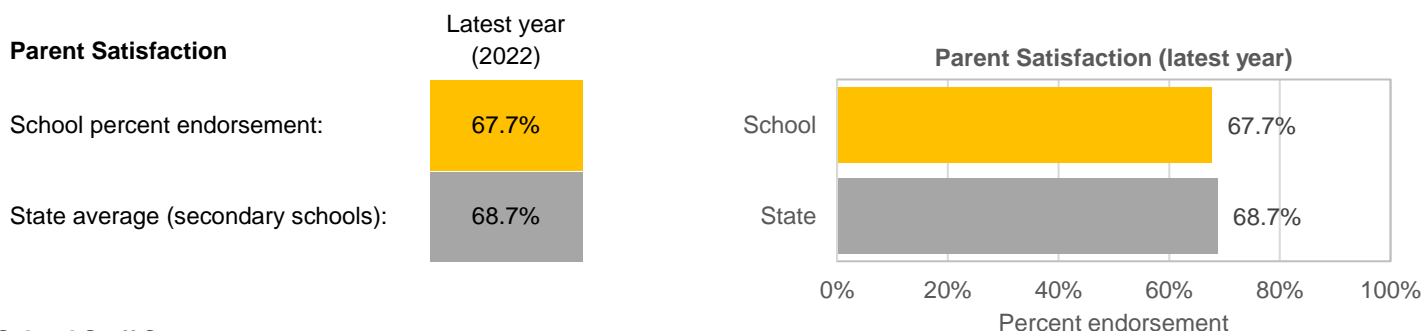
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

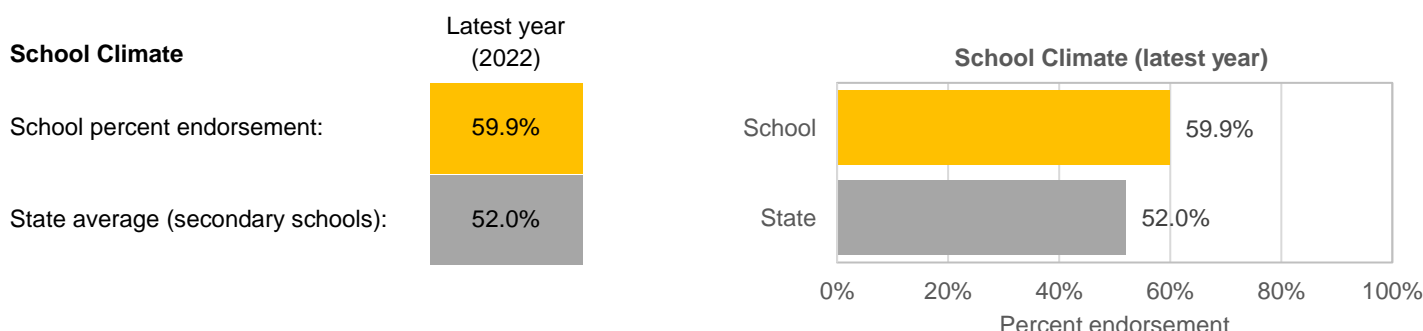


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

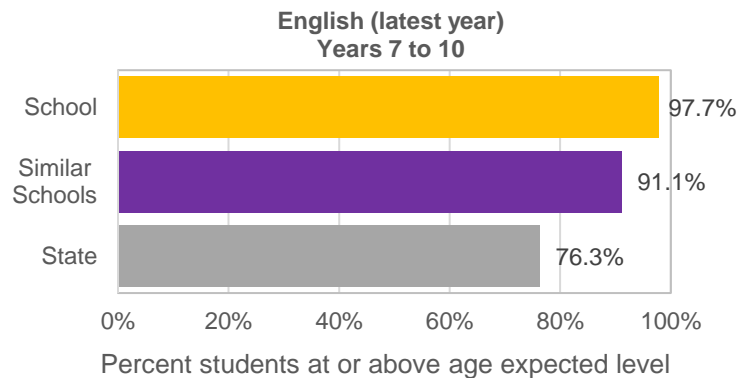
97.7%

Similar Schools average:

91.1%

State average:

76.3%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

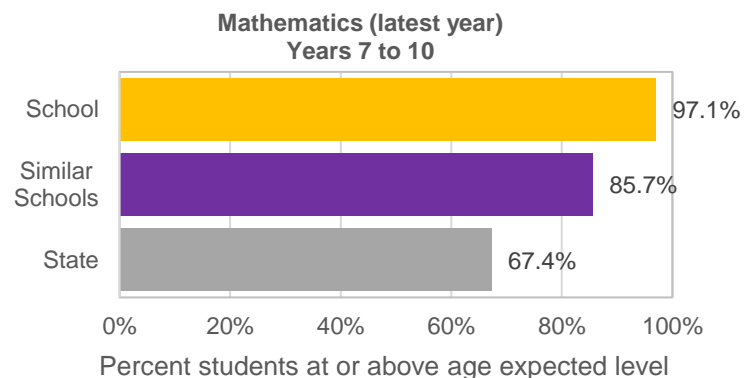
97.1%

Similar Schools average:

85.7%

State average:

67.4%



## LEARNING (continued)

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

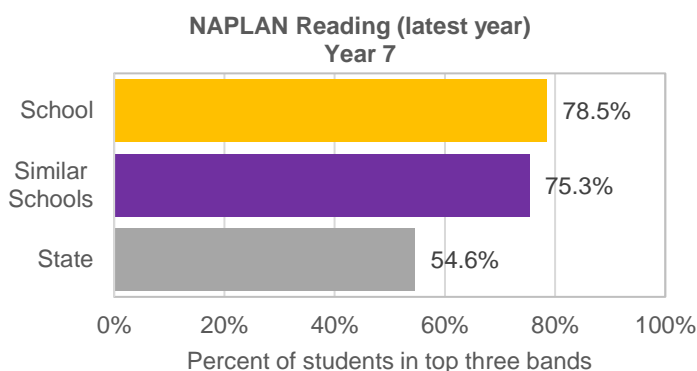
### NAPLAN

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

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

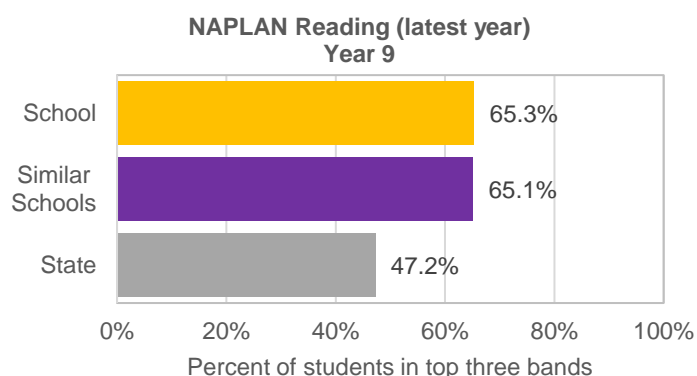
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.5%	77.1%
Similar Schools average:	75.3%	75.9%
State average:	54.6%	55.3%



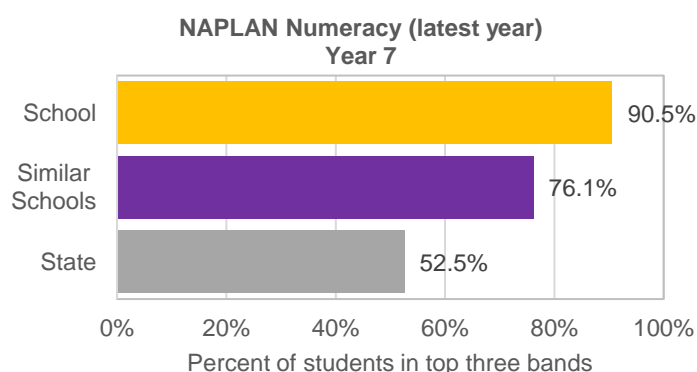
#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	62.7%
Similar Schools average:	65.1%	64.3%
State average:	47.2%	46.0%



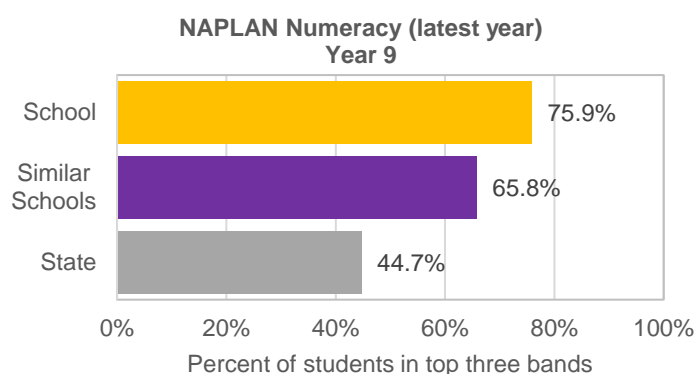
#### Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.5%	86.2%
Similar Schools average:	76.1%	77.3%
State average:	52.5%	54.8%



#### Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.9%	73.3%
Similar Schools average:	65.8%	67.1%
State average:	44.7%	45.6%



## LEARNING (continued)

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

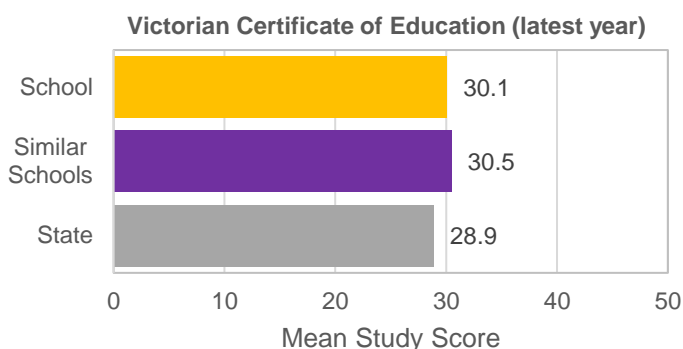
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	30.1	30.7
Similar Schools average:	30.5	30.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

99%

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

3%

VET units of competence satisfactorily completed in 2022:

89%

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

NDA

## WELLBEING

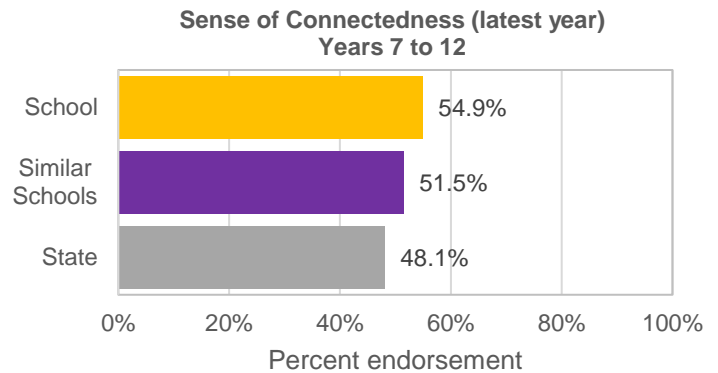
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.9%	56.7%
Similar Schools average:	51.5%	55.8%
State average:	48.1%	52.5%

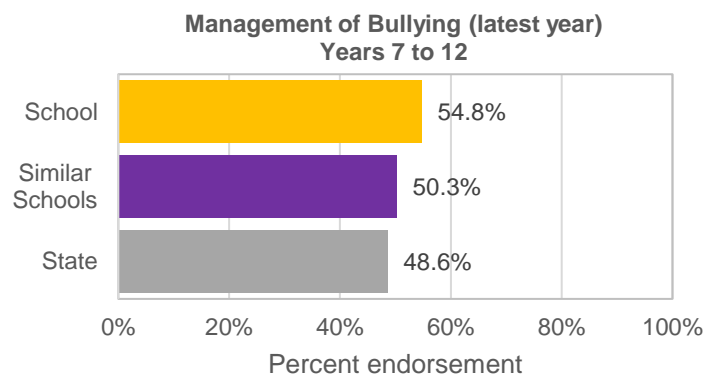


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.8%	57.9%
Similar Schools average:	50.3%	56.4%
State average:	48.6%	54.0%



## ENGAGEMENT

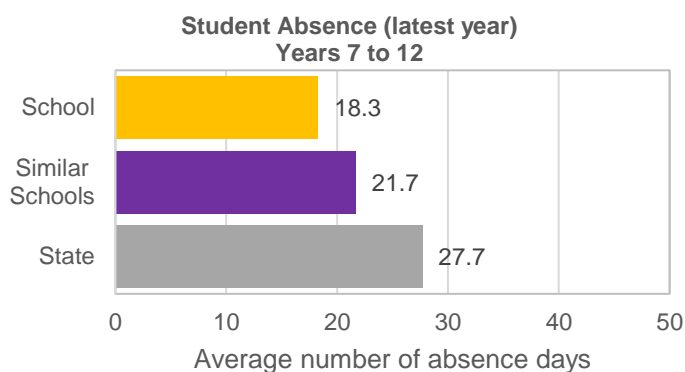
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	18.3	13.2
Similar Schools average:	21.7	16.0
State average:	27.7	21.8



### Attendance Rate (latest year)

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

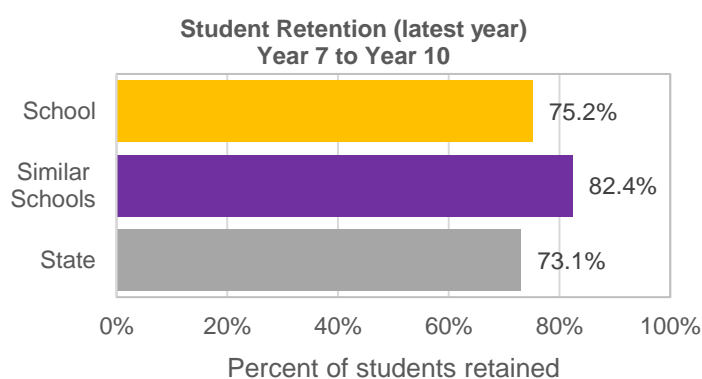
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	88%	90%	90%	92%	93%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	75.2%	75.7%
Similar Schools average:	82.4%	81.5%
State average:	73.1%	73.0%



## ENGAGEMENT (continued)

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

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

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

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

#### Student Exits Years 10 to 12

Latest year  
(2021)      4-year  
average

School percent of students to further  
studies or full-time employment:

99.0%

95.3%

Similar Schools average:

95.5%

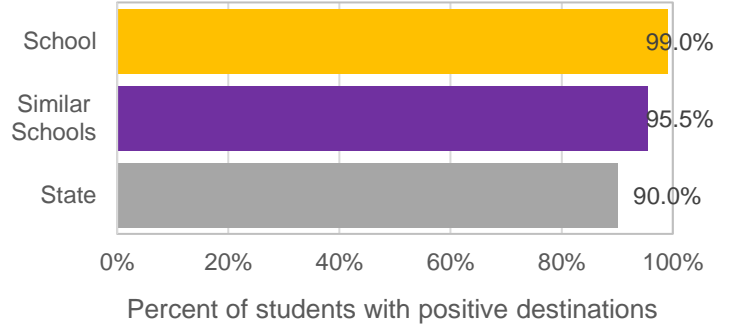
96.2%

State average:

90.0%

89.3%

#### Student Exits (latest year) Years 10 to 12





# Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$18,486,022
Government Provided DET Grants	\$2,189,647
Government Grants Commonwealth	\$9,281
Government Grants State	\$48,207
Revenue Other	\$107,386
Locally Raised Funds	\$2,909,802
Capital Grants	\$48,250
<b>Total Operating Revenue</b>	<b>\$23,798,595</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$59,028
Equity (Catch Up)	\$39,345
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$98,374</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$18,513,629
Adjustments	\$0
Books & Publications	\$17,086
Camps/Excursions/Activities	\$809,227
Communication Costs	\$25,247
Consumables	\$407,527
Miscellaneous Expense <sup>3</sup>	\$2,888,407
Professional Development	\$81,923
Equipment/Maintenance/Hire	\$430,109
Property Services	\$560,227
Salaries & Allowances <sup>4</sup>	\$621,284
Support Services	\$230,935
Trading & Fundraising	\$46,025
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$354
Utilities	\$178,696
<b>Total Operating Expenditure</b>	<b>\$24,810,738</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,060,392)</b>
<b>Asset Acquisitions</b>	<b>\$438,549</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,280,622
Official Account	\$323,311
Other Accounts	\$482,640
<b>Total Funds Available</b>	<b>\$5,086,573</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$984,049
Other Recurrent Expenditure	(\$64)
Provision Accounts	\$0
Funds Received in Advance	\$281,358
School Based Programs	\$1,020,968
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,001,100
Capital - Buildings/Grounds < 12 months	\$378,000
Maintenance - Buildings/Grounds < 12 months	\$656,905
Asset/Equipment Replacement > 12 months	\$120,300
Capital - Buildings/Grounds > 12 months	\$450,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,892,616</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*