

2023 Annual Report to the School Community

School Name: Mount Alexander 7-12 College (7763)



- 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 April 2024 at 12:21 PM by Daniela Angelico (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 28 April 2024 at 06:28 PM by Angelica Inserra (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

Mount Alexander College or MAC is a co-educational 7 -12 school located in Flemington, 5.4 kilometers from Melbourne CBD. In 2023 the school's enrollment was 687, including 12 international students predominantly from Vietnam and China. 1% of students were from an Aboriginal and Torres Strait islander background. 78% of the overall enrolment was in Years 7 - 10. There were 61 teaching staff (39.1 EFT), consisting of 1 principal, 1 assistant principal, 5 leading teachers, 2 learning Specialists, 30 Education Support (EFT 17.4) and one business manager.

MAC is fast becoming the school of choice for families living in the Kensington-Flemington Community with enrollments doubling in the past 7 years. In 2016, MAC underwent significant change, transforming itself into an innovative and progressive school with a focus on student empowerment and student-centered learning. MAC's approaches to curriculum provision and pedagogy, student engagement and wellbeing have gained national and international recognition and the College regularly hosts delegations from across the country and internationally and across Government, Catholic, Independent and Tertiary sectors.

At MAC we empower students to 'Take Control' of their learning. We believe education is co-constructed with students and if they are interested and passionate about their learning, they are more likely to succeed. At MAC, there are no year levels and classes are organised vertically. Learning is differentiated and designed to stretch all students and ensure every student achieves maximum learning growth every year. Students are free to choose from over 150 exciting subjects, run by specialists. Students at MAC are able to access curriculum based on their capacity rather than their year level. Our philosophy is that students learn best and are better prepared for the challenges of life when they take control and have ownership of 'their choices'. Students are guided to discover, pursue and enhance their interests and passions. Every student at MAC has their own Student Pathway Plan. A student interested in Science can undertake several science subjects in any one semester, from Food Science, Marine Biology, Forensics, Medicine and Disease, to Biochemistry. A 14-year-old student (notionally year 8) can undertake a VCE or pre-VCE subject if they want to and is considered academically ready. Subjects are designed on the Victorian Curriculum F-10 standards, with an emphasis on developing students' ability to think both critically and creatively, to set goals, to manage and reflect on their learning, to work both cooperatively and independently.

Mount Alexander College believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to successful student outcomes. Our school aims to provide students with a safe and positive learning experience where we enable students to be empowered, engaged and supported to reach their full potential. We believe that positive student wellbeing provides the foundation upon which academic success can be achieved. All members of the MAC school community are treated with respect, fairness and equality. At MAC, it is recognized that success comes in many different forms. We have continually recognised and celebrated success throughout the year and at our Annual Awards evening at the Clock Tower. At MAC, we consider academic endeavor as much as academic excellence. All students are encouraged to be the best that they can be. Our student empowered model of learning enables students to be able to select subjects that they are passionate about regardless of their year level.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to focus on improving student growth and literacy and numeracy outcomes. This included embedding consistent teaching and learning practices across the school including the GANAG Instructional model (Goal, Access Prior Knowledge, New Information, Application, Goal Review). We continued to have a school wide focus on reading and writing improvement, and the professional learning program focused heavily on the explicit teaching of vocabulary strategies, paired reading and the use of command terms to improve short answer responses. This work underpinned the focus of the cycle of inquiry for our Professional Learning Teams (PLTs) in Semester 2. We are particularly proud of the reading data where the proportion of students who achieved in the Strong or Exceeding proficiency levels was 75%, well above the state at 60% and similar schools at 67%.

In 2023 we implemented Macq Lit, a literacy intervention program aimed at improving phonemic awareness, phonics, fluency, vocabulary and comprehension for students who are in the bottom 25% of standardized reading tests such as Progress Achievement Testing Reading (PATR). The Middle Years Literacy and Numeracy Initiative continued to target students in the bottom two bands of NAPLAN in 2022 in both literacy and numeracy, while the tutor learning initiative focused explicitly on supporting students in Year 7 (Entry) and VCE mathematics.

The College continued its work in the Flemington Education Plan Numeracy Community of Practice and progressed its work in Number Talks and Big Ideas in Number. The proportion of students who achieved Strong or Exceeding proficiency levels at Year 9 in Numeracy was 64% compared to the state which was at 60%.

We saw significant gains in the VCE and 96% of students completed their VCE certificate compared to 89% in 2022. The VCE school mean study score was 29.6 compared to 28.7 in 2022. The number of students receiving 37+ scores increased from 11% to 13% and those achieving 40+ scores from 5% in 2022 to 6.8% in 2023.

There was significant improvement in the average ATAR score and 9% of students achieved an ATAR above 95. The top ATAR was 99 and two students achieved a perfect study score of 50. 25% of ATARs were above 80, slightly improved from 2022. 41% of students achieved an ATAR above 70 and 80% of students received their first tertiary preference.

In 2023 the College introduced the VCE Vocational Major Certificate (formerly known as Victorian Certificate of Applied Learning VCAL) and all 8 students enrolled in Units 3 and 4 satisfactorily achieved their certificate and have transitioned successfully to further training and or employment.

Wellbeing

Mount Alexander College provides a safe, inclusive and calm environment for students and staff, with a strong emphasis on positive relationships, underpinned by School Wide Positive Behaviors and Restorative Practices. Improving student wellbeing outcomes is well-resourced, purposeful and strategic, and an annual improvement area for our school. We are committed to our core belief that success at school is about both learning and wellbeing; they are of equal importance.

In 2023, the school:

- continued to embed the School Wide Positive Behaviours Program and the use of Restorative Practices for student behaviour management and support
- continued to embed and strengthen the House structure and mentoring program
- reestablished the onsite Doctors in Secondary School program and built new purpose-specific doctor and nurse's consulting rooms
- built a wellbeing centre including counselling rooms for the Mental Health Practitioners (two psychologists and social worker), Student Wellbeing Coordinator and visiting external services
- established a wellbeing classroom for small group wellbeing programs, as well as a sensory space
- reinstated the school wide health day, which included 30 different presenters across a range of health and wellbeing topics
- continued to build on connections with our local primary schools with outstanding improvements in Year 7 enrollments and transitions
- strengthened our communication with non-English speaking parents through regular community meetings and the employment of African Liaison Officer
- engaged with external providers including Shooters Shoot, Endeavour Youth Australia and Ubuntu Project to deliver targeted workshops for African Australian students
- employed an Inclusion Coordinator to oversee and facilitate the roll over from PSD to Disability Inclusion (DI)
- continued to develop the House Mentoring Program to enhance student wellbeing, build resilience, and improve school connectedness, as well as a range of health and wellbeing workshops
- continued to deliver health and wellbeing workshops to parents and carers.

Engagement

Student engagement has continued to be a priority throughout 2023. Within the vertical curriculum structure, all students had an Individual Learning Plan and engaged in student centered learning in all subjects. Student leadership remained at the forefront of all activities in the school and included a strong Student Leadership Team led by a designated Leading Teacher, Student Leadership and Empowerment. Student leaders hosted information evenings and school tours both in person and virtually, participated in teacher and leading teacher selection panels, and organized a range of House and school wide activities. We saw the return of many school events such as the Spring Arts Festival which was led by the 2022 Gnurad Gundidj School for Student Leadership Graduates and many new student led events such the MAC Market, Art and Drama Competitions and Futsal Competition. Students were involved in a range of feedback forums and provided feedback on the MAC School Expectations and Behaviors Matrix and House mentoring program.

Despite the transition of families from the local public housing towers to the outer suburbs, student retention in Year 7 – 10 has improved slightly from 69.4% in 2022 to 70.6% in 2023. The average number of student absence days remains lower than similar schools and the state. It is interesting to note that many students from the public housing towers who have moved out of the area continue to attend the school.

The college continues to invest resources in course counselling, pathways and transition planning. We are particularly proud that the school percent of students to further studies or fulltime employment remains 100% above similar schools at 92.5% and the state average at 89.5%.

Other highlights from the school year

In 2023 the College closed the Senior School Campus at Debney Meadows Primary School and opened a new \$26 million 5 story building. It was the first time that all students were on the one campus since the start of 2021. We saw the return of the Spring Arts Festival, which showcased over 150 visual and digital art works and the dramatic and musical talents of our students. An Above Entry 8 student had their artwork selected from over 50,000 applicants across the world for exhibition at the New York Museum of Modern Art.

Our students excelled both in and out of the classroom. Mount Alexander College hosted the Model UN Conference including 5 other schools and with over 60 students involved in the event. A number of students were invited to enter the Apollo Bay Wordfest Short Story Competition and two students were shortlisted in the young adult section and a Year 11 student was announced as the overall winner. Our Year 9 Debating Team placed 6th overall in the DAV Debating Competition and a number of students achieved a High Distinction in the Australian Mathematics Competition.

We ran 3 successful camps. Entry students went to The Summit, Above Entry 8 students went to Lady Northcote and the Graduates 11 went to Ormond College at The University of Melbourne.

The 4 houses raised thousands of dollars from a range of fundraising events. We saw the introduction of new fundraising initiatives including the Big Pour, Bake Sale for Minus 18 and Rent a Teacher.

The end of year awards were celebrated at the Clocktower in Moonee Ponds and we saw approximately 80 students receive academic and or leadership awards as well as a range of community scholarships.

Financial performance

Mount Alexander College maintained a very sound financial position throughout 2023. The School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The College continued to raise local funds through the International Students program, the number of students for 2023 continued to be impacted by fewer international students as a result of COVID. The College continued to raise funds from facilities hire, however the current economic climate and financial hardship experienced by our families resulted in a decline in parental contributions. Despite a further decrease in the school's SFOE (School Family Occupation and Education) index there was a slight increase in equity funding. In 2023 we completed our \$26 million 5 story building and spent a further \$120, 000 in resources and equipment for the new spaces within the building. The College remodeled the old General Office into a new Wellbeing Space with counselling rooms and Doctor and Nurses Consulting rooms. The College has also begun renovating the student toilets in A Block and these renovations will be completed in 2024.

For more detailed information regarding our school please visit our website at
<http://www.mountalexandercollege.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 680 students were enrolled at this school in 2023, 304 female and 374 male.

24 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).

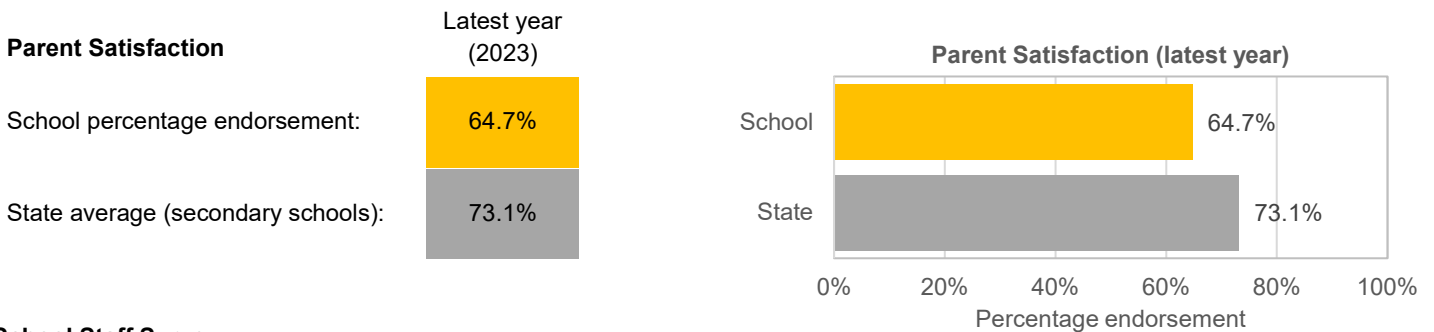
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

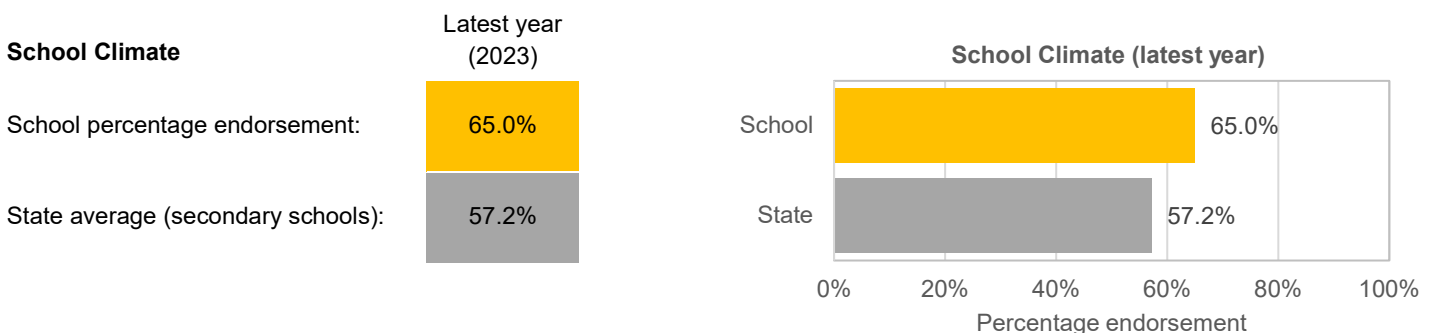


School Staff Survey

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

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

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



LEARNING

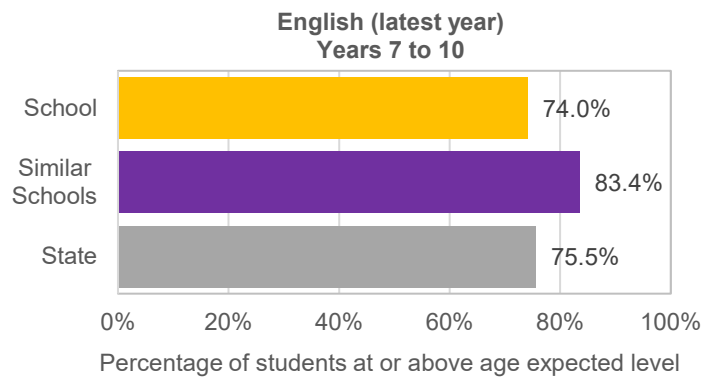
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

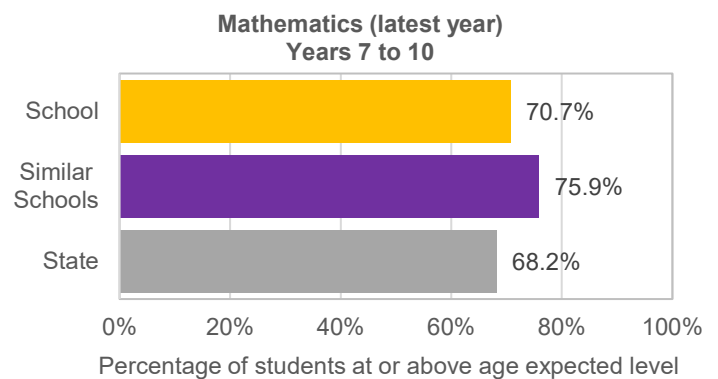
English Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 74.0% |
| Similar Schools average: | 83.4% |
| State average: | 75.5% |



Mathematics Years 7 to 10

| | Latest year (2023) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 70.7% |
| Similar Schools average: | 75.9% |
| 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:

78.1%

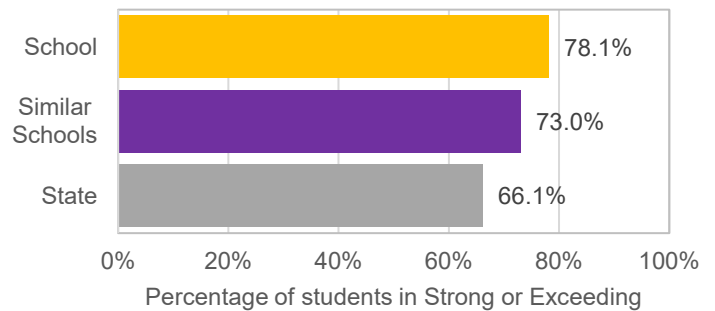
Similar Schools average:

73.0%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

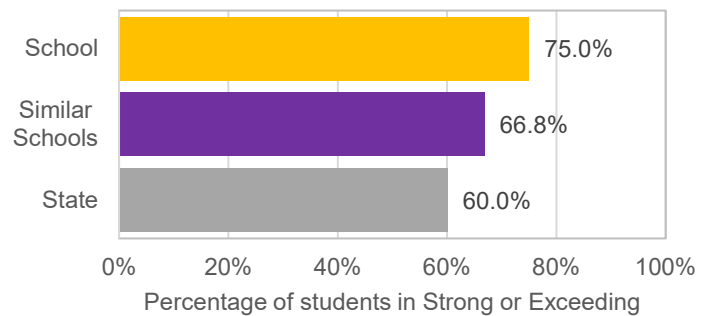
Similar Schools average:

66.8%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

73.7%

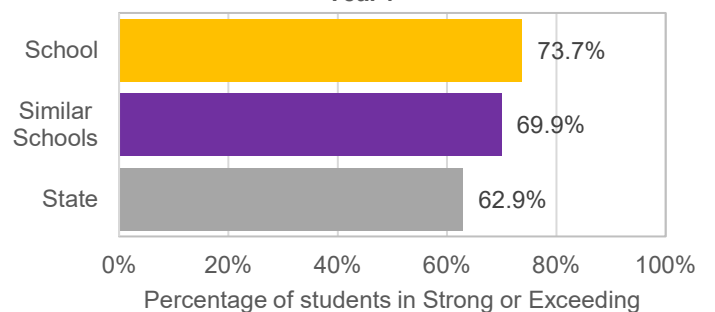
Similar Schools average:

69.9%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

64.4%

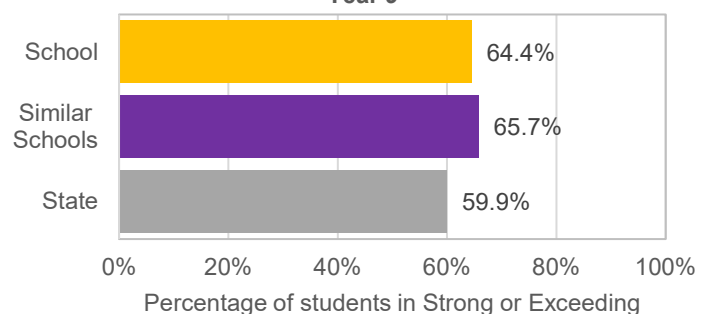
Similar Schools average:

65.7%

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:

66.7%

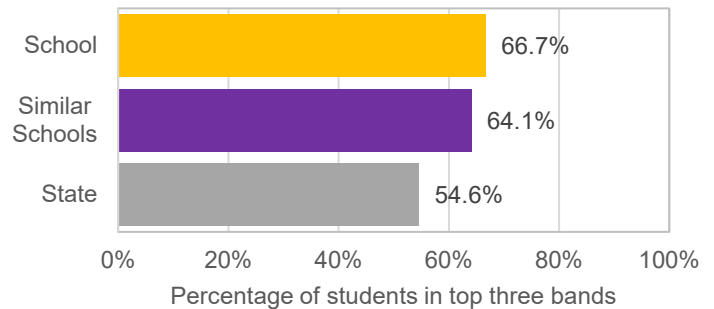
Similar Schools average:

64.1%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

56.6%

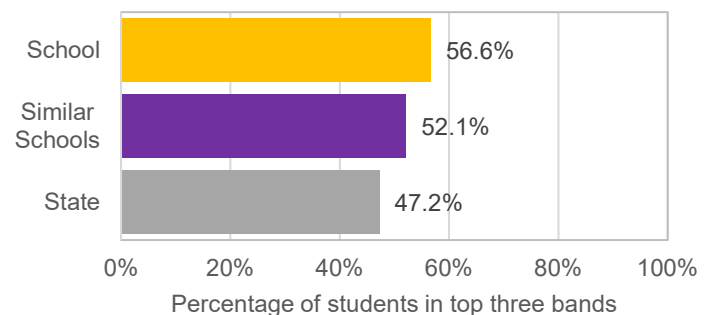
Similar Schools average:

52.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

62.1%

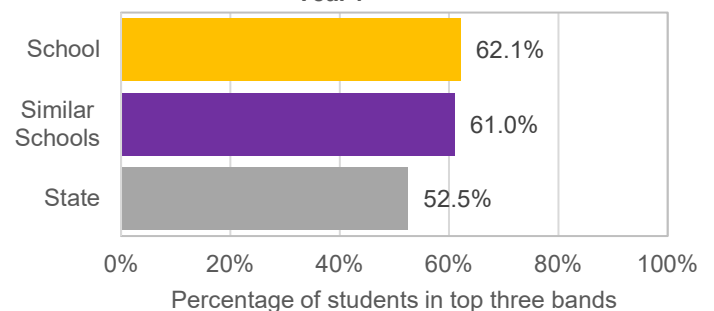
Similar Schools average:

61.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

57.0%

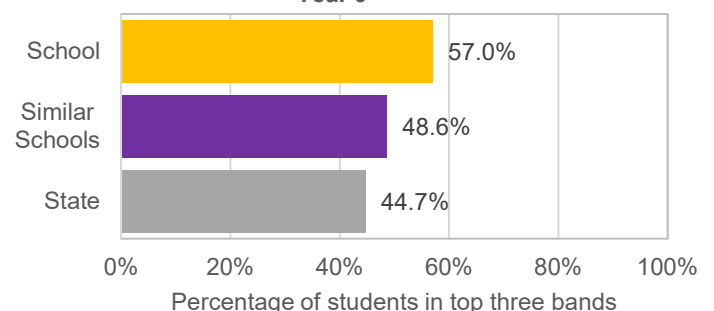
Similar Schools average:

48.6%

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

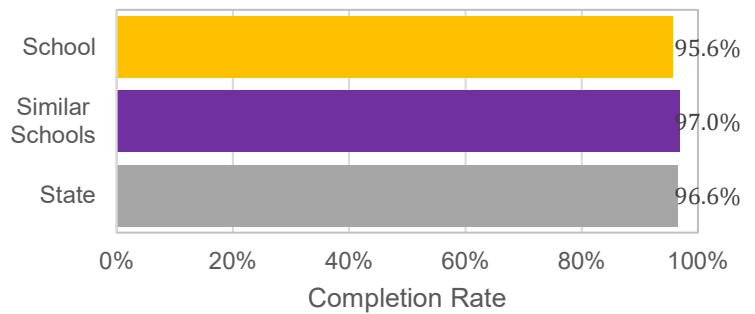
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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: | 95.6% | 93.7% |
| Similar Schools completion rate: | 97.0% | 97.5% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.6

Number of students awarded the VCE Vocational Major

6

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:

13%

Percentage VET units of competence satisfactorily completed in 2023:

77%

WELLBEING

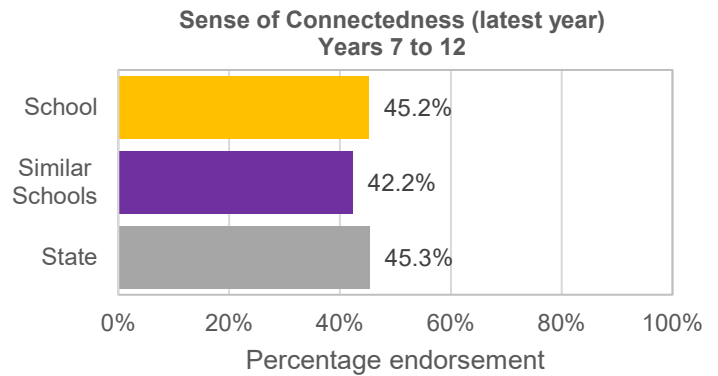
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 45.2% | 53.7% |
| Similar Schools average: | 42.2% | 47.4% |
| State average: | 45.3% | 49.9% |

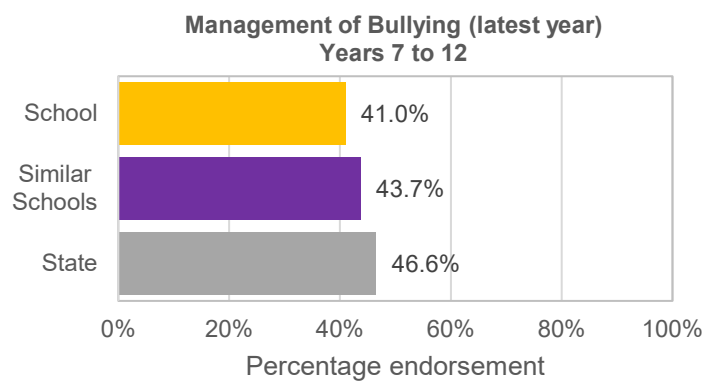


Student Attitudes to School – Management of Bullying

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: | 41.0% | 53.5% |
| Similar Schools average: | 43.7% | 48.6% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

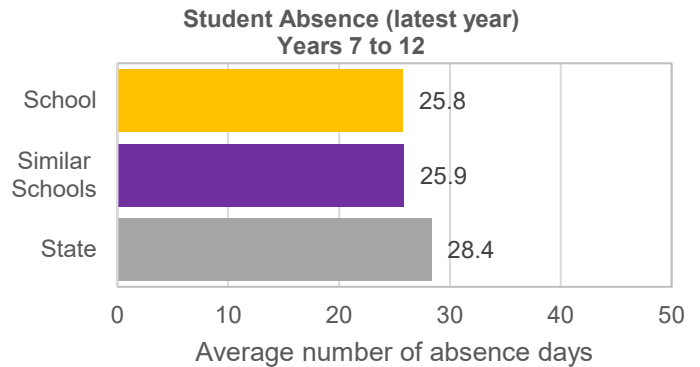
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 25.8 | 21.9 |
| Similar Schools average: | 25.9 | 21.4 |
| 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.

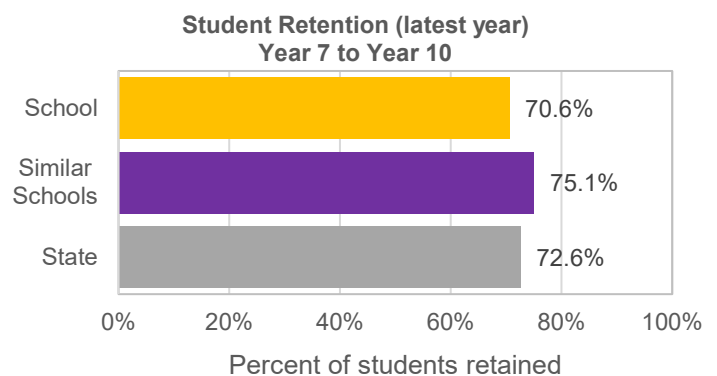
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 89% | 86% | 84% | 88% | 87% | 89% |

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: | 70.6% | 67.4% |
| Similar Schools average: | 75.1% | 76.5% |
| 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.

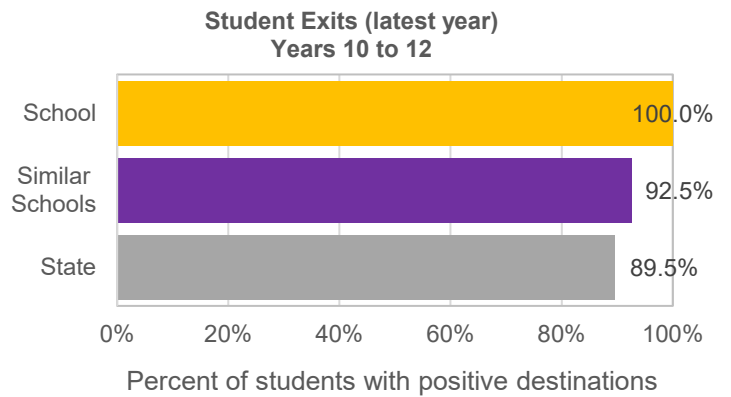
Students exiting to further studies or full-time employment

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: | 100.0% | 100.0% |
| Similar Schools average: | 92.5% | 93.2% |
| 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 | \$8,019,216 |
| Government Provided DET Grants | \$961,999 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$8,047 |
| Revenue Other | \$106,663 |
| Locally Raised Funds | \$509,071 |
| Capital Grants | \$237,785 |
| Total Operating Revenue | \$9,842,780 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$122,558 |
| Equity (Catch Up) | \$26,629 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$149,188 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$7,968,782 |
| Adjustments | \$0 |
| Books & Publications | \$10,330 |
| Camps/Excursions/Activities | \$109,097 |
| Communication Costs | \$13,049 |
| Consumables | \$175,116 |
| Miscellaneous Expense ³ | \$94,457 |
| Professional Development | \$20,346 |
| Equipment/Maintenance/Hire | \$307,017 |
| Property Services | \$293,439 |
| Salaries & Allowances ⁴ | \$24,126 |
| Support Services | \$283,709 |
| Trading & Fundraising | \$42,449 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$5,986 |
| Utilities | \$85,693 |
| Total Operating Expenditure | \$9,433,596 |
| Net Operating Surplus/-Deficit | \$171,399 |
| Asset Acquisitions | \$10,844 |

- (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 | \$2,244,003 |
| Official Account | \$7,145 |
| Other Accounts | \$124,069 |
| Total Funds Available | \$2,375,217 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$199,957 |
| Other Recurrent Expenditure | \$17,886 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$83,882 |
| School Based Programs | \$180,033 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$15,120 |
| Repayable to the Department | \$390,175 |
| Asset/Equipment Replacement < 12 months | \$372,963 |
| Capital - Buildings/Grounds < 12 months | \$482,660 |
| Maintenance - Buildings/Grounds < 12 months | \$271,602 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$2,014,278 |

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.