

2023 Annual Report to the School Community

School Name: Vermont Secondary College (8420)



- 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 18 April 2024 at 12:56 PM by Anthony Jacobs (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 19 April 2024 at 04:59 PM by Frank Drost (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

Vermont Secondary College is a large, single campus, co-educational school with a focus on innovative curriculum, high academic achievement and a broad co-curricular program.

Situated in the outer eastern suburbs of Melbourne, Vermont Secondary College has approximately 1,587 (2023) students and some 1,213 (2023) families. The college has 109.6 equivalent full time teaching staff, 4 Principal class and 25.8 equivalent full time Education Support Staff. Vermont is an outstanding college in supporting students to achieve excellent VCE results allowing access to a tertiary pathway in high numbers. Among our student population 44% identify as coming from a language background other than English (LBOTE).

Vermont is an outstanding college in supporting students to achieve excellent VCE, VET and VM results allowing access to a tertiary and/or career pathway.

The college values of Integrity, Respect and Excellence reflect our college ethos while the VSC Motto, 'Lift Up Thine Eyes', provides the moral purpose, philosophical guidance and academic framework for the college community. Our purpose is to be progressive, forward thinking, positive and optimistic in our endeavours and interactions, constantly striving to improve both our own practice and the outcomes and wellbeing of the students whom we educate.

VSC promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community.

We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students.

VSC is proud of its status as a high-performing neighbourhood state school. The goal of VSC is to draw on the qualities of the young people at the college and allow them to flourish in their areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience while responding effectively.

Our 2021 – 2024 Strategic Plan further emphasises this mission, and our purpose, through our three key goals:

Goal One: To improve Student Learning Achievement outcomes for all students.

Goal Two: To improve student engagement through enhancing student voice and agency.

Goal Three: To improve student wellbeing and inclusion.

In line with achieving these goals the college has, over time, implemented a house structure, Learning Enrichment & Extension Program (LEEP) at Years 7 to 9, a four period day and a fully supported student leadership model with a structured, distributed leadership team (the School Improvement Team) to oversee this change and innovation.

Purpose built facilities on site include a Library, Music Centre, Year 7 and Year 8 Centre, VCE hub, and the Fallon Centre, a flexible learning space with a 250 seat auditorium. In recent times we opened a \$2.7 million purpose-built Senior Science/Math's complex and a \$4.873 million C-block comprising 10 classrooms, two science labs/classrooms, two IT labs/classrooms, five general purpose classrooms with operable walls, a language staffroom and student toilets. Plans are well underway for a new purpose built double gymnasium at around \$12+ million due for completion in early 2025.

The college makes a feature of encouraging, recognising and celebrating outstanding performance of students academically and in the areas of leadership and co-curricular participation. Vermont's comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts programs, the annual college production and a wide range of school based clubs support the growth of our students into confident, successful and contributing citizens. The College is also a premier sporting school with many students competing at local, district, state, national and even international level.

VSC, has for many years, offered an educational program for International Students. These students enrol in the college from Years 7 to 12 and are a part of our day to day Learning & Teaching and co-curricular program. We can accommodate up to 20 International Students in any given year.

Our Grade 6 to Year 7 Transition program ensures that students new to the College feel welcome, comfortable and secure in the purpose built Year 7 Learning Centre. This combined with the supportive House structure contributes significantly to a smooth, safe transition into secondary school.

VSC views education as a partnership and values the active support and participation of parents in a wide range of college activities and decision making groups. We enjoy an exceptionally high level of parental support and firmly believe the educational needs of children are best served in an environment where students, parents, guardians and teachers are involved in the decision making process.

The educational needs of children are best served in an environment where parents feel part of the college community.

"Vermont Secondary College's true worth lies in its ability to help the children grow as people, not just as students" (parent).

Progress towards strategic goals, student outcomes and student engagement

Learning

The key goal in our Strategic Plan (2021 – 2024) is 'To improve Student Learning Achievement outcomes for all students'. This goal will be achieved through our Professional Learning Priorities and the following actions as outlined in our 2021 - 2024 Annual Implementation Plans:

- Continuation of the MYLNS and Tutoring Initiative.
- Continue to employ tutors and past students as mentors with subject specific knowledge, and expertise for Senior School.
- LALs (Learning Area Leaders) target specific year levels and classes based on identified student need.
- Continued focused data analysis for improved student tracking, as part of the PLC (Professional Learning Communities) initiative.
- Further implementation of the expertise gained from the PLC training program with a view to continuing to embed collaborative practices across all Learning Areas.
- Ongoing analysis of student data and results to ascertain candidates for the tutoring, MYLNS program and other support/growth programs
- Continued Professional Development (PD) around data related to numeracy and literacy growth and further development.
- Instructional coaching PD for Learning Specialists, LALs and other interested staff.
- Ongoing PD to further consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on selected HITS (High Impact Teaching Strategies).

In relation to 'teacher judgement of student achievement' against the Victorian Curriculum in the 'learning domain' our teachers rank our students in English & Mathematics Years 7 to 10, above similar schools average and well above the state average. This 'judgement' by our teachers in English places 94.2% of Vermont students in Year 7 - 10 at or above age expected standards and in Mathematics 88.7% of Vermont students in Year 7 - 10 at or above age expected standards. This 'teacher judgement' is fully vindicated/supported by our NAPLAN results.

It needs to be noted that 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. In our NAPLAN results for Years 7 & 9 in Reading and Numeracy and in relation to 'percentage of VSC students in Strong or Exceeding' and 'school percentage of students in the top three bands', Vermont Secondary College results for 2023 all sit well above the results for similar schools and well above state averages.

Of note in the 'Learning' section is the 'School completion rate' of our VCE students relative to 'Similar Schools completion rate' and to the 'State completion rate', as well as our VCE completion rate over the last four years (2020 - 2023). Both sets of results place Vermont Secondary College above 'Similar Schools' and above the 'State' average for 2023 completion rates and also above in the four year % average. In 2023 our Victorian Senior Secondary Certificate School completion rate was at 100% with a four year average of 99.8%. Our VCE mean study score for all VCE subjects in 2023 was 32.0.

In relation to Literacy and Numeracy outcomes, teacher judgements, NAPLAN Learning Gain and mean study score for the VCE, we will continue to develop teacher capacity and judgements to deliver and assess course content successfully through a systematic, well-resourced, collaborative mentoring framework.

Through implementing a wide range of strategies, we will continue to work on improving Student Learning Achievement outcomes for all students during the life of the current Strategic Plan (2021 – 2024) and current Annual Implementation Plan (AIP).

Wellbeing

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: "To improve student engagement through enhancing student voice and agency" and to "To improve student wellbeing and inclusion".

Actions within our 2023 AIP that were established to assist us with these two key goals included;

- Engage the parent community through a series of programs that look to build relationships with targeted parent groups that reflect the diverse student cohort. Programs might include evening information forums, Year 7 picnic and day tours/open mornings of the college lead by student leaders and supported by college staff.
- Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.

- Engage college staff in professional learning based around a wellbeing framework
- Continue to implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)
- Reinstate the staff and student Adolescent Mental Health First Aid training.
- Continue to review and update current college processes and policies.
- Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.

During 2020 - 2022, due to the pandemic, lockdowns, remote learning and illness, we were hamstrung in being able to complete many of our actions identified in the College Strategic Plan and current Annual Implementation Plan (AIP) but we continued in 2023 with the identified two key goals.

Looking at the 4 year trend data in the area of a 'Sense of Connectedness' and in the area of 'Management of Bullying' the VSC students in Years 7 to 12 survey results for 2023 and the four year average, place us above the 'Similar Schools average' and the 'State average' in terms of a positive result. While our results are above similar and state averages there is clearly work to be done in further building our capacity, and the students' confidence and capacity, in these two areas.

At Vermont Secondary College we continue to strengthen crucial partnerships between students, families and teachers. This is facilitated through our Student Leadership model and a House structure where students are mentored by Student Managers, who are further supported by a Head of House (Leading Teacher) and an Assistant Principal overseeing/supporting each House. The schools mentor program, DE's (Department of Education) funded tutor program and the Middle Years Literacy & Numeracy Strategy (MYLNS) have all greatly assisted the college in identifying and supporting student's wellbeing while also supporting them academically.

Student wellbeing (and engagement) is further reinforced through significant support from classroom teachers, the more settled 4 period day, and through a well-resourced Wellbeing and Pathways team accessing both internal and external providers. Attendance is consistently monitored by an Attendance Officer in the General Office through period by period roll marking and by all teachers via electronic devices through an electronic monitoring system. Parents also have full access to this electronic roll marking system via Compass and the Parent Portal where they can view their child's daily attendance and progress reports. Parents are contacted regularly by phone and Compass/text/email if we have any concerns re: attendance.

The focus of all these structures, combined with ongoing Professional Development for staff and student leaders, is on improving teacher practice through enhanced relationships with students and the support networks we offer. The wellbeing and engagement of our students and staff is paramount.

Engagement

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: "To improve student engagement through enhancing student voice and agency" and to "To improve student wellbeing and inclusion".

In 2023 our overall 'Average Number of Student Absence Days', including the 4 year average (2020 – 2023) for Years 7 to 12, is lower than 'Similar Schools' and significantly lower than the 'State Average'. The number of absence days, at all levels, has shown a pleasing downward trend over the last few years. The exception to this was the 'return to school' in 2022 where Vermont had a significant amount of student and staff absence/illness due to returning to full time schooling while COVID was still well and truly present. The 2022 data has impacted on our trend data.

Our 'Attendance Rate by year level' in 2023 for Years 7 to 12 sits between 90% to 93%, with an average attendance rate of 91.16%.

In 2023 our overall 'Student Retention (Percentage of Year 7 students who remain at the school through to Year 10)', including the 4 year average (2020 – 2023) for Years 7 to 12, is higher than 'Similar Schools' and significantly higher than the 'State Average'. When viewing the 'Student Exits Years 10 to 12' (students exiting to further studies or full-time employment) data, the percentage of VSC students from Year 10 to 12 transitioning to further studies or full-time employment is well established, in a positive sense, and in 2022 sat at 97.7%. The four-year trend data places Vermont Secondary College's Year 10 to 12 exiting students, above the 'Similar Schools Average' and well above the 'State Average' in transitioning to further studies or full-time employment.

We will continue to implement our successful attendance strategies across the college which includes a full time Attendance Officer contacting parents directly while monitoring the electronic roll marking system which is marked every period by teaching staff on the Compass software. Parents are contacted via a Compass text or through a direct phone call if there is an attendance concern on the day. Parents have full access to Compass and can check their child's attendance at any time of the day.

Students are supported and overseen by Student Managers, along with the Head of House, and a well-resourced Wellbeing and Pathways team. An Assistant Principal further supports the Head of House. These teams are further supported by the Pathways and

Wellbeing teams. As a school, we will always look for ways to further improve our student wellbeing and engagement. Our extensive co-curricular program, vertical house structure and significant student leadership opportunities all play a role in building student capacity, engagement and decision making.

Other highlights from the school year

One key highlight of 2023/24 has been the recommencement of building works to construct the double gymnasium complex after some 12 months of no progress.

The other key item of note has been the re-establishment of the schools co-curricular programs (camps program years 7 to 11, interstate travel, after hours school functions/community events, valedictory dinner, school assemblies, face to face forums and meetings etc.) following an almost complete shutdown of these programs in 2020 to 2022. This rebuild, and a crucial part of college life, has been a large collective effort and has required careful planning by a wide range of staff, students and parents/guardians. These programs are crucial in further building relationships within and outside of the college with the school community.

Financial performance

At Vermont Secondary College, we continue to support our students by delivering high quality programs, services, and facilities that meet the needs of our students' learning, engagement and wellbeing programs.

Our top priority continues to be supporting the achievement of educational outcomes for our students in a safe, secure learning environment. Equity funding, as well as the Tutor Program funding and our Mentor Program, have been targeted to provide extra learning and support to selected students. This funding has also provided access to other wellbeing programs as well as additional staff allocation to further support our students' academic and personal growth.

Vermont Secondary College has recorded an operating surplus which includes donations to the Building and Library Funds. We are extremely appreciative of the community's generous donations and contributions which has allowed the college to contribute a substantial amount to our new Gymnasium complex. Excitement remains high now that building of the gymnasium has re-commenced with an estimated completion date early Term One 2025.

Additional revenue has been obtained throughout the year via the international student program, hire of school facilities and fund raising through the VSCCA (Community Association). These funds have contributed to continued support and provision of our broad-based student programs.

For more detailed information regarding our school please visit our website at
www.vermontsc.vic.gov.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 1581 students were enrolled at this school in 2023, 780 female and 800 male.

31 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

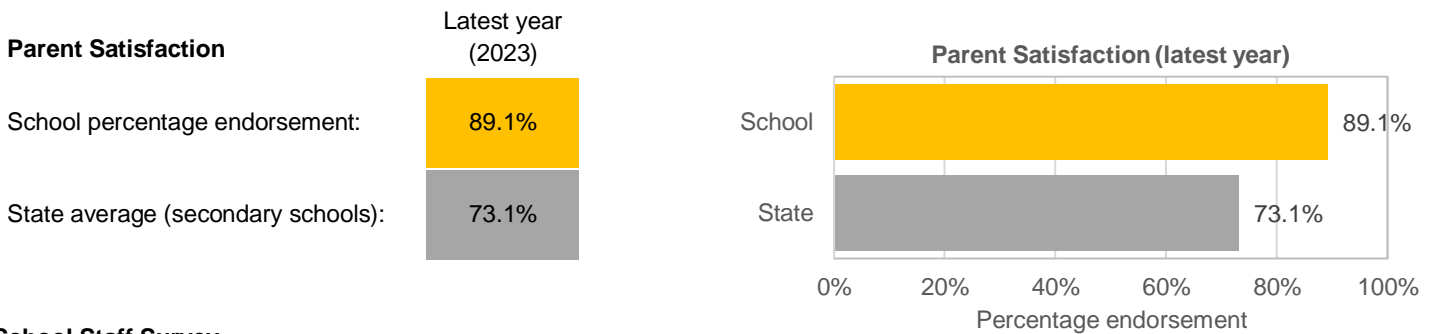
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

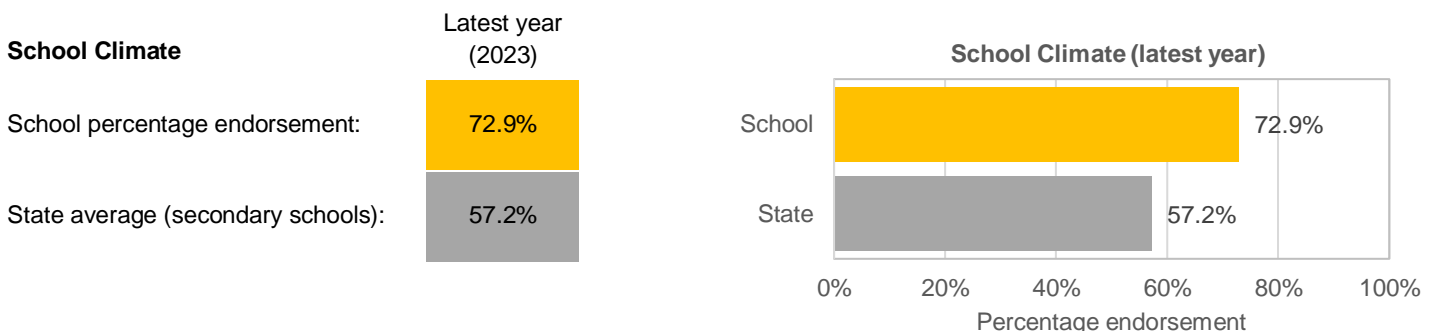


School Staff Survey

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

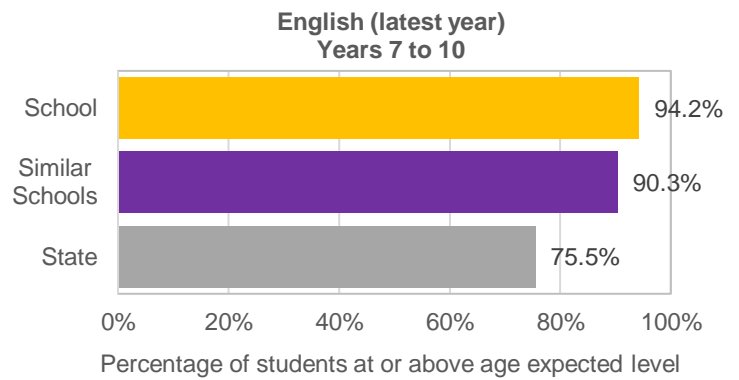
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

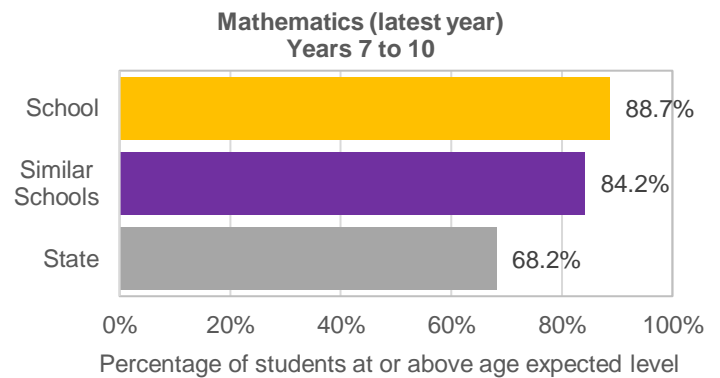
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	94.2%
Similar Schools average:	90.3%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	88.7%
Similar Schools average:	84.2%
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:

89.5%

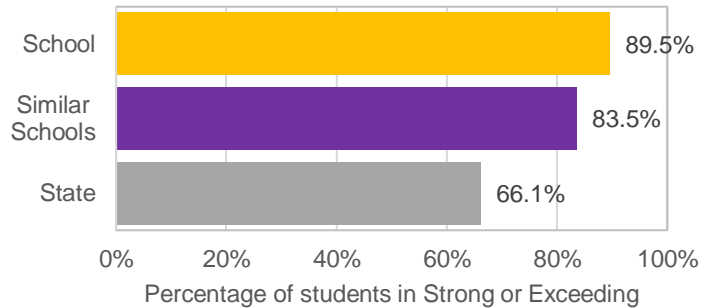
Similar Schools average:

83.5%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

85.1%

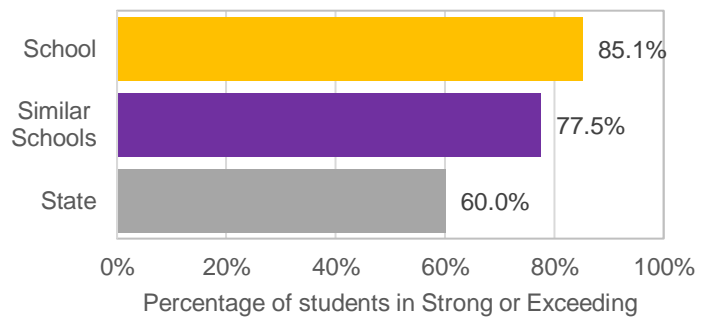
Similar Schools average:

77.5%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

92.6%

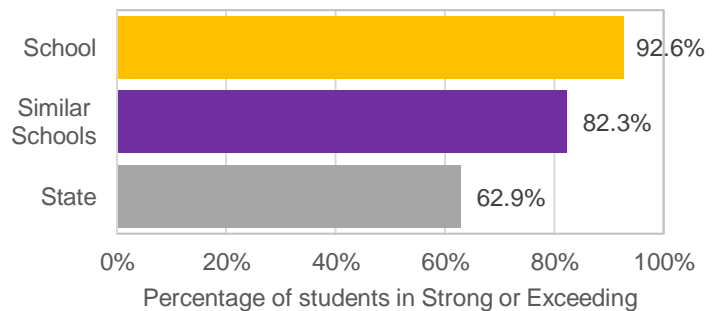
Similar Schools average:

82.3%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.2%

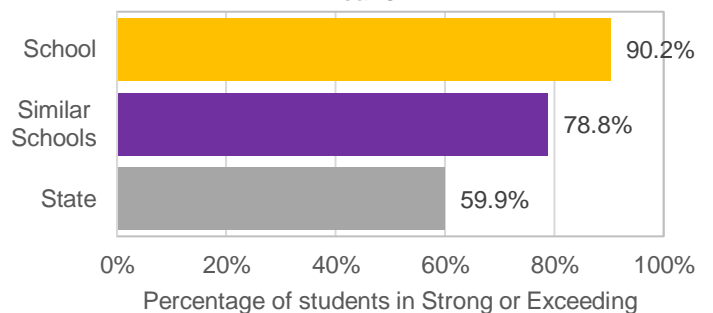
Similar Schools average:

78.8%

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:

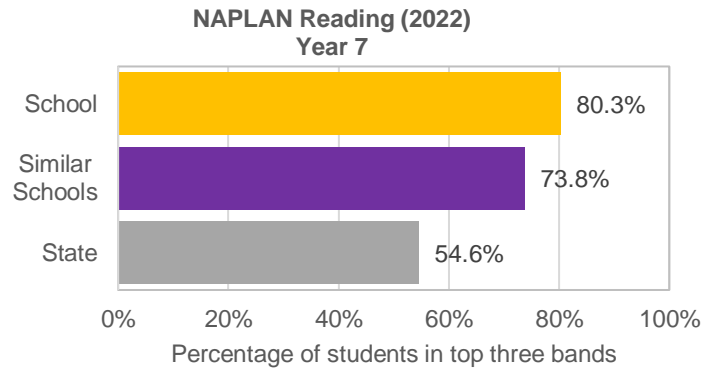
80.3%

Similar Schools average:

73.8%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

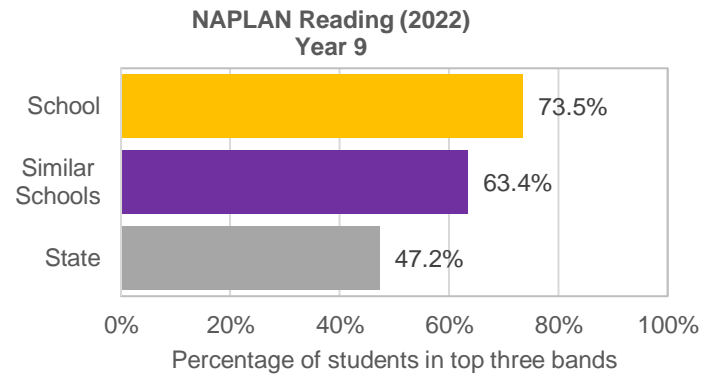
73.5%

Similar Schools average:

63.4%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

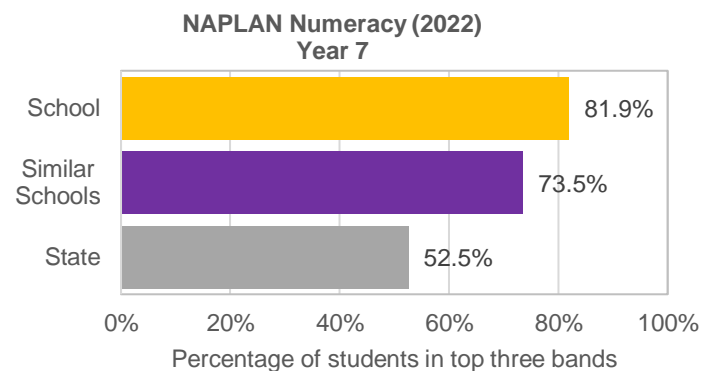
81.9%

Similar Schools average:

73.5%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

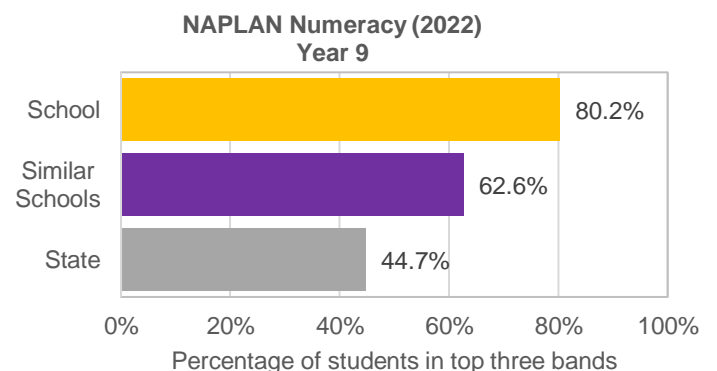
80.2%

Similar Schools average:

62.6%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

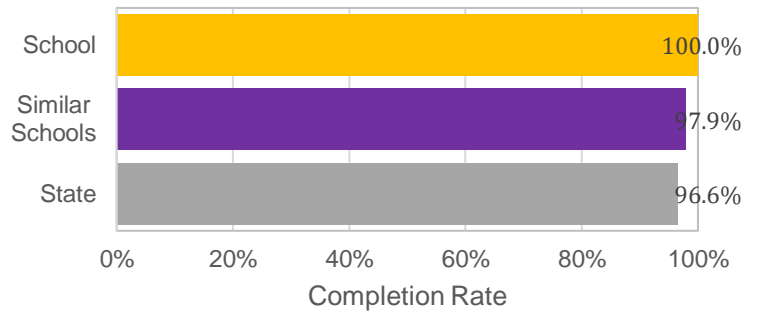
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	99.8%
Similar Schools completion rate:	97.9%	97.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

32.0

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

9%

Percentage VET units of competence satisfactorily completed in 2023:

85%

WELLBEING

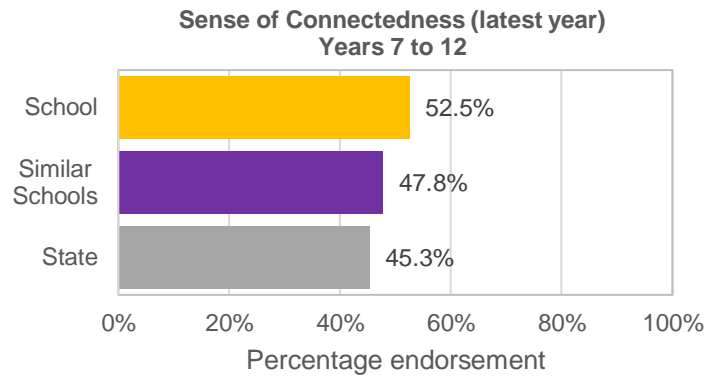
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	52.5%	55.7%
Similar Schools average:	47.8%	51.8%
State average:	45.3%	49.9%

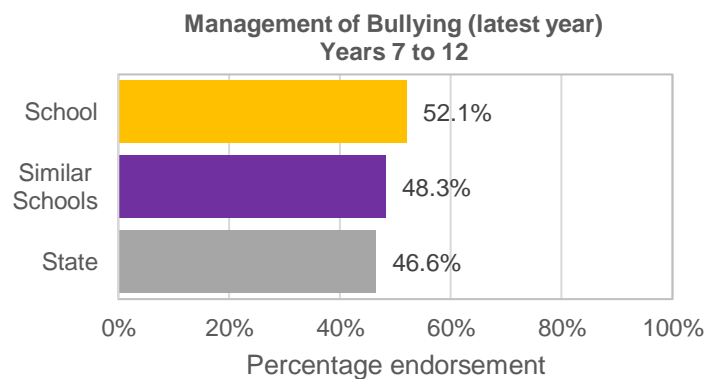


Student Attitudes to School – Management of Bullying

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:	52.1%	56.6%
Similar Schools average:	48.3%	52.4%
State average:	46.6%	51.0%



ENGAGEMENT

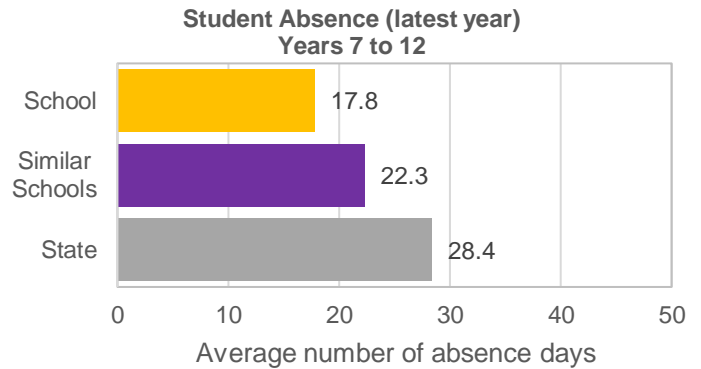
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.8	13.5
Similar Schools average:	22.3	18.0
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.

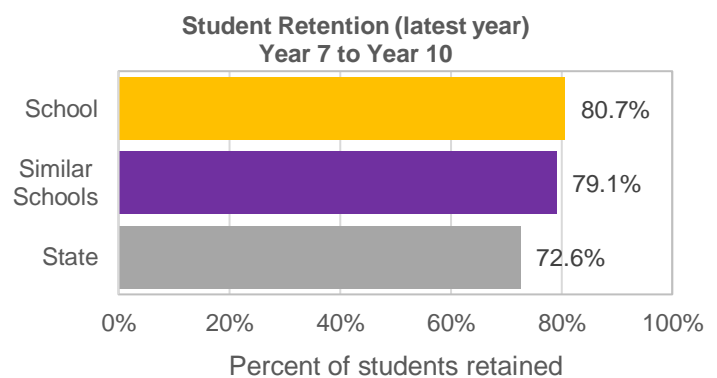
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	92%	90%	90%	90%	92%	93%

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 (2023)	4-year average
School percent of students retained:	80.7%	84.2%
Similar Schools average:	79.1%	80.9%
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.

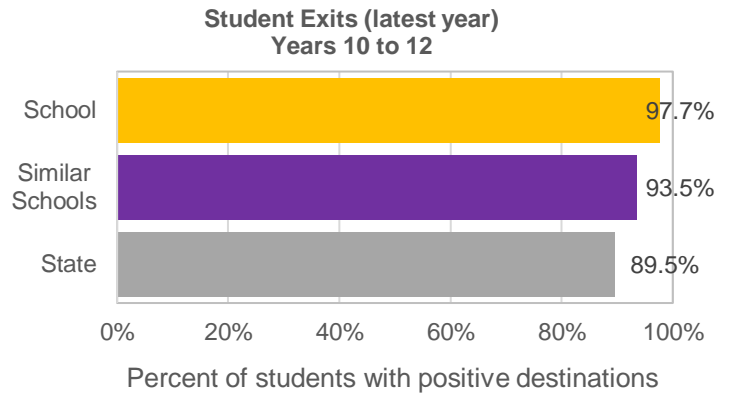
Students exiting to further studies or full-time employment

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:	97.7%	97.8%
Similar Schools average:	93.5%	94.9%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$16,404,794
Government Provided DET Grants	\$1,603,827
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$129,322
Locally Raised Funds	\$2,076,790
Capital Grants	\$0
Total Operating Revenue	\$20,214,733

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,712
Equity (Catch Up)	\$25,670
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$109,382

Expenditure	Actual
Student Resource Package ²	\$16,129,250
Adjustments	\$0
Books & Publications	\$23,845
Camps/Excursions/Activities	\$582,750
Communication Costs	\$49,831
Consumables	\$338,191
Miscellaneous Expense ³	\$84,909
Professional Development	\$65,444
Equipment/Maintenance/Hire	\$398,257
Property Services	\$156,256
Salaries & Allowances ⁴	\$1,032,851
Support Services	\$185,723
Trading & Fundraising	\$246,377
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$167,010
Total Operating Expenditure	\$19,460,694
Net Operating Surplus/-Deficit	\$754,040
Asset Acquisitions	\$9,549

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,486,141
Official Account	\$496,312
Other Accounts	\$236,975
Total Funds Available	\$2,219,428

Financial Commitments	Actual
Operating Reserve	\$533,223
Other Recurrent Expenditure	(\$165)
Provision Accounts	\$0
Funds Received in Advance	\$333,149
School Based Programs	\$278,724
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$191,024
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$157,237
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,993,192

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.