

2022 Annual Report to the School Community

School Name: Prahran High School (8231)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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.

- 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

About Our School

School context

This is Our Vision / Core Purpose:

The purpose of Prahran High School is for all students to learn and to develop the intellectual rigour and character required to make a positive impact in their world.

That is Furthered by Our Mission:

Our mission is to foster curiosity, creativity and empathy in the students in our care to develop young leaders of character and purpose who can confidently embrace life's challenges and make a positive impact in their world.

Prahran High School is a purpose-built, co-educational, vertical campus in one of Melbourne's most creative and eclectic inner-city urban villages. Our school is built to accommodate 650 secondary students and is integrated into Prahran's thriving education and arts precinct.

Spanning four levels that encircle a vast light-filled central atrium, our school is truly an innovative, unique and contemporary school campus. Our curriculum, approach to pedagogy and culture works in harmony with the design of the school building.

Our school is committed to working in harmony with our local community. We are a proud, diverse inner-city school and our students reflect the socio-economic and cultural diversity of this community. We see the diversity of our community as one of our great strengths and opportunities.

While there is great diversity at Prahran High School, broadly, our overall socio-economic level is relatively high, meaning that more of our students come from homes where parents are professionally employed, and the level of social capital students bring with them to secondary school is also relatively high. However, it is important to note that this is an ever-changing aspect of this school community.

We are grateful to be part of this extraordinary community and are grateful for the ongoing support of our families. Families, rightly, have very high expectations of our school and us, they are invested in the development and success of our school and are committed to working with us.

At all levels of our learning organisation, the concept of prioritising, valuing and measuring 'impact' helps shape and guide our work, and it became our school motto: Prahran High School: Make an Impact!

Couched within this big idea of 'impact' is a core set of values that underpin all that we do together at our school. The school values that we developed are simple, but with scope for depth and complexity limited only by our imaginations.

Creativity - The ability to think creatively and critically will be a defining trait of tomorrow's successful young adults. We encourage creative, independent and original thinking in all aspects of our school curriculum, fostering an environment of active collaboration and exploration.

Curiosity - Curiosity is the doorway to exploration, understanding and the acquisition of knowledge and wisdom. We encourage our students to be lifetime learners and are inspired by what Albert Einstein said: "I have no special talent. I am only passionately curious."

Challenge - Today's students will learn to live, grow and work in the most challenging of times characterised by complexity, uncertainty and constant change. We will strive to strengthen resilience, resolve and intellectual rigor in our students so they will be up for the challenge.

Character - Character traits including empathy, compassion and self-awareness are essential to living a meaningful and purposeful life. At Prahran High School, we emphasise the development of sound and strong character alongside the achievement of academic excellence

We employ 56.35 EFT staff. The composition of our staff team (various time fractions) is: 38 teachers, 3 instrumental music teachers, 14 education support staff and 7 learning support staff.

We support students with a range of complex learning, wellbeing, social and emotional needs. We support 12 students for whom we received funding under the (former) Program for Students with Disabilities and we are working to expand our approach under the new Disability and Inclusion Profiles.

We have 8 Aboriginal students and 1 Aboriginal staff member.

We currently serve the needs of 502 enrolled students from Years 7 – 11. Our Year 11 students are our Foundation students, and they will graduate in 2024 as our first cohort of Year 12 students.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Prahran High School, we are proud of the unique learning model that we have implemented across our first 4 years, and the improved stability of 2022 meant that we were able to start to consolidate and see more positive outcomes emerging from our work.

A highlight in 2022 was the introduction of our new Senior School model, with its emphasis on flexible pathways and opportunities for personalised, high-level student challenge. In 2022 we began teaching our first VCE programs, with almost all students in the Year 10 cohort choosing at least one VCE study. Overall, this approach has been very successful with 93% of units being completed successfully.

In 2023, our program has grown as we offer Year 11 for the first time, and we now offer 29 VCE programs to students, a number significantly higher than most schools of comparable size. 2023 will also see the introduction of our VCE Vocational Major program, while almost 30% of Year 11 students will complement their learning with a VET (TAFE) program outside the school.

After two disrupted years of schooling, it was also pleasing to see positive outcomes in our student learning data. Based on teacher judgements and NAPLAN, our students continue to outperform the State average, and results are comparable to other schools with a similar socio-economic background. Some highlights at Year 9 include growth in the number of students in the top 2 bands for writing reaching 25% (equal to our 4-year Strategic goal in this area), and the proportion of students in the lowest two bands for numeracy decreasing significantly, reflecting improved support practice in numeracy.

A challenge at Year 7 level is more students testing in the lower bands of literacy when they arrive at PHS. While this may reflect increased disruption to the learning of students during the Covid-interrupted years before 2022, or an on-going trend, it also indicates the need for quick and on-going support for some of our younger students.

We also evaluate our learning programs via data from the Student Attitudes to School Survey, and through PIVOT surveys conducted by individual teachers with their classes. Overall, these surveyed showed general improvement in all areas (after a decline in 2021), with some highlights being improvements in 'effective teaching time' (from 56% to 64% endorsement), 'stimulating learning' (from 53% to 57%) and student learning confidence (from 55% to 60%). In 2022 we invested significant resources in providing all teachers with instructional coaching, and the early results seem to indicate this is helping improve the student experience at PHS.

We have continued to introduce new, evidence based learning initiatives. Through our Professional Learning Community (PLC) process, we began a focus on writing across the curriculum, and this will be a major focus for 2023. Alongside this, we consolidated our approach to literacy intervention across the MYLNS initiative and tutoring programs, and through a targeted reading intervention program.

In 2023 our plan is to focus on a range of targeted numeracy programs that will complement these. An emphasis in 2023 will also be on strengthening our EAL program, as we saw a sharp rise in enrolments from students from non-English speaking backgrounds across 2022 and at the start of this year

For students requiring extension, we have embedded some key initiatives such as the Victorian High Ability program (which saw more than 50 students undertake extension programs in conjunction with students across the state). We have also introduced an Extension Maths program for Year 9, reflecting the significant number of students requiring substantial enrichment in that area, and this is complemented by the array of Clubs and other enrichment activities across the school.

Wellbeing

We have made solid progress in the Annual Report area of Wellbeing and we are well placed to take the next steps. Our AToSS and Parent Opinion Survey data is positive and shows broad, overall continual progression. This is pleasing and reflects our efforts to hold tightly to our positive school culture and our unique PHS Model of Wellbeing.

Improving student wellbeing outcomes is a well-resourced and purposeful strategic and 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.

We are delighted to see that our students continue to feel a strong connection (58.1%) to our school, in the last reporting year and as a four-year average, both of which are higher results than in similar schools (50.0%) and the State (48.1%).

Building connectedness to school has remained an ongoing and intentional focus for us during the past year.

Our AToSS data affirms that our 2022 Year 7 cohort did feel a stronger connection to their school, tracking above the State average. This could be attributed to our outstanding transition program, regular work with our primary school colleagues, Orientation Day, Mentor Teachers and focused engagement activities like our school camp. The beginning of 2022 was also the point of a more 'normal' return to school after the challenges of the previous years of enforced *Learning@Home*.

Last year, our Transition Boot Camp ran at the beginning of the school year for multiple weeks, providing extra strength to the relationships with Mentors, along with more focused and explicit instruction on our PHS values, expectations, and relationships.

We also facilitated more cross inter-group activities and hosted a combined Year 7 and 8 event, as part of the students' Boot Camp. We have continued this work in 2023 and have expanded our timetable to offer a Mentor Group class that focuses on a variety of topics that enhance school connectedness, wellbeing, resilience, friendships, and character strengths.

Our Management of Bullying result improved in 2022 (50.6%) which is encouraging. Both the 2022 data and the four-year trend data are now tracking above similar schools (50.3%) and the State (48.6%). We know there is always more to be done and we are pleased that our trajectory is positive.

We remain committed to a restorative approach for students, with logical consequences, aiming to avoid punitive actions, as a first step. There are times when punitive consequences can seem more visible to students, rather than the deeper, restorative relationship work we do with students and families.

As we continue to improve, we will focus on ways to increase parent involvement earlier, communicate our approach more clearly and expand our peer mentoring programs to support older students to facilitate restorative conversations with younger students where appropriate.

Engagement

Our core values – Creativity, Curiosity, Challenge and Character continue to provide us with key touchstones of all that is important and wonderful about life at Prahran High School. They underpin our absolute commitment to learning, wellbeing and engagement. Our students can articulate the values, what they mean to them and how they are woven into their learning and engagement experiences at school.

We know that attendance is such an important indicator of engagement and connection with school. In 2022, while our student attendance remains lower than the State, we are concerned that it had increased too much, to be higher than that of Similar Schools (24.9 days). This figure is worrying but we also know that 2022 was again an unusual year, with various complicating factors.

Several things impacted last year, not least of which was the continuation of Covid related absences and some related confusion in society as to what had become the 'appropriate norm'. The school also noted that students were often away for longer periods of time for common illnesses like colds and flus, continuing to be highly cautious. A further factor in 2022 was many more extended family holidays, as families took advantage of being able to travel again and in many cases reunite with loved ones they had not seen for some time. We understand this was important last year, but we also expect to see this reduce in 2023. It should not become a trend.

Every day of learning at school is absolutely important. While our four-year average of 18.4 days absent is 0.7 days higher than similar schools, it is also 3.4 days lower than the State. This attendance data is not where we expect it to be, but we also accept that 2022 was a year of unique challenges and complicating factors. We have set clear goals for improved attendance in 2023, in line with DET and Network priorities also.

We have established systems in place to monitor attendance, overseen by our Assistant Principals, Heads of Middle and Senior School and Year Level Coordinators. Our Receptionist/Student Administration Officer in the school office plays a key daily role in management, communication and data tracking too.

In our Senior School, we are committed to a 90% attendance policy. This impacts Year 10 – 12 and is a policy which is enforced with all students and families. Students simply will not be able to do their very best in these vital senior years of schooling if they are not attending 90% of their classes. In 2023, we will use this policy as a driver to support improvement in the Middle School too.

In 2022, we further developed the significant role of Mentor Teacher. The feedback from students, staff and families has been positive and this important structure is now more embedded in our way of working together. The human investment in Mentor Teachers/Mentor Groups is significant and we believe the work is making a positive difference to engagement, connection and wellbeing.

We have continued to work closely with community partners, like Stonnington Youth Services to firmly establish our culture of connection and broader contribution. We have strengthened our rich and varied approach to Life@PHS Clubs, offering enrichment opportunities each day of the week, (variously) before school, at lunch and after school. This is a vibrant and important part of school life at Prahran High School which has evolved each year. We are truly living the maxim that "school doesn't end at 3 00".

Throughout 2022, students have had the opportunity to experience many and varied leadership opportunities from the development of Mentor Group Leaders and PHS Ambassadors, to contributing actively to staff selection panels, the Student Representative Council and the School Council. In 2022 we finalised the development of our student leadership structure for the future, which was then launched at the beginning of 2023 with the election of our inaugural School Captains.

Other highlights from the school year

We are immensely proud of a range of other highlights that our community achieved together in 2022. Our staff worked tirelessly to provide a range of fantastic learning, engagement and connection opportunities to our students.

Sports

In 2022 our PHS sports stars and sports teams excelled in the following ways:

- 60 Interschool Sport teams entered across the year
- 48 students participating in our District Athletics Team
- 33 students participating in our District Swimming Team
- 28 students participating in our District Cross Country Team

- Our inaugural Year 10 Fitness For Life program included stand-up paddleboarding, beach volleyball, rowing, bouldering, gymnastics, Pilates, lawn bowls and more
- We ran Fitness Club every Friday morning for weekly workouts and breakfast before school
- We ran successful House athletic and swimming carnivals, and follow-up regional events for winning athletes
- We strengthened our partnership with the Prahran Football Club

The Arts

- We were delighted to enjoy *Annie*, our first major musical production, which ran to packed houses across four nights
- Our Senior Art Show was held in November in a professional gallery, in close collaboration with local artists,
- Our music program has flourished, with over 30 % of our students performing in our major music Spring Soirée
- In 2022, more than 60 students learnt an instrument in our Instrumental Music Program

STEAM

- We taught Workshop skills in wood and plastics, coding, 3D printing, architecture, app design, laser cutting underpinned by Design Thinking and Problem Based Learning
- We planned and taught inspiring Year 9 Specialisations including Functional Electronic Art & Robotics, Workshop Wonders, Mechanical Systems and Upcycle Inc
- We facilitated our inaugural STEAM Olympiad House competition
- We taught Food Technology subjects from Year 7 – 10 in our high-level kitchen classroom, including catering for events

Camps and Trips

We ran camps and trips at each year level. We went to the Yarra Valley, Tasmania, the Grampians and Northern Territory. We were delighted to have been able to run our first ever in-country French study tour, attended by 31 students and 6 staff. Travelling to Paris with their classmates is a life highlight for these students and we are proud to have facilitated this for them.

Financial performance

Prahran High School's 2022 net operating result was a surplus of \$213,359 due to the Student Resource Package surplus of \$304,762 offset against an operating cash deficit of \$91,000. Our operating revenue Student Resource Package and DET grants increased in line with our additional year level of students with Year 7 up to now Year 10 equating to total enrolments of 403.

The increase from prior year in Locally Raised funds of 165% was also in part due to the increase in enrolments but more significantly due to the ability to proceed with interstate camps for our Year 8 & Year 10 students to Tasmania and NT respectively, and our inaugural international French study tour.

Expenditure saw an increase in Student Resource Package of 30% due to the investment in key teaching personnel for the successful implementation and management of our Senior School, along with supporting students in post Covid learning catch-up and wellbeing.

Significant investment in curriculum program equipment of \$188,000 funded from our 2019 DET establishment funding was also a major factor in our cash operating result. An adjustment back for this investment reflects an operating cash surplus of \$91,000. Our Balance Sheet reporting net assets of \$786,011 is in further support of our strong financial position and in turn operationally to ensure delivery our 2023 Strategic and Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
www.prahranhighschool.vic.edu.au

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)
- 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)

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.

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.

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').

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 404 students were enrolled at this school in 2022, 164 female and 240 male.

15 percent of students had English as an additional language and 2 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).

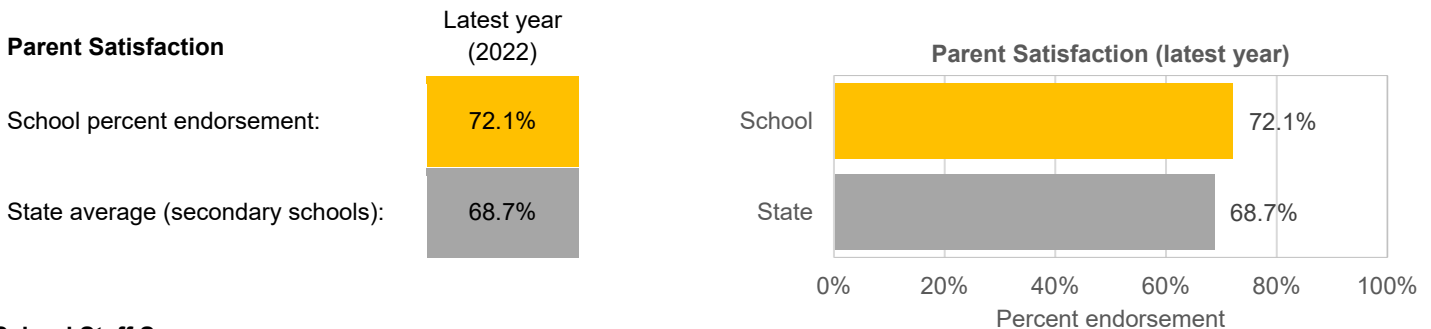
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

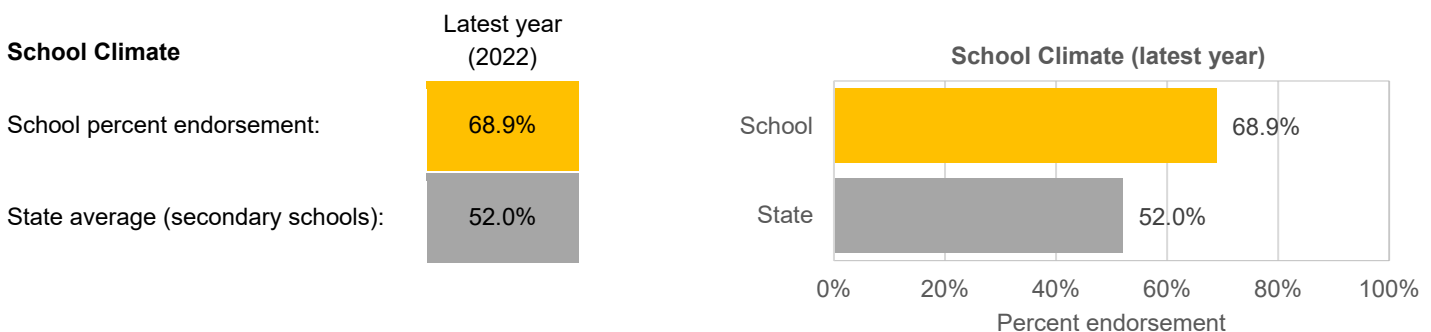


School Staff Survey

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:

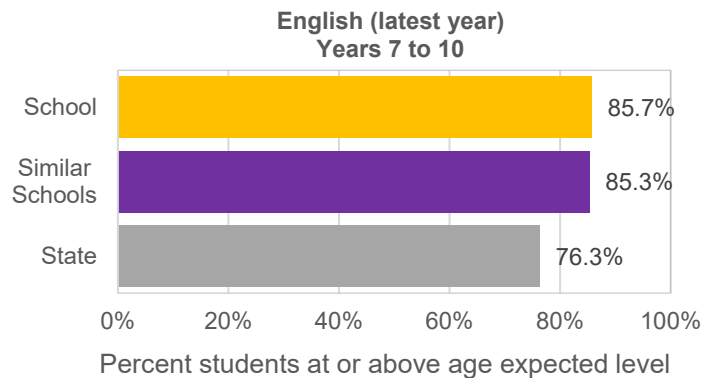
85.7%

Similar Schools average:

85.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

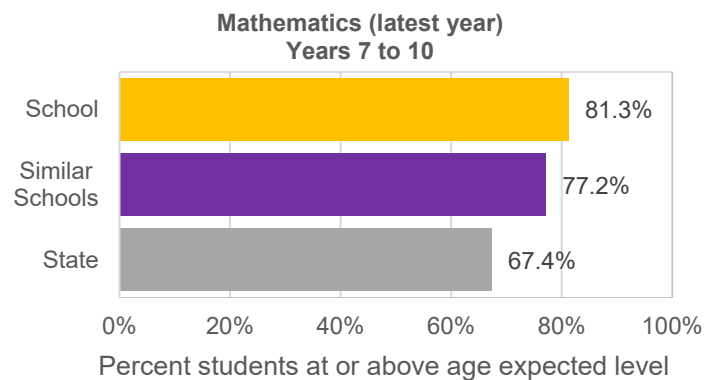
81.3%

Similar Schools average:

77.2%

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.

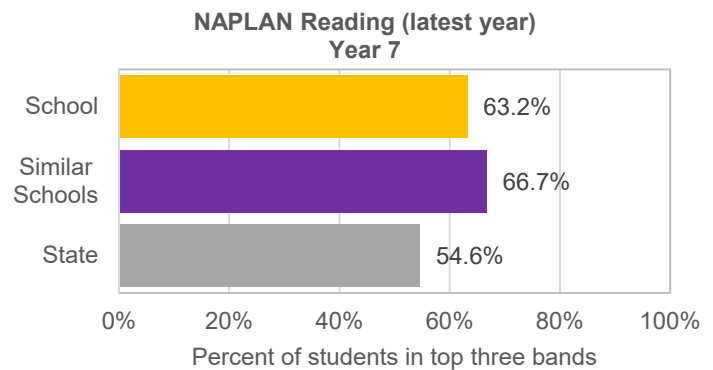
NAPLAN

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.

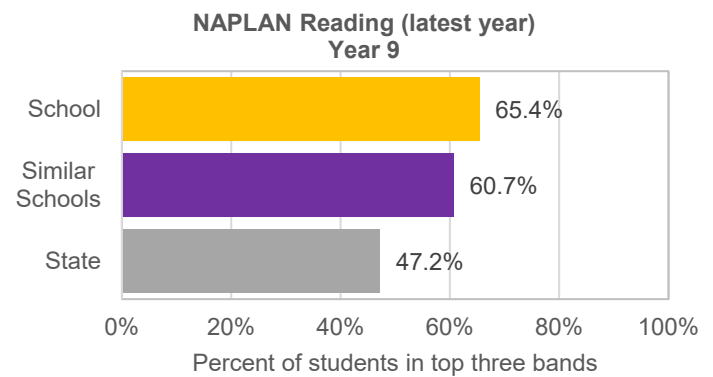
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	69.3%
Similar Schools average:	66.7%	69.6%
State average:	54.6%	55.3%



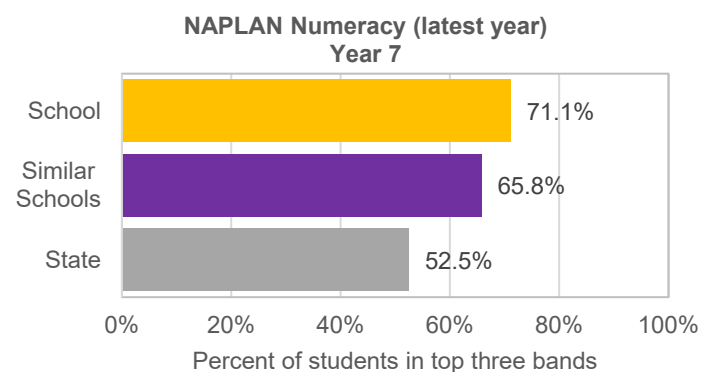
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	62.6%
Similar Schools average:	60.7%	60.4%
State average:	47.2%	46.0%



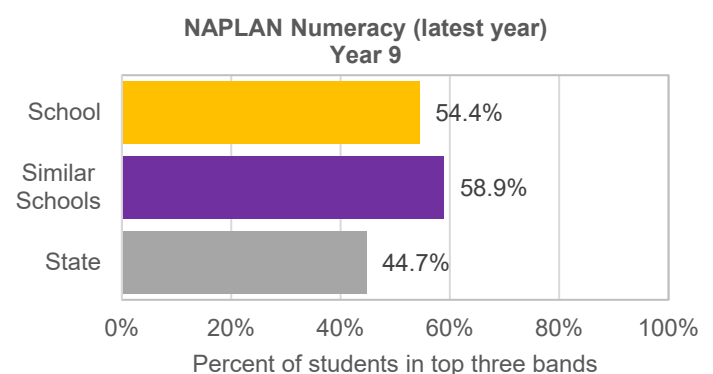
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.1%	73.7%
Similar Schools average:	65.8%	69.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.4%	54.7%
Similar Schools average:	58.9%	60.6%
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.*

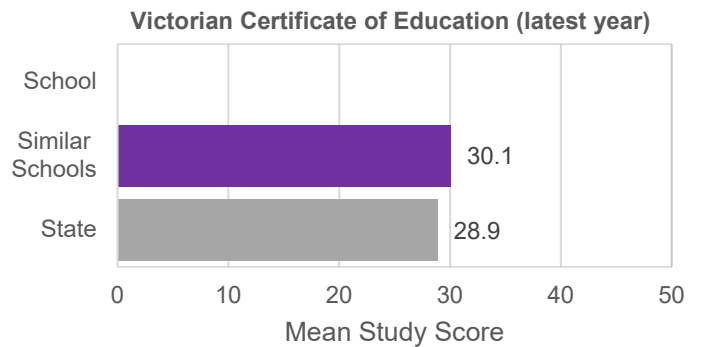
Victorian Certificate of Education (VCE)

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	NDA	NDA
Similar Schools average:	30.1	30.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

NDA

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

NDA

VET units of competence satisfactorily completed in 2022:

NDA

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

NDA

WELLBEING

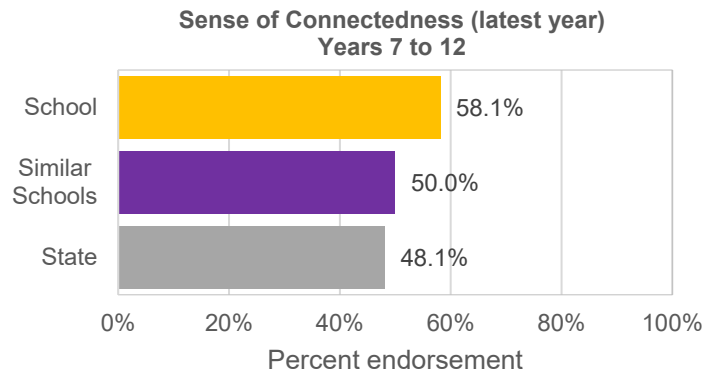
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	58.1%	60.6%
Similar Schools average:	50.0%	53.9%
State average:	48.1%	52.5%

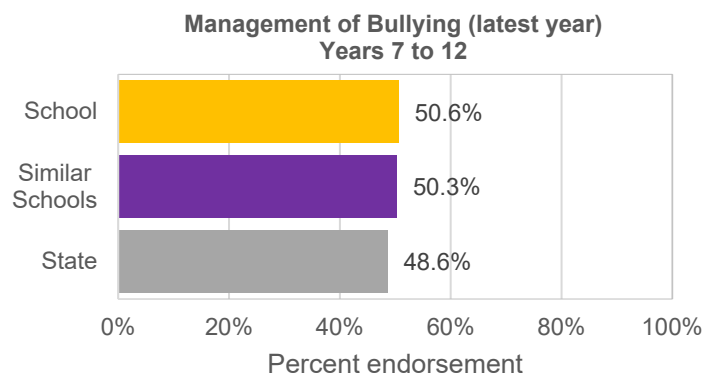


Student Attitudes to School – Management of Bullying

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:	50.6%	53.2%
Similar Schools average:	50.3%	55.4%
State average:	48.6%	54.0%



ENGAGEMENT

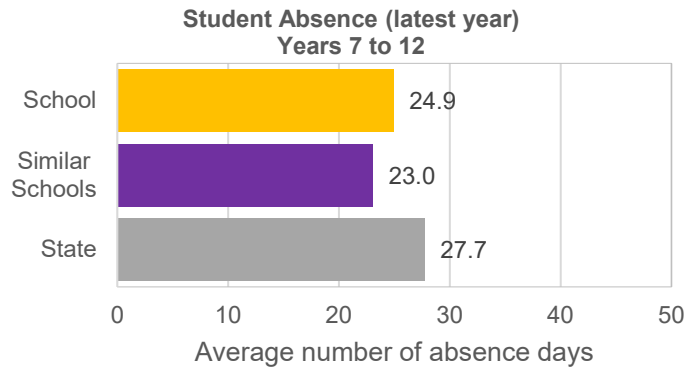
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.9	18.4
Similar Schools average:	23.0	17.7
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.

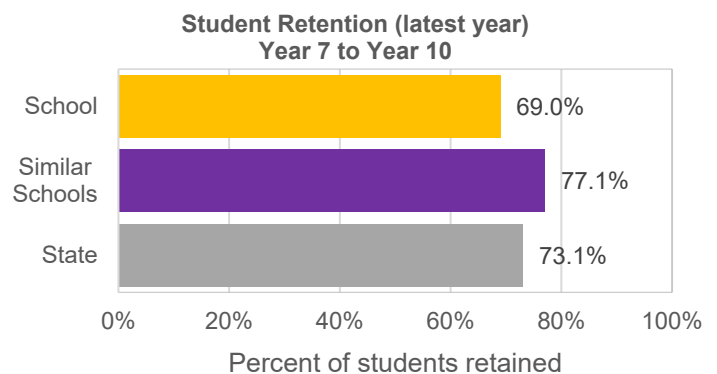
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	90%	86%	87%	87%	NDA	NDA

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:	69.0%	69.0%
Similar Schools average:	77.1%	76.7%
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.

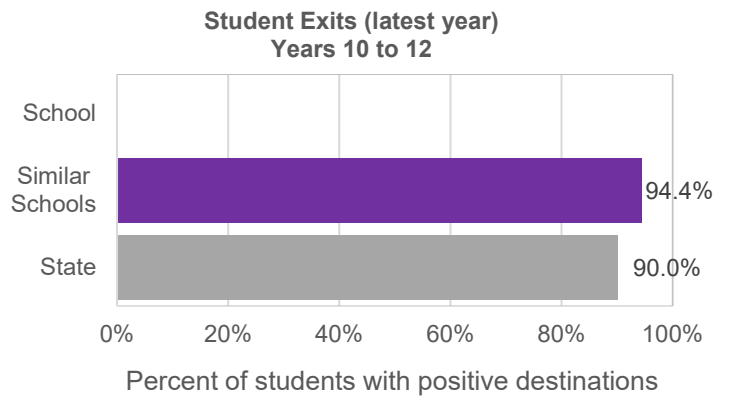
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	94.4%	94.2%
State average:	90.0%	89.3%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,460,008
Government Provided DET Grants	\$761,800
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$16,012
Locally Raised Funds	\$890,481
Capital Grants	\$0
Total Operating Revenue	\$7,128,300

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,869
Equity (Catch Up)	\$7,657
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,526

Expenditure	Actual
Student Resource Package ²	\$5,155,246
Adjustments	\$0
Books & Publications	\$14,968
Camps/Excursions/Activities	\$555,435
Communication Costs	\$13,411
Consumables	\$201,476
Miscellaneous Expense ³	\$148,529
Professional Development	\$43,773
Equipment/Maintenance/Hire	\$191,053
Property Services	\$93,993
Salaries & Allowances ⁴	\$112,707
Support Services	\$171,977
Trading & Fundraising	\$8,551
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,126
Utilities	\$194,694
Total Operating Expenditure	\$6,914,941
Net Operating Surplus/-Deficit	\$213,359
Asset Acquisitions	\$26,183

- (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

Funds available	Actual
High Yield Investment Account	\$270,219
Official Account	\$178,570
Other Accounts	\$43,443
Total Funds Available	\$492,231

Financial Commitments	Actual
Operating Reserve	\$283,825
Other Recurrent Expenditure	\$9,843
Provision Accounts	\$0
Funds Received in Advance	\$141,884
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$465,552

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.