

2022 Annual Report to the School Community

School Name: Norwood Secondary College (8185)



- 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.

Attested on 24 March 2023 at 11:15 AM by Andrew Sloane (Principal)

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

Attested on 27 March 2023 at 02:17 PM by Tammie Palmer (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)
- 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').

About Our School

School context

Norwood Secondary College is a co-educational government secondary college, Years 7 - 12, situated in the City of Ringwood, east of Melbourne, and catering to a community that stretches from Mitcham to Lilydale and from Ringwood to Park Orchards. Overall enrolment in 2022 was 1079 students (535 female, 544 male) - the College has a Department of Education (DE)-enforced cap of 1100 due to limits to classroom accommodation and space in the yard. Enrolments in Year 7 usually come from over 20 primary schools, though the majority of incoming Year 7s come from a half dozen nearby primary schools. 9% of students have English as an additional language and 1% were Aboriginal or Torres Strait Islander. As has been the case since the College has had the cap on overall student numbers implemented, we have been unable to offer placements to all students interested in an enrolment at Norwood at Year 7. This pressure on overall numbers is also exacerbated with enquires for enrolment at higher year levels. Many students who are hopeful on joining Norwood at later year levels are not able to be enrolled as we seek to keep our numbers within the 'cap'. Over the past few years, we have had a pleasing increase in our student retention and can no longer anticipate places becoming available for later year enrolments.

The Student Family Occupation and Education Index (SFOE) is an index that is used to assist the Department of Education offer extra financial support to schools that are considered to have a more disadvantaged family demographic. Norwood's SFOE is in the 'Low-Medium' band.

Norwood Secondary College is a school with a strong focus on academic studies, but it also emphasises its many co-curricular programs, reflecting the College's commitment to programs that develop the whole child while at the same time supporting and enhancing their academic progress. Staff take pride in seeking to address the academic, social, emotional and physical needs and assisting our young adults in areas of their personal growth journey.

The College offers an enhancement program (a single class at Years 7 to 9 that is open for students who have an appropriate level of academic ability and are interested in being in that particular cohort of students) and in the senior years VCE, VCAL and VET programs are offered (though in 2023 a new program will be replacing VCAL – the Vocational Major or VM). The school continues to offer places in VCAL only to students who have been at the school prior to Year 11 and enrolment in the program is subject to satisfying a range of prerequisites that have been developed to ensure the students in VCAL have a range of skills/personality traits/employment directions etc that will provide them within the best opportunities for successful completion of the program and the possibility of future employment. Amongst the criteria, for example, is a proven record of the student being able to work well/relate well to others when not closely supervised by a teacher. This is a critical attribute when students are on work placements.

Norwood also offers a rich variety of co-curricular programs.

Pre-COVID, there has been an annual musical Production, a vibrant Music program and a strong interschool sport program. In 2022, the school endeavoured to recreate the rich range of opportunities for students. A College Production (Shrek the Musical) was run with great success, for example. There is a strong, formal, student leadership structure across the College. In 2022 we again were able to elect College Captains and Vice-Captains, Prefects, House Leaders, Year Level representatives and Class Captains. The College has an active Student Representative Council, with representatives from each Year Level and led by the SRC Prefect. College Council has at least one student representative and they report on student matters at each College Council meeting. SRC meetings continue to be held regularly, thanks to the efforts of senior staff, and an enthusiastic group of students who made up the SRC.

Norwood SC has always been a strong participant in girls' and boys' interschool sport and 2022 saw the level of student involvement return to the pre-COVID levels. Strong support from our staff was a key factor in regenerating the interest from our students and it was very pleasing to see the depth of student involvement in the sport program – particularly given commentary in the media regarding the drop in involvement in community sport programs across society, following the COVID restrictions. We are very conscious of the importance of fitness and a level of involvement with other students in our young, for maintaining a positive outlook on life.

Likewise, our Music Department re-engaged with students and the music program has returned to the vibrant levels of 2019 and before. A most encouraging sign.

Norwood Secondary College is committed to providing our students with an environment that is both inspiring and nurturing. The College has a proud tradition of ensuring our students are provided with an excellent educational experience and opportunities to grow intellectually, socially and ethically. It is our belief that our students will benefit from their exposure to a broad range of learning experiences, in and out of the classroom, and our programs are developed with this as a core goal.

The College's four Values underpin all programs and interactions with members of our community. Respect
Responsibility
Aspiration
Resilience

These Values form an important base for discussions with students, about their development as a person, and were identified after considerable consultation with staff, students and parents. Celebrations of students' achievements are determined using these Values and conversations with students about their behaviour and/or attitude involve discussions about how they meet the College's Values. Norwood's Values are an active part of school life.

Conversations about Respect, Responsibility, Aspiration and Resilience each offer opportunities for students to reflect on 'being their best'. The College believes that when students are consciously reflecting on their lives in the context of these values, they will continue to develop towards being positive and constructive members of society when they leave our school.

The College aims to provide a high-quality education for all students irrespective of ability or their post-school aspirations re study or employment.

The expectations of students' learning outcomes are 'aspirational'. All interactions involving adults or students are expected to take into account the premises of respect for self and others, doing one's best and taking responsibility for one's actions. When students (and staff) meet disappointment or challenges in their lives, they are encouraged to develop/employ coping strategies that assist in developing the resilience that is required as one navigates the 'ups and downs' of life.

The College seeks to ensure that our students leave the College equipped with the skills and self-belief to continue to learn as their lives progress. Notably, that students also understand the importance of seeking to be the best they can be in all their endeavours. The College aims to develop, in each student, the capacity to continue to learn, well after leaving school. This involves developing the appropriate level of literacy and numeracy skills, together with the capacities and confidence for each individual to be able to retrain, relearn and continue to develop themselves through ongoing learning. The College recognises the importance, with the inevitable changes in employment opportunities through the coming years, for all departing students to have the capabilities to continue to learn and progress, even change, in their employment choices. A belief in the importance of 'life-long learning skills' underpins our teaching and learning programs.

'Parent Satisfaction' is measured through the data collated from the annual Parent Opinion Survey. In 2022 the responses from Norwood parents placed us well above the State average for parent responses. While there was a drop in the level of positive endorsement by our parents, when compared with the 2021 data, the drop was less than the drop in the State average from 2021 to 2022. The data from all annual surveys indicated that there were several key areas of measurement in which perceptions by students, parents and staff dropped from 2021 to 2022. COVID impacts, we feel, will be seen for a number of years and across a variety of measurements.

Our Staff Survey revealed a drop in the percent endorsement by staff of School Climate – yet we were, again, above the State average for this measure. Both State and Norwood data in this variable were 'down' from 2021.

Several strategies have been introduced for 2022 in an effort to address such reductions in the perceptions of the various members of our school community. However, many educational leaders have expressed opinions that the effects of COVID (remote learning and the interruptions to social interactions amongst young people) will continue to manifest themselves for some years.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Strategic Plan and Annual Implementation Plan focus on improving the Literacy and Numeracy skills of our students. There has been a significant improvement with the Year 7 cohort in 2022, for both Reading and Numeracy data from NAPLAN testing in comparison to both Similar Schools and State averages. This improvement reflects the foci driven by our 'Quicksmart' Literacy and Numeracy remediation programs and the work of our Literacy and Numeracy Learning Specialists and their teams across all Learning areas.

As NAPLAN testing was not done in 2020, the Year 7 and Year 9 cohorts have no point of comparison to assess 'growth' from Grade 5 to Year 7 and from Year 7 to Year 9. That data is of great use, normally, but there is no capacity to offer such analyses, this year.

The Year 9 cohort, however, have dropped in their performance in both Reading and Numeracy scores relative to Similar schools. The percentage of students in the top three bands for Reading remains above state average – though by a lower margin to previous years. The four-year averages for both Reading and Numeracy in Year 9 remain above 'Similar Schools' and 'State Averages'. Viewing Teacher Judgments across Years 7-10 reveals Norwood students are above State and slightly below Similar schools in English assessment (measured as the percentage of students at or above expected standards). Teacher Judgement across Year 7-10 in Maths show Norwood students are significantly above both similar schools and the state average.

VCE results for 2022 show a slight drop in the Mean Study Score (when compared to the 4-year average). However, it is important to dig deeper into the performance of the cohort and the effort the College made to minimise the number of students who had an unscored VCE and the manner in which the College determines which students will enrol in the VCAL program. As is noted in the School Profile section of the Report, the College selects students for VCAL who satisfy several strict variables. VCAL isn't, and

hasn't been, a program that is used to protect the College's VCE data by enrolling students in VCAL who may not perform well in the VCE. Further, 'unscored VCE's' which can be used to lessen the impact of students' low ATAR scores on a school's VCE mean study score are not used as a strategy at Norwood Secondary College. The College staff are very proud of the students who may not have achieved a high ATAR score, but who persevered and achieved to the best of their ability – often through the care and persistence of teaching staff. We continue, as a school, to aim for a Mean Study Score of 30 but are most certainly able to see each year's Mean in the context of the students in the cohort. It is important to note that the highest achieving students in VCE results continue to achieve at impressive levels. It is equally worth noting that the extension of our commitment to assist all students to achieve to the best of their abilities should be that we value all students' study scores and the effort they have made to achieve them.

Wellbeing

Engagement and wellbeing are closely linked. Students who are feeling connected and positive about school are more likely to be more engaged in their studies. Consequently, the College has wellbeing of students as one of our high priorities. The College's Mentor program that has a staff member allocated as a Mentor to each individual Junior School classes and for mixed level groups of students in Senior School aims to provide every student with a staff member to whom they can go to discuss all manner of issues - from academic issues, through social issues to future focussed planning and more. The periods of remote learning provided staff with a clear reminder of the importance of in-person contact between students and students, and students and staff. It was clear that many young people felt quite dislocated from 'things', during 2020 and 2021, so as noted in this Report, in 2022 the College endeavoured to offer the broad range of school activities and events that had been part of the programs prior to COVID. The great challenge that emerged late in 2021 was finding ways to re-engage students with their schooling and 2022 saw a heightened focus on programs beyond the classroom. With the overt support of the Department of Education, the wellbeing of students became equal in importance to academic endeavours – this was reflected in the 2022 AIP.

In 2021, students keenly felt the loss of the Central Australia tour, Presentation Balls, Valedictory Dinner, various camps and outdoor education experiences, interschool sport, the Music program and the College's annual Musical Production. In 2022 the Production returned (Shrek), the Music Program was reinvigorated, and interschool sport again became a focus for student involvement. Catch-up Presentation Balls were offered for the Year 11 cohort (who had 'missed out' in 2021) and the 2022 Year 10's were provided with the opportunity to be involved in a Norwood 'Pres Ball' as has been the case (with the exception of the two COVID years) for well over 30 years. The Central Australian Tour was, sadly, unable to run as the coach-tour industry in Central Australia had not been able to recover from the COVID lockdowns. It is anticipated that 2023 may see a return of sorts to more normal tourism opportunities in the red centre and we are very hopeful that we will be able to offer the cohort this highly valued experience.

The Wellbeing Team staff, Year Level Heads and Coordinators, Mentors, classroom teachers and our ES staff continued to be an important part of the College's responses to the continuing issues from the two disrupted years that COVID created for schools (and families). The general wisdom of the Department is that there will continue to be students/families and staff who will be recovering from COVID-related issues for some years.

The challenge covers catching up on academic progression, redeveloping the persistence that is a part of both learning and life and relearning social practices - many schools are reporting that their students seem 'younger' than one would normally expect of each year level. (This can be reflected in social interaction and understanding of what is /was appropriate at different ages). Resilience, as with perseverance, has been reduced with the changes to students'/families' worlds during 2020/2021. The challenge to re-engage and support our students will continue and our leadership team are looking at a range of strategies to facilitate this.

The Performance Summary (data in this Report) offers two measures for Wellbeing: Students' sense of connectedness (Years 7-12) and Students' perceptions of how the school manages Bullying (again Years 7-12 offered input.)

In both these measures, the Norwood students' data was more positive than either Similar schools or the State average. Perhaps not surprisingly, the school's data was down on 2021 levels for both, but the drop was minimal and less than the drops in both Similar schools and the State average for both sets of data. Again, both data sets reflect the issue mentioned above: the effects of COVID and remote learning are enduring and continue to negatively impact on students in most schools.

With the Department advising all schools to ensure our focus on student wellbeing is prioritised as highly as our pursuit of students' academic progress, we commenced planning of strategies (staffing and programs) to bring in during 2023.

The funding DE provided for a Mental Health Professional in 2021 continues and we have been able to expand the services our Wellbeing Team can offer students. With two highly qualified counsellors and two teaching staff with time release to assist with program delivery, our Wellbeing Team has been offering a broad range of support to many students. Our Wellbeing Team continued to develop and provide preventative programs for students and support their mental health and connection to school - on a holistic, small group or individual level. Our experience with the many impacts of COVID and remote learning has indicated that the

increased capacity of the Wellbeing Team will be vital in assisting us to address the many needs evident amongst our students and families. This issue is one that is being considered as we look at staffing for 2023.

While we have strong transition strategies for student movement from level to level, we are particularly proud of our Grade 6 to Year 7 Transition Program. With many students joining the College from small Primary Schools, where they may be the only student or one of a small number of students coming to Norwood, the Transition Program ensures that they and their learning and social needs are 'known' prior to enrolment and addressed from commencement. We ensure the Year 7 Camp is placed early in Term 1 to ensure it provides the opportunity for all students to make new friends in their class and year level.

As is noted in the Engagement section of this Report, student opinions as collected through the 'Attitudes to School Survey' (or 'Student Survey') reveal that our students feel the Grade 6 to Year 7 Transition program Norwood uses is one of our College's great strengths. From the wellbeing perspective, we believe it is critical for students to be supported through the various rites of passage and transitions that occur through the 6 years of secondary. Some of these events and experiences can be very daunting for some and it is the philosophy of the College to seek to minimise any negative impact of the events.

As students progress through the years of secondary schooling (from being 12 years old to 18 years old), the expectations of the College of them also transitions. In particular, our expectations of how students approach their studies and the manner in which they interact with each other, and staff reflect our belief that as our students grow through adolescence to adulthood, they should show increasing levels of maturity in how they exhibit the values of Respect and Responsibility.

Norwood Secondary College values the support of and input from our parents. We believe our students' school experiences will be more productive and positive if parents and College staff work in a supportive and cooperative manner

Engagement

The data from the 2022 Attitude to School Survey offers a positive picture of student wellbeing and engagement. The student responses are aggregated into 9 domains: all in various ways related to student wellbeing and engagement.

Each school's scores in these 9 domains are broken down into varying numbers of sub-categories and calculated as a percentage. These percentages are presented for comparison with 'Similar Schools', 'Network Schools' and 'State' percentages. These comparisons offer very useful information about how our students are perceiving themselves against measures from other aggregations of students.

A breakdown of the 2022 ATSS data reveals:

In Effective Teaching Practice for Cognitive Engagement: Our students scores are equal to or above the other three categories of student cohorts (Similar, Network and State) in all but one variable.

In Emotional and Relational Engagement: In 5 of the 6 sub-categories our students perceive themselves as performing at a level equal to or better than students in the other three categories.

In Social and Emotional Wellbeing: in both of the variables, our students score themselves equal to or better than the other three sub-categories.

In Social Engagement: Our students score significantly higher than other sub-categories in 'School Stage Transitions – Year 7 and New Students'. This has become a significant point of difference for Norwood. In 'Sense of Connectedness' Norwood students scored themselves higher than the three other sub-categories and they score at an equivalent level in 'Student Voice'.

In 'Individual Social and Emotional Wellbeing', 'Not Experiencing Bullying', 'Physical and Mental Health', 'School Safety' and 'Teacher/Student relations' our students scored themselves, in the majority of the sub-categories, as higher than or equal to the other three cohorts of students.

Quicksmart Literacy intervention continued through the year – with increased exposure to the students given schooling had returned to 'in person'. *Quicksmart* Numeracy intervention has also been introduced as entry data suggested that we were (slightly) trending down in the numeracy skills of the incoming Year 7s. The introduction was seen as a proactive measure.

The Performance Summary (in the Report) offers some important data relating to student attendance and retention. A comparison with 2021 data reveals an increase in student absences across Norwood, similar schools and the state average. The rise in each set of data is worrying, but perhaps not surprising. An analysis of this data requires a depth of knowledge about each student's data.

There has recently been a differentiation of the reasons for absence, with truancy continuing to be a concern (often students simply deciding they don't want to come to school) and a second category of absences that are being attributed to mental health issues (students who for all intents and purposes are unable to get themselves to school). This differentiation is being addressed more recently using different strategies and our Wellbeing Team and student management staff (Heads and Coordinators in Year Levels) will be able to better tailor their strategies to fit the needs of the individual students.

The data on attendance by year level shows that the most senior year levels (Years 11 and 12) have had the larger drops in attendance rates. Staff have been very conscious that students in Year 11 and 12 have had a very interrupted preparation for the rigours of VCE studies and have found the workload more daunting than pre-COVID students did (though those past students would

probably feel it was no 'picnic'.) The senior levels have not had the 'ramping up' of expectations from their teachers, delivered personally rather than being filtered through a screen in remote learning. Students have indicated that they felt they hadn't realised until weeks into the school year how important it was to do the 'extra things' suggested by staff.

The data on Student Retention Year 7 -10 is only very slightly down on past years. The difference is not sufficient to require any strategies and Norwood's data indicates that the school continues to keep our students involved in their educational journey at a level significantly above similar schools and the State average. As noted in an earlier section of the Annual Report, it is this retention of students, along with the 'cap' imposed by DE on our enrolments that restricts our capacity to offer a place to any student who wishes to attend Norwood.

Financial performance

DE has increased the range of areas of targeted funding over the past few years and the College has been able to utilise these funds to run various programs for students. In particular, our Equity funding has enabled the continued implementation of the Quicksmart program – to great effect with the increasing numbers of students entering the College with lower-than-expected literacy levels. The increase in funds from DE (Operating Revenue plus Equity funding) is approximately \$1.7 million. The funds have certainly proved to be useful, giving us the opportunity to create staffing roles and programs to address the many needs of our students.

All funds received from DE and our locally raised funds have been expended or are committed to supporting the achievement of improved educational outcomes and other operational needs, consistent with DE policies.

The Tutor Program funding from DE has been put to good use with the College supplementing the amount provided by DE to ensure the greatest possible coverage of students identified by staff as in need of support as a consequence of extended periods of remote learning.

Additionally, students who DE identified as being below national benchmarks in Literacy and/or Numeracy have been invited to be involved in support sessions with teaching staff that specifically focusses on assisting them in their area(s) of relative weakness. Again, the DE's MYLNS (Middle Years Literacy and Numeracy Strategy) funds were supplemented by College funds to ensure students who may have only been just above benchmark were able to access this assistance.

With our 2022 Operating expenditure being in surplus, we have been able to upgrade facilities and resources/furniture around the College, for the benefit of our students. In 2022, the College organised two significant 'facilities' projects. We completed a much-needed new perimeter fence. We have also improved our 'presence' on Mullum Mullum Road and Byron Street with a more attractive sign to indicate that we exist on the site, albeit 'up the hill' and out of sight. The program of upgrading classroom desks and seats continues as does the provision of air-conditioning for classrooms.

With Stage 1 of the College's Master Plan having commenced in 2022, we have watched with concern as prices for all materials involved in the build have been rising. The construction process has also been slowed down with unexpected soil issues. As the funding from DE is fixed, prior to the process of tendering, any increases in costs can see reductions in what can be achieved. We are very hopeful that what has been designed will be what is constructed. We are also very conscious that there are up to four future stages in our re-development of our facilities. We will need to seek undertakings that the stages will continue to be funded, as an incomplete process would see the architect's and the school's vision for an integrated site fall short.....to the detriment of our student population.

We look forward to 2023 with a degree of optimism that schooling is returning to a more predictable and supportive experience for our communities. The many strategies that have been developed and implemented over the past few years (the College's Teaching and Learning Model, the use of High Impact Teaching Strategies, our focus on Literacy and Numeracy, our Wellbeing focus and more), together with our facility development where an increasing number of contemporary teaching spaces become available, will contribute to the effort of staff in providing engaging experiences for their students.

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 1079 students were enrolled at this school in 2022, 535 female and 544 male.

7 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).

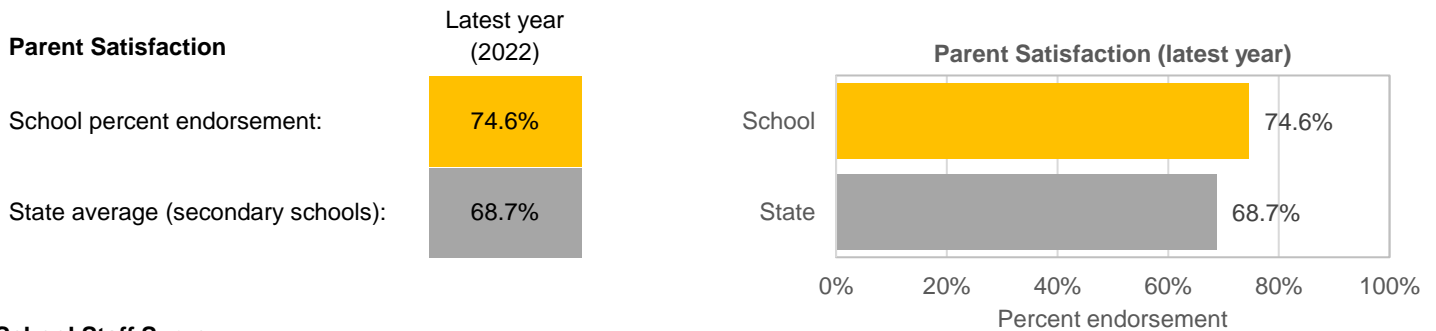
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

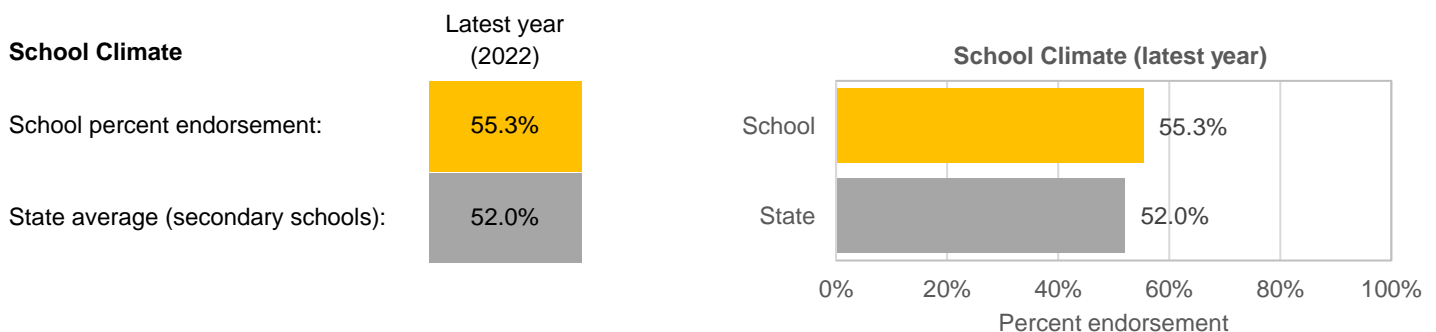


School Staff Survey

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:

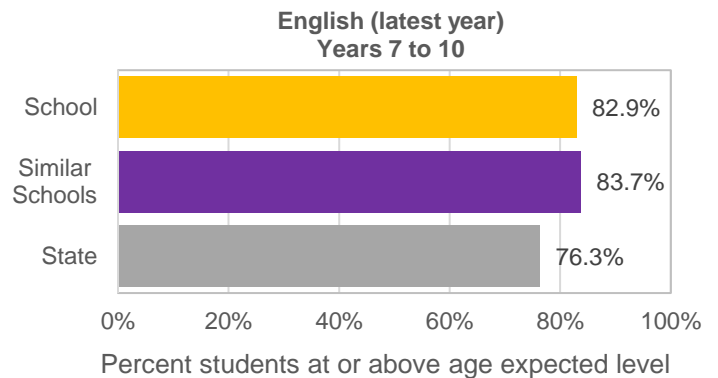
82.9%

Similar Schools average:

83.7%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

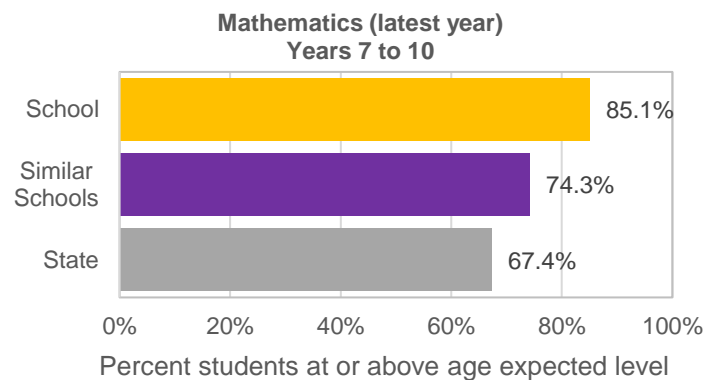
85.1%

Similar Schools average:

74.3%

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.

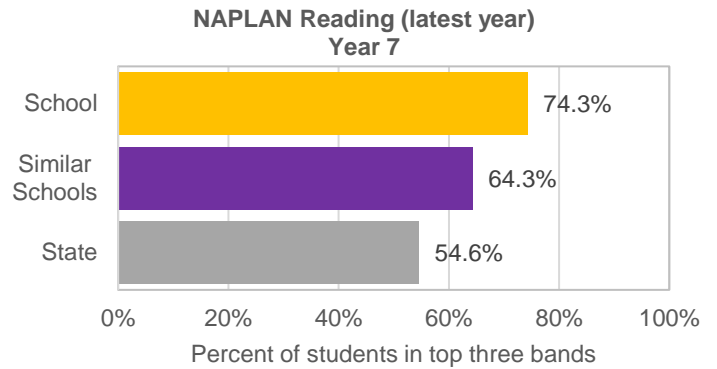
NAPLAN

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.

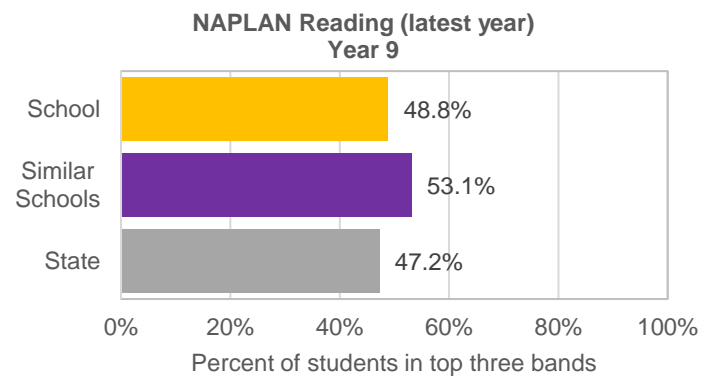
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.3%	69.3%
Similar Schools average:	64.3%	64.3%
State average:	54.6%	55.3%



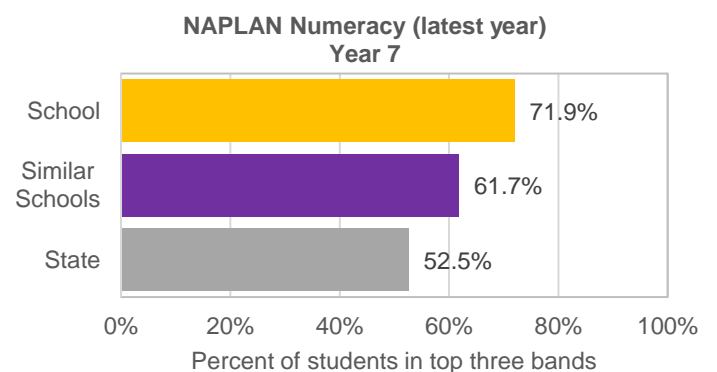
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.8%	51.3%
Similar Schools average:	53.1%	50.9%
State average:	47.2%	46.0%



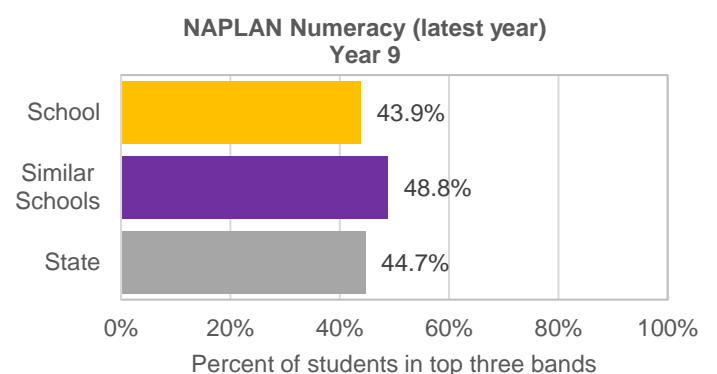
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.9%	67.9%
Similar Schools average:	61.7%	63.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.9%	54.2%
Similar Schools average:	48.8%	49.6%
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.*

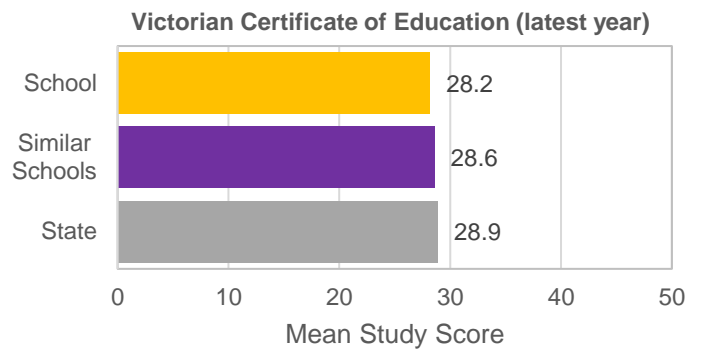
Victorian Certificate of Education (VCE)

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	28.2	28.6
Similar Schools average:	28.6	28.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

23%

VET units of competence satisfactorily completed in 2022:

79%

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

92%

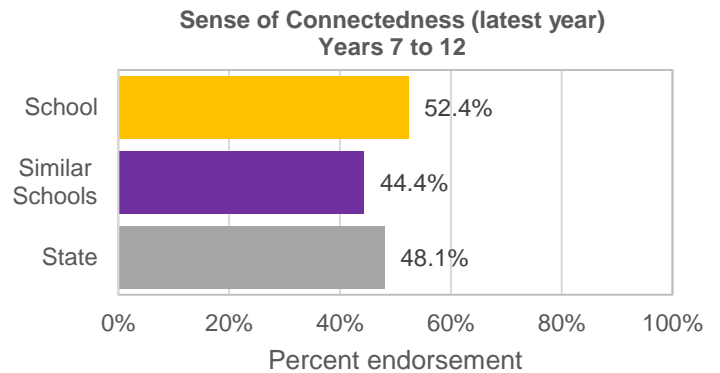
WELLBEING

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).

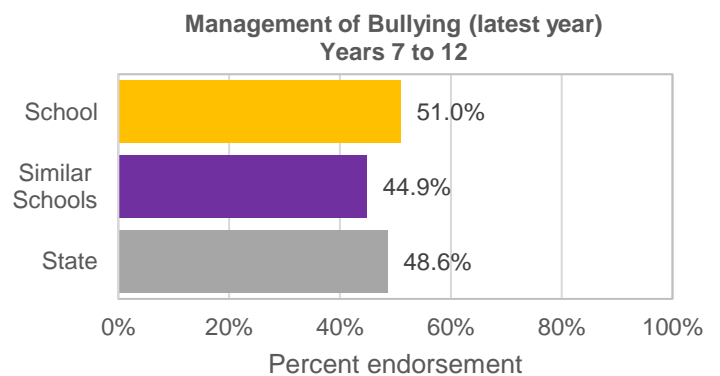
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.4%	52.9%
Similar Schools average:	44.4%	50.1%
State average:	48.1%	52.5%



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:	51.0%	55.2%
Similar Schools average:	44.9%	51.8%
State average:	48.6%	54.0%



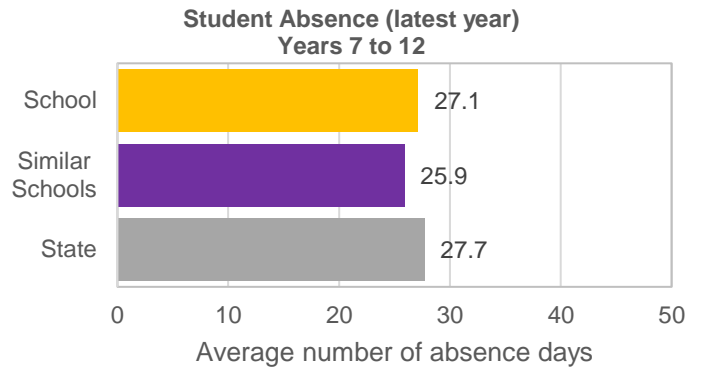
ENGAGEMENT

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:	27.1	19.7
Similar Schools average:	25.9	18.7
State average:	27.7	21.8



Attendance Rate (latest year)

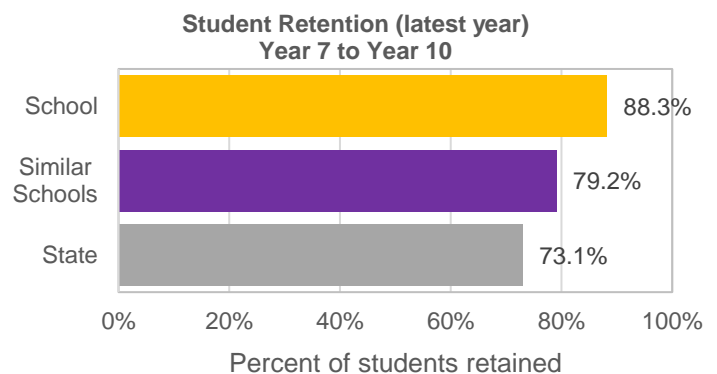
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	86%	84%	86%	86%	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 (2022)	4-year average
School percent of students retained:	88.3%	83.6%
Similar Schools average:	79.2%	79.4%
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.

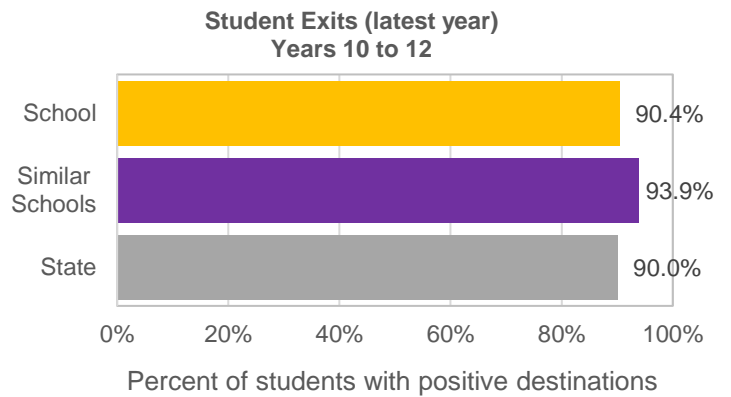
Students exiting to further studies or full-time employment

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:	90.4%	90.0%
Similar Schools average:	93.9%	93.8%
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	\$11,831,491
Government Provided DET Grants	\$1,315,554
Government Grants Commonwealth	\$21,423
Government Grants State	\$5,000
Revenue Other	\$104,289
Locally Raised Funds	\$1,787,281
Capital Grants	\$0
Total Operating Revenue	\$15,065,037

Equity ¹	Actual
Equity (Social Disadvantage)	\$91,614
Equity (Catch Up)	\$44,175
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$135,789

Expenditure	Actual
Student Resource Package ²	\$11,376,803
Adjustments	\$0
Books & Publications	\$17,196
Camps/Excursions/Activities	\$433,449
Communication Costs	\$13,389
Consumables	\$295,647
Miscellaneous Expense ³	\$72,472
Professional Development	\$98,113
Equipment/Maintenance/Hire	\$399,126
Property Services	\$227,137
Salaries & Allowances ⁴	\$398,206
Support Services	\$375,449
Trading & Fundraising	\$238,274
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$35
Utilities	\$122,233
Total Operating Expenditure	\$14,067,529
Net Operating Surplus/-Deficit	\$997,508
Asset Acquisitions	\$198,948

- (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	\$1,865,290
Official Account	\$177,678
Other Accounts	\$79,039
Total Funds Available	\$2,122,007

Financial Commitments	Actual
Operating Reserve	\$414,809
Other Recurrent Expenditure	\$0
Provision Accounts	\$17,049
Funds Received in Advance	\$33,877
School Based Programs	\$393,714
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$45,611
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$26,844
Capital - Buildings/Grounds < 12 months	\$217,195
Maintenance - Buildings/Grounds < 12 months	\$139,070
Asset/Equipment Replacement > 12 months	\$333,838
Capital - Buildings/Grounds > 12 months	\$375,000
Maintenance - Buildings/Grounds > 12 months	\$125,000
Total Financial Commitments	\$2,122,007

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.