**2023 Annual Report to the School Community**

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|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 19 March 2024 at 01:31 PM by Linda Connell (Principal) |  |  | | --- | | * This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 28 March 2024 at 08:33 PM by David McNicol (School Council President) | |

School Name: Manangatang P-12 College (6235)

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 P-12 schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

**Learning**

* English and Mathematics for Teacher Judgements against the Victorian 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](https://nap.edu.au/naplan/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**

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| **School context** |
| Manangatang P-12 College provides a supportive and inspiring environment where students are becoming increasingly empowered to embrace learning, enhance their talents, and achieve their personal best. The College aims to build the social, emotional, and physical wellbeing of its students.Enrolment numbers currently sit at 65 students, and continues to fluctuate between 55 and 65. It is becoming increasingly difficult to retain students in the secondary years. Social isolation coupled with a declining district population, has played a large part in the school’s inability to retain students. Students are drawn from an area of approximately 4,000 square kilometres. Strategies such as daily phone calls and wellbeing checks have been maintained to encourage high attendance. However, the attendance data continues to be adversely affected by a small number of families. 18% of our students identify as Aboriginal or Torres Straight Islander, 4% of our students are EAL, 36% are equity funded for disadvantage and 33% of students are identified on the NCCD for students with a disability.In 2023, the school employed 16.38 equivalent full-time staff: 1 Principal class (Acting), 10.9 Teachers and 4.48 Education Support staff. Initiatives like Student Led Conferences, point of need teaching and wellbeing supports, enable staff and students to work together to set meaningful goals that are revisited regularly. Teacher collaboration through Professional Learning Communities aims to improve the capacity of all teachers to implement consistently high-level teaching strategies, including evidence-based point of need teaching for students in literacy and numeracy. Increased and improved use of Compass has assisted teachers to enhance their teaching and assessment of student progress and develop communication between students, teachers, and parents.School Vision: Manangatang P-12 College provides a supportive, equitable and inspiring environment where we are empowered to embrace learning and fairness, enhance our talents and achieve our personal best. We aim to build social, emotional and physical well-being. In partnership with the community, we are encouraged to contribute as global citizens who acknowledge human rights and are positive members of society.Student engagement and wellbeing is underpinned by our core school values of:Relationships - Building trust through communication.Respect - For ourselves, for others, for our college and for our community.Responsibility - For our actions - to myself, to you, to us. Resilience - Persistence in moving forward. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Continuing to develop consistency and quality of teaching practice was a focus in 2023. Throughout the year, our school's English team work together to develop a consistent whole school approach to the teaching of the three areas of English including reading and viewing, speaking and listening, however there was a specific focus on writing. Building staff knowledge and skills in this area enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation. The Mathematics team continued to work together to develop a consistent approach to the teaching of Mathematics, including the implementation of a consistent approach to explicit instruction, the use of manipulatives to support student learning and individual differentiation strategies to accommodate student learning needs. In-house professional learning developed teacher capacity to identify gaps in student learning and implement strategies to fill these gaps.Teacher judgement in Prep - Year 6 was slightly above similar schools and almost the same as the state average for both English and Mathematics. Years 7-10 placed students were below similar schools and the state average in English and above similar schools and similar schools in Mathematics. In Reading, 86.5% of Prep -Year 6 students were at or above the expected standards and 62.2% of Year 7-10 students were at or above expected standard. In Mathematics 89.5% of Prep – Year 6 students performed at or above expected age standards, 68.8% of the Year 7-10 students were at or above expected age standards.NAPLAN results indicated that 85.7% of students in Year 3, 100% of Year 5 students and 22.2% of students in Year 9 were achieving at the 'strong' and 'exceeding' proficiency levels in Reading. In Numeracy, 42.9% of students in Year 3, 100% of student in Year 5  and 33.3% of students in Year 9 achieved at the 'strong' and 'exceeding' proficiency levels. No data is available for Year 7. Whilst students proficiency levels were low in Year 9, it should be noted that student 71% of Year 9 students showed high growth compared to the state average of 24%. |
| Wellbeing |
| Student Attitude to School data for a sense of connectedness shows that in 2023 showed that 84.4% of students in Years 4 to 6 felt connected to school compared to 65.0% in 2022 and above the state average of 77%. Students in Years 7 to 11 recorded 35.3% positive responses. This is lower than the state average which is 45.3%.Staff at the College worked hard to maintain positive and productive relationships with students and their parents/carers. Students and families who required additional support were identified through academic assessments and discussions at staff meetings. Home group teachers played a large part in problem solving and in ensuring timely responses, including regular student check-ins and regular parent contact.The school employs a Wellbeing Coordinator three days a week. Consequently, students and staff have participated in wellbeing activities to support their readiness to learn and teach. School Wide Positive Behaviour Supports continues to be a school wide focus. The behaviour matrix was reviewed in 2023 and the token system has helped to acknowledge the positive behaviours of students.A formal schedule for Student Support Group meetings for with Individual Education Plans was established and significant work was undertaken to identify adjustments for individuals to support learning and engagement.   Communication with the school community about the positive approach to learning was maintained, with regular information updates and fun community-based activities shared on our Facebook page, the newsletter and Compass. SRC whole school community projects and events were also published on these platforms. |
| Engagement |
| Student attitude to school survey data in the domain of 'effective teaching practice for cognitive engagement'  had a positive response rate in the factor 'differentiated learning challenge' of 79% and 'effective teaching time' of 80% compared to the state averages of 65% and 66%, respectively. Despite this, student attendance continues to be challenging. The average number of days away from school for Years F-6 was 18.7 and was slightly lower than State average number of absence days (20.5). Years 7-12 average absences were 48.1 which was considerably higher than the state average 28.4.   Historically, attendance data has been influenced by a small number of students with chronic absences. In 2023, this continued to be the case. Despite not meeting state targets attendance rates for all year levels, attendance was above 90% in Prep Year 1, Year 5 and Year 6; Years 2 and 3 had rates 89 and 88% respectively. All other year levels had attendance rates of 78% or 79%.Families with students absent from school are contacted daily to support return to school where necessary but also to maintain accurate attendance data. An acknowledgement certificate has been introduced to encourage better attendance. No data was available for student retention. All three students who exited Year 11 took up full-time apprenticeships, having participated in school-based apprenticeships in the first six months of 2023. |
| **Other highlights from the school year** |
| Highlights included school camps at all year levels which provided students with the opportunity to broaden their experiences and build relationships. In secondary, students participated in a number of industry visits and undertook work experience in a range of setting. This allowed students to explore different pathways for their futures. Student achievements in sport continue to be a highlight, including the individual and team achievements in swimming and athletics at regional and state level. Other highlights included the introduction of the STEM program and the agriculture program, both of which were made possible by grants received at the end of 2022. |
| **Financial performance** |
| The college is currently in a sound financial position. The school is in a surplus with all monies attached to projects to be expended during 2024, including reflooring the sports stadium.In 2023, the College received Equity funding to the value of $37,539.00 to a address social disadvantage. Funds raised by the SRC and Parents and Friends were used to upgrade the outdoor space utilised by secondary students, providing students with a more pleasant place to engage in team and individual game play during break times, as well as a social space for students to engage with each other in an inclusive manner.Continuing to develop quality and consistency of teaching practice continued to be a focus in 2023. Funds are being monitored continuously and expenditure is directed to ensure the best results for our students. This included employing a new FTE staff member in primary in 2023. The school continues to address other areas of improvement in consultation with students, staff, and community. Funds have been redirected to maintenance in recognition of keeping our facility to a standard that encourages the best environment for learning and development for staff, students, and families. |
| **For more detailed information regarding our school please visit our website at** [**https://www.manang.vic.edu.au**](https://www.manang.vic.edu.au) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 62 students were enrolled at this school in 2023, 28 female and 34 male.

NDP percent of students had English as an additional language and 13 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: Medium

Parent Satisfaction Summary

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

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

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 66.7% |
| State average (P-12 schools): | 69.6% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 36.6% |
| State average (P-12 schools): | 59.3% |

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.

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| **English**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 86.5% |
| Similar Schools average: | 85.9% |
| State average: | 87.2% |

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| **English**  **Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 62.2% |
| Similar Schools average: | 67.0% |
| State average: | 75.5% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 89.5% |
| Similar Schools average: | 86.5% |
| State average: | 86.4% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 68.8% |
| Similar Schools average: | 62.3% |
| 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.

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| **Reading**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 85.7% |
| Similar Schools average: | 58.8% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 100.0% |
| Similar Schools average: | 78.2% |
| State average: | 76.9% |

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| **Reading**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding | NDP |
| Similar Schools average: | 61.1% |
| State average: | 66.1% |

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| **Reading**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 22.2% |
| Similar Schools average: | 55.3% |
| State average: | 60.0% |

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 (continued)

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| **Numeracy**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 42.9% |
| Similar Schools average: | 61.6% |
| State average: | 67.4% |

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| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 100.0% |
| Similar Schools average: | 67.5% |
| State average: | 67.9% |

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| **Numeracy**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | NDP |
| Similar Schools average: | 58.7% |
| State average: | 62.9% |

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| **Numeracy**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 33.3% |
| Similar Schools average: | 62.0% |
| State average: | 59.9% |

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.

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| **Reading**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 67.8% |
| State average: | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 66.1% |
| State average: | 70.2% |

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| **Reading**  **Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 16.7% |
| Similar Schools average: | 50.0% |
| State average: | 54.6% |

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| **Reading**  **Year 9** | Latest year (2022) |
| School percentage of students in top three bands: | NDP |
| Similar Schools average: | 42.9% |
| State average: | 47.2% |

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 (continued)

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| **Numeracy**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 58.0% |
| State average: | 64.0% |

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| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 47.4% |
| State average: | 54.2% |

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| **Numeracy**  **Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 47.8% |
| State average: | 52.5% |

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| **Numeracy**  **Year 9** | Latest year (2022) |
| School percentage of students in the top three bands: | NDP |
| Similar Schools average: | 43.7% |
| 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.

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| **Victorian Senior Secondary Certificate** | Latest year (2023) | 4-year average |
| School completion rate: | 0.0% | 85.7% |
| Similar Schools completion rate: | 97.1% | 96.8% |
| State completion rate: | 96.6% | 97.1% |

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| Mean study score from all VCE subjects: | NDA |
| Number of students awarded the VCE Vocational Major | NDA |
| Number of students awarded the Victorian Pathways Certificate | NDA |
| Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence: | NDA |
| Percentage VET units of competence satisfactorily completed in 2023: | 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 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 84.4% | 66.4% |
| Similar Schools average: | 80.0% | 79.3% |
| State average: | 77.0% | 78.5% |

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 35.3% | 39.4% |
| Similar Schools average: | 45.9% | 52.0% |
| State average: | 45.3% | 49.9% |

WELLBEING (continued)

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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 88.9% | 70.6% |
| Similar Schools average: | 82.4% | 81.2% |
| State average: | 75.1% | 76.9% |

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 41.2% | 46.4% |
| Similar Schools average: | 55.9% | 61.2% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 18.7 | 24.9 |
| Similar Schools average: | 21.3 | 18.2 |
| State average: | 20.5 | 18.1 |

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| **Student Absence**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School average number of absence days: | 48.1 | 32.6 |
| Similar Schools average: | 30.0 | 25.9 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 92% | 92% | 89% | 88% | NDP | 92% | 90% |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2023): | NDP | 78% | 79% | 78% | 79% | NDP |

ENGAGEMENT (continued)

Student Retention

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

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2023) | 4-year average |
| School percent of students retained: | NDA | 52.0% |
| Similar Schools average: | 69.6% | 71.7% |
| State average: | 72.6% | 73.8% |

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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2022) | 4-year average |
| School percent of students to further studies or full-time employment: | 100.0% | 100.0% |
| Similar Schools average: | 91.0% | 86.5% |
| 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 | $2,292,106 |
| Government Provided DET Grants | $503,706 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $16,800 |
| Revenue Other | $187,986 |
| Locally Raised Funds | $68,653 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,069,251** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $32,261 |
| Equity (Catch Up) | $5,278 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$37,539** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,068,464 |
| Adjustments | $0 |
| Books & Publications | $2,360 |
| Camps/Excursions/Activities | $15,544 |
| Communication Costs | $3,415 |
| Consumables | $78,592 |
| Miscellaneous Expense 3 | $8,871 |
| Professional Development | $13,257 |
| Equipment/Maintenance/Hire | $26,999 |
| Property Services | $119,456 |
| Salaries & Allowances 4 | $24,799 |
| Support Services | $0 |
| Trading & Fundraising | $8,251 |
| Motor Vehicle Expenses | $13,332 |
| Travel & Subsistence | $2,427 |
| Utilities | $13,907 |
| Total Operating Expenditure | **$2,399,674** |
| Net Operating Surplus/-Deficit | **$669,577** |
| Asset Acquisitions | **$51,080** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $1,348,590 |
| Official Account | $31,134 |
| Other Accounts | $0 |
| Total Funds Available | **$1,379,724** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $44,071 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $10,019 |
| School Based Programs | $440,564 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $28,466 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $90,463 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $617,542 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$1,231,125** |

*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.*