

# 2023 Annual Report to the School Community

School Name: Virtual School Victoria (6261)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 08:40 AM by Fiona Webster (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 26 April 2024 at 12:05 PM by Lorri Butera (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### **NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### **Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### **Victorian Senior Secondary Certificate**

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Virtual School Victoria (VSV), situated in Thornbury, is dedicated to offering contemporary, evidence-based virtual and blended learning opportunities to a diverse student body, prioritizing inclusive practices and student wellbeing to support each individual achieve their learning objectives. The school's values; Respect, Empathy, Collaboration, and Growth—reflect its community ethos. Following the completion of a successful quadrennial review in September 2023, a new School Strategic Plan was developed for 2024-2027.

The total student population in 2023 was 6,720, a rise of 719 from 2022, with 3,084 full-time equivalent (FTE) students. Among them, 3,945 were school-based students accessing VCE subjects unavailable locally, while 2,775 were full-time students, including 1,697 in the Medical: Social Emotional category. VSV also delivered the Victorian High-Ability program to over 20,000 students. Throughout the year, 1,179 students withdrew for various reasons, such as returning to mainstream schooling or changing personal circumstances.

In terms of staffing, VSV employed 428.5 FTE staff in 2023, with an Executive Leadership Team comprising an Executive Principal, six Assistant Principals, a Business Manager and an Executive Assistant. A Combined Leadership Team of twenty-one Leading Teachers and seven Learning Specialists led curriculum development and delivery, student engagement, and wellbeing programs. The staff included 359.5 teachers (including one identifying as Aboriginal), 6.0 Tutor Learning Initiative tutors, and 7.0 Virtual Tutors, along with 47.4 Education Support Staff and 2.9 Victorian Public Service staff. Additionally, 4.7 TSSP/contract IT staff supported program development, delivery, and administration.

Staff at the school operate in a hybrid model of remote and onsite work. Enrolment growth and the consequential increase in staff numbers means that the building in Thornbury is too small to safely accommodate all staff on site at the same time. The school will gain additional floor space when the Victorian School of Languages move to their new premises in 2025.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Learning at VSV is facilitated through a blend of coursework completed at the student's own pace and real time interactive teaching methods. A combination of learning materials developed by teachers, is accessed through a learning management system, third party educational software, WebEx videoconferencing and face to face events. At Virtual School Victoria, the expectation for students in Years F-10 is to achieve the minimum expected progress commensurate with their period of enrolment with VSV. This target can be challenging due to individual learning needs and the diverse reasons for enrolment. Since students don't progress in cohorts, comparing with 'similar' schools is difficult. Discrepancies between NAPLAN and Teacher Judgement data stem from low NAPLAN participation and the yearly influx of new enrolments.

To cater to individual needs, Learning Advisors collaborated with students and families to craft Personal Learning Plans and Individual Education Plans. Personalization involved tailored learning materials, adjustments for specific needs, and customization to foster student interests. Structured online programs, live classes, and in-person activities supplemented learning. Additional literacy and numeracy support came from the Tutor Learning Initiative, which extended outreach to other schools. The Victorian High-Ability program (VHAP) served over 20,000 students in 2023.

VCE students accessed a full suite of subjects in 2023, facilitated by funding from the VCE Expansion for Rural and Regional Students initiative. Many full-time VSV students also completed VET subjects externally. However, VCE outcomes only represent non-school-based students, not the entire cohort.

### Wellbeing

In 2023 there was an increase in students enrolled under the Medical: Social Emotional category and this continued the upward trend evident over the past decade. In 2023, 1697 students enrolled in this category including 1072 students referred to the school by medical practitioners due to School Refusal. Additionally, 743 children and young people enrolled with a diagnosis of Autism Spectrum Disorder and 444 with a diagnosis of ADD/ADHD. VSV students did not receive funding to support students who were eligible for the Program for Students with Disabilities (PSD) or Disability Inclusion (DI) as this funding is intended for students who attend school in person. In the second half of the year VSV received some Tier 2 DI funding for the first time. Until this time SRP

Resources were used to provide support to students through the employment of Wellbeing and Inclusion Teams. The Wellbeing Team is a multidisciplinary allied health team and the Inclusion Team is comprises Special Education teachers. Such a diverse highly vulnerable student cohort with a wide range of needs provides a range of challenges and requires flexibility. In 2023 the school continued to enhance the Learning Advisor role for non-school based students with a teacher allocated to 10-12 students to support them with engagement and success in their studies. Around 70% of current teaching staff have undertaken the Youth Mental Health First Aid accredited program. VSV identified further embedding Trauma Informed Practice as a whole school approach to student wellbeing as part of the new Strategic Plan. In 2023 the focus on parent and community engagement was increased through further development of the VSV parents' group which provided opportunities for parents to meet in a facilitated online environment and in person.

## Engagement

Enrolment at VSV is on an annual basis and students predominantly engage in a virtual learning environment rather than physically attending 'school'. The requirement for annual enrolment means that data on student retention was not recorded in the same way as mainstream schools. Accordingly, retention and attendance data is not presented in the following pages. In 2023 the school measured attendance through a combination of work submissions, engagement with teachers and participation in virtual classes/events and in-person activities. Learning Advisors and subject teachers regularly used Learning Management System data to monitor student participation.

Virtual schooling can be an isolating experience for children and young people. With a view to mitigating this impact a variety of engagement activities were offered to students. In the Primary School students attended virtual and in-person excursions and incursions. The Middle School ran extensive Connect Week programs every term consisting of virtual and in-person excursions and incursions. Senior School students participated in hybrid Connect Days and a wide range of virtual and in-person seminars. Students in the Middle and Senior School also had the opportunity to attend engagement and subject based camps.

Enrolment at VSV occurs annually, emphasizing virtual learning over physical attendance. Therefore, retention and attendance data aren't recorded similarly to mainstream schools. Attendance was gauged through work submissions, teacher engagement, and participation in virtual and in-person activities. Learning Management System data helped monitor student participation, with teachers following up on irregular engagement.

In 2023, specialist referring practitioners identified 1048 VSV students with the presenting issue of School Refusal. School Refusal is most prevalent in Category 1b. Medical: Social/Emotional. The high numbers of students with practitioner diagnosed School Refusal as a presenting issue posed significant challenges to student engagement. VSV identified further embedding Trauma Informed Practice as a whole school approach to student wellbeing as part of the new Strategic Plan. To counteract the potential isolation of virtual schooling, various engagement activities were provided. These included virtual and in-person excursions, Connect Week programs, hybrid Connect Days, seminars, and subject-based camps tailored to different school levels.

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## Other highlights from the school year

The following highlights are from the 2023 School Review panel report:

- Ministerial approval to implement a school council.
- Increased opportunities for parents/carers and school-based supervisors to participate in virtual and in-person events.
- Delivery of a literacy and numeracy learning support program for students two or more years behind their indicative level or on mandated IEPs.
- The implementation of the Middle Years timetable which lead to increased online class attendance and increased engagement.
- The embedding of a collaborative learning team focus using learning data to support teacher reflection on teaching practices and program development.
- Increased subject choice for VCE students due to the Expansion into Rural and Regional Victoria initiative which lead to improved VCE completion.
- Support for multiple students to perform or exhibit in the VCAA Victorian Certificate of Education (VCE) Season of Excellence showcase
- The development and implementation of a Middle Years social/emotional learning program
- The further development of partnerships with external providers.
- Access to trauma-informed practice professional learning.

## Financial performance

The Student Resource Package in 2023 was based on the predicted enrolment of 2552.2 FTE student enrolments across Foundation – Year 12. VSV does not charge state government schools and students enrolment fees with the aim of increasing accessibility to curriculum provision for all Victorian students. Instead, the school is provided with ‘accessibility funding’ and in 2023 this amounted to \$845,856. In 2023 the following resources were allocated to Virtual School Victoria; \$4,415,645 fund the continued implementation of the Expansion of the VCE into Rural and Regional Victoria initiative, \$3,136,506.27 to fund the Student Excellence Program, and \$295,380 to fund the Regional Blended Learning Hub, Bellum Bellum at Morwell. Virtual School Victoria receives no DE funding for ICT hardware and software, the core of school operations. The recurrent operating costs (1.1 million in 2023) for ICT hardware, software, licensing and technical support and consultancy is through invested locally raised funds.

**For more detailed information regarding our school please visit our website at**  
<https://www.vsv.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 2536 students were enrolled at this school in 2023, 1509 female and 1027 male.

0 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.

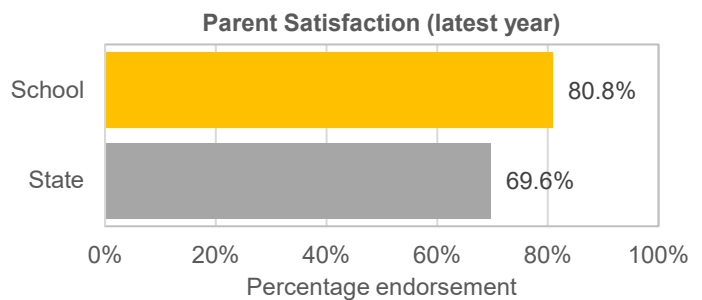
This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	80.8%
State average (P-12 schools):	69.6%



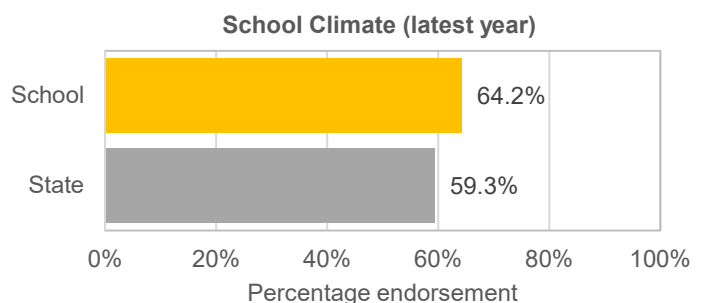
### School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	64.2%
State average (P-12 schools):	59.3%



## LEARNING

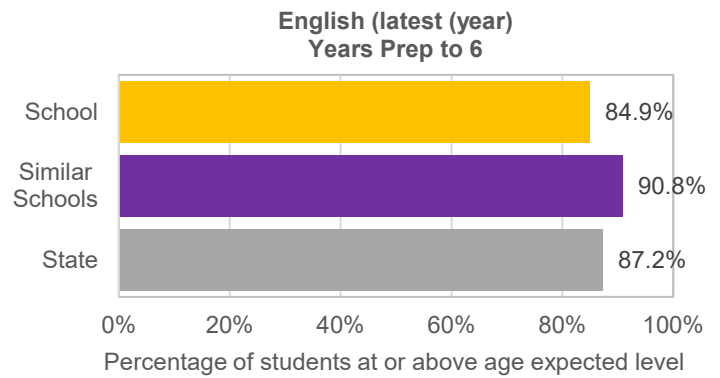
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

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

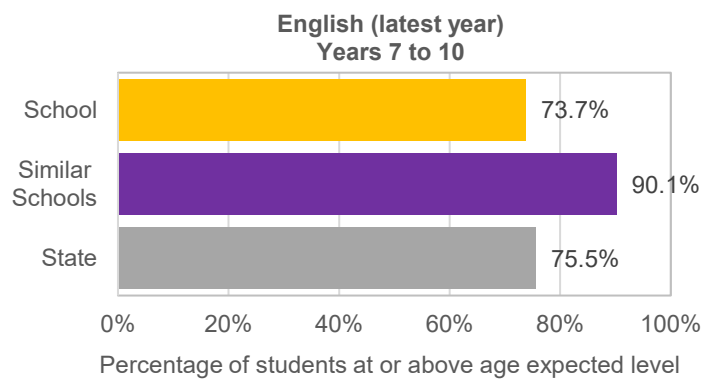
#### English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	84.9%
Similar Schools average:	90.8%
State average:	87.2%



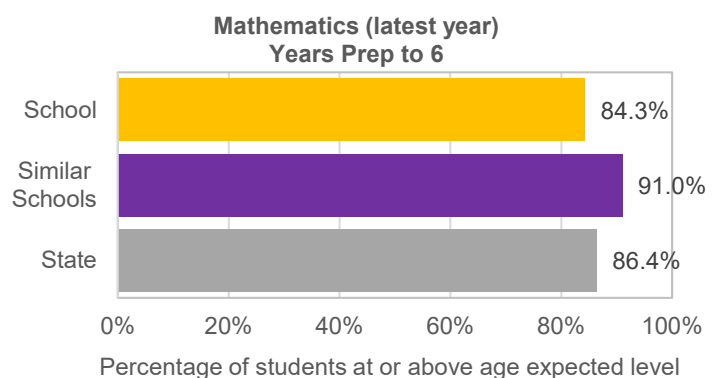
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	73.7%
Similar Schools average:	90.1%
State average:	75.5%



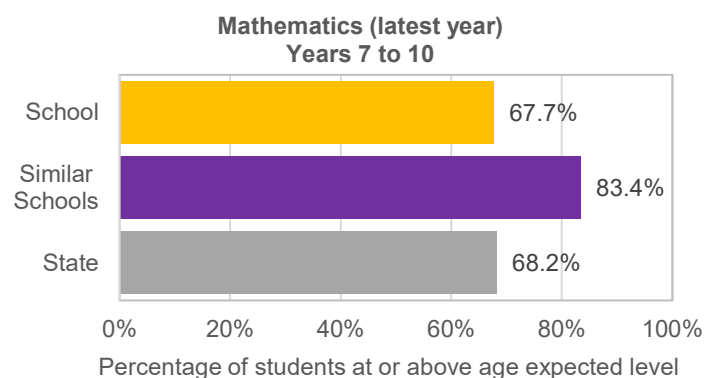
#### Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	84.3%
Similar Schools average:	91.0%
State average:	86.4%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	67.7%
Similar Schools average:	83.4%
State average:	68.2%





## LEARNING (continued)

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

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

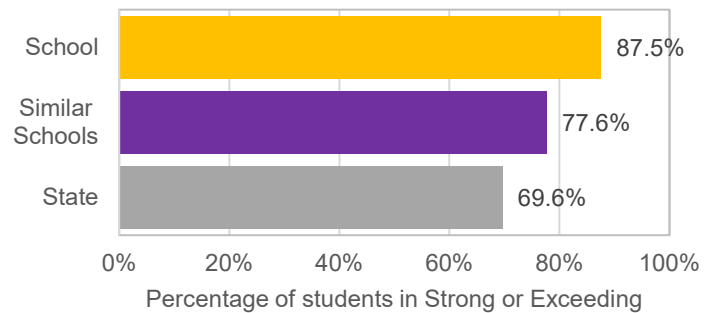
Similar Schools average:

77.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

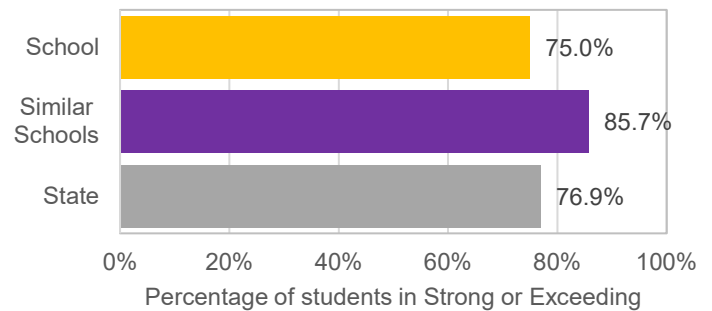
Similar Schools average:

85.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.4%

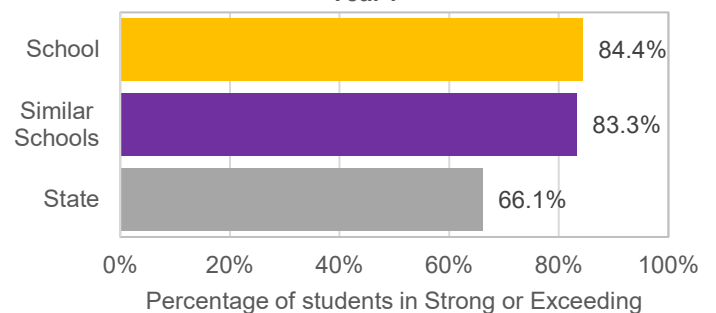
Similar Schools average:

83.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.4%

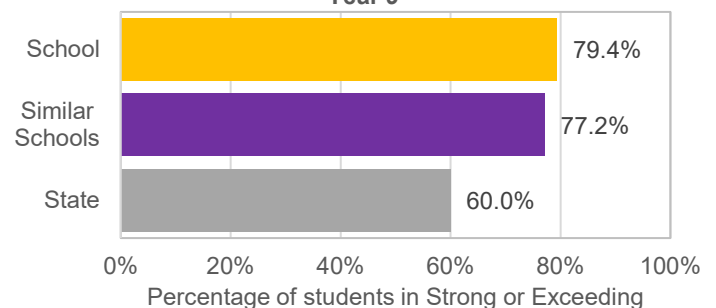
Similar Schools average:

77.2%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



**LEARNING (continued)**

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

**NAPLAN (continued)**

**Numeracy  
Year 3**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

100.0%

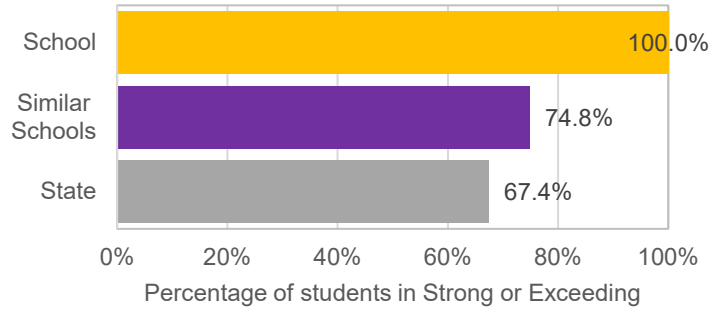
Similar Schools average:

74.8%

State average:

67.4%

**NAPLAN Numeracy (latest year)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

83.3%

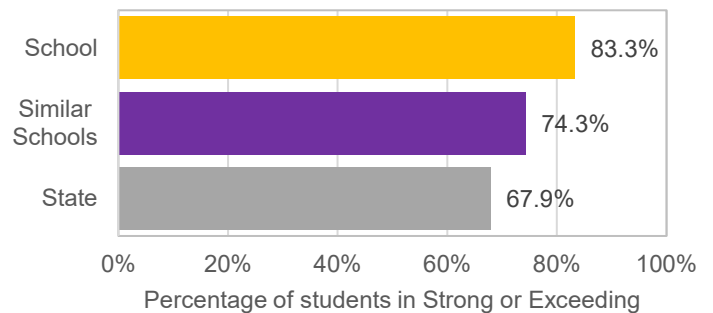
Similar Schools average:

74.3%

State average:

67.9%

**NAPLAN Numeracy (latest year)  
Year 5**



**Numeracy  
Year 7**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

67.7%

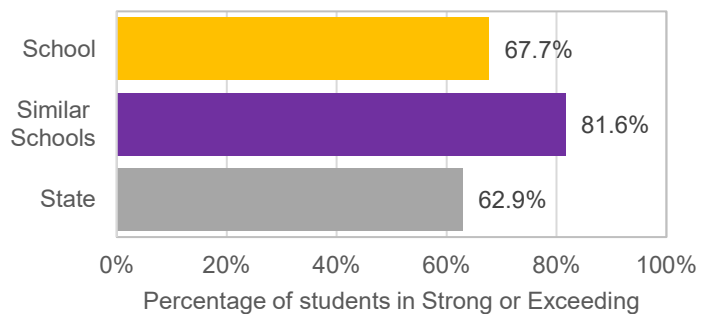
Similar Schools average:

81.6%

State average:

62.9%

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



**Numeracy  
Year 9**

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

74.4%

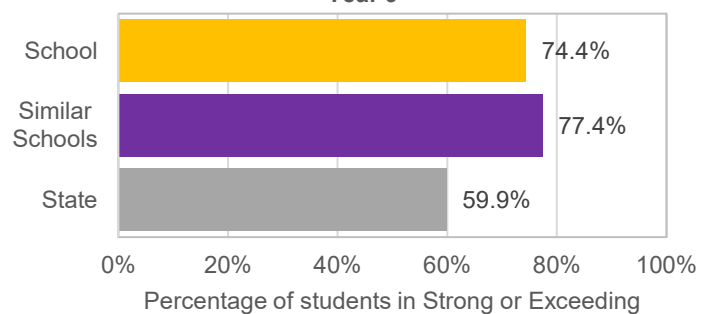
Similar Schools average:

77.4%

State average:

59.9%

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



## LEARNING (continued)

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

### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

80.0%

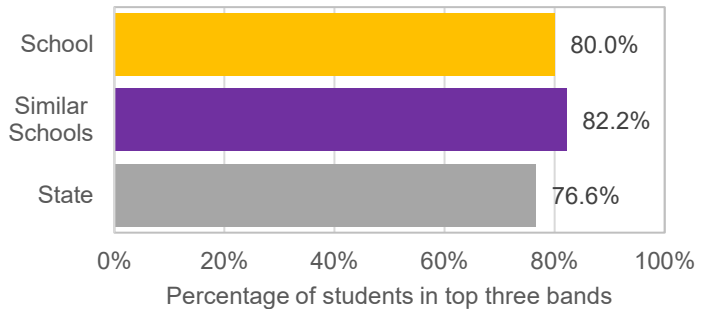
Similar Schools average:

82.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

87.5%

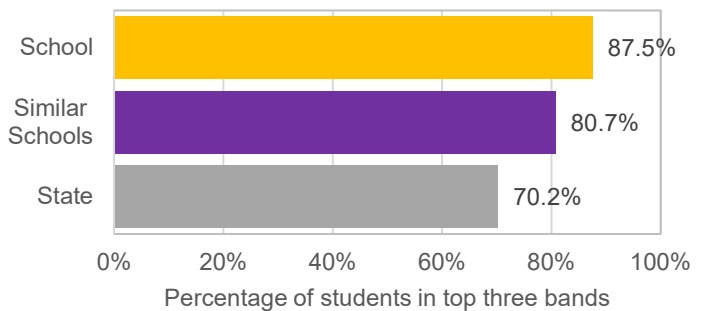
Similar Schools average:

80.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

69.4%

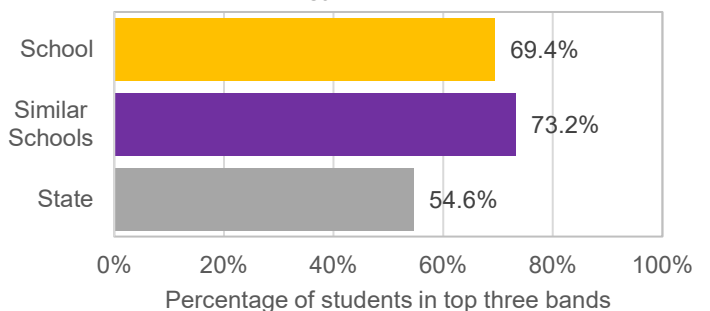
Similar Schools average:

73.2%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

61.8%

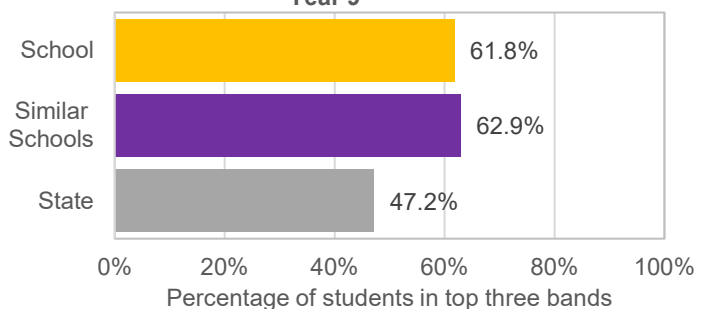
Similar Schools average:

62.9%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



**LEARNING (continued)**

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

**NAPLAN (continued)**

**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students  
in the top three bands:

83.3%

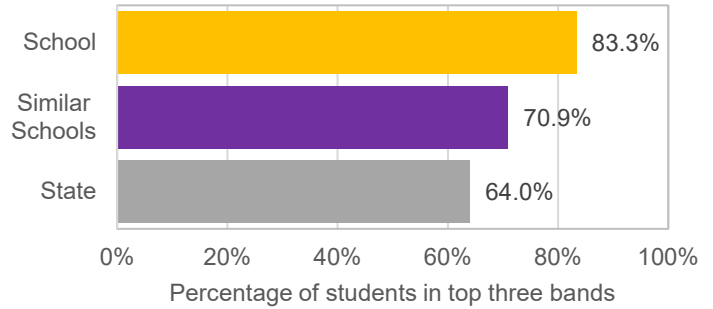
Similar Schools average:

70.9%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students  
in the top three bands:

100.0%

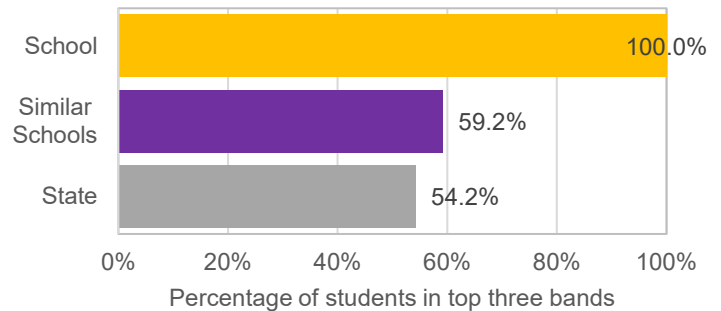
Similar Schools average:

59.2%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students  
in the top three bands:

62.2%

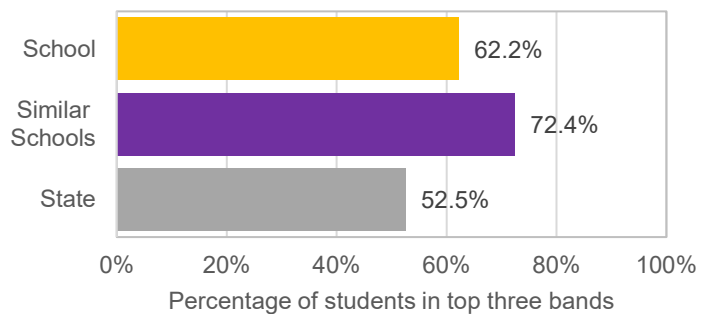
Similar Schools average:

72.4%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students  
in the top three bands:

49.2%

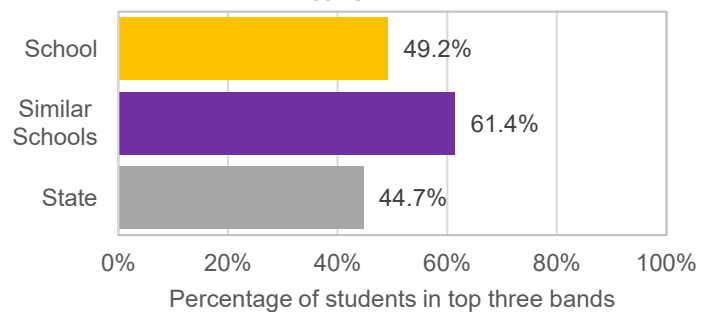
Similar Schools average:

61.4%

State average:

44.7%

**NAPLAN Numeracy (2022)  
Year 9**



## LEARNING (continued)

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

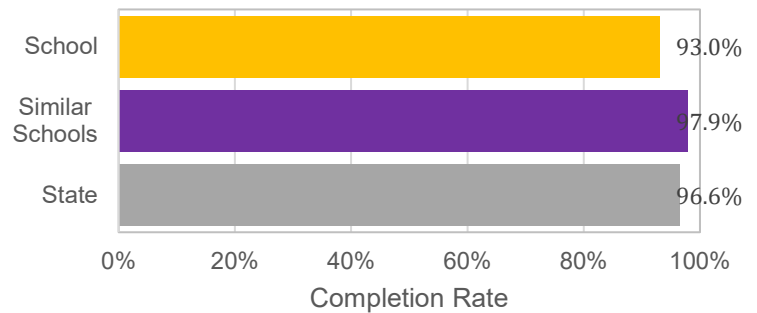
### Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2023)	4-year average
School completion rate:	93.0%	88.8%
Similar Schools completion rate:	97.9%	97.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.5

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:

3%

Percentage VET units of competence satisfactorily completed in 2023:

84%

## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

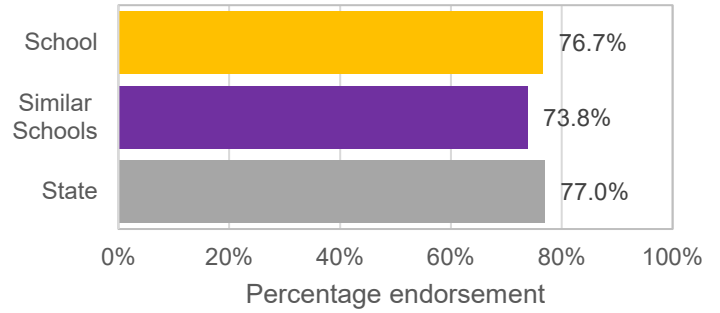
School percentage endorsement:

Latest year (2023)	4-year average
76.7%	68.9%
73.8%	76.0%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



#### Sense of Connectedness Years 7 to 12

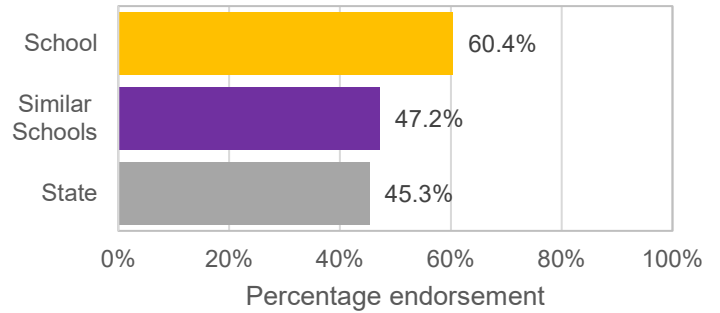
School percentage endorsement:

Latest year (2023)	4-year average
60.4%	61.3%
47.2%	51.3%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



**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).

**Management of Bullying  
Years 4 to 6**

School percentage endorsement:

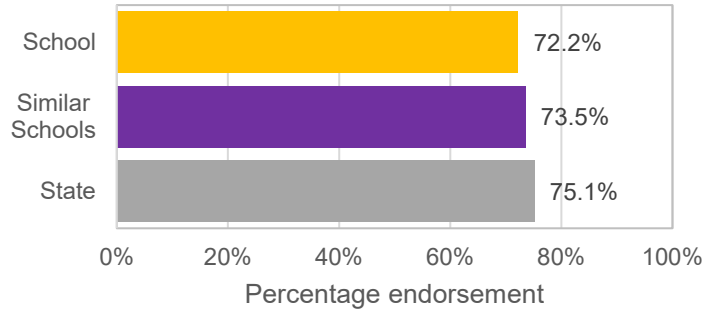
Similar Schools average:

State average:

Latest year (2023)      4-year average

72.2%	76.5%
73.5%	76.4%
75.1%	76.9%

**Management of Bullying (latest year)  
Years 4 to 6**



**Management of Bullying  
Years 7 to 12**

School percentage endorsement:

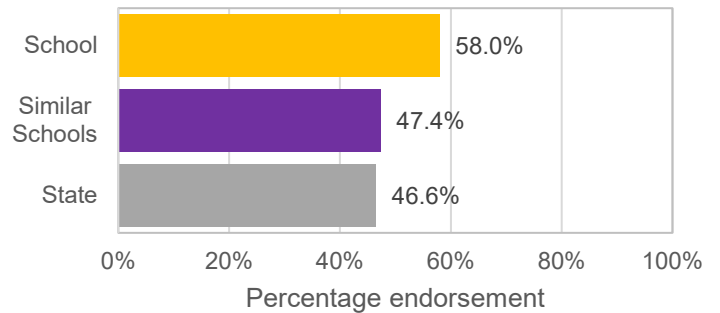
Similar Schools average:

State average:

Latest year (2023)      4-year average

58.0%	59.0%
47.4%	51.5%
46.6%	51.0%

**Management of Bullying (latest year)  
Years 7 to 12**



## ENGAGEMENT

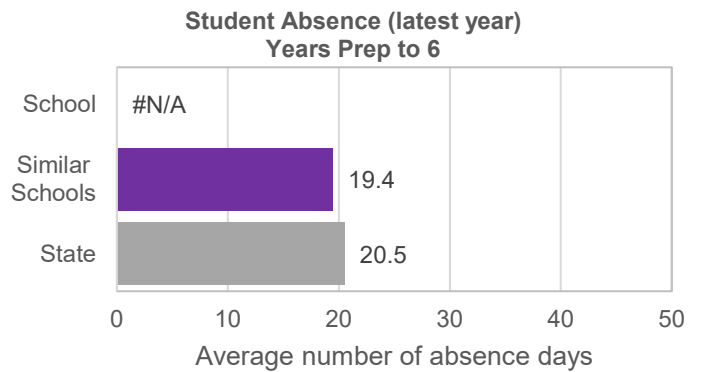
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

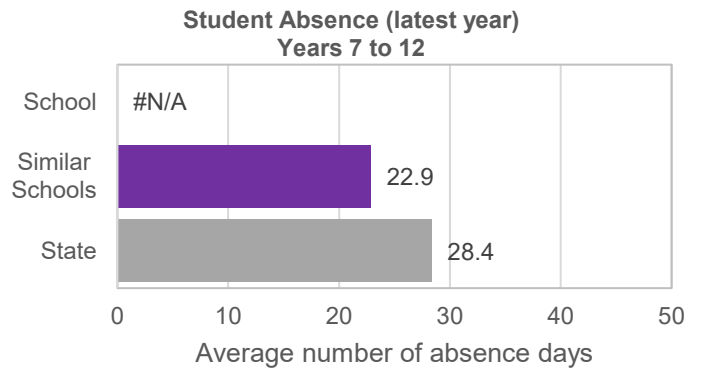
#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	19.4	17.0
State average:	20.5	18.1



#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	22.9	18.6
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDA	NDA	NDA	NDA	NDA	NDA	NDA
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	NDA	NDA	NDA	NDA	NDA	NDA	NDA



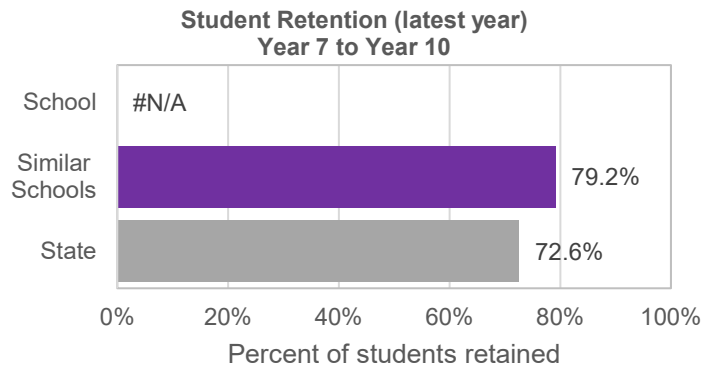
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	79.2%	81.2%
State average:	72.6%	73.8%



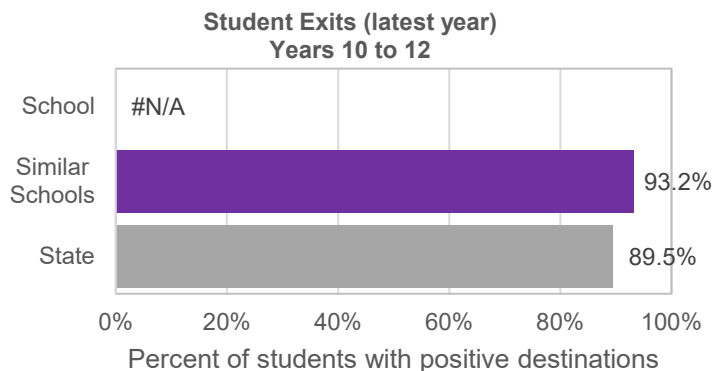
### Students exiting to further studies or full-time employment

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'.

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	93.2%	94.8%
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	\$50,589,240
Government Provided DET Grants	\$2,259,717
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$392,628
Locally Raised Funds	\$1,632,314
Capital Grants	\$4,406
<b>Total Operating Revenue</b>	<b>\$54,878,305</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$47,864,338
Adjustments	\$0
Books & Publications	\$14,140
Camps/Excursions/Activities	\$111,914
Communication Costs	\$224,101
Consumables	\$274,311
Miscellaneous Expense <sup>3</sup>	\$136,934
Professional Development	\$78,447
Equipment/Maintenance/Hire	\$729,825
Property Services	\$146,746
Salaries & Allowances <sup>4</sup>	\$600,271
Support Services	\$658,270
Trading & Fundraising	\$5,180
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,735
Utilities	\$172,921
<b>Total Operating Expenditure</b>	<b>\$51,020,136</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$3,853,763</b>
<b>Asset Acquisitions</b>	<b>\$294,260</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,979,255
Official Account	\$104,103
Other Accounts	\$55,324
<b>Total Funds Available</b>	<b>\$2,138,683</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$502,854
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$617,889
Beneficiary/Memorial Accounts	\$55,324
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$540,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$225,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,041,067</b>

*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.*