**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 18 March 2024 at 06:12 PM by Colleen Petschel (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 22 April 2024 at 08:27 PM by Allan Roberts (School Council President) | |

School Name: Rainbow P-12 College (8256)

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** |
| Rainbow P-12 College is a rural school, located in the northwest of Victoria. The area is a predominantly grain and sheep farming region.Our purpose is to inspire our students and community to flourish by making a positive difference to every student’s wellbeing, engagement and achievement. This has been accomplished by promoting and developing strong character, underpinned by a supportive and highly effective, school wide positive behaviour and education for all our students.  Our values are Work Hard, Be Kind, Bounce Back and Dream Big. We encourage strong character in our students, staff and families as typified by: Optimism, Zest, Grit, Social Intelligence, Gratitude, Curiosity and Self-control.In 2023, the school had 108 students, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts. The school’s socio-economic band value is low-medium. There are no ATSI students or students from overseas. 1.8% of students are in out of home care.    The school had 23.2 equivalent fulltime staff comprising of 2 principal class, 6.2 education support staff and 15.0 teaching staff. The school’s Leadership Team consists of a principal, an assistant principal, one leading teacher and three learning specialists. In 2023 we did not have any ASTI staff at the College.  The school offers a broad curriculum from Foundation to Year 12. Rainbow P-12 College provides specialist classes for such as, Art, Music, Food Technology and Digital Technology for all students from Foundation to Year 6. A range of subjects and elective programs are also provided for students from Years 7 to 10 such as Design and Technology, Languages Around the World, Agriculture, Auslan and Hands on Learning.  The school provided a wide range of senior secondary pathways including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning teach out (VCAL), Vocational Major (VM), Vocational Education and Training (VET), School Based Apprenticeships (SBAs) and Work Placement opportunities.   Rainbow P-12 College is an active member of the Southern Mallee Lakes Cluster and the Little Desert Region.   There are excellent ties with the community. The school provides fortnightly Shake, Rattle and Read Literacy sessions for preschool families. The students have connections with many local community groups through school-related activities such as our Intergenerational program. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The 2023 Teacher Judgements data shows that:Years P-6 English: Students working at or above age expected standard is 78.8%. This is below both like schools 86.8% and the state average 87.2%.Year 7-10 English: Students working at or above expected standard is 80.5%. This is above like schools 68.3% and state average 75.5%.Year P-6 Mathematics: Students working at or above age expected standard is 74.8%. This is below both like schools and state average 86.4%.Year 7 -10 Mathematics: Students working at or above age expected standards at 81% are above both like schools 64.3% and state average 68.3%.The NAPLAN test was revised in 2023 and the results are not longer comparable to previous years. Hence the 4 year average has been removed until 4 years of data is available.Year 3 NAPLAN – Reading: Percentage of students in the strong or proficient levels in NAPLAN was 20% compared to similar school at 61.8% and the state average at 69.6%.Year 5 NAPLAN – Reading: Percentage of students in the strong or proficient levels in NAPLAN was 81.8% compared to similar school at 73.6% and the state average at 76.9%.Year 7 NAPLAN – Reading: Percentage of students in the strong or proficient levels in NAPLAN was 76.9% compared to similar school at 60.3% and the state average at 66.1%.Year 9 NAPLAN – Reading: Percentage of students in the strong or proficient levels in NAPLAN was 62.5% compared to similar school at 56.5% and the state average at 60%.Year 3 NAPLAN – Numeracy: Percentage of students in the strong or proficient levels in NAPLAN was 60% compared to similar school at 63% and the state average at 67.4%.Year 5 NAPLAN – Numeracy: Percentage of students in the strong or proficient levels in NAPLAN was 63.6% compared to similar school at 66% and the state average at 67.9%.Year 7 NAPLAN – Numeracy: Percentage of students in the strong or proficient levels in NAPLAN was 84.6% compared to similar school at 59.9% and the state average at 62.9%.Year 9 NAPLAN – Numeracy: Percentage of students in the strong or proficient levels in NAPLAN was 100% compared to similar school at 63.3% and the state average at 59.9%.’The College’s mean VCE (Victorian Certificate of Education) study score is now 22.5. We also have a 100% satisfactory completion of VCE.42% of VET (Vocational Education and Training) courses were satisfactorily completed. This was due to one student who used the course to gain skills rather than complete the course. This student then gained an apprenticeship.We have employed more Education Support (ES) staff allowing students access to a variety of intervention strategies and extra assistance.Our Tutoring and MYLNS initiatives have continued to support students who fall outside the expected range of learning through the use of Individual Education Plans (IEPs) as well as Victorian High Ability Program (VHAP) continues to see students extended in literacy and numeracy at both the primary and secondary levels. |
| Wellbeing |
| Wellbeing Wednesdays were trialled for senior students with no scheduled classes, but have access to staff support and extra classes as necessary.Student wellbeing PIVOT check-ins and daily homeroom meetings gave students a sense of connection.The Man Cave and Flourish Girl sessions were a resounding success having 2 sessions in 2023.Staff completed the second two days and a consultative day of the Berry Street Educational Model of trauma informed teaching. This provided staff with an insight into how to connect with all students, including those who have experienced trauma. Staff have connected this to our School Wide Positive Behaviour Support Program (SWPBS) where they have fully implemented the list of whole school expectations (matrix), established major and minor behaviours and consistent consequences and have set up a reward system for SWPBS with Rooward cards and Jumpy’s Wonder Emporium.Our sense of connectedness in Year 4-6 (73.3%) was slightly below the state and similar schools average (77%). Our 4 year average was similar to school averages and state averages at 77%. Unfortunately, the same could not be said about our Year 7-12 sense of connectedness (32.2%) which was well below state and similar schools average (45%). Thus our 4 year average was also below state and similar school averages, this is an area we are continuing to focus on.With the management of bullying we were above the state and similar schools averages and 4 year average at Years 4-6 and above the state average at Years 7-12.Student wellbeing continues to be a main priority as we have employed a Wellbeing Coordinator. This is as part of our commitment to working on improving student connectedness and student wellbeing.This focus and need is highlighted clearly in our Strategic Plan (2022-2025). We have continued to implement The Resilience Project for the whole school community and continued to build upon the successful implementation of the School Wide Positive Behaviour Support Program (SWPBS). |
| Engagement |
| We have continued to focus on student attendance at school. P-6 “student absence” data shows that our students are attending school at a higher rate than that of similar schools and the state. Our 4 year average number of absent days is 14.1%, compared to similar schools average of 18.5% and state average of 18.1%.Attendance rates for the P-6 ranged from 85% to 95%. Attendance rates for the 7-12 ranged from 84% to 92%.Common reasons for non-attendance include illness, extended family holidays, student motivation or engagement and student refusal.Our ability to maintain the Year 7 to Year 10 “Student Retention” data also reflects our consistency in student engagement. The percentage retained over the 4 year average is 79.1%, compared to similar school average of 73.1% and the state average of 73.8%.Exit data for Year 10-12 students showed that 80% of our students left and went on to further studies or full time employment. This is lower than similar and state school averages.The College once again offered the VCAL teach out pathways, introduced the VM subjects and VCE pathways for senior students.The College continued on with Berry Street Education Model in order to improve staff engagement with students, and offer more student voice in our curriculum. Regular Student Forums continue to be part of our school program as well. The Berry Street Model of trauma informed practice builds teacher capacity to provide effective strategies for student self-regulation. These initiatives are all aimed at improving student’s engagement at our school. This aligned with the introduction of the School Wide Positive Behaviour Support (SWPBS) which focuses on a whole school approach to expectations and behaviour management.We have an attendance officer who regularly follows up on absences, and the school wellbeing team offers support to students who are at risk. This is also supported by the Pivot Survey wellbeing check-ins that are completed weekly. Students at VCE/VCAL/VM level were also given continuous feedback about their attendance rates to ensure that they were meeting the attendance requirements.Student Representative Council at Junior and Senior level continue to offer the students a voice. We also have a student voice appointed to the School Council to represent the student body. We also have two proactive students who attend and actively participate in School Council discussions. As part of our SWPBS program we also had termly Form Captain meetings to allow for more student voice and leadership opportunities. |
| **Other highlights from the school year** |
| Highlights for 2023 included:Inter-Generational project with WWHSRoyal Far WestEmploying a dedicated Wellbeing co-ordinatorElectives program based on student choice from Year 7- 10- eg Fishing, Amazing Art, AusLan,Camps program – Year 7-12  Surf camp, Junior camp programSchool productionIncursions - including The Man Cave/Flourish Girl x 2, Proactivity activities,Southern Mallee Cluster activitiesHand On Learning programInvolvement in community activities - Pancake day, Rainbow Show, ANZAC DayVM Food van – Rainbow Grab ‘n’GoSchool for Student Leadership projectsSRC fundraising and fun daysCelebrating our Year 12 students - breakfast and graduation dinnerKindergarten transition programPresentation night display of student workSWPBS training for staffActive Parents & Friends AssociationIncrease in the number of Education Support staffStudent organised PromWork experience, placement and SBA programVHAP (Victorian High Achiever's program) involvementCanteen operating and sourced by local businessEmphasis on developing student leadership and agency - Year 6 leadership campRegional Poetry CompetitionWhole school pack up in preparation for the Building Works |
| **Financial performance** |
| Rainbow P-12 College maintained a sound financial position throughout 2023.The 2022-2025 School Strategic Plan, along with the 2023 Annual implementation Plan, continued to provide the framework for school to allocation of funds to support school programs and priorities.The financial performance and position reports shows an end of year surplus of $430,925.The $38,814 Equity funding (a slight increase of $3000 from last year) was once again used to provide support to “catch up” intervention programs for identified students. This provided additional access for all students to online and print learning materials such as Mathletics, Spelling Mastery and Reading Eggs.In 2023 the school received $25,000 to assist with the transition from VCAL to the new Vocational Major (VM) and Vocational Pathways Certificate (VPC) curriculum. It was decided to invest this in a Food Van (Rainbow Grab’n’ Go) which became the main project for THE VM students. |
| **For more detailed information regarding our school please visit our website at <rainbowp12@education.vic.gov.au>** |

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 108 students were enrolled at this school in 2023, 50 female and 58 male.

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

Overall Socio-Economic Profile

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

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

This school’s SFOE band value is: Low - 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: | 54.2% |
| 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: | 68.2% |
| 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.

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| **English**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 78.8% |
| Similar Schools average: | 86.8% |
| 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: | 80.5% |
| Similar Schools average: | 68.3% |
| 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: | 74.8% |
| Similar Schools average: | 86.4% |
| 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: | 81.0% |
| Similar Schools average: | 64.3% |
| 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: | 20.0% |
| Similar Schools average: | 61.8% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 81.8% |
| Similar Schools average: | 73.6% |
| State average: | 76.9% |

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| **Reading**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding | 76.9% |
| Similar Schools average: | 60.3% |
| State average: | 66.1% |

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| **Reading**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 62.5% |
| Similar Schools average: | 56.5% |
| 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: | 60.0% |
| Similar Schools average: | 63.0% |
| State average: | 67.4% |

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| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 63.6% |
| Similar Schools average: | 66.0% |
| State average: | 67.9% |

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| **Numeracy**  **Year 7** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 84.6% |
| Similar Schools average: | 59.9% |
| State average: | 62.9% |

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| **Numeracy**  **Year 9** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 100.0% |
| Similar Schools average: | 63.3% |
| 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: | 66.7% |
| Similar Schools average: | 69.6% |
| State average: | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 68.6% |
| State average: | 70.2% |

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| **Reading**  **Year 7** | Latest year (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 47.3% |
| State average: | 54.6% |

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| **Reading**  **Year 9** | Latest year (2022) |
| School percentage of students in top three bands: | 50.0% |
| Similar Schools average: | 42.3% |
| 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: | 33.3% |
| Similar Schools average: | 56.6% |
| State average: | 64.0% |

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| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 42.9% |
| Similar Schools average: | 47.7% |
| 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: | 48.6% |
| State average: | 52.5% |

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| **Numeracy**  **Year 9** | Latest year (2022) |
| School percentage of students in the top three bands: | 50.0% |
| Similar Schools average: | 42.0% |
| 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: | 100.0% | 100.0% |
| Similar Schools completion rate: | 97.1% | 96.9% |
| State completion rate: | 96.6% | 97.1% |

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| Mean study score from all VCE subjects: | 22.5 |
| Number of students awarded the VCE Vocational Major | NDP |
| 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: | 43% |
| Percentage VET units of competence satisfactorily completed in 2023: | 42% |

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: | 73.3% | 77.0% |
| Similar Schools average: | 77.5% | 78.7% |
| 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: | 32.2% | 43.3% |
| Similar Schools average: | 45.7% | 51.5% |
| 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: | 87.7% | 85.6% |
| Similar Schools average: | 79.0% | 80.4% |
| 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: | 54.8% | 53.9% |
| Similar Schools average: | 54.8% | 60.1% |
| State average: | 46.6% | 51.0% |

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

|  |  |  |
| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 18.2 | 14.1 |
| Similar Schools average: | 20.9 | 18.5 |
| State average: | 20.5 | 18.1 |

|  |  |  |
| --- | --- | --- |
| **Student Absence**  **Years 7 to 12** | Latest year (2023) | 4-year average |
| School average number of absence days: | 22.6 | 18.5 |
| Similar Schools average: | 29.9 | 25.1 |
| 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): | 91% | 95% | 92% | 89% | 95% | 91% | 85% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2023): | 90% | 84% | 85% | 92% | 87% | 90% |

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: | 84.6% | 79.1% |
| Similar Schools average: | 72.0% | 73.1% |
| 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: | 80.0% | 86.8% |
| Similar Schools average: | 91.2% | 86.7% |
| 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 | $2,821,216 |
| Government Provided DET Grants | $768,378 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $4,424 |
| Revenue Other | $40,469 |
| Locally Raised Funds | $105,542 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,740,029** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $34,016 |
| Equity (Catch Up) | $4,798 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$38,814** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,637,253 |
| Adjustments | $0 |
| Books & Publications | $3,010 |
| Camps/Excursions/Activities | $51,824 |
| Communication Costs | $1,351 |
| Consumables | $74,815 |
| Miscellaneous Expense 3 | $23,614 |
| Professional Development | $26,861 |
| Equipment/Maintenance/Hire | $66,922 |
| Property Services | $166,818 |
| Salaries & Allowances 4 | $130,486 |
| Support Services | $56,942 |
| Trading & Fundraising | $32,750 |
| Motor Vehicle Expenses | $13,335 |
| Travel & Subsistence | $1,076 |
| Utilities | $22,047 |
| Total Operating Expenditure | **$3,309,105** |
| Net Operating Surplus/-Deficit | **$430,925** |
| Asset Acquisitions | **$102,734** |

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 | $524,472 |
| Official Account | $26,719 |
| Other Accounts | $0 |
| Total Funds Available | **$551,192** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $95,959 |
| Other Recurrent Expenditure | $7,796 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $130,503 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $10,363 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $30,000 |
| Maintenance - Buildings/Grounds < 12 months | $49,839 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$324,460** |

*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.*