

2023 Annual Report to the School Community

School Name: Victoria University Secondary College (8891)



- 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 18 March 2024 at 01:40 PM by Elaine Hazim (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 18 March 2024 at 07:04 PM by Ellen Arnott (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- 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'](#) 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

School context

Victoria University Secondary College is a Year 7-12 co-educational secondary college with two campuses: a 7-9 Junior Campus in Deer Park and a 10-12 Senior Campus in Cairnlea. A trade training centre is also located on the Cairnlea site. A total of 1094 students were enrolled at our school in 2023 - 494 females and 600 males. 52 percent of students had English as an additional language and 1 percent identified as Aboriginal or Torres Strait Islander. The college has an overall low socio-economic profile and is largely multicultural. The College's Student Family Occupation and Education Index (SFOE) is high at 0.5416. The college's workforce comprises 125.27 equivalent full-time staff and no Aboriginal and Torres Strait Islander staff.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Our vision is for students to be educated and enabled to 'Create the Future' – their own future, their communities' future, and the global future. Our college values 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others' underpin everything that we do and inspire students to create their future. Wide ranges of courses are offered so that every individual can develop their talents and explore their own areas of interest and ability. The College structure is designed around Junior and Senior Campuses, where each class has their own home group teacher and this in turn provides a safe, inclusive and caring community environment for students in which to learn and develop. The College has a strong focus on academic achievement, especially improving our student's literacy and numeracy outcomes. A focus on positive, respectful relationships is an essential part of a safe, enjoyable learning environment and has contributed to the College's excellent results, as has our strategy of enhancing student voice, agency and leadership across the school, and providing a rich extracurricular program. Activities including a comprehensive Instrumental Music program, Drama and Music Production, a camps program, interschool sports, our Rugby League Academy, AVID program, Scholarships program at Year 7, STEM programs, Debating teams and extensive VCE/VM/VET curriculum provide ample opportunities for all students to excel in their area of choice. The College has 7 international students who are offered the same learning program and co-curricular opportunities as all other students at the College.

Creating a strong community is an important part of the College's strengths. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent satisfaction with the school (76.2%) is well above the state average (68.7%) and reflects the confidence parents and families have in the work we do together. Our students benefit from a range of high-quality opportunities to engage with business and community partners through our mentoring and leadership programs developed and run by ABCN (Australian Business and Community Network). Our staff are deeply committed to the growth in learning and the well-being of each student, and their endorsement of the school climate (71.7%) is well above that for the state (52.0%).

The Student Wellbeing Team at the College also works tirelessly to ensure the promotion of positive well-being across the student population and broader school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Building practice excellence is the key to student learning success and we focused on a range of improvement strategies in the 2023 school year.

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. As of 2023, the Victorian Senior Secondary Certificate completion rate includes VCE and the VCE Vocational Major.

The College performed well in terms of many of the student learning outcomes in areas measured in the Performance Summary, with most being higher than that of Similar Schools and the State average. In 2023, we achieved a VCE mean study score from all

VCE subjects of 29.3, with 7% of study scores over 40. 35% of students studying VCE received ATAR scores over 80. The Victorian Senior Secondary Certificate completion rate at the school was 98.1%, compared to the Similar Schools completion rate of 95.7% and the State completion rate only being 96.6%. In addition, our VCE English mean study score was 30.18 for 2023; this still remains higher than the State mean and our highest ATAR study score for 2023 was 99.25. The number of students awarded the VCE Vocational Major for 2023 was 21 and the percentage of VET units of competence satisfactorily completed was 95%. These achievements have enabled our students to transition into high quality pathways and is the result of the commitment of staff who plan for improvement initiatives and hold high expectations for their students.

Teacher judgement of student achievement against the Victorian Curriculum reflects the percentage of students working at or above age expected standards in English and Mathematics: The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in English was 77.3% compared to similar secondary schools in Years 7 to 10 only being 67.3% and the State average being 75.5%. The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in Mathematics was 57% compared to the Similar School average of 57.8% and the State average of 68.2%.

The NAPLAN data provided shows the percentage of students in Strong or Exceeding proficiency levels. Please note that the NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Our school NAPLAN percentage of Year 7 students with Strong or Exceeding proficiency in the area for Reading was 65.1%, with Similar Schools at 57.3%. The percentage of our Year 9 students with Strong or Exceeding proficiency for Reading was 65.1%, with Similar Schools at 47.7% and the State 60.0%. For Numeracy NAPLAN at Year 7 the percentage of students with Strong or Exceeding proficiency was 58.9% whereas Similar Schools was only 52.6%. The percentage of our Year 9 students with Strong or Exceeding proficiency in 2023 was 61.1%, while Similar Schools was only 48.1% and the State average 59.9%.

These results show that our students are above the majority of students in other similar government secondary schools and above the State in both areas of Reading and Numeracy. Our Year 9 Reading and Numeracy NAPLAN results showed that students have improved from 2022 and are also achieving above other similar secondary schools.

In 2023 Professional Learning Teams (PLTs) continued to develop teachers' skills to plan, implement and evaluate vocabulary acquisition, critical reading and writing strategies and implement targeted interventions based on identified skill deficiencies. Moderation of student work, to ensure more consistent application of marking schemes and the awarding of grades, is increasing in all PLTs. We will continue to maintain a strong focus on improving student learning outcomes through investing in professional learning for all staff and extending opportunities for student input and feedback on teaching practice.

All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals. Improvements in the learning progress of students funded under PSD is reported to parents via the College's continuous reporting procedure on Compass. Details of all student assessment tasks including grades and suggested comments for improvement are available to all families via Compass. Parents receive timely information about their child's learning, often followed up by phone calls from teachers, and/or requests for parent-teacher meetings. Mid-semester and end of semester reports are also made available to parents via Compass, and through face-to-face parent teacher interviews. Parents are also invited to contact their child's teachers via email and/or via appointment at the College to discuss their child's learning progress during the year. Collectively, formative and summative multiple data sets indicate that at our College, all students funded under the Program for Students with Disabilities (PSD) demonstrated personalized rates and levels of academic progress.

Our parent opinion survey was very positive about the school's quality of teaching and learning, giving the school a 90.2% positive endorsement (last year it was 78%), while the State average was 73.1%. Our parent satisfaction is well above the State average. Our staff opinion survey was also extremely positive having received a 77.5% (last year 71.7%) positive endorsement for School Climate. Again, our results are well above the State average of only 57.2%.

In 2024 we will:

- focus on student effort and goal setting so that students are more active in their learning and can better track their own progress and know what they can do to improve.
- focus on differentiation so that we can best accommodate all students in our classes so that each can access the curriculum and experience success, regardless of their point of challenge.

- provide staff with further professional development around School Wide Positive Behaviour (SWPBS) to build a positive classroom environment and to enable differentiation of classroom work.
- build numeracy skills within Maths classes, providing more hands on examples and making connections to the real world as often as possible.
- continue to focus on the literacy skills of students in all classes, including vocabulary acquisition and reading and writing skills.

Wellbeing

The College core values of Respect Ourselves and Others, Strengthen the Community and Aspire to Achieve have been embedded as the framework for relationships and actions within the school community. A common language is present and visible within the College community with students and staff using the College values to guide their decisions and actions. A School Wide Positive Behaviour Support (SWPBS) matrix identifies the expected behaviours based on our core values. The matrix is used to support the building of a positive learning environment at Victoria University Secondary College.

Student wellbeing, as measured by the Student Attitudes to School survey, showed that students at the College are generally very positive, resilient and adaptable. 78.4% of students positively endorse the College's Management of Bullying for students from Year 7-12, with Similar Schools sitting at 47.8% and the State average only at 46.6%. For Sense of Connectedness from Years 7-12, our school's positive endorsement is at 66.2%, with Similar Schools at 46.3% and the State average at 45.3%. It is clear to see that VUSC's results in both areas of the Students' Attitude to School survey are high when compared to similar government secondary schools and the State. The Positive Behaviour Support program is embedded within the school. Students are consistently rewarded with commendations for positive behaviours and are encouraged to achieve and live school values through awards and recognition at campus and year level assemblies.

2023 saw a strong commitment to addressing the mental health needs of our students and staff and promoted positive behaviours around the College. The focus of our work in 2023 was to enhance the extent to which all students felt connected, protected and respected within and beyond the College. As educators we understand that what creates resilience varies at different stages of our lives. The clear indication is that students thrive when they relate to one another, when they protect one another and when they respect one another.

Student wellbeing is supported at the school through the employment of Youth Workers, Social Workers and a Student Wellbeing Manager/Psychologist. Year level coordinators support student attendance and positive behaviours. Teaching staff also support student wellbeing within the classroom using the LIFT lesson plan, collaborative learning strategies and assessment success criteria. Senior students are supported with an online study support program called Edrolo, with weekly lessons in study techniques, exam preparation, reflective practices and relaxation techniques. The school hired several tutors to support students in all subject areas to achieve greater success.

The College in 2024 will continue to monitor the wellbeing of students and implement preventative strategies to support positive mental health, along with intervention strategies in response to identified needs. This will be actioned by employing an additional Youth Worker and Social Worker, in addition to existing wellbeing staff, the Doctors In Schools Program and Mental Health Practitioner. We established weekly home group programs with a focus on engagement, wellbeing and respectful relationships. We implemented a Be Well Be Successful program during the Year 11 to 12 Step-Up program. We monitored student wellbeing and engagement data through Compass and responded to emerging needs. We also closely monitored and responded to student wellbeing concerns and reinforced the wellbeing referral processes in place at the school, including referrals to the Doctors in School program available at the Senior Campus.

Engagement

Absence from school can have a significant impact on a student's learning. Common reasons for non-attendance include illness and extended family holidays. Attendance is a key indicator of student engagement with the school and with their learning. In 2023, the average number of absence days was 22.8 (last year 24.3), while the Similar School average was 28.7 and the State average was 28.4. The College worked extremely hard to ensure students were attending school every day.

The Attendance rate refers to the average proportion of formal school days students in each year level attended. Our average 2023 attendance rate by year level was between 85% & 91% for Years 7 to 12. Student retention refers to the percentage of Year 7 students who remain at the school through to Year 10. Our school percentage of Year 7 students who remained at the college through to Year 10 in 2023 was 79.5% (last year 74.3%), which was above the State level of 72.6% and also above similar government secondary schools at 74.1%. The percentage of students from Year 10 to 12 going on to further studies or full-time employment in 2023 was 90.5%, which is above that of the State at 89.5% and also above Similar Schools at 89.7%. We continue to monitor this closely to ensure appropriate pathways are in place for students leaving the College before the end of the year. In 2023, Victoria University Secondary College embedded attendance processes and procedures and continued to work closely with families to ensure students' attendance was above 90%. The College has created a positive school culture by developing an instructional model that focuses on high-quality teaching and learning – classes that are stimulating and organised to support student engagement and attendance.

The College has developed a strong and clear attendance policy with clear and realistic targets. We distribute the policy to parents through our College newsletter, transition packs, enrolment packs and information evenings. We continuously promote awareness that an absence results in quantifiable lost learning time and opportunities; we talk about absences in terms that students and parents can easily understand - for example, 'missing one day each week means that you miss out on two weeks of lessons each term'. We inform parents about the current research that links attendance with student achievement levels and long-term health and wellbeing outcomes. The College continued to send SMS messages to parents if their child was marked absent, requested them to notify the school of any absences, sent out "student at risk" reports to parents with unexplained absences and made phone calls after extended periods of absences. Parents choosing to take family holidays longer than five days, applied to the principal and school work was provided. The College set up an attendance student support group meeting to explore the reasons for particular students' absences and to develop an attendance improvement plan or a return to school plan. We also worked closely with families and agencies when families were suffering hardships or were in crisis to ensure that students were at school where we provided a safe and orderly environment. The College has employed an attendance officer to follow up on students who are absent for more than one day.

Supporting students in their transitions into and within the College continued to be a focus in 2023. The Grade 6 to Year 7 program provided a very supportive process for students as they made this important transition. Students participated in a range of events on orientation day. A program was developed to help students make connections with others commencing Year 7 at the College. Our Step-Up program in Term 4 allowed students in Years 7 to 11 to experience classes in the year level above with the teacher taking the class that they would have the following year.

Our extensive work with our business and community partners continued to support our students in many ways. These partners include the Australian Business and Community Network (ABCN), Western Chances, Beacon Foundation, NRL, Western Health, Western Edge Youth Arts, La Mana Pasifika, Victoria University, Monash University and University of Melbourne. Students from Years 9, 10 and 11 had the opportunity to participate in a range of mentoring, leadership and career focused programs on Microsoft Teams, such as iTrack, GOALS, Focus and Aspirations. These important programs helped to prepare students to make correct career and pathway choices. The College offers other co-curricular programs to support student engagement including instrumental music, inter-school sport, the college production, Debating, Homework Club, Athlete Development Program and Structured Workplace Learning. A sister school program established with the High School Affiliated to Yangzhou University in China has been very successful online (due to continued border restrictions) with reciprocal Zoom visits between schools providing a rich cultural and educational experience for students and teachers. The College has created an environment that is safe, inclusive and caring for all members of the school community. Our home group structure from Year 7 to 12 provides increased connectedness between teachers and students, resulting in positive relationships which play a significant factor in student engagement. Teachers at the College show concern for students who have been absent and have returned to school by ensuring that help is given regarding the work that was missed. Teachers at VUSC pride themselves on building positive relationships with parents/guardians which assists in improving student attendance and parent engagement.

Other highlights from the school year

In 2023 we were very proud to be named the Best Government School in Western Melbourne by The Age 'Schools that Excel' series. *The Age Schools that Excel* recognises schools that achieve outstanding improvement in their VCE results over a decade. The article reports "*The standout government school and Schools That Excel winner in Melbourne's west is Victoria University*

Secondary College, which has been so successful in its approach that other schools are coming to observe how they get it right. In the past 10 years, its median study score has gone from 25 to 28, and the percentage of students getting a study score of 40 or above has increased from 0.2 in 2013 to 5.7 in 2023. Assistant principal James Dowie attributes their success to a suite of approaches, including a consistent lesson structure weighted in educational research."

In 2023 we congratulated our Senior Boys Rugby League team who won the Storm Cup to become Victorian State Champions for the second time in five years. The students were commended for their outstanding efforts and sportsmanship throughout the competition. The team progressed to the quarter finals of the NRL Peter Mulholland Cup in Sydney.

We also congratulated our College Dux, Linda Nguyen who achieved an outstanding ATAR of 99.25. Linda will be studying Optometry at Deakin University.

In term 3, our Year 8 and 9 Concert Band and our VUSC Big Band were both awarded Gold Shields for their performances at the Victorian School Music Festival events in Geelong and Hawthorn. Music and Concert Band students performed an outstanding Annual Concert for the school community at the Brimbank Salvation Army hall, and students from both campuses were involved in the school production and performed two sell-out shows. In November our INSPIRE Exhibition was an enormous success and showcased an array of exemplary student works and performances in music, drama, science, media and art.

Throughout the year, students participated in a range of school events and activities, including the Wilson's Promontory Hiking Camp, Mt Buller Ski Camp, Chinese Culture Day, Global Youth Forum, Model United Nations Conference, Harmony Day, RU OK Day, Swimming Fun Day, Athletics Carnival, Interschool Sports, various ABCN Programs and the Virtual Victorian Young Leaders to China program among others.

Financial performance

Again in 2023, the school entered into a lease arrangement with Big Childcare who hired the Brimbank campus for outside school hours care, childcare and school holidays programs. The school continued to use the gym at the Brimbank campus for exams and some PE classes. An Active Schools grant of \$17,000 was received and used for an extra-curricular, PE & Sport boost. This funding was used to promote and encourage students to be more active and spend time away from their screens and devices. These funds were used at the Junior campus to purchase/repair the basketball hoops and repair the roof of the Gazebo.

Once again we received Advance Grant funding of \$9,725 for the VCE VM and Inquiry programs (year 9 students) for 2023. The school also received a School Sports Victoria grant of \$2,500 which enabled us to purchase/upgrade some of the sporting equipment. The school received \$1.7M in Equity (Social Disadvantage) funding as part of our student-based funding; the school receives this extra money due to our high Student Family Occupation and Education Index (SFOE). Funding is allocated based on parental occupation, parental education and the level of concentration of disadvantage in a school and being a multi campus College. Students with the highest level of need are targeted with the most funding to ensure we have the resources to support them, and to boost student engagement, attendance and retention. Our school uses the Social Disadvantage funding to deliver tailored educational programs that meet the needs of students, such as homework club, the Positive Behaviour Support framework, wellbeing programs and support via the employment of another Youth Worker, Social Workers and Psychologists, aspirational programs and Pasifika engagement programs via the employment of a Community Liaison Officer to work with our Pasifika and Islander community and students. This funding is also used to run whole school programs such as Be Well Stay Well, RU OK days and Anti-bullying days at both campuses.

Locally raised funds totalled \$418,224.00 for the 2023 calendar year. These funds comprised curriculum contributions, extra-curricular contributions, school bus fees, instrumental music fees, hire of facilities and canteen hire etc. As part of the school's financial commitments, \$5M has been set aside to partially fund the construction of a future double gym and a staff car park at the Senior Campus.

For more detailed information regarding our school please visit our website at

<https://www.vusc.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 1094 students were enrolled at this school in 2023, 494 female and 600 male.

52 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

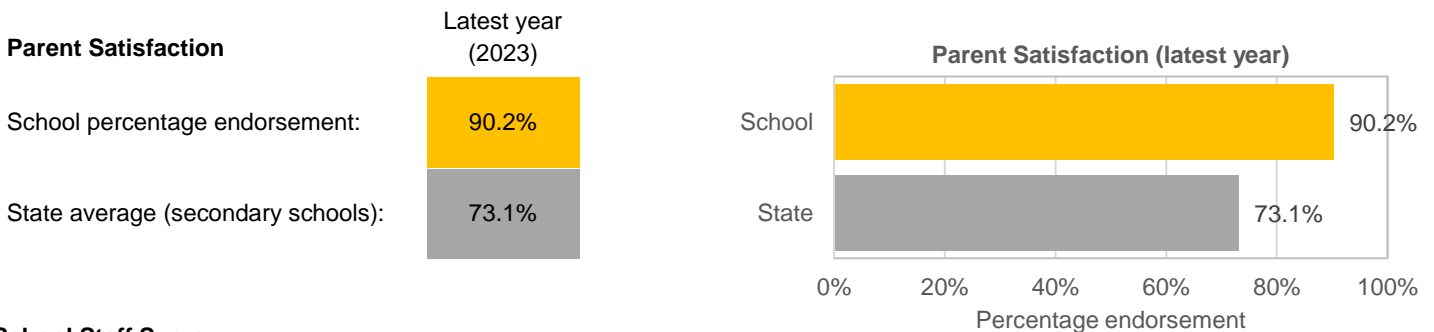
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

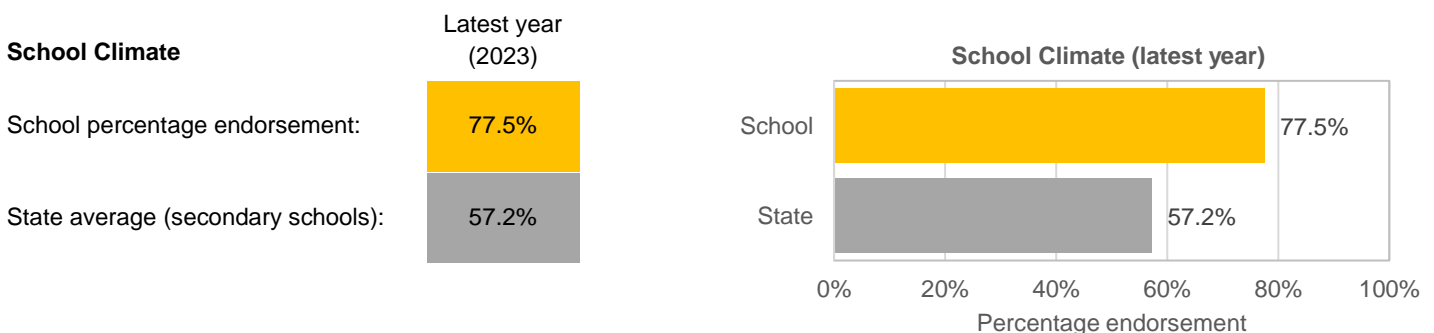


School Staff Survey

The 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.



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 7 to 10

School percentage of students at or above age expected standards:

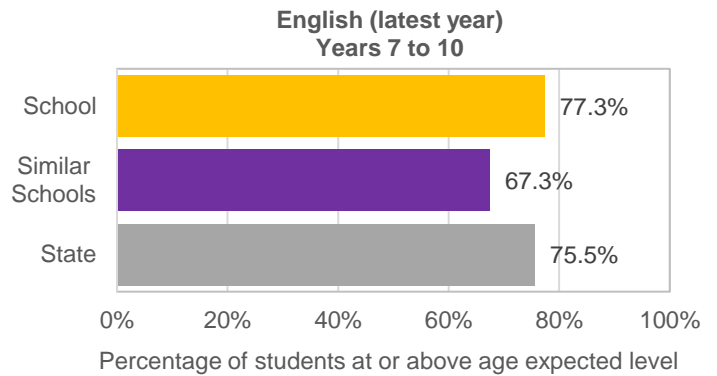
Latest year
(2023)
77.3%

Similar Schools average:

67.3%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

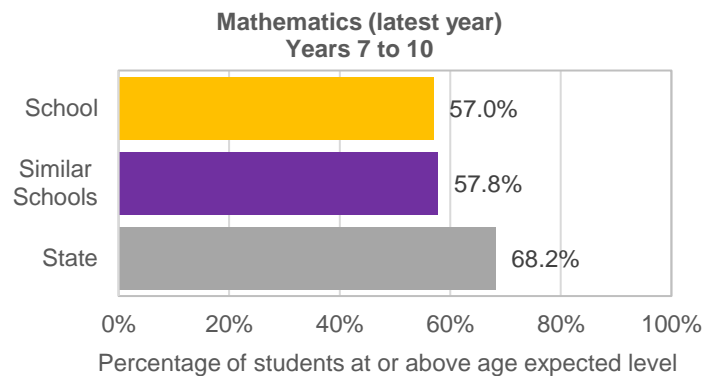
Latest year
(2023)
57.0%

Similar Schools average:

57.8%

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 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.1%

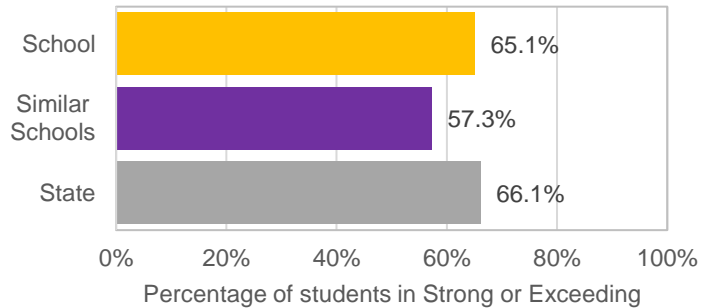
Similar Schools average:

57.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.1%

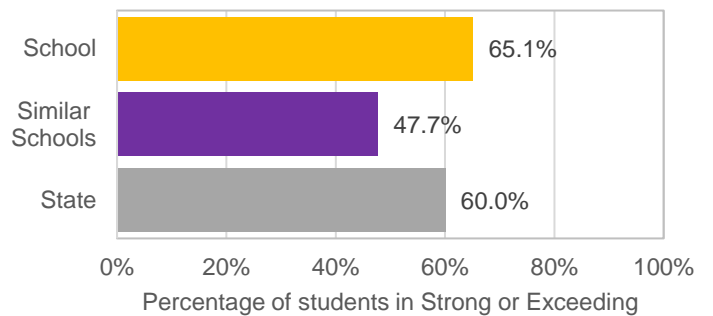
Similar Schools average:

47.7%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.9%

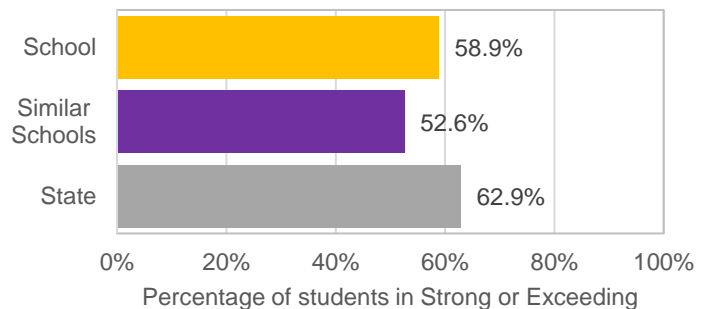
Similar Schools average:

52.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.1%

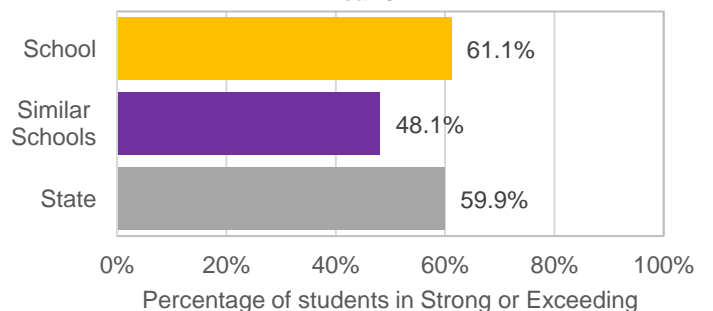
Similar Schools average:

48.1%

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 7

Latest year (2022)

School percentage of students in the top three bands:

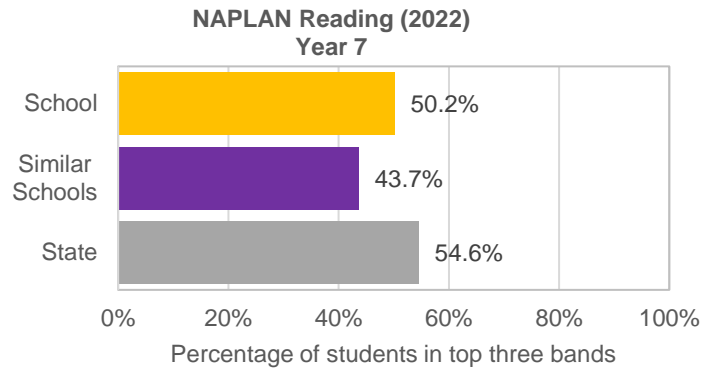
50.2%

Similar Schools average:

43.7%

State average:

54.6%



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

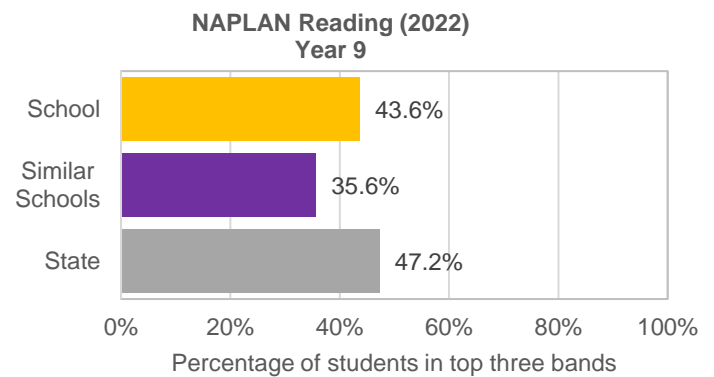
43.6%

Similar Schools average:

35.6%

State average:

47.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

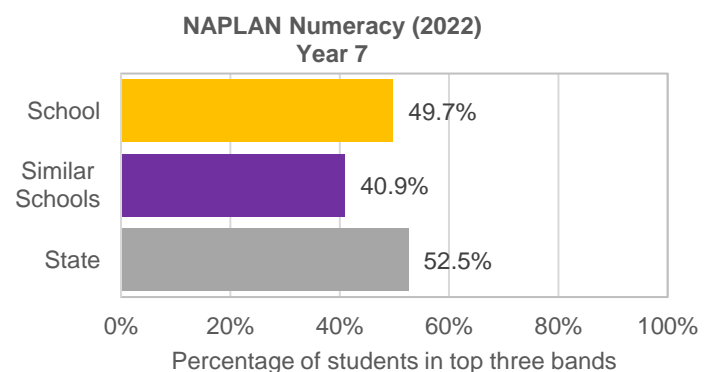
49.7%

Similar Schools average:

40.9%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

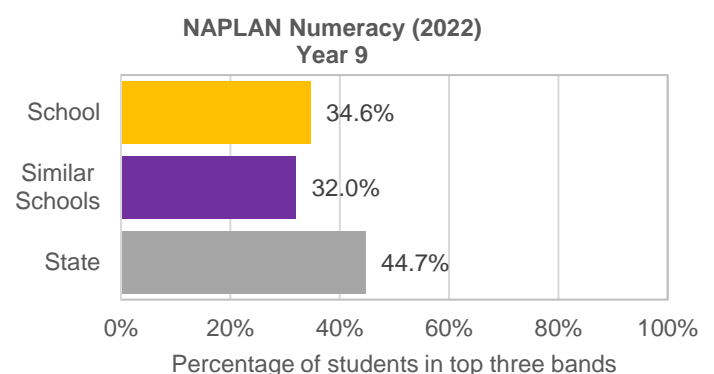
34.6%

Similar Schools average:

32.0%

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

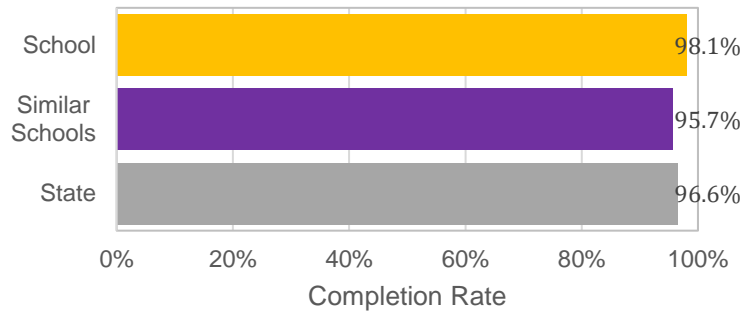
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

| | Latest year (2023) | 4-year average |
|----------------------------------|--------------------|----------------|
| School completion rate: | 98.1% | 97.8% |
| Similar Schools completion rate: | 95.7% | 96.3% |
| State completion rate: | 96.6% | 97.1% |

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.3

Number of students awarded the VCE Vocational Major

21

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:

39%

Percentage VET units of competence satisfactorily completed in 2023:

95%

WELLBEING

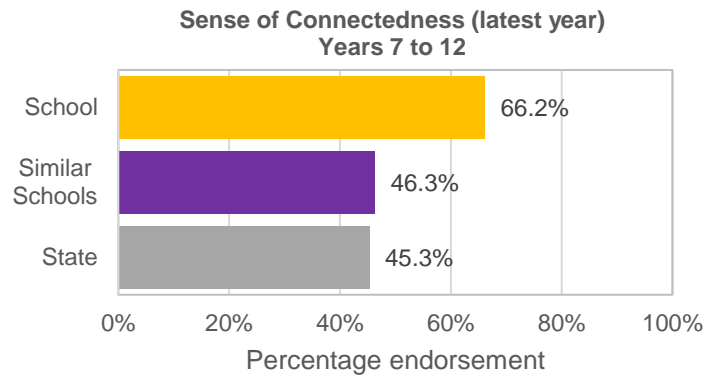
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 66.2% | 66.9% |
| Similar Schools average: | 46.3% | 50.6% |
| State average: | 45.3% | 49.9% |

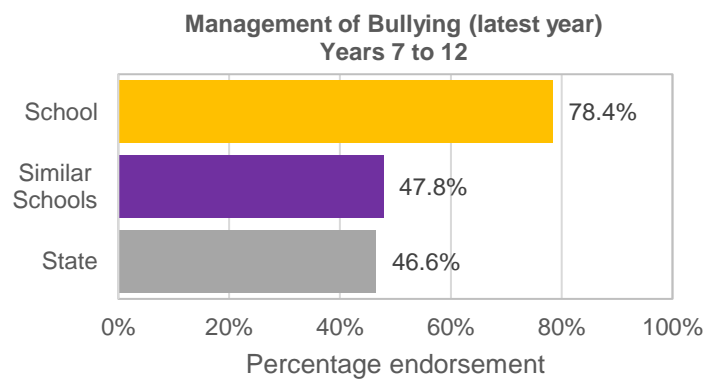


Student Attitudes to School – Management of Bullying

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 7 to 12

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 78.4% | 78.1% |
| Similar Schools average: | 47.8% | 51.6% |
| State average: | 46.6% | 51.0% |



ENGAGEMENT

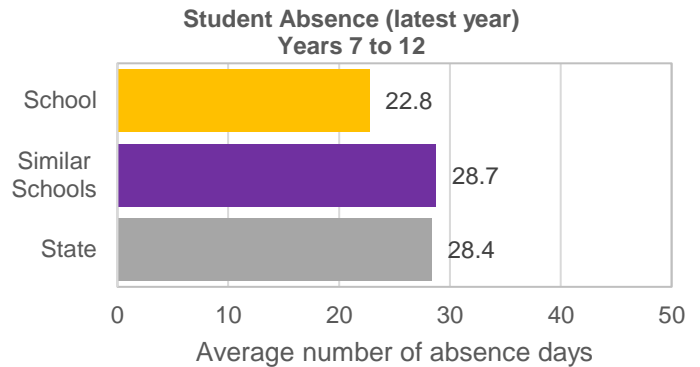
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 22.8 | 20.7 |
| Similar Schools average: | 28.7 | 24.1 |
| 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.

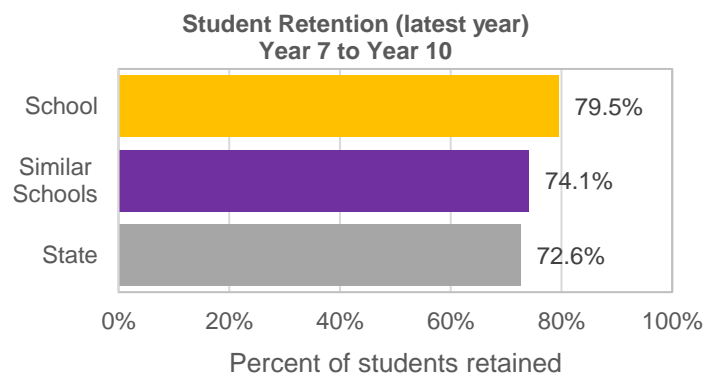
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2023): | 90% | 87% | 89% | 85% | 90% | 91% |

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: | 79.5% | 74.6% |
| Similar Schools average: | 74.1% | 75.0% |
| State average: | 72.6% | 73.8% |



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

| | Latest year (2022) | 4-year average |
|--|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 90.5% | 90.9% |
| Similar Schools average: | 89.7% | 90.5% |
| State average: | 89.5% | 89.5% |

