

2023 Annual Report to the School Community

School Name: Dandenong High School (8858)



- 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 30 April 2024 at 08:41 AM by Susan Ogden (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 30 April 2024 at 09:31 AM by Jayan Chacko (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

Dandenong High School, located in the Southeast of Melbourne, is a co-educational school from Years 7 to 12 with an enrolment of 1445 students. The school is highly multicultural with 62 nationalities and 80 different language groups represented and 80% of students speak a language other than English at home. While the School's SFOE indicates a level of disadvantage in the community, our families are highly aspirational and committed to their child's learning, and the school's equity funding supports the provision of opportunities that enhance outcomes for our students. Dandenong High School employs 135 teaching staff and 60 non-teaching staff.

The school has a distributed leadership system that focuses on strong, dynamic and adaptive leadership and fosters a culture of shared responsibility. The school's vision is to create an environment where all students can achieve success in their learning and reach their potential. We aim to provide consistent and high quality teaching practice, that is targeted to meet student needs, supports the learning, engagement and success for all students, and assists them in transitioning into their post-school pathway. The structure of the school is designed to foster students' connectedness and engagement. We have seven identically designed Houses; each containing purposefully designed learning spaces. Each House is vertically structured with students at each year level from Year 7 through to Year 12. In Years 7-9, our collaborative model is designed to allow groups of students to learn with a team of teachers for core subject areas. Students are encouraged to be independent learners, self-motivated and curious about the world around them. Students in Years 7 and 8 also undertake a range of Arts and Design subjects over the two years in specialised learning areas outside the House. In Year 9, students can select from an extensive elective program in addition to their core learning. Dandenong High School has a rigorous and academically stimulating Accelerated and Enhanced Learning Program, providing students with an enriched and extended personalised program, designed to ensure all individuals reach their full potential. Our Languages program provides opportunities for students to study Japanese and French and through the strong links we have fostered with our Japanese-sister school, can experience extensive cultural and language immersion.

Dandenong High School offers a broad range of opportunities to VCE students, including Vocational Major, VET and Headstart. Our Senior Studies program provides all students with a tailored individualised pathway, allowing for informed student choice. We are the lead school in the D.R.E.A.M Trade Training Centre in partnership with Chisholm TAFE. The state-of-the-art Trade Training Centre allows students in Years 10 – 12 to undertake school-based apprenticeships as well as a range of applied learning opportunities. The personalisation of learning across the school is intended to ensure every individual student is provided with the most appropriate pathway so they all achieve success. In addition, our STEM program includes a core subject in Year 7 and 8, STEM electives in Year 9 and 10, Robotics and IT, and a variety of pathway options in the senior years. These include Computing Science, IT, Systems Engineering and Software Development, providing extensive pathways opportunities into university and highly-sought after careers. In addition, the Design Engineering Academy, a select-entry program in Year 9 & 10 provides deeply immersive and full-faceted STEM learning with clearly articulated learning that links directly into the Senior Certificate, tertiary options and future careers.

To ensure all our students have the essential skills and knowledge relevant to 21st Century Learning, Dandenong High School has a one-to-one student laptop program, incorporating both a school-provisioned option in addition to a Bring Your Own Device (BYOD) approach that provides all students in Years 7-12 with their own laptops.

Student leadership, voice and agency is highly-valued and students have the opportunity to hold a range of formal leadership positions including School and House Captains and membership on both the School Council and the Student Representative Council. The Year 11 Leadership Program is designed to provide students with the skills they need to formal positions in Year 12. Our Student Leaders have responsibility for shaping the strategic direction of the school. The school also offers a range of programs and initiatives to support the development of well-rounded students including clubs, camps (Snow, Surf and Japan) and extra-curricular programs.

The school has developed a highly specialised withdrawal program, the Decoding Program, which provides targeted support to students with low-literacy skills. The Middle Years Literacy and Numeracy Strategy (MYLNS) provides identified students with one-on-one tutoring to ensure they meet the national standard in Literacy and Numeracy skills before graduating. The Tutor Learning Initiative program has resulted in high-impact individual support for identified students, all of whom demonstrated significant learning growth over the year. The provision of a weekly Homework Club, supported by tutors from Monash University, provides hundreds of students with targeted learning support.

Dandenong High School is renowned, both nationally and internationally, for its state-of-the-art facilities that provide extensive and highly dynamic learning opportunities for all within the school community. These include House Buildings, Melaleuca- Performing Arts and Sports Complex, Senior Science Wing and the Senior Visual Arts and Media space. The refurbished Learning Resource Centre fosters a reading culture across the school and provides an environment in which students have access to a broad array of learning resources.

Stage 5 of the rebuild of Dandenong High School was finished and opened for learning in 2023. The Design Centre replaced the interim STEM facilities, and now provides the students and staff with state-of-the-art learning spaces that will enhance the quality of learning outcomes for students. This part of the redesign has included industry standard Food Technology Kitchens, a large dining Cafeteria and outdoor eating terrace. The Food Technology learning spaces have been in operation since Term 2, 2022, and has allowed our students to engage in their learning in contemporary and purpose-built classrooms, mirroring the experience they will have in tertiary and industry kitchens.

Our Student Support Services Team consists of the Wellbeing Team Leader and four Wellbeing Officers, a school nurse and three Guidance Officers. This team supports staff and students and work in a liaison role within the Houses. They also deliver extensive peer mentor and Wellbeing Programs throughout the year for a range of student groups dependent on need. Following the implementation of Newly Arrived Program the previous year, in 2023 the school transitioned 75 Transition EAL students into the mainstream program. This required the continued provision of intensive literacy and numeracy supports to assist these students in their preparation for senior studies.

Progress towards strategic goals, student outcomes and student engagement

Learning

Dandenong High School is proud of its achievements in student learning. Our targeted approach to building practice excellence across the school is having a significant positive impact on student achievement data. Through the use of the Data Dashboard, staff understanding, access and application of student data has improved significantly over the year. This has impacted teacher practice in the classroom, with a focus on targeted intervention strategies to support students learning needs. Student participation in NAPLAN testing completion rate remained above state average and similar schools high with 96% for Year 7, and 93% for Year 9.

Year 7 students in the Top three bands remains well above similar school for reading and numeracy. Naplan proficiencies (Exceeding or Strong) in Year 7 for Reading are similar to network schools. Naplan proficiencies (Exceeding or Strong) in Year 9 are above to network schools in Reading, Numeracy, Spelling and Grammar/Punctuation. Naplan proficiencies (Exceeding or Strong) in Year 9 for Numeracy are above to both similar and network schools. Relative growth for Year 7 to 9 Numeracy is similar to network schools and the state average. The majority of students are performing at or above expected Victorian Curriculum levels in most areas and the school continues to perform very strongly in "like school groups" and against the State average in English and Maths.

The school's VCE results increased from the previous year to 94.1% for students satisfactorily completing their VCE, and a number of students receiving high achiever awards for their ATAR results. VET completion remained in line with previous years results.

There was a slight increase in the school mean study score compared to the previous year and the 4-year average.

The mean study score for English increased by 1, with a 10% increase in the students with a study score above 29, and a 6% decrease in the students with study scores below 20. The mean study score for EAL increase by 3, along with a 29% increase in the number of students receiving a study score of 29 or above. The mean study score for Further Maths increased by 3, with an 8% increase in the students with a study score above 37, and a 9% decrease in the students with scores below 20.

There was an increase in the number of students with study score above 37 in Maths Methods, putting the school above network schools. An increase in the mean study score was achieved in a range of subjects including Legal Studies, Health and Human Development, Outdoor Education, Sociology, Psychology, IT, Systems Engineering, Drama, Studio Arts and Visual Communication. Results in Ancient History and Studio Arts improved overall and were above similar, network and state average results for scores above 37. Study scores above 37 exceeded similar and network schools and are at or above state averages in Biology, Chemistry, Legal Studies, Human Health and Development, Outdoor Education and Systems Engineering. Our Dux, who received an ATAR of 93.7, demonstrated extraordinary achievements in their Year 12 studies.

There was an 8% increase in Year 12 students who pursue Further Education following the completion of their schooling, putting the school above network and similar schools, and the state average. Of the Year 12 students who submitted preferences for tertiary education, 65% accepted a place at University. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), the majority of students achieved a satisfactory completion result and 70% of our students achieved a VET qualification. To support ongoing improvement with our Senior results, Student Pathways Check-ins were implemented for all Year 11 and 12 students. Each senior student met with their House Leader regularly throughout the year to discuss their progress in learning, engagement, wellbeing and attendance, as well as informing the student of their post-school options. These meetings ensured that each students received targeted support and guidance and enabled House Leaders to assess the progress of their students. The implementation of these meetings has seen greater student connection to their learning, and an improved understanding of the post-school options.

In 2023, the school continued to utilise the industry partnerships with Swinburne University, RMIT, DREAM Trade Training Centre, Vernier Foundation to enhance opportunities to engage in STEM Learning. These opportunities allow our students to engage with

industry experts, and ensure that students apply their learning to real world experiences. Our STEM students continue to achieve highly, demonstrating high-level design thinking and innovation.

The Year 10 Design Engineering Academy students placed first in every category in the Swinbourne Innovation Challenge, competing against schools across Victoria and our Hydrogen Car design team won the State final and were place 6th in the National competition. The opening of the new Design Centre will further enhance the opportunities that students can receive onsite. Partnerships with Skyline and Australian Business Community Network (ABCN) ensure that high potential students receive enhanced learning opportunities, access to mentors and development programs. One of the Student Leaders received the Julian Hill MP Community Spirit and Leadership Award for 2023.

Wellbeing

At Dandenong High School, a strong Student Support Services Team, consisting of the Wellbeing Leader, four Wellbeing Officers, Mental Health Practitioner, a school nurse and a speech Pathologist, supports our students and staff. We have a Doctor-in School who is available for medical consultations with students and their families.

The incorporation of an additional service, the Lawyers in School program, has provided students with necessary legal advice and advocacy. The Student Support Services Team provides a range of extensive support across the school through the provision of proactive Wellbeing Programs, including Girls on the Go, Supportive Friends, Martial Arts Therapy (MAT), the Anti-Bullying program and No Gaps. Furthermore, the Student Support Services Team are pivotal in embedding local, state and Federal Government initiatives within the school such as Respectful Relationships, Healthy Together, and partnerships with the City of Greater Dandenong. The school also runs a Safe Space to build awareness and promote inclusion of gender diversity.

The role of the Student Support Services Team includes one-to-one clinical counselling and House Liaison support, which informs the referral system of students across the school and ensures any student requiring wellbeing assistance is identified and properly supported. A further unique element of Wellbeing at Dandenong High School is the whole school wellbeing responsibility allocated to each member of the Counselling Team and includes International Students, Transition (Grade 6 students into Year 7 and refugee students across the school), Wellbeing Programs and Programs in the Curriculum. The school provides a Breakfast Club each week to ensure the nutritional and wellbeing needs of our students are met. Following review of the school's engagement and support structures, greater focus was placed on the strategic and documented approach to interventions for students with Complex needs.

Engagement

The House structure at Dandenong High School is one of our greatest enablers in creating strong connection and engagement to school. Every student is recognised for their unique contribution; is known both as a person and learner; and whatever the learning or wellbeing needs may be, they are fully supported by the school, in partnership with their family. Student attendance in 2023 declined by 3% (on the 2022 result) with the ongoing pandemic illness of students, coupled with the ability of families to travel overseas to visit family connections. However, the three-year trend of attendance remains better than similar schools.

To support the connection and communication of student progress with our families, the school continued to implement a "blended" Parent/Teacher information session with families able to book appointments by phone or onsite, at three different times throughout the day. Some families chose more than one option, and the new format was extremely successful.

Whole school professional learning, lead by Prof. Lea Waters introduced Visible Wellbeing in to the school. The focus of the sessions was Strength, which was incorporated in classes and Houses through Strengths Walls and Strengths Spotting. Students in the Year 11 Leadership Development Program had the opportunity to participate in a program that enhance students understanding of self, teamwork and leadership. The program is a key mechanism for preparing students for Year 12 Leadership. The Year 12 program incorporated a range of leadership coaches to develop goals for students to implement throughout their term in office. Student leadership played a significant role on School Council, in ensuring that student voice and the student experience is incorporated into the decision making of the school.

The Learning Excellence program is for students in Years 10, 11 and 12 and is designed to give students the necessary skills to develop independence in their learning, provide targeted study support and the provision of critical study skills. The program is tailored to all senior students and consists of four inter-connected elements; Supported Study Tutorial, Learning Tutor, Careers Education and Study Skills. The intention is that students will complete homework, prepare more effectively for classwork, study for assessments and come to each lesson with questions and identified areas of need. Time in class with the teacher is more purposeful and students take greater responsibility for their own learning.

The school has extensive community and industry links and is involved in many programs that assist student transition from school to work or further education and training. The school also has strong partnerships with Monash, RMIT, Federation and Deakin Universities which are all focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and be involved in Work Inspiration experiences that provide mentoring programs supported by large and significant corporations including the National Australia Bank, Price Waterhouse

Coopers and KPMG. Our close partnerships with the Australian Business Community Network (ABCN) and The Skyline Foundation provide our students with scholarships and bursaries during their time at our school and throughout university. The school established a partnership with Melbourne Victory Football Club, to provide opportunities for talented students to pursue their passion for soccer, while also taking part in a learning program, supporting life skills.

Other highlights from the school year

In 2023, the school was able to reactivate a number of significant whole school events, including our Chorals competition, which are integral to the development of community and allow for inter-house competition and spirit. The school was able to hold a live in-person performance of the School Production, which was an original score, written and produced by the students. The production provides our artistic and creative students with the opportunity to showcase their skills and talents, while working collaboratively with other students and staff. The two performance were well attended by the community. Additional performances for local primary school were also enthusiastically attended and demonstrated the outstanding talents of our students.

The school held swimming and athletics sports, with a number of students progressing to compete at Regional and State level. Student sporting successes were also achieved in Soccer, Volleyball and Cricket. The Leadership Badges Assembly, ANZAC Day Assembly and Year 12 Final Assembly are all significant events in our school calendar and allow our community recognise each of these important occasions. The Students Leaders developed and implemented a Cultural Celebration Week to recognise and celebrate the significant diversity within the school, with a range of events and performances in Term 3. In 2023, the School Review provided the community with the opportunity to reflect on the progress of the school towards the Strategic Plan goals. The review panel was made up of a range of students, parents, staff, leaders community representatives and educational experts to complete an exhaustive investigation into the schools progress, achievements and areas for future improvement.

Individual students have also continued to achieve success with a Year 10 student winning their weight division in the Karate National Championships and two Year 11 students achieving second place in the National Day of AI, computer design competition. Two Year 10 students were granted a Kwang Lee Dow Scholarship from Melbourne University and a further two received prestigious Skyline Foundations scholarships. Our Intermediate Boys's soccer team made the State Championships and placed 4th and our U18 Boys Rugby 7's team finished second in the state.

Financial performance

In 2023, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching, ES and leadership capacity. Equity funding was also allocated to additional leadership positions, targeted professional learning to teachers to improve the consistency of high-quality teaching practice and a professional learning program for school leaders was delivered, which included an individual coaching and mentoring program to ensure leadership excellence. Staff were supported through targeted professional learning and utilised experts in order to engage students with online learning. Funding was utilised to provide targeted support and additional staffing to Transition EAL classes, EAL class, Accelerated and Enhanced Learning Program and the Vocational Major.

The schools PLT structure provided an opportunity for leaders, teachers and ES staff to identify new ways of working and connecting with each other and students. Funding was provided to a range of curriculum areas to ensure staff and students had access to learning materials that enhanced learning outcomes. This included updating the library collection to ensure a contemporary selection of books; technology resources to support the development of the STEM program to provide students with practical applications of learning; and the development of Student Learning Experiences.

The Learning Excellence Program required the restructuring of the timetable to provide each Year 10, 11 and 12 student with classes that focus on; Study Skills: developing the skills required to study effectively and how to utilise these skills at home and in the classroom; Careers Education: the opportunity investigate and gain an understanding of pathway options available to students post-school; Learning Tutor: gain an understanding of who they are as a learner and person and how to utilise skills to be successful in life; Supported Study Tutorial: Independent and collaborative study that is supported by classroom teachers. The LEP incorporated the use of an external provider (Elevate) for the provision of the Study Skills. Further access to academic enhancement for High-Achieving students was provided through the Skyline Foundation that enabled these students to gain access to weekly tutoring, and SAC, Exam and GAT preparation sessions.

The school has utilised MYLNS funding to support students working below National Minimum Standard in NAPLAN results. Students are engaging in targeted small group and individual sessions throughout the year to address learning gaps. To support the work of these Intervention Initiatives the school reorganised its responsibilities for leadership, to assign an Assistant Principal and Leading Teacher to oversee this work, as well as engage the services of Literacy Experts to develop the leadership and teaching capability of staff to meet the individual needs of our students. The school has engaged a Marketing Agency to support

the communication with our families and the work of the Transition Team. This is important work to support our engagement with our families and the wider community. The funding of student leadership and student agency opportunities enabled students to be active participants in the development of a positive learning culture and strengthened the influence of student voice. This opportunity provided students with the ability to perform the production and was an important initiative that supported students in pursuing their passion for performing arts. Funding was provided to further target support for students through the addition of staff to the Wellbeing and Careers teams, as well employing increased learning support to maximise intervention programs across the school.

The school established a partnership with Melbourne Victory Football Club, to provide opportunities for talented students to pursue their passion for soccer, while also taking part in a learning program, supporting life skills. The program has resulted in improved soccer skills and tactics for students, while also improving attendance and engagement of the students involved in the program. In 2023, the program was expanded to include Year 7 students and now covers all junior year levels.

For more detailed information regarding our school please visit our website at
<http://www.dandenong-hs.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 1445 students were enrolled at this school in 2023, 705 female and 740 male.

80 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).

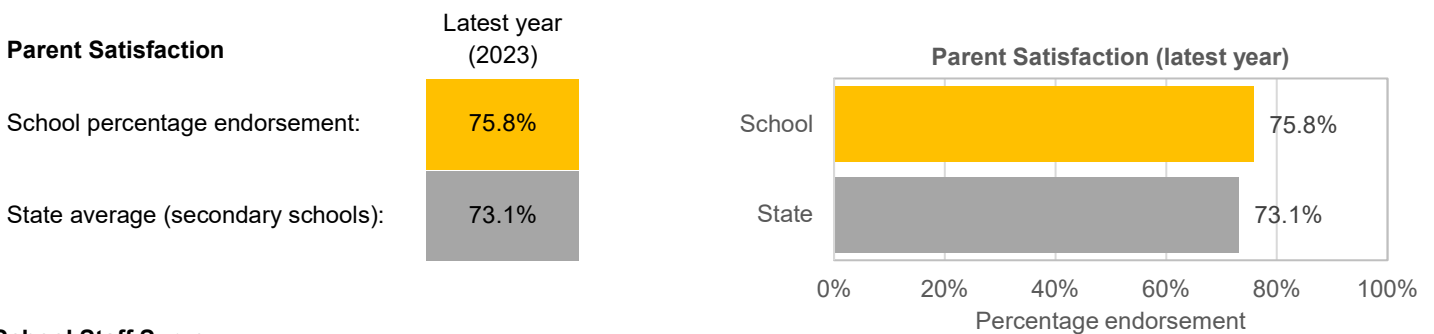
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

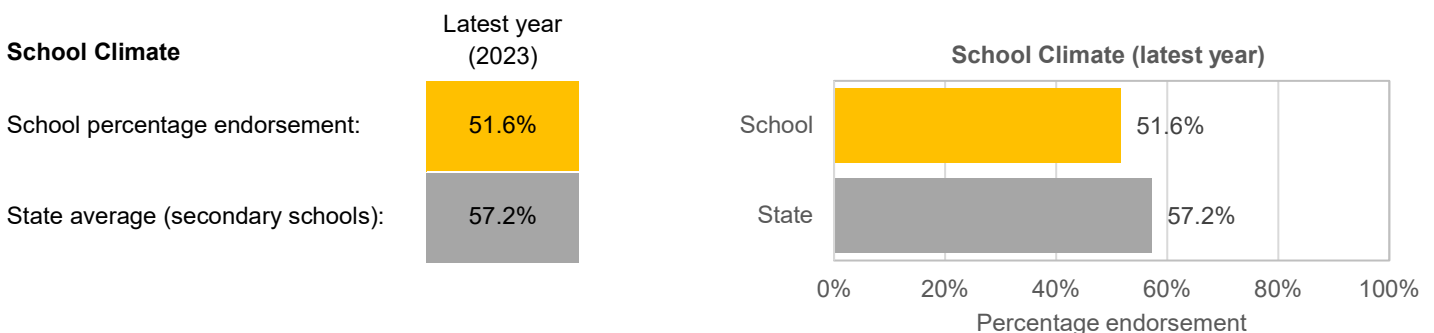


School Staff Survey

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:

Similar Schools average:

State average:

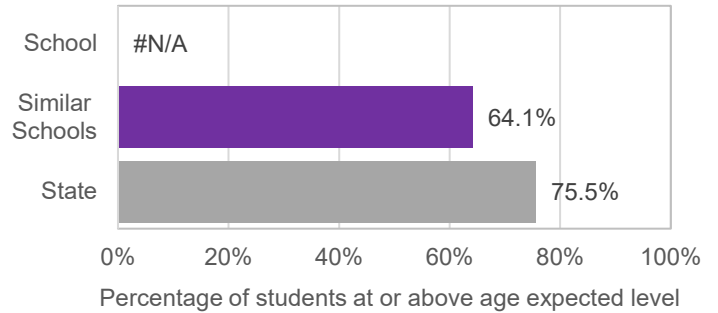
Latest year
(2023)

NDA

64.1%

75.5%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

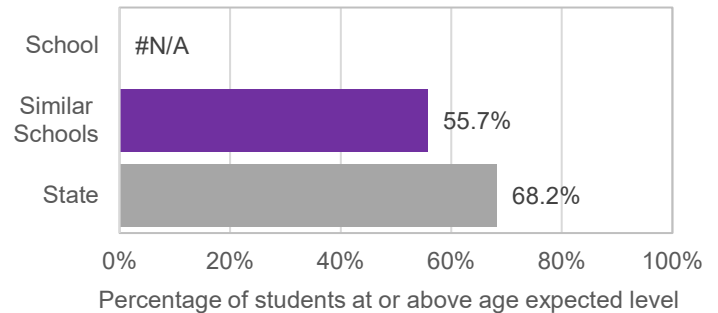
Latest year
(2023)

NDA

55.7%

68.2%

Mathematics (latest year) Years 7 to 10



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:

51.6%

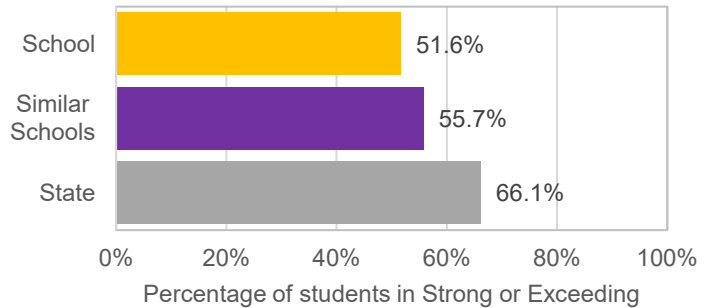
Similar Schools average:

55.7%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

43.7%

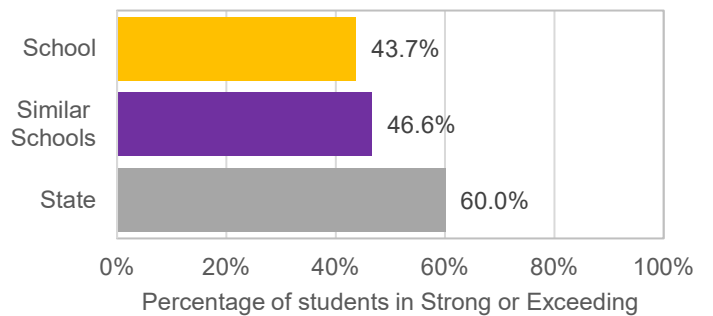
Similar Schools average:

46.6%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

43.5%

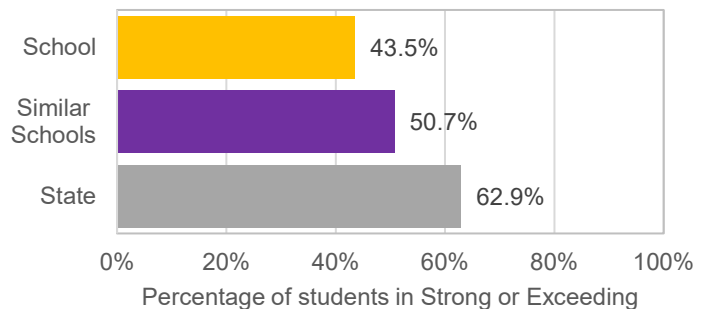
Similar Schools average:

50.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

44.0%

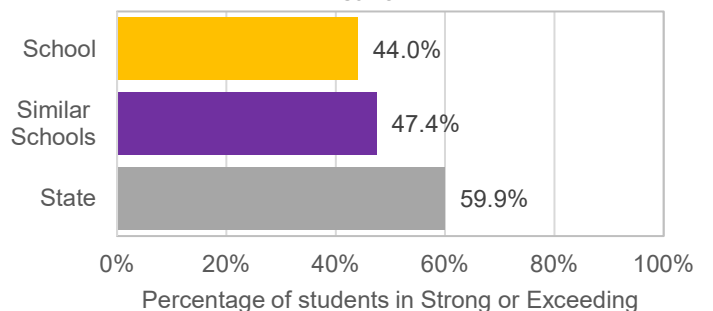
Similar Schools average:

47.4%

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 7**

Latest year
(2022)

School percentage of students in the top three bands:

46.1%

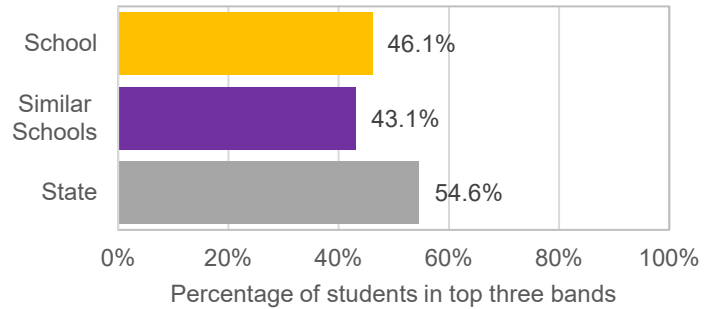
Similar Schools average:

43.1%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

27.4%

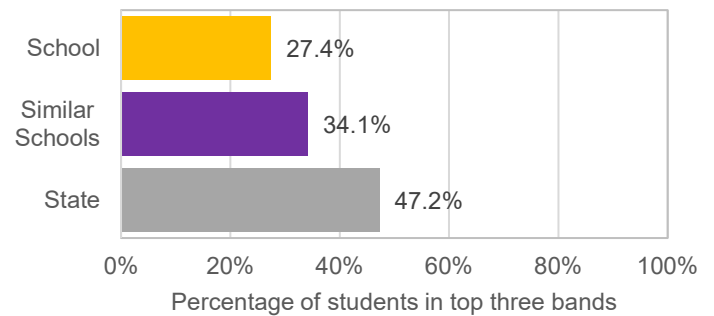
Similar Schools average:

34.1%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

46.4%

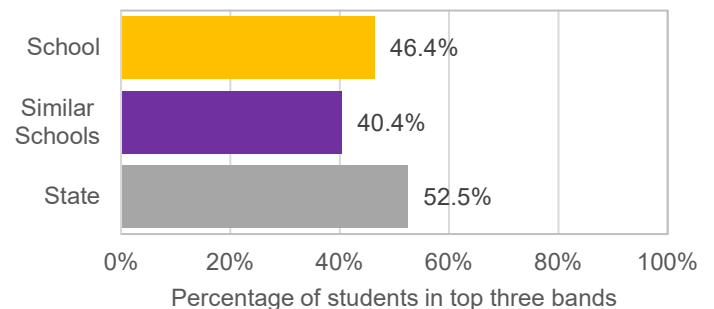
Similar Schools average:

40.4%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

29.9%

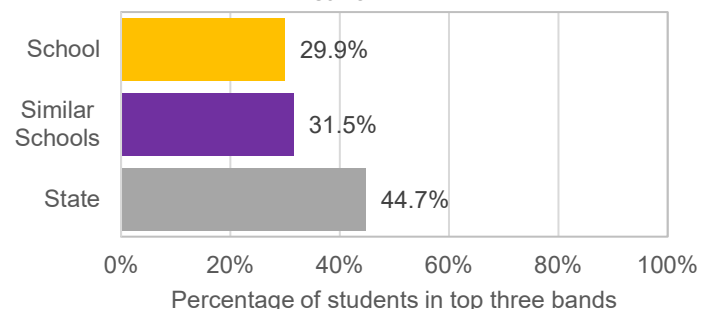
Similar Schools average:

31.5%

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

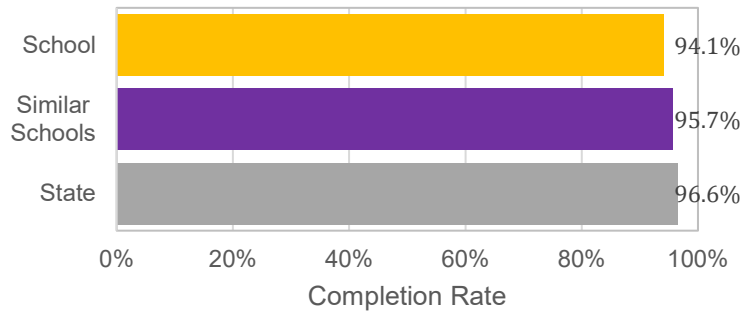
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	94.1%	94.7%
Similar Schools completion rate:	95.7%	96.2%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.1

Number of students awarded the VCE Vocational Major

29

Number of students awarded the Victorian Pathways Certificate

13

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

52%

Percentage VET units of competence satisfactorily completed in 2023:

70%

WELLBEING

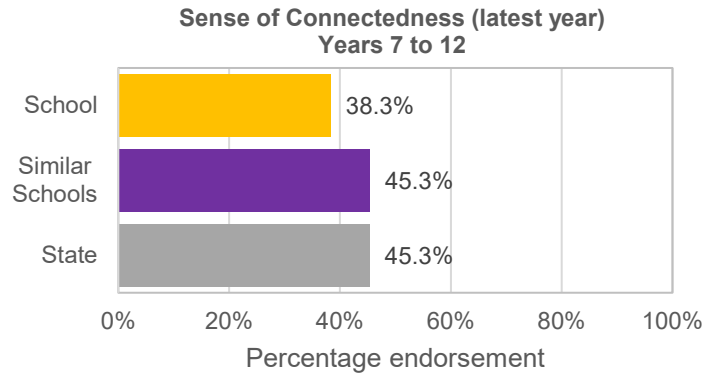
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	38.3%	47.9%
Similar Schools average:	45.3%	50.4%
State average:	45.3%	49.9%

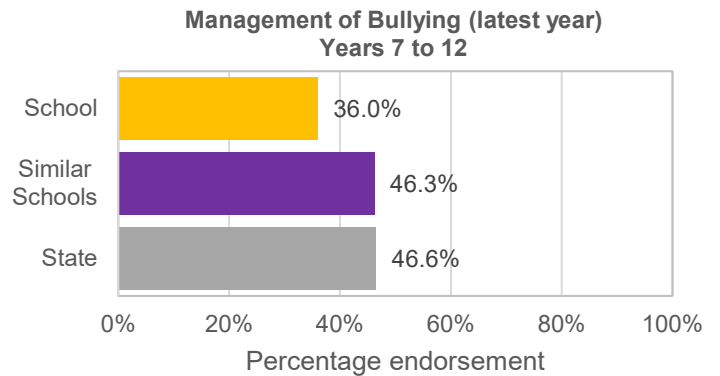


Student Attitudes to School – Management of Bullying

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:	36.0%	46.1%
Similar Schools average:	46.3%	51.3%
State average:	46.6%	51.0%



ENGAGEMENT

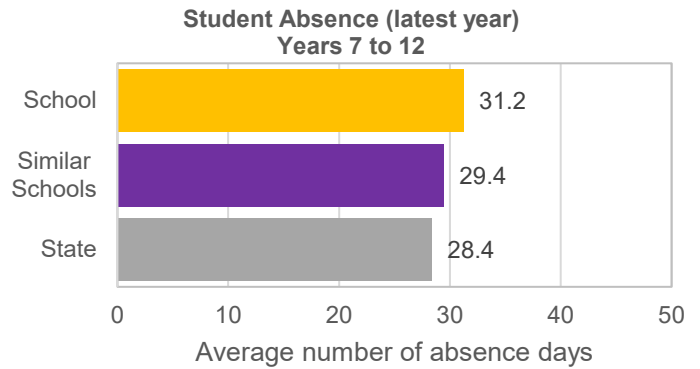
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.2	22.6
Similar Schools average:	29.4	24.9
State average:	28.4	23.8



Attendance Rate (latest year)

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

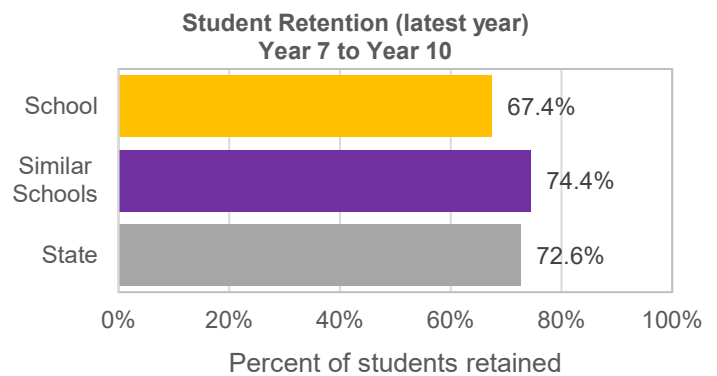
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	86%	84%	81%	83%	84%

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:	67.4%	69.0%
Similar Schools average:	74.4%	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.

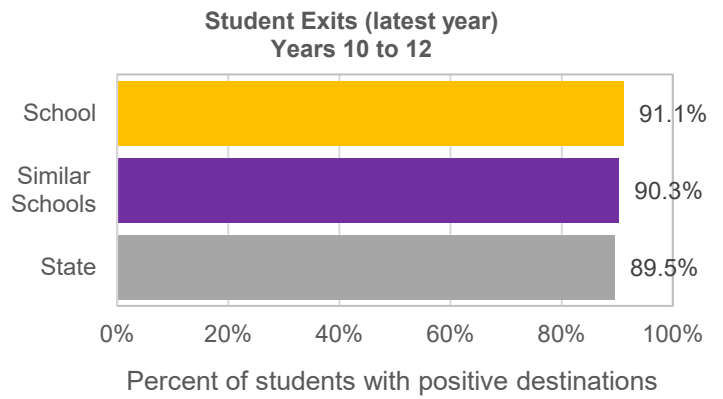
Students exiting to further studies or full-time employment

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:	91.1%	95.1%
Similar Schools average:	90.3%	90.5%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$20,671,965
Government Provided DET Grants	\$4,211,917
Government Grants Commonwealth	\$26,374
Government Grants State	\$62,276
Revenue Other	\$393,415
Locally Raised Funds	\$368,242
Capital Grants	\$0
Total Operating Revenue	\$25,734,189

Equity ¹	Actual
Equity (Social Disadvantage)	\$4,295,246
Equity (Catch Up)	\$132,186
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$4,427,432

Expenditure	Actual
Student Resource Package ²	\$20,271,937
Adjustments	\$0
Books & Publications	\$27,015
Camps/Excursions/Activities	\$531,449
Communication Costs	\$46,167
Consumables	\$501,540
Miscellaneous Expense ³	\$189,930
Professional Development	\$226,580
Equipment/Maintenance/Hire	\$516,053
Property Services	\$632,987
Salaries & Allowances ⁴	\$1,264,425
Support Services	\$1,488,827
Trading & Fundraising	\$90,148
Motor Vehicle Expenses	\$12,032
Travel & Subsistence	\$1,114
Utilities	\$241,309
Total Operating Expenditure	\$26,041,511
Net Operating Surplus/-Deficit	(\$307,322)
Asset Acquisitions	\$570,904

- (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 20 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	\$3,277,506
Official Account	\$108,027
Other Accounts	\$0
Total Funds Available	\$3,385,533

Financial Commitments	Actual
Operating Reserve	\$879,456
Other Recurrent Expenditure	\$4,027
Provision Accounts	\$0
Funds Received in Advance	\$531,752
School Based Programs	\$98,675
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$800,000
Asset/Equipment Replacement < 12 months	\$142,094
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,706,004

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.