

2023 Annual Report to the School Community

School Name: Bundoora Secondary College (7874)



- 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 15 March 2024 at 01:30 PM by Anesti Anestis (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 25 March 2024 at 11:26 AM by Robert Becker (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.

Draft

About Our School

School context

School vision and values

We empower a lifelong love of learning to thrive in a rapidly changing world. We live by our school values Respect, Responsibility, Resilience, Relationships and Rigour (the 5 Rs). School purpose The core purpose of this College is to provide a broad and challenging education to develop students' 21st-century skills, abilities and knowledge needed as a foundation for further education, training, work and community participation.

School structure, including the number of staff

Workforce composition FTE Teaching staff 25.4, including 2 Assistant principals, 8.2 leading teachers /learning specialists. Education support staff 15, Aboriginal and Torres Strait Islander staff 1

School size, structure and geographic location

Bundoora Secondary College is a Year 7 to 12 co-educational post-primary College in a quiet residential area of Bundoora, a northern suburb of Melbourne. It is well serviced by College buses and public transport, Latrobe University and RMIT Bundoora Campus. The traditional year-level classes do not bind students at BSC. Instead, the school is broken into Entry Year (the conventional Year 7), PACE21 (traditionally Years 8-10) and VCE/VCAL (traditionally Years 11 and 12). This vertical offering of subjects creates student choice. It provides flexibility in the learning program, ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need. This complex is set within spacious grounds that include courtyard-style buildings, which contain specialist areas, including the recently refurbished Library Resource Centre; the ECA Centre consists of a gymnasium, a new fitness facility, and a Drama studio; the Arts and Technology areas include a Food, Art and Craft, Woodwork, Ceramics, Media and Music laboratories. Science rooms are fully equipped for practical experiments and activities. The school has a 1:1 laptop program, and computer Pods are accessible throughout the College to support specialist curriculum learning programs.

Social and enrollment characteristics

We are a diverse community from various backgrounds, including indigenous, ESL and refugee families. The enrolment has been increasing since its bottom around 2019. This increase can be attributed to implementing new leadership and adopting the 'Take Control' empowerment education model. The implementation of the model is attracting greater interest and enquiry well outside the designated school zone. We provide various opportunities for students' voices at BSC, such as a Student Leadership Council, student lead tours, hosting of assemblies, and holding positions on the College Council. At Bundoora, students have an authentic voice and agency in the decision-making at the school. Strong emphasis is placed on catering for the individual learning style of each student. Achievements are recognised and celebrated. Bundoora promotes an environment that encourages students to investigate, understand and actively participate in their learning through various teaching and learning strategies. Parents are welcome and encouraged to participate in all College activities and work with teachers to develop positive educational outcomes for their children. While formal reporting to parents occurs twice a year, the College emphasises the continual monitoring and communication of student progress to students and parents.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College's 2023 AIP focused on implementing Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams.

School Progress against AIP goals

1. Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy- PARTIALLY MET
2. VCE by 2023:
 - *improve Further Mathematics mean study scores from 25 (2021) to 26 - MET
 - *Improve English mean study scores from 27 (2021) to 27.5 - Not Met
3. NAPLAN by 2023, improve: (Not Able To Assess Due To NAPLAN reporting scale changes)
 - *Year 9 NAPLAN High and Medium Relative Growth in Reading, Writing Domains from 68 per cent (2021) to 70
 - *Year 9 NAPLAN High and Medium Relative Growth in Numeracy Domains from 60 per cent (2021) to 65
4. Teacher Judgement Growth over 2 years, from Semester 1 in Year 7 to Semester 1 in Year 9:
 - *above expected growth in English (Writing) from 21% (2019 to 2021) to 22.5%.- Met
 - *above expected growth in Mathematics (Number and Algebra) from 25% (2019 to 2021) to 26%.all study mean score from

28 (2021) to 28.5 - Not Met

5. By 2023, improve the percentage positive endorsement of AtoSS factors:
 - *Stimulated learning from 46% (2022) to 50% - Not Met
 - *Effort from 59% (2022) to 65% - Not Met
 - *Motivation and interest from 51% (2022) to 55% - Not Met
6. By 2023, improve the percentage positive endorsement of SSS factors: (Met)
 - *Collective efficacy from 41%(2021) to 45%
 - *Teacher collaboration from 17%(2021) to 25%
 - *Guaranteed and viable curriculum from 36%(2021) to 40%

Highlights

Documented the teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs and the deep learning electives.

Embed the work in PLC implementation across the school through:

- Appointment of learning specialists with clearly defined roles and goals.
- Building teacher capacity to differentiate teaching to ensure challenge and progress for every student

Collaboratively review and enhance engaging/relevant/rigorous middle years program. (pathways/careers/ preparation for VCE)

Use the Professional Learning Community inquiry cycle to build staff capacity to analyse and use student achievement data sets.

Development of the BSC agreed instructional model

Wellbeing

Our school values guide our behaviours and teacher response to behavioural concerns. We continue to address strategies to enable students to take greater responsibility in the classroom and become involved in how the curriculum is designed. Student voice is valued and shapes the daily experience of a College student.

Our College Student Wellbeing Team, working closely with our Sub-School Teams and supported by the documentation available via the COMPASS system, ensures all students have ongoing access to multiple tiers of support. Student wellbeing was supported by our primary pastoral system (PAL) of students being academically and pastorally connected to a Class and House Community that stays with them throughout their time at the College, building connections with students and families. PAL classes involved explicit teaching of social, emotional, and well-being strategies along with small group individual check-in. The PAL program remains central to the Bundoora SC experience as it facilitates the 'knowing the person' philosophy of the College. A breadth of co-curricular and student leadership opportunities continues to enhance students' connectedness to school and build their sense of belonging. We will continue to promote and celebrate student participation, leadership and service to the community. The Annual Attitudes to School Survey data demonstrates student connectedness to school that exceeds similar schools and the state average. In addition, the robust data (above similar schools and the state average) on how the College manages bullying reflects the positive learning environment at our College.

Student Attitude to School Survey data focuses our work to build further student engagement, connectedness, the integrity of relationships with all College stakeholders and our ability to manage student relationship issues better. In 2023, we continued to provide professional development for teachers on how best to seek pathways for enhanced student connections and relationship building.

School Progress against AIP goals

1. Reduce absence rate of 20+ days from 55% in 2022 to 30% in 2023. (Not met, actual 35%)
2. Raise participation in NAPLAN from 65% to 70% (Not Met)
3. Improve response to exit destination survey from 65% (2021) to 90% in 2023 (Met)
4. By 2023 increase the AtoSS factors of: (Not MET)
 - *Sense of connectedness from 45 per cent (2021) to 50 per cent
 - *Motivation and interest from 45 per cent (2021) to 50 per cent
 - *Student voice and agency from 47 per cent (2021) to 52 per cent.

Highlights

Implement targeted student and family support to increase attendance

Develop processes to encourage and acknowledge value of participation, achievement and measurement of learning growth in NAPLAN for students

Implement responses to intervention in attendance with focus on PAL.

Enhanced the whole-college approach to student health, engagement and inclusion

Develop and implement student 'ready to learn' plans

Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community. Attendance is one of many indicators of students' engagement with the school and with their learning. The average days absent per full-time equivalent student was 37.2, the unapproved absences were 12.1 and the average attendance rate was 81.2%. This value is slightly higher than similar schools and +5 compared to the state. The BSC empowerment program attracts some students who have not experienced any success at their previous schools, and while we make significant transformations in their lives, their data significantly skews the results. Student attendance is recorded for each lesson by class teachers using an online information management system, Compass. Attendance was also monitored by the attendance officer and the School level Leaders (Middle and Senior). Parents are also able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods either as a consequence of serious illness or a family holiday. Intensive support is provided by the Student Wellbeing Team for students who are absent due to serious illness and/or mental health issues. The Student Wellbeing Team also co-ordinate an Outreach Program for students who, for whatever reason, are finding it difficult to attend school on a regular basis. Student retention rates for Years 7-10 continue to reach Similar Schools and State median benchmarks. We expect the retention rates to remain lower than other schools. Students discover BSC and sometimes unlearn their conditioning to acclimate in this contemporary environment, sometimes the change is too great. Our College continues to ensure that all Year 10-12 students who leave the school, continue to high quality pathways or employment. Students are supported with a comprehensive careers education program from the start of their schooling. Students are expertly supported through regular and ongoing careers counselling and pathways planning.

Student exit data reflects a culture of life readiness, aspiration and thorough preparation for further studies. The College percent of students to further studies or full-time employment at 98% is markedly higher than Similar Schools and the state average. This continued positive trend is partly related to students having greater access to vocational pathways via VET, VM and Headstart programs at the College.

Other highlights from the school year

In 2023, the college received further grants to enhance programs and the facility.

- 1) Federal government funding (\$50K) grant for the upgrade of the sound and lights in the Theatre Drama space
- 2) Shade sail grant \$20k
- 3) Active play Grant \$20K- Building of new Ninja Course
- 4) Banyule environment grant \$5k
- 5) The Agricultural Grant - \$250K Development of new agriculture and farm space on the eastside of the College.

The College successfully ran 2 Productions, 1 each semester, with each production exceeding the previous numbers

Camps were conducted across multiple year levels: Year 7 (Entry) Toolangi, PACE 1 - The Summit, PACE 2 - City Experience, GRAD - Study and VM camp

The College introduced Semester House celebrations with a prize pool commensurate with points standing.

The College ran 2 community celebrations (CQEEES days), celebrating and showcase student growth and achievement.

Financial performance

Bundoora SC ensures the efficient allocation of resources to optimise the achievement, engagement and well-being of all students.

The College prioritises investment in leadership development and continual staff professional learning directly related to the identified College key priorities and targets. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support.

Within the School budgetary processes, we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community.

The College remains in a sound financial position as we prudently and responsibly plan to improve its learning program and physical environment.

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 455 students were enrolled at this school in 2023, 219 female and 230 male.

11 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

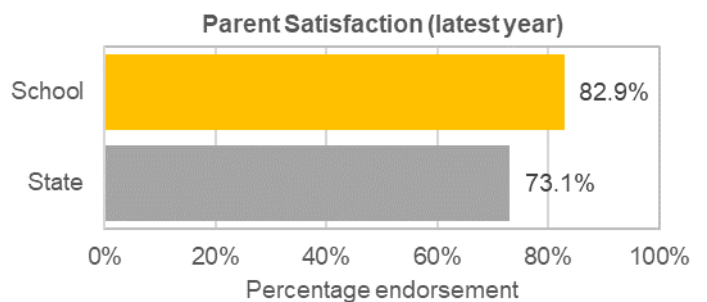
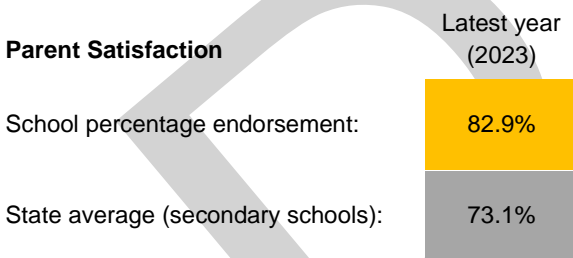
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

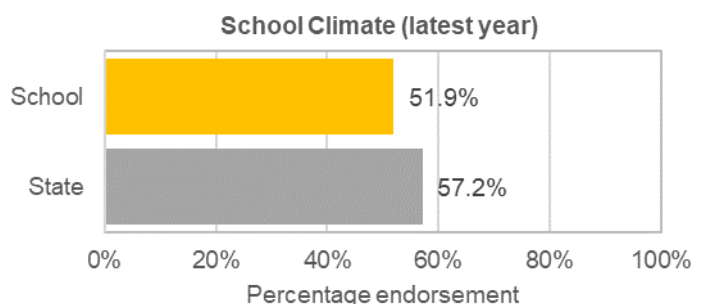
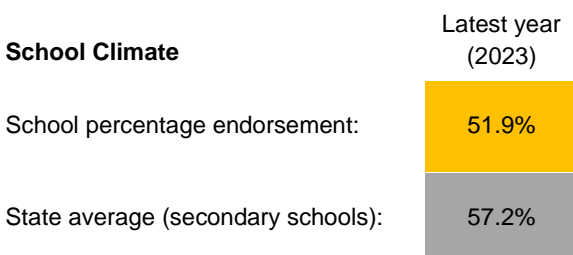


School Staff Survey

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.



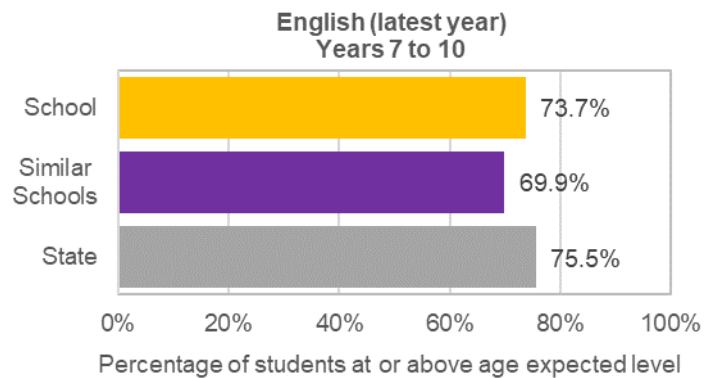
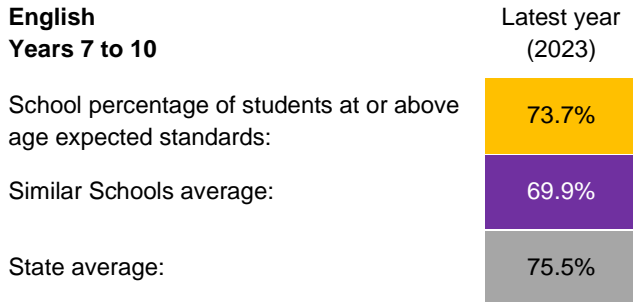
LEARNING

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.*

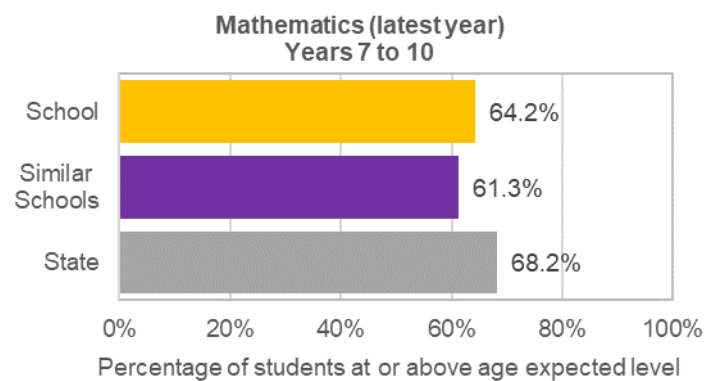
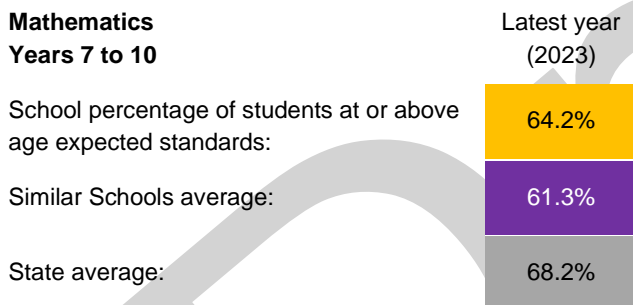
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10



Mathematics 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:

65.8%

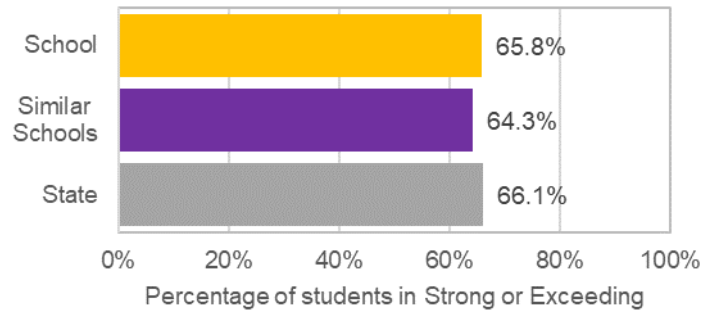
Similar Schools average:

64.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.5%

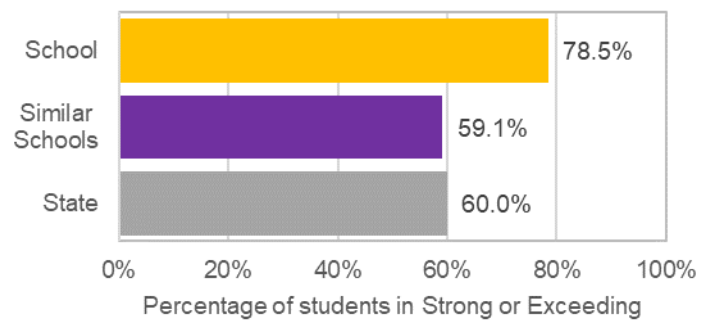
Similar Schools average:

59.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

55.7%

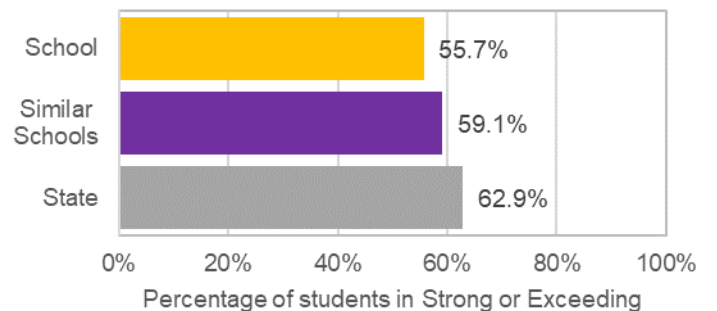
Similar Schools average:

59.1%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.4%

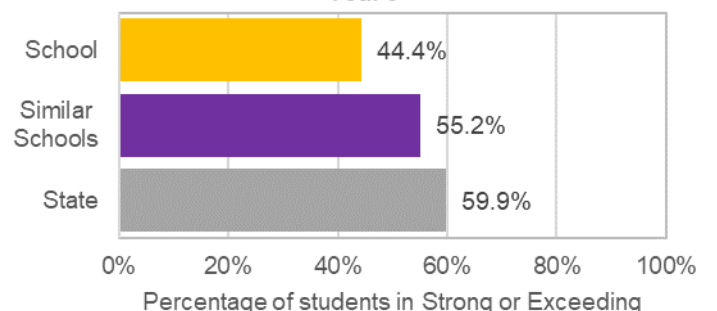
Similar Schools average:

55.2%

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:

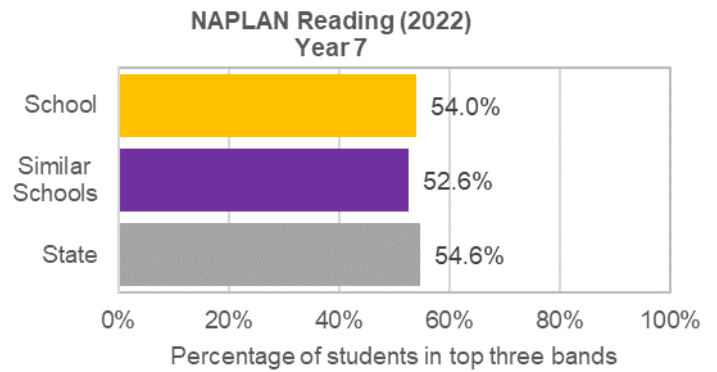
54.0%

Similar Schools average:

52.6%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

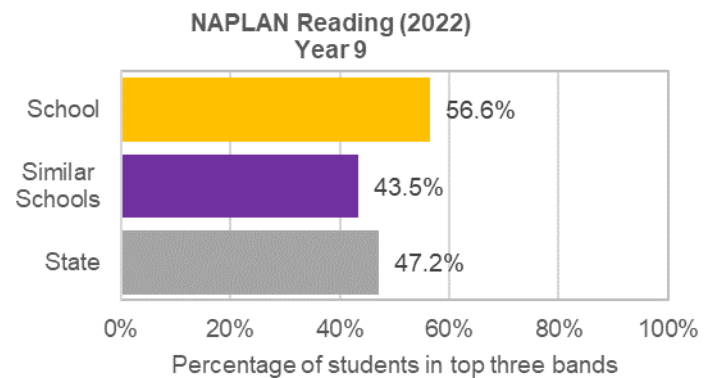
56.6%

Similar Schools average:

43.5%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

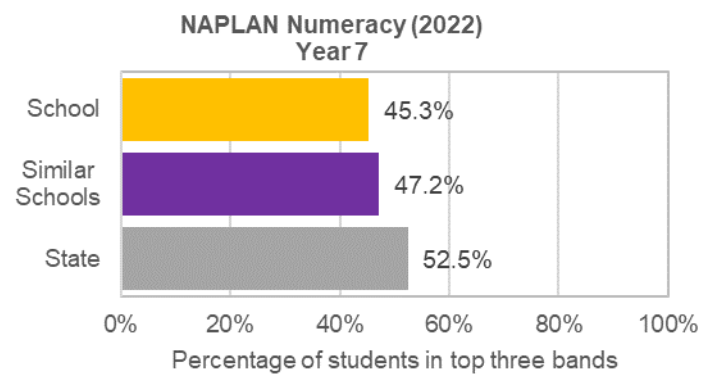
45.3%

Similar Schools average:

47.2%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

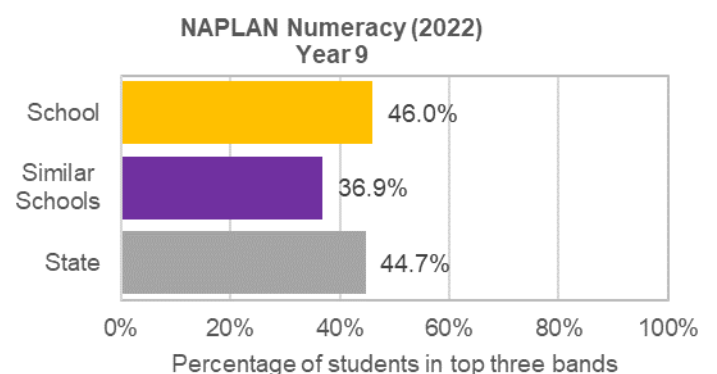
46.0%

Similar Schools average:

36.9%

State average:

44.7%



LEARNING (continued)

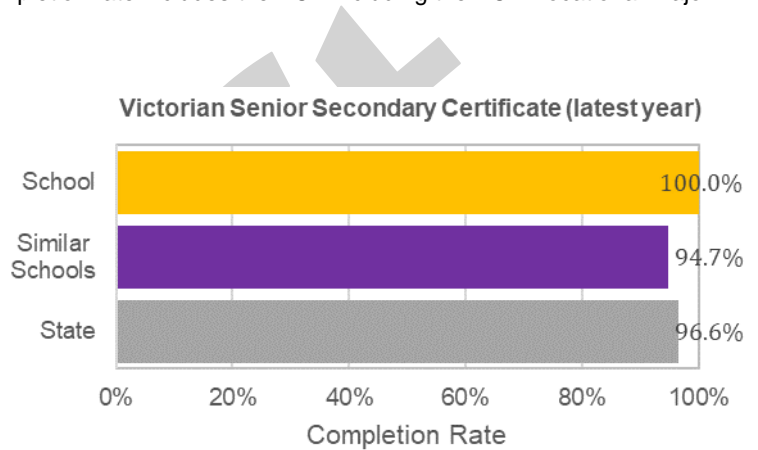
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Victorian Senior Secondary Certificate

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:	100.0%	98.1%
Similar Schools completion rate:	94.7%	95.8%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:

24.2

Number of students awarded the VCE Vocational Major

4

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:

33%

Percentage VET units of competence satisfactorily completed in 2023:

75%

WELLBEING

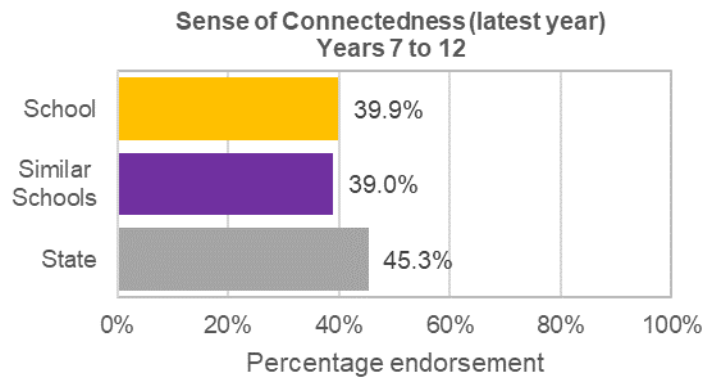
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	39.9%	48.3%
Similar Schools average:	39.0%	43.2%
State average:	45.3%	49.9%

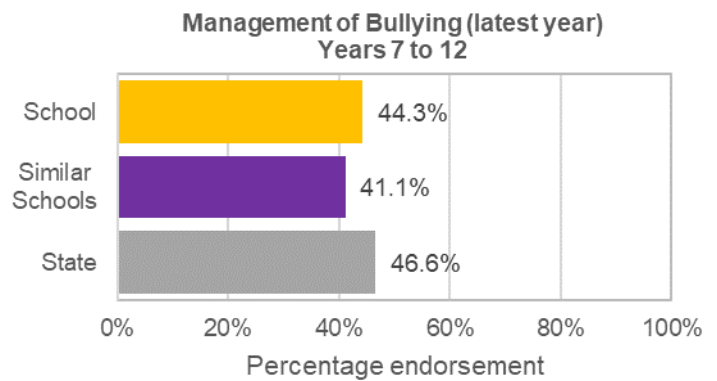


Student Attitudes to School – Management of Bullying

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:	44.3%	54.8%
Similar Schools average:	41.1%	45.5%
State average:	46.6%	51.0%



ENGAGEMENT

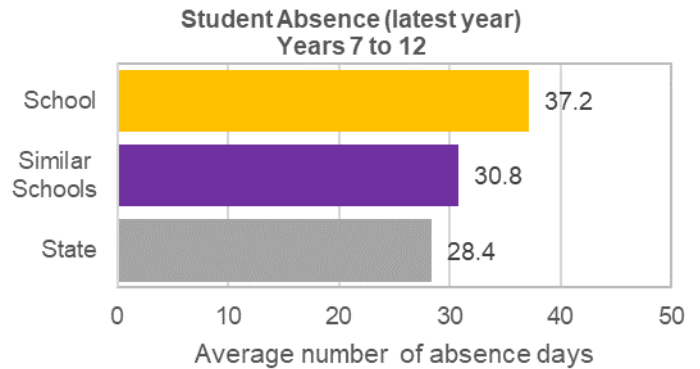
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	37.2	29.7
Similar Schools average:	30.8	26.1
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):	80%	80%	79%	83%	83%	86%

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:	69.0%	66.8%
Similar Schools average:	73.1%	72.9%
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'.

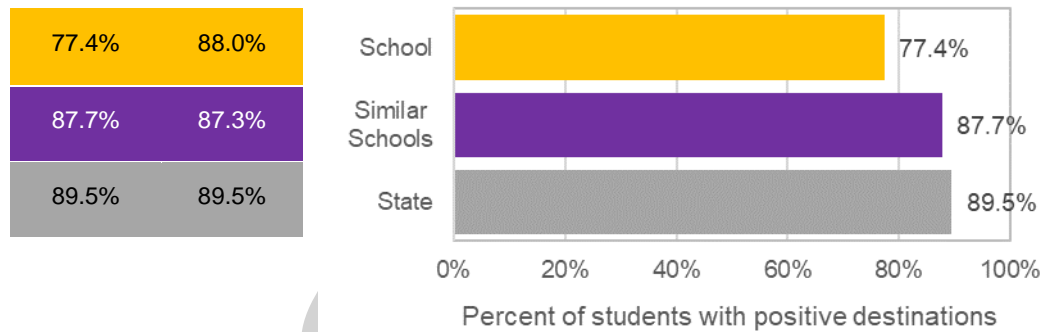
Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

Latest year (2022)	4-year average
77.4%	88.0%
87.7%	87.3%
89.5%	89.5%

Similar Schools average:

State average:



DRAFT

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,744,073
Government Provided DET Grants	\$1,589,814
Government Grants Commonwealth	\$40,000
Government Grants State	\$10,500
Revenue Other	\$127,866
Locally Raised Funds	\$497,584
Capital Grants	\$0
Total Operating Revenue	\$8,009,837

Equity ¹	Actual
Equity (Social Disadvantage)	\$182,655
Equity (Catch Up)	\$38,625
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$221,280

Expenditure	Actual
Student Resource Package ²	\$5,359,617
Adjustments	\$0
Books & Publications	\$2,203
Camps/Excursions/Activities	\$195,558
Communication Costs	\$19,895
Consumables	\$195,448
Miscellaneous Expense ³	\$283,384
Professional Development	\$125,579
Equipment/Maintenance/Hire	\$118,830
Property Services	\$272,861
Salaries & Allowances ⁴	\$257,457
Support Services	\$27,311
Trading & Fundraising	\$102,493
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$16
Utilities	\$74,298
Total Operating Expenditure	\$7,034,949
Net Operating Surplus/-Deficit	\$974,888
Asset Acquisitions	\$212,094

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,269,048
Official Account	\$59,155
Other Accounts	\$23,912
Total Funds Available	\$1,352,116

Financial Commitments	Actual
Operating Reserve	\$241,575
Other Recurrent Expenditure	\$7,217
Provision Accounts	\$0
Funds Received in Advance	\$66,919
School Based Programs	\$7,571
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,041
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$342,323

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.