

2022 Annual Report to the School Community

School Name: Vermont Secondary College (8420)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 09:30 AM by Anthony Jacobs (Principal)

- This 2022 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 17 May 2023 at 04:35 PM by Chirag Patel (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Vermont Secondary College is a large, single campus, co-educational school with a focus on innovative curriculum, high academic achievement and a broad co-curricular program.

Situated in the outer eastern suburbs of Melbourne, Vermont Secondary College has approximately 1,587 (2023) students and some 1,213 (2023) families. The college has 109.6 equivalent full time teaching staff, 4 Principal class and 25.8 equivalent full time Education Support Staff. Vermont is an outstanding college in supporting students to achieve excellent VCE results allowing access to a tertiary pathway in high numbers. We currently do not have any staff who identify as Aboriginal and Torres Strait Islander background. Among our student population 44% identify as coming from a language background other than English (LBOTE).

The college values of Integrity, Respect and Excellence reflect our college ethos while the VSC Motto, 'Lift Up Thine Eyes', provides the moral purpose, philosophical guidance and academic framework for the college community. Our purpose is to be progressive, forward thinking, positive and optimistic in our endeavours and interactions, constantly striving to improve both our own practice and the outcomes and wellbeing of the students whom we educate.

Vermont Secondary College promotes the achievement of excellence in a learning environment that is safe, caring and accepting of diversity. Our college is committed to the development of life-long learning skills that motivate and enable all students to achieve their individual goals and to make a positive contribution to their community.

We recognise that all staff, parents and members of the Vermont Secondary College community have an active role in contributing to the development of all students.

Vermont Secondary College is proud of its status as a high-performing neighbourhood state school. The goal of Vermont Secondary College is to draw on the qualities of the young people at the college and allow them to flourish in their areas of strength and to develop in areas of weakness. We strive to support all students to develop the ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, act creatively, engage fully with learning, contribute to community, develop high expectations for self, and handle challenging situations with resilience while responding effectively.

Our 2021 – 2024 Strategic Plan further emphasises this mission, and our purpose, through our three key goals:

Goal One: To improve Student Learning Achievement outcomes for all students

Goal Two: To improve student engagement through enhancing student voice and agency.

Goal Three: To improve student wellbeing and inclusion.

In line with achieving these goals the college has, over time, implemented a house structure, Learning Enrichment & Extension Program (LEEP) at Years 7 to 9, a four period day and a fully supported student leadership model with a structured, distributed leadership team (the School Improvement Team) to oversee this change and innovation.

Purpose built facilities on site include a Library, Music Centre, Year 7 and Year 8 Centre, VCE hub, and the Fallon Centre, a flexible learning space with a 250 seat auditorium. In recent times we opened a \$2.7 million purpose-built Senior Science/Math's complex and a \$4.873 million C-block comprising 10 classrooms, two science labs/classrooms, two IT labs/classrooms, five general purpose classrooms with operable walls, a language staffroom and student toilets. Plans are well underway for a new purpose built double gymnasium. Building works commenced in 2022.

The college makes a feature of encouraging, recognising and celebrating outstanding performance of students academically and in the areas of leadership and co-curricular participation. Vermont's comprehensive range of co-curricular activities, including our acclaimed instrumental music, choral and performing arts programs, the annual college production and a wide range of school based clubs support the growth of our students into confident, successful and contributing citizens. The College is also a premier sporting school with many students competing at local, district, state, national and even international level.

Vermont Secondary College, has for many years, offered an educational program for International Students. These students enrol in the college from Years 7 to 12 and are a part of our day to day Learning & Teaching and co-curricular program. We can accommodate up to 20 International Students in any given year.

Our Grade 6 to Year 7 Transition program ensures that students new to the College feel welcome, comfortable and secure in the purpose built Year 7 Learning Centre. This combined with the supportive House structure contributes significantly to a smooth, safe transition into secondary school.

Vermont Secondary College views education as a partnership and values the active support and participation of parents in a wide range of college activities and decision making groups. We enjoy an exceptionally high level of parental support and firmly believe the educational needs of children are best served in an environment where students, parents, guardians and teachers are involved in the decision making process.

The educational needs of children are best served in an environment where parents feel part of the college community.

"Vermont Secondary College's true worth lies in its ability to help the children grow as people, not just as students" (parent)

Progress towards strategic goals, student outcomes and student engagement

Learning

The key goal in our Strategic Plan (2021 – 2024) is 'To improve Student Learning Achievement outcomes for all students'. This goal will be achieved through our Professional Learning Priorities and the following actions as outlined in our 2021 - 2023 Annual Implementation Plan:

- Continuation of the MYLNS and Tutoring Initiative.
- Continue to employ tutors with subject specific knowledge and expertise for Senior School.
- LALs (Learning Area Leaders) target specific year levels and classes based on identified student need.
- Continued focused data analysis for improved student tracking, as part of the PLC (Professional Learning Communities) initiative.
- Further implementation of the now completed PLC training program with a view to embed collaborative practices across all Learning Areas.
- Ongoing analysis of student data and results to ascertain candidates for the tutoring, MYLNS program and other support/growth programs
- Continued Professional Development (PD) on data related to numeracy and literacy.
- Instructional coaching PD for Learning Specialists, LALs and other interested staff.
- Ongoing PD to further consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS (High Impact Teaching Strategies) - Differentiation and Feedback.

In relation to 'teacher judgement of student achievement' in the 'learning domain' our teachers rank our students in English & Mathematics Years 7 to 10, above the similar schools and state schools average.

This 'judgement' by our teachers in Reading places 93.8% of Vermont students in Year 7 - 10 at or above age expected standards and in Numeracy 91.1% of Vermont students in Year 7 - 10 at or above age expected standards. This 'teacher judgement' is fully vindicated by our NAPLAN exam results.

In our NAPLAN results for Year 7 & 9 in Reading and Numeracy in relation to 'school percent of students in top three bands', Vermont Secondary College results for 2022, and for the four-year average, all sit well above the results for similar schools and also well above state averages.

Of note in the 'Achievement' section is the performance of our VCE students relative to 'Similar Schools' and to the 'State' average as well as our VCE performance over the last four years (2019-2022). Both sets of results place Vermont Secondary College above 'Similar Schools' and above the 'State' average for VCE mean study score. In 2022 100% of our scored Year 12 students satisfactorily completed their VCE.

In relation to Literacy and Numeracy outcomes, teacher judgements, NAPLAN Learning Gain and mean study score for the VCE, we

will continue to develop teacher capacity and judgements to deliver and assess course content successfully through a systematic, well-resourced, collaborative mentoring framework.

Through implementing a wide range of strategies, we will continue to work on improving Student Learning Achievement outcomes for all students during the life of the current Strategic Plan (2021 – 2024) and current Annual Implementation Plan (AIP).

Wellbeing

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

Actions within our 2022 AIP that were established to assist us with these two key goals included;

- Engage the parent community through a series of programs that look to build relationships with targeted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers from external organisations as well as college staff.
- Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.
- Engage college staff in professional learning based on the BeYou framework.
- Continue to implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)
- Reinstate the staff and student Adolescent Mental Health First Aid training.
- Review and update current college processes and policies.
- Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.

During 2020 - 2022, due to the pandemic, lockdowns, remote learning and illness, we were hamstrung in being able to complete many of our actions but will continue with the two key goals in 2023.

However, looking at the 4 year trend data in the area of a ‘Sense of Connectedness’ and in the area of ‘Management of Bullying’ the VSC students (Years 7 - 12) survey results for 2022 and the four year average, place us well above the ‘Similar Schools’ average and also well above the ‘State’ average in terms of a positive result. Due to the pandemic/lockdowns Vermont did not participate in the student attitudes to school opinion survey in 2020.

At Vermont Secondary College we continue to strengthen crucial partnerships between students, families and teachers. This is facilitated through our Student Leadership model and a House structure where students are mentored by Student Managers, who are further supported by a Head of House and an Assistant Principal overseeing each House.

The schools mentor program, DET’s funded tutor program and the Middle Years Literacy & Numeracy Strategy (MYLNS) have all greatly assisted the college in identifying and supporting student’s wellbeing while also supporting them academically. The ‘access to school program’ we ran during the 2021 lockdowns for vulnerable students further supported the more susceptible students at the college and assisted with our pleasing 2022 results.

Student wellbeing (and engagement) is further reinforced through significant support from classroom teachers, the more settled 4 period day, and through a well-resourced Wellbeing and Pathways team accessing both internal and external providers. Attendance is consistently monitored by an Attendance Officer in the General Office through period by period roll marking and by all teachers via electronic devices through an electronic monitoring system. Parents also have full access to this electronic roll marking system via Compass and the Parent Portal where they can view their child’s daily attendance. Parents are contacted regularly by phone and Compass/text if we have any concerns re: attendance.

The focus of all these structures, combined with ongoing Professional Development for staff and student leaders, is on improving teacher practice through enhanced relationships with students and the support networks we offer. The wellbeing and engagement of our students and staff is paramount.

Engagement

Two key goals in our Strategic Plan that encompass the areas of Student Engagement and Wellbeing are: “To improve student engagement through enhancing student voice and agency” and to “To improve student wellbeing and inclusion”.

In 2022 our overall ‘Average Number of Student Absence Days’ and ‘Attendance Rate’ including the 4 year (2019-2022) average are all low when compared with ‘Similar Schools’ and the ‘State Average’. The number of absence days, at all levels, has shown a pleasing downward trend over the last few years. The exception to this was the ‘return to school’ in 2022 where Vermont had a significant amount of student and staff absence/illness due to returning to full time schooling while COVID was still well and truly present.

Our ‘Attendance Rate by year level - 2021’ for Years 7 to 12 sits between 90% to 92% with an average of 90.6%.

We will continue to implement our successful attendance strategies across the college which includes a full time Attendance Officer contacting parents directly while monitoring the electronic roll marking system which is marked every period by teaching staff on the Compass software. Parents are contacted via a Compass text or through a direct phone call if there is an attendance concern on the day. Parents have full access to Compass and can check their child’s attendance at anytime of the day.

Students are supported and overseen by Student Managers, along with the Head of House, and a well-resourced Wellbeing and Pathways team. An Assistant Principal further supports the Head of House. This team is further supported by the Pathways and Wellbeing teams.

In the ‘Engagement’ section of this report, VSC sits above the ‘Similar Schools’ average and well above the ‘State’ average for Student Retention (percentage of Year 7 students who remain at the school through to Year 10). We are also performing above these two sectors in the 4-year comparison data from 2019 to 2022.

When viewing the ‘Student Exits’ data (students exiting to further studies or full-time employment), the percentage of VSC students from Year 10 to 12 transitioning to further studies or full-time employment is well established, in a positive sense, and in 2020 sat at 99.6%. In 2019 our figure was 98.8%.

The four-year trend data places Vermont Secondary College’s Year 10 to 12 exiting students, relative to the ‘Similar Schools Average’ and the ‘State Average’, above both, with a figure of 95.6%.

Financial performance

Our financial situation heading into 2023 continues to be sound with accrued funds of \$1,759,296.00 available as of December 31st, 2022.

Our priority continues to be supporting the wellbeing and achievement of educational outcomes for our students. The continued Equity funding as well as the Tutor Program funding and our Mentor Program have been targeted to provide extra learning as well as access to other wellbeing programs and staff allocation to further support our students’ academic and personal growth.

Excitement remains high around the college where it is hoped that the building of our Sports Precinct will re-commence soon. This long-awaited addition has paused following completion of the ground works and we currently await the appointment of a replacement builder to complete this important project following an unforeseen event with the tendered building company. This process is managed by the VSBA (Victorian Schools Building Authority).

It is important to note that the college made payments as our contribution towards the building project, as well as an unexpected payment to confirm set pricing for our gymnasium seating with the quoted price in jeopardy due to the unexpected building delays and rising costs. These payments totalling \$2,678,451.00 are inclusive within Miscellaneous Expenses on the Financial Performance and Position Statement for 2022 and are safely held and managed by the VSBA.

The College is proud to have been able to contribute such a substantial amount to our Sports Precinct from locally raised funds. Our continued thanks go to the parents and guardians for their ongoing support and valued contributions to the Vermont Secondary College Building Fund.

For more detailed information regarding our school please visit our website at
vermont.sc@education.vic.gov.au



Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 1529 students were enrolled at this school in 2022, 763 female and 766 male.

28 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).

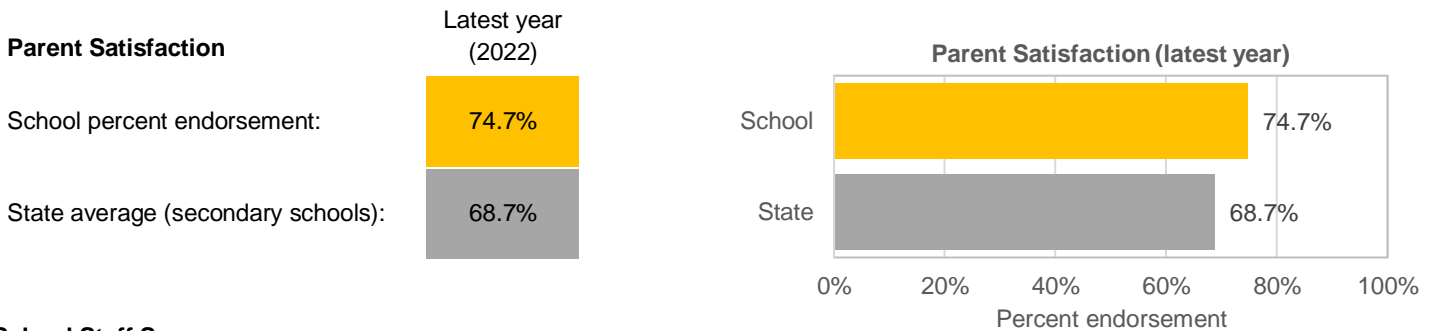
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

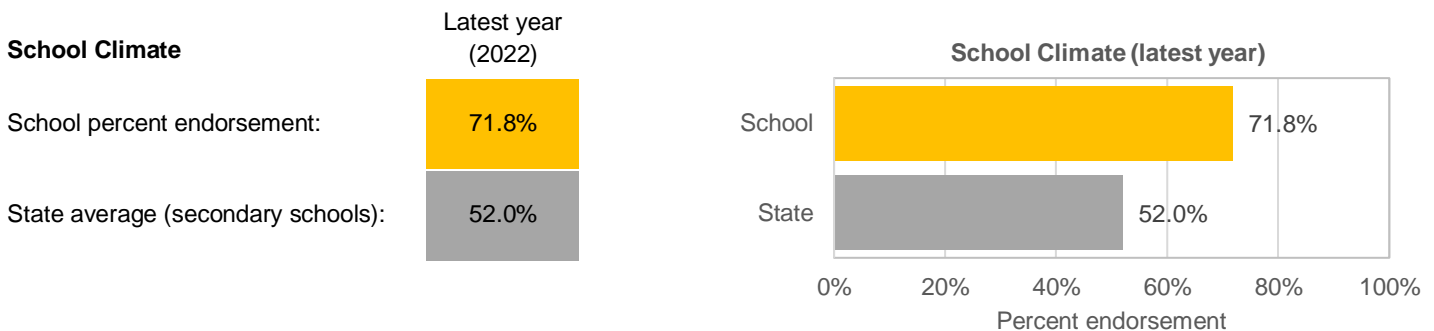


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent 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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

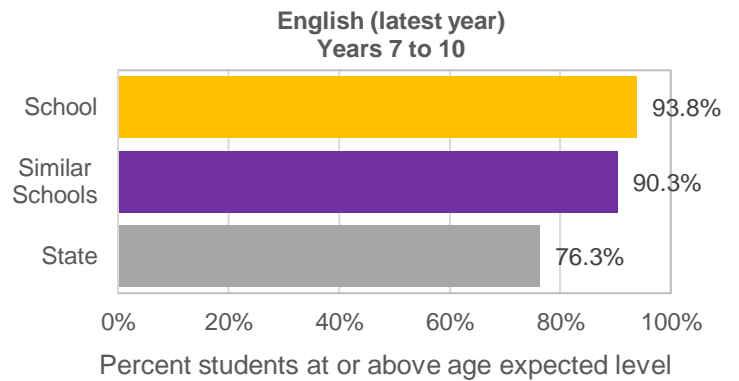
93.8%

Similar Schools average:

90.3%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

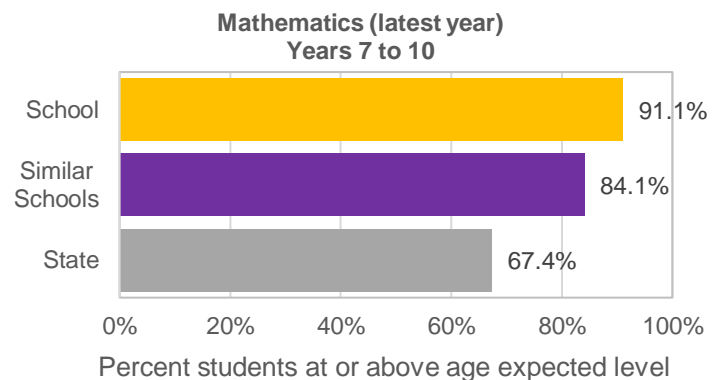
91.1%

Similar Schools average:

84.1%

State average:

67.4%



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.

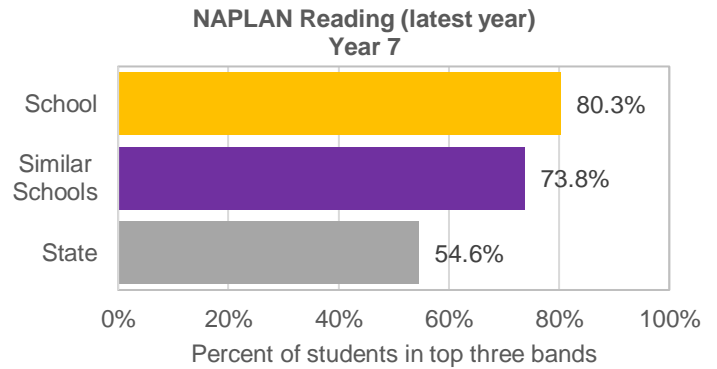
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

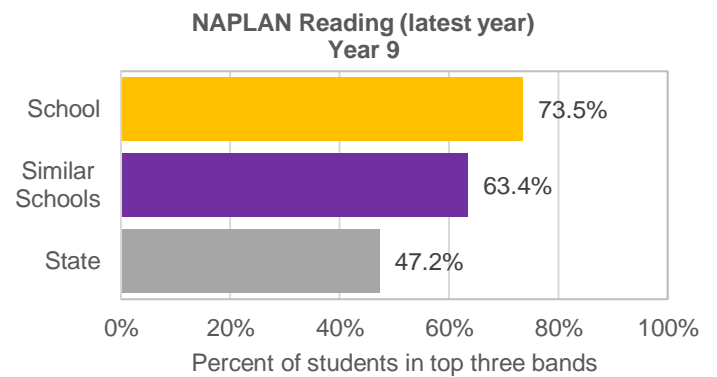
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.3%	80.7%
Similar Schools average:	73.8%	74.3%
State average:	54.6%	55.3%



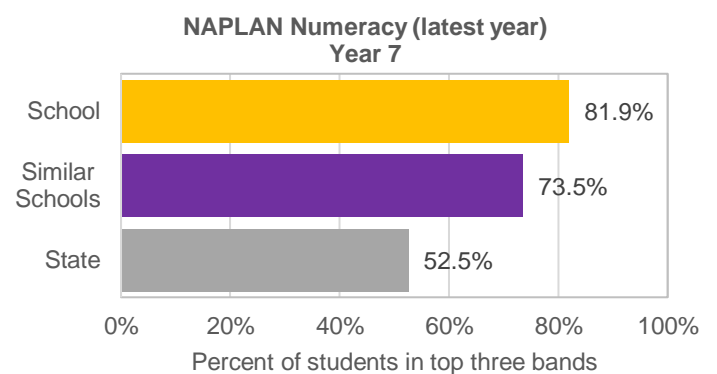
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.5%	72.3%
Similar Schools average:	63.4%	62.3%
State average:	47.2%	46.0%



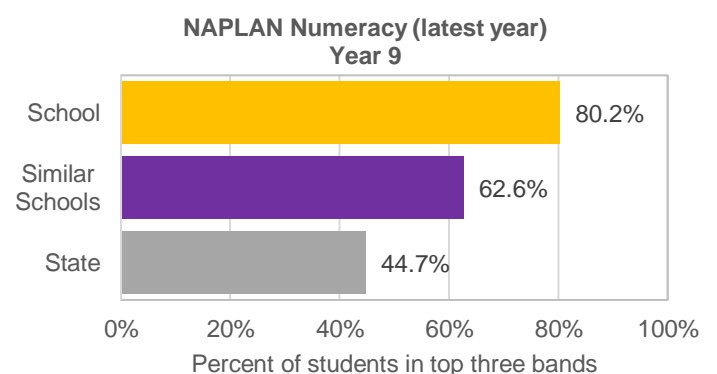
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.9%	85.2%
Similar Schools average:	73.5%	75.0%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.2%	80.7%
Similar Schools average:	62.6%	64.3%
State average:	44.7%	45.6%



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.*

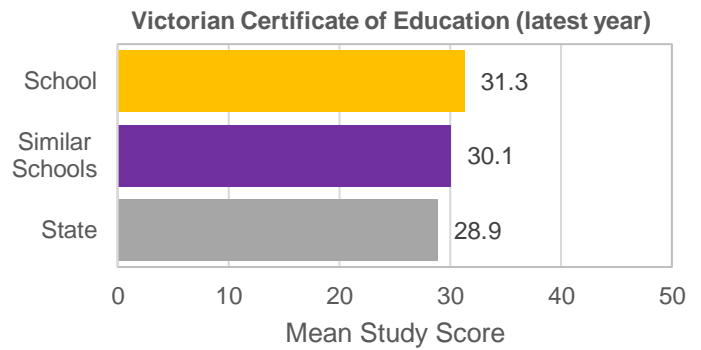
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	31.3	31.6
Similar Schools average:	30.1	30.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

6%

VET units of competence satisfactorily completed in 2022:

87%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

NDA

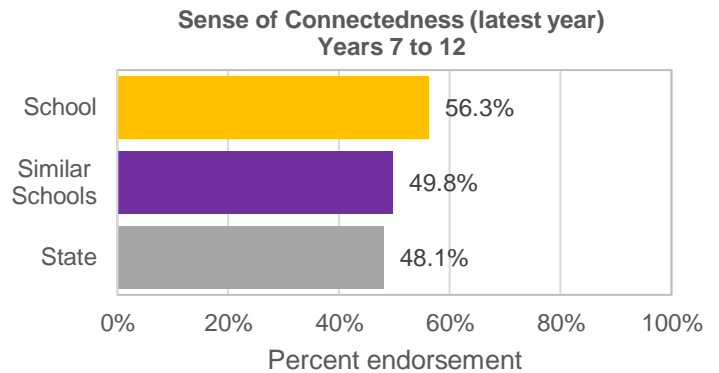
WELLBEING

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 percent 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).

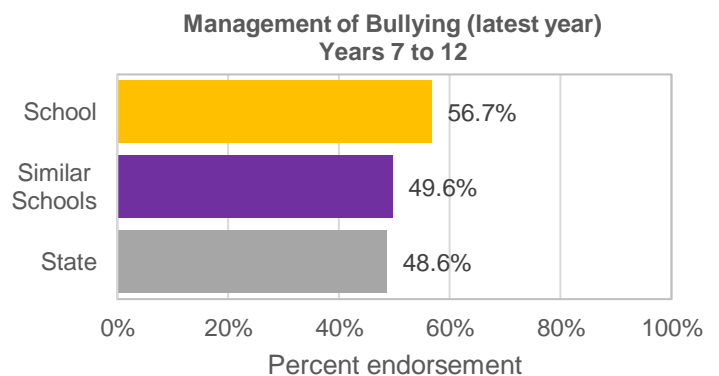
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	56.3%	58.0%
Similar Schools average:	49.8%	54.2%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	56.7%	60.2%
Similar Schools average:	49.6%	55.2%
State average:	48.6%	54.0%



ENGAGEMENT

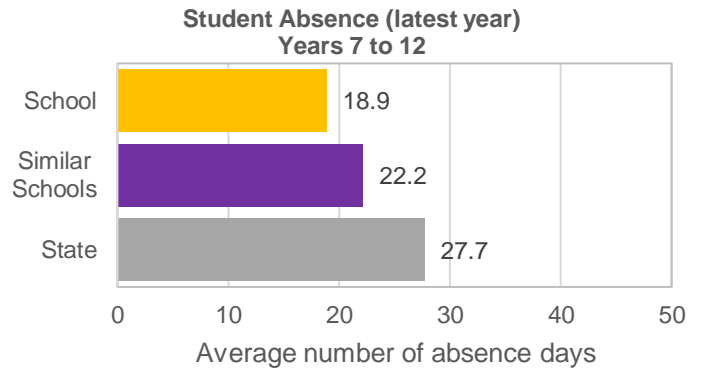
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	18.9	12.2
Similar Schools average:	22.2	16.6
State average:	27.7	21.8



Attendance Rate (latest year)

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

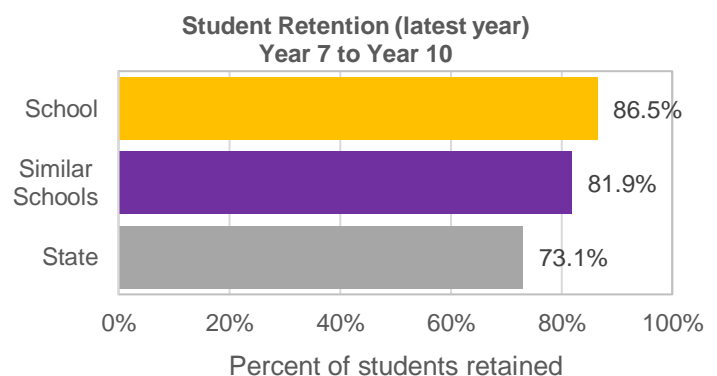
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	90%	90%	90%	92%	91%

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 (2022)	4-year average
School percent of students retained:	86.5%	84.9%
Similar Schools average:	81.9%	81.0%
State average:	73.1%	73.0%



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.*

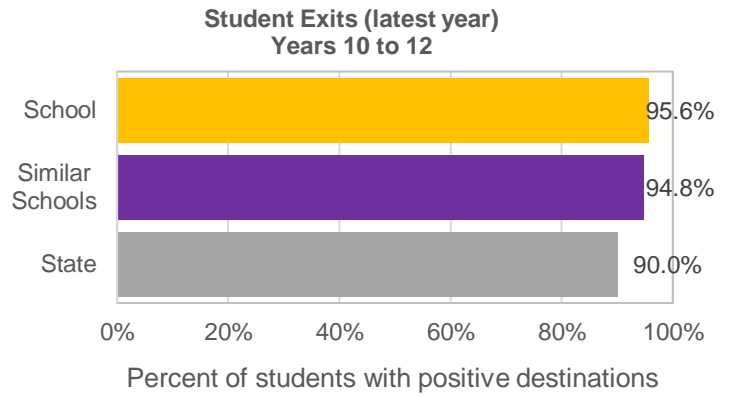
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	95.6%	98.1%
Similar Schools average:	94.8%	95.6%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$15,368,474
Government Provided DET Grants	\$1,804,373
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$53,845
Locally Raised Funds	\$2,000,436
Capital Grants	\$0
Total Operating Revenue	\$19,227,128

Equity ¹	Actual
Equity (Social Disadvantage)	\$82,114
Equity (Catch Up)	\$32,395
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$114,509

Expenditure	Actual
Student Resource Package ²	\$15,576,520
Adjustments	\$0
Books & Publications	\$24,908
Camps/Excursions/Activities	\$586,518
Communication Costs	\$19,560
Consumables	\$331,510
Miscellaneous Expense ³	\$2,877,708
Professional Development	\$65,902
Equipment/Maintenance/Hire	\$472,612
Property Services	\$169,782
Salaries & Allowances ⁴	\$680,396
Support Services	\$195,536
Trading & Fundraising	\$366,731
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$148,776
Total Operating Expenditure	\$21,516,458
Net Operating Surplus/-Deficit	(\$2,289,331)
Asset Acquisitions	\$0

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,289,171
Official Account	\$314,279
Other Accounts	\$155,847
Total Funds Available	\$1,759,296

Financial Commitments	Actual
Operating Reserve	\$964,055
Other Recurrent Expenditure	\$12,301
Provision Accounts	\$0
Funds Received in Advance	\$199,288
School Based Programs	\$904,005
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$325,079
Repayable to the Department	\$250,277
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$21,549
Maintenance - Buildings/Grounds < 12 months	\$46,797
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,723,352

All funds received from the Department, 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.