

2023 Annual Report to the School Community

School Name: Broadford Secondary College (7655)



Broadford
Secondary College

- 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 25 March 2024 at 11:07 AM by Tania Pearson (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 12:43 PM by Liza Whitfield (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

Broadford Secondary College is a co-educational secondary college located in the township of Broadford, 70km north of Melbourne. The College draws students from Broadford and Kilmore Primary schools as well as other primary schools, including Wandong, Pyalong, Tallarook and Willowmavin.

The Broadford Secondary College vision is to give every person, every opportunity, everyday. YAAWINBU YANANINON, translating to "Enjoy Your Journey". The values our College community embraces are: Respect, Responsibility, Organisation, Persistence and Excellence.

In 2023 the school's enrolment was 779 students, divided into two sub-schools: a Junior School comprising 6 classes of Year 7 students, 6 classes of Year 8 students, 6 classes of Year 9 students; and a Senior School comprising of 6 classes of Year 10 students, 5 classes of Year 11 students and 4 classes of Year 12 students, including VCEVM & VPC. The college has 31 indigenous students and 141 NCCD students enrolled.

The College offers a wide range of subjects at VCE and has an established VCEVM & VPC program. There are opportunities for students to be offered access to VCE subjects in year 10. VET courses offered on site include Building and Construction and Engineering. The school is a member of the Central Ranges Trade Training Centre (CRTTC) which gives students access to outstanding facilities for Automotive VET studies. Other VET courses are delivered at TAFE Colleges which are accessible by train.

The College also ran a Flexible Learning Option program for 15 students aged 15-18 years called RESET. This onsite program is run fully by BSC staff with the intention of engaging vulnerable students back into school. The course focuses on Literacy, Numeracy and building resilience and confidence of these individuals, with the aim to fully integrating them back into mainstream learning. The program has improved the schools student attendance data by successfully enticing school refusers back to school.

The school's transition program is coordinated by an Assistant Principal who works with all students and their families moving into Year 7; the role provides opportunities for feeder schools and new parents to converse with the College. A hand-over to the Year 7 coordinator and advocates occurs early in the new academic year. This process allows for a smooth, well-planned community-based approach.

The College Student Family Occupation and Education (SFOE) index is: 0.4718, the staffing profile is made up of 1 Principal, 3 Assistant Principals, 6 Leading Teachers, 3 Learning Specialists, 50 teachers (45.6 EFT), 30 Educational Support Staff (25.7 EFT), a Business Manager and 2 maintenance people.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the BSC Instructional Model was revised and refined to incorporate Teaching & Learning and Wellbeing components to ensure they are evident in all classes across the College. The model is displayed in classrooms and an integral part of the induction process for new staff.

Professional Learning Teams (PLTs) have been introduced, replacing the Key Learning Area (KLA) model to ensure the PLC inquiry process is embedded, teams are working together with a commitment to collaboration and collegiality. The student is at the centre of all inquiries and outcomes are shared at an end of year 'showcase' to highlight the findings and build a bank of valuable professional resources. All PLT Leaders completed PLC training through Cambridge Education to build their capacity and ensure consistency of practice. Observations were made at other schools to ensure best practice was being adopted and embedded. Groups follow expected norms, use common meeting templates, analyse data and share strategies.

Middle Leaders participated in Communities of Practice in Literacy, Numeracy, Wellbeing and Transition with neighbouring schools. Our Numeracy focus saw progress made towards shared Numeracy strategies across the curriculum which was observed in several classes other than Maths. BSC participated in the Numeracy initiative, Project 22/23 to work alongside Broadford Primary School, sharing strategies through collaboration and observation.

Intervention/extension programs, Middle Years Literacy and Numeracy Support (MYLNS), Victorian High Achievers Program (VHAP), Tutor Learning Initiative (TLI) and Centre for Higher Education Studies (CHES) continue to support student growth and access to further support.

The whole staff participated in a shared Network Curriculum Day with teachers from Mitchell and Murrundindi regions. Professional Learning was delivered by experts in their field from Teaching and Learning and Wellbeing

All Year 9 and 10 English and Humanities teachers have completed Professional Learning and Development for Holocaust education to be delivered.

Wellbeing

Our school has journeyed through substantial growth and transformation this year, building upon the robust foundation set in preceding years. Our commitment to integrating wellbeing into every educational experience has shown significant developments across various areas, reflecting our dedication to enhancing the environment for our students, staff, and the wider school community.

With Berry Street Education Model (BSEM) training completed, we've taken a significant step this year to embed wellbeing strategies into our instructional model. This enhancement saw the introduction of class opening routines, including check-ins and structured activities, all inspired by the Berry Street Education Model. Our instructional model now incorporates mid-class brain breaks and high-impact wellbeing strategies, underscoring our holistic approach to education and adoption of FISO 2.0.

Our School Wide Positive Behaviour Support (SWPBS) underwent transformative changes, particularly with "puzzies" and customising mini-lessons to cater to specific cohort needs. "Puzzies" are a positive acknowledgment system designed to recognise and celebrate students' achievements and positive behaviours. This reward system transformed how we acknowledge student success, allowing for instant recognition of positive actions, which are immediately communicated to students and their families. This initiative has significantly strengthened the home-school connection. In addition to this, the strategic evolution from homeroom-based mini-lessons to cohort-specific activities in mainstream classrooms enabled targeted support, emphasising organisational skills, resilience, and adherence to school values.

The transformation of our homeroom sessions into dynamic house meetings fostered a profound sense of community and house pride, enriching our school culture immensely. This allowed for school house-based events to run, which engaged all students, such as the house trivia event, the boat regatta where students designed house-coloured boats and raced them on the school oval, and the house tennis competition.

The role of our Re-Engagement Officer saw significant expansion, working closely with the RESET program to support our most vulnerable students. This year, the RESET program refined its focus, primarily addressing attendance issues and successfully reintegrating 80% of its participants back into mainstream classes—a testament to the program's efficacy and our tailored approach to meet student needs.

The Student Representative Council (SRC) made moves to amplify student voices within our school. Their advocacy led to policy adjustments, mirroring a genuine commitment to student-led change. The SRC enabled feedback around how the school should respond and educate students during incidents and major behaviours. The SRC's efforts, especially in providing a student voice for policy around student behaviour and school facilities, have markedly enhanced our school environment.

Facility upgrades this year included transforming our old tennis courts into a multi-sport complex and introducing a popular "Gaga" pit. These enhancements have not only enriched our physical environment but also provided new avenues for student engagement and physical activity. Each day now, a large section of our students can be found active and enjoying lots of positive peer play on a previously unused part of the schoolyard.

Looking ahead to 2024, we see the opportunities that lie ahead of us, particularly in bridging learning gaps and ensuring inclusivity for all students. Our step into Disability Inclusion marks the beginning of a journey towards developing a fully supportive environment for every student. The groundwork laid this year in planning and staff development will be instrumental as we advance.

Engagement

During 2023 BSC held a number of Wellbeing community events, including a Mother's Day afternoon tea, Father's Day breakfast and Community Student Pride awards in conjunction with Nexus Health. Breakfast club continued 2 mornings a week for students during Terms 2 & 3. This requires staff to volunteer their services and donations from a variety of food sources. The Wellbeing team held regular LGBTQIA+ forums for students to attend and offer support to these students. The College hosted a welcome Whole School BBQ at the beginning of the year for new and returning families.

New staff to the college are offered a thorough induction process throughout term 1 and matched with a mentor for ongoing support. All staff are invited to attend a dinner at the restaurant where BSC students study VET Hospitality. Students enjoy seeing staff take an interest in their studies after hours. New students to the college are offered an extensive and thorough transition, particularly

Year 6 students. Students entering the Senior School undergo an Orientation program at the end of the year, in preparation for VCE. At the end of the school year students in Year 12 are celebrated with a whole school assembly, a graduation dinner and a presentation of their time capsules from Year 7.

Pleasingly, the rate of Year 7 students remaining at our school through to Year 10, remained high and above the state and similar schools average.

The College received more applications for enrolments than what it could accommodate in 2023, resulting in the need to adhere to an enrolment management plan.

An established SRC was established giving students the opportunity to voice any concerns or suggestions on improvements.

An extended lunch occurs each Monday to allow for House based activities to occur. Students earn house points through participation, encouraging student connectedness to school. The competition for house points has continually increased over the year.

The first International tour to Vietnam occurred since COVID lockdowns with 23 students and 4 staff members attending. This tour was highly successful and another is being planned for 2025.

Other highlights from the school year

In 2023 the college conducted three camps, year 7 visited Camp Howqua at the beginning of Term 2, year 8 attended the Surf Camp at Angelsea and 23 students and 4 staff travelled to Vietnam in June. Many excursions occurred throughout the year, including during the end of year activities week.

The school production of Shrek was a highlight.

The college's Japanese Sister School visited the college for the first time since lockdown. Broadford Secondary College students were very eager to volunteer to be hosts and have Japanese students stay in their homes.

The annual school Swimming Carnival and Athletics Carnivals were well attended and enjoyed, with students connecting to the Houses by dressing up in House Coloured costumes. Many sporting teams competed in the Round Robin sports carnivals with a few progressing to the next level. Fundraising helped sponsor a year 12 student to travel to the USA to compete in Cross-Country events.

The existing tennis courts were upgraded to a usable level. This included resurfacing, a new fence and adding basketball rings, netball rings and the option of playing volleyball. A Gaga Pit was constructed using funds from the school's Active Schools Grant. A new shade sail was constructed over the grassy knoll. This was financed by a successful grant application. All other shade sails were also replaced.

Koorie students attended a couple of leadership camps to Rubicon Outdoor Education Centre, along with some day adventure activities of their choice. This program is designed to help the students to their culture and to build leadership skills and self confidence. The college in conjunction with Rubicon Outdoor Education Centre was nominated for an award for their work in with Koorie students. Indigenous Richmond Football players also ran a clinic, onsite for our Koorie students. These students also attended the Richmond Football club as guests.

A small group of year 9 students attended the Alpine School for all of Term 3, in 2023. These students lived onsite and developed team work skills and a great deal of confidence, leadership and independence through the program.

Financial performance

The College has managed its funds in a professional and diligent manner. It finished 2023 with a surplus in the staffing budget due to our employment management planning. The College has continued with its streamlined accounting practices and continued to find ways to reduce charges to families. Families would have also observed a more streamlined fee payment method with online payment options through Compass. The College utilizes a large part of the Equity funding to support the RESET program to encourage vulnerable students to reconnect with school. The College also financially manages the Central Ranges Trade Training Centre Consortium (CRTTC). This represents \$25 306.26 in our High Yield Account, this is capital which is audited and not available for the College. A large proportion of funds in 2023 supported the Tutoring Learning Initiative, and upgrades to the Tennis Courts.

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 789 students were enrolled at this school in 2023, 384 female and 402 male.

2 percent of students had English as an additional language and 4 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).

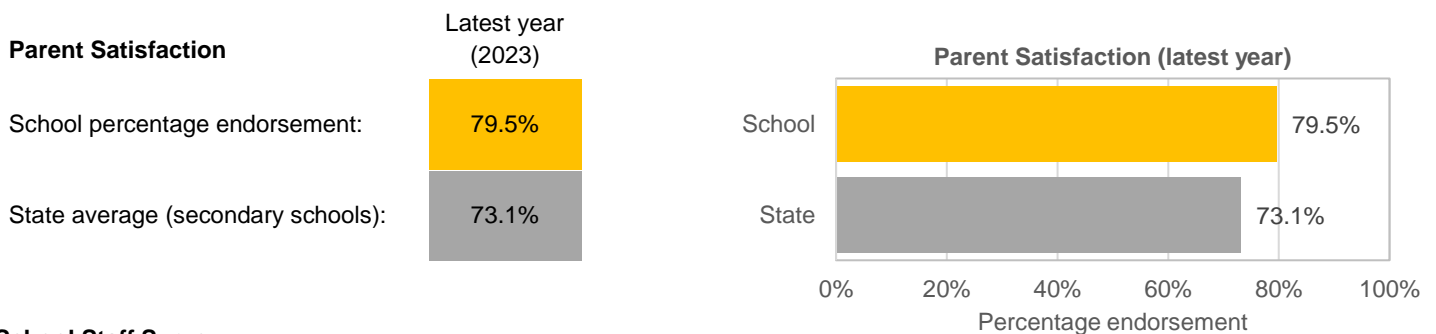
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

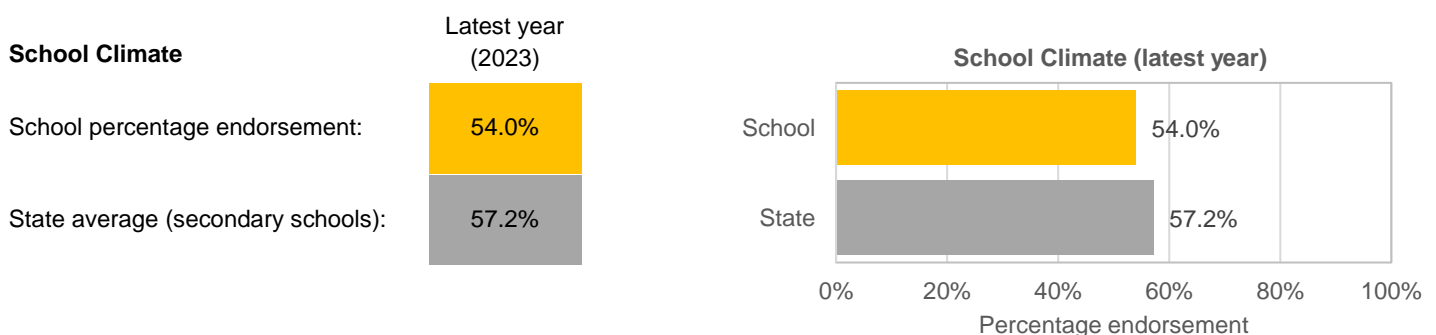


School Staff Survey

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

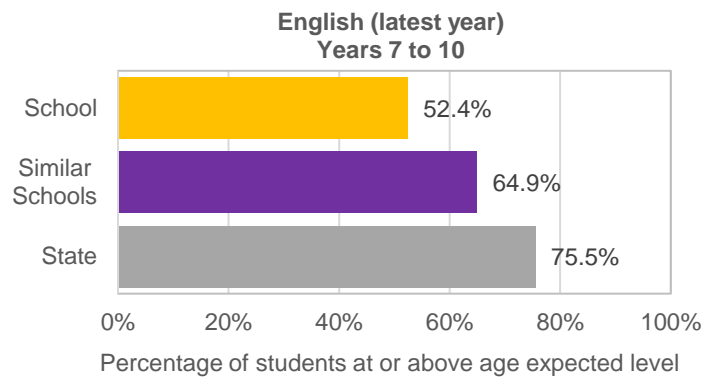
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

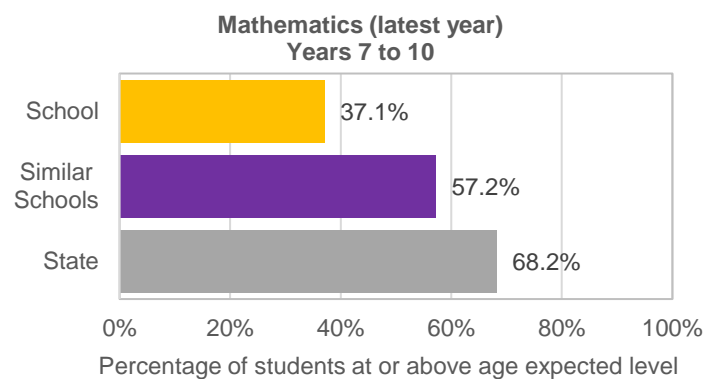
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	52.4%
Similar Schools average:	64.9%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	37.1%
Similar Schools average:	57.2%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.9%

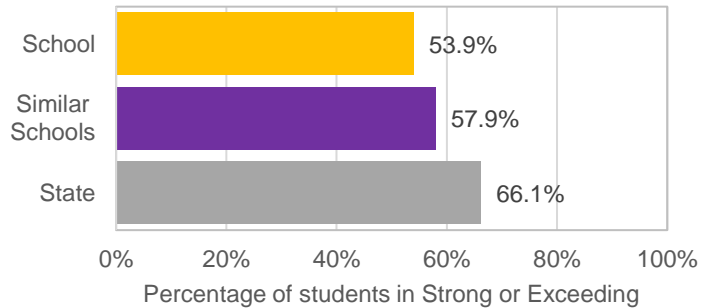
Similar Schools average:

57.9%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.0%

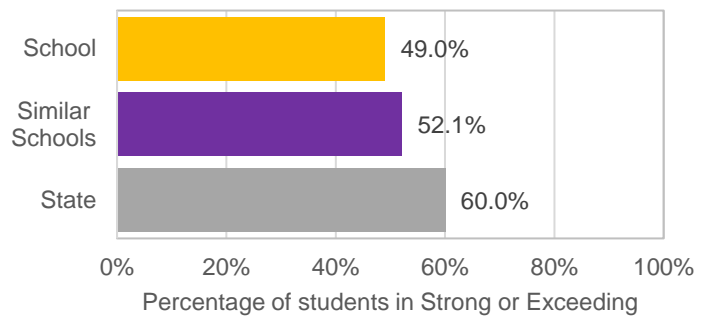
Similar Schools average:

52.1%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

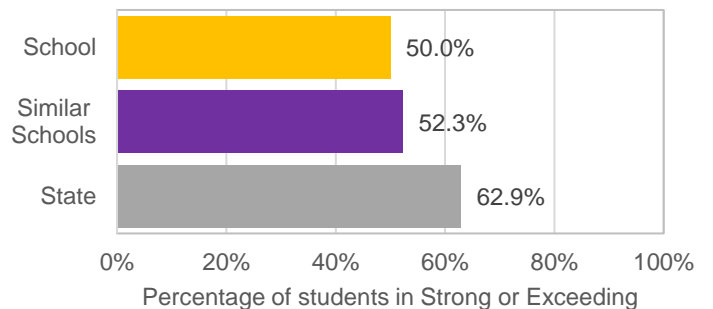
Similar Schools average:

52.3%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

42.5%

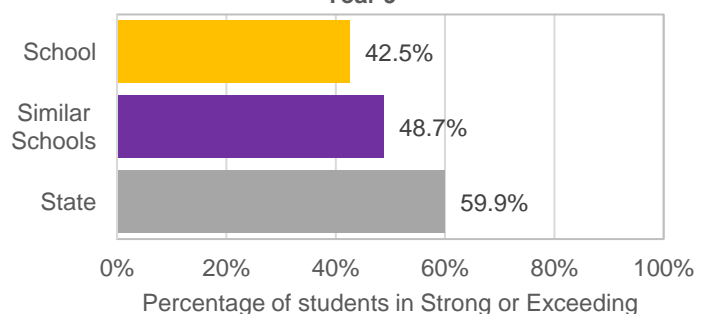
Similar Schools average:

48.7%

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:

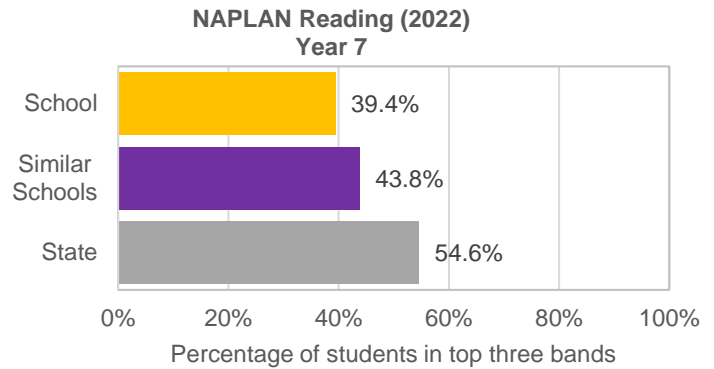
39.4%

Similar Schools average:

43.8%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

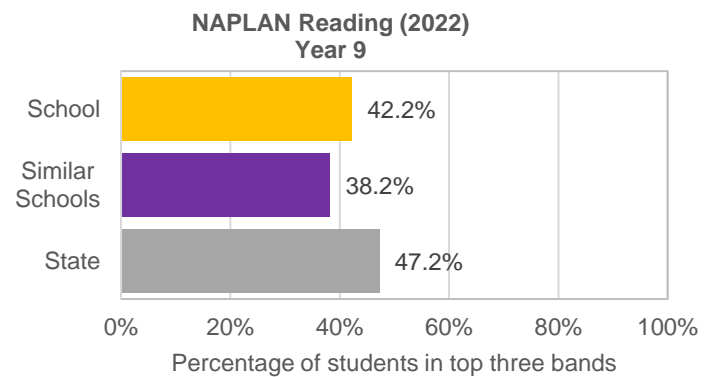
42.2%

Similar Schools average:

38.2%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

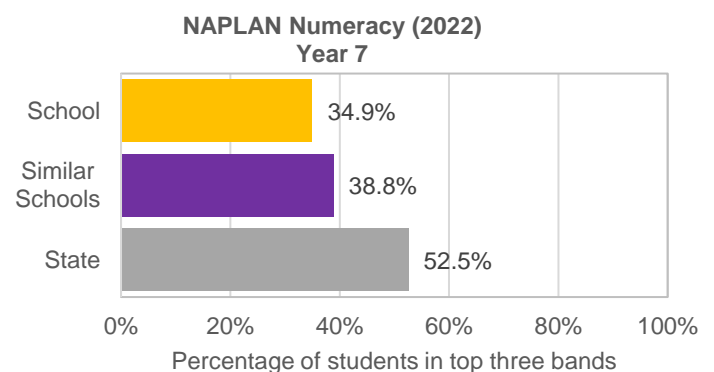
34.9%

Similar Schools average:

38.8%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

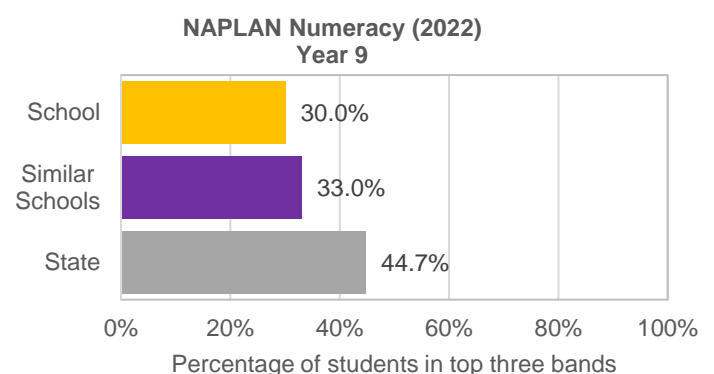
30.0%

Similar Schools average:

33.0%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

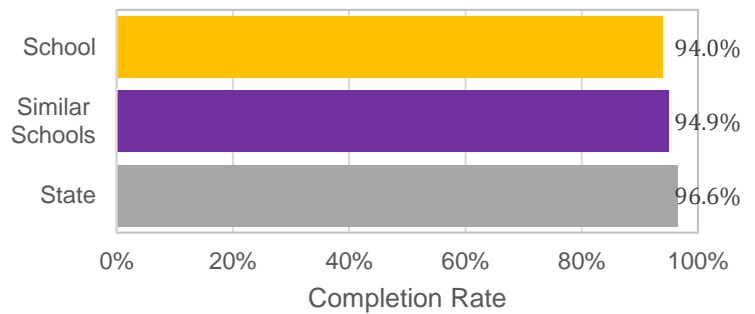
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.0%	96.1%
Similar Schools completion rate:	94.9%	95.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.7

Number of students awarded the VCE Vocational Major

14

Number of students awarded the Victorian Pathways Certificate

NDP

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

24%

Percentage VET units of competence satisfactorily completed in 2023:

66%

WELLBEING

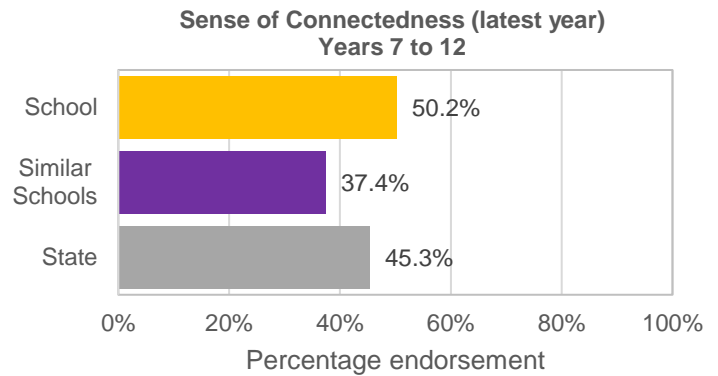
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	50.2%	45.3%
Similar Schools average:	37.4%	41.2%
State average:	45.3%	49.9%

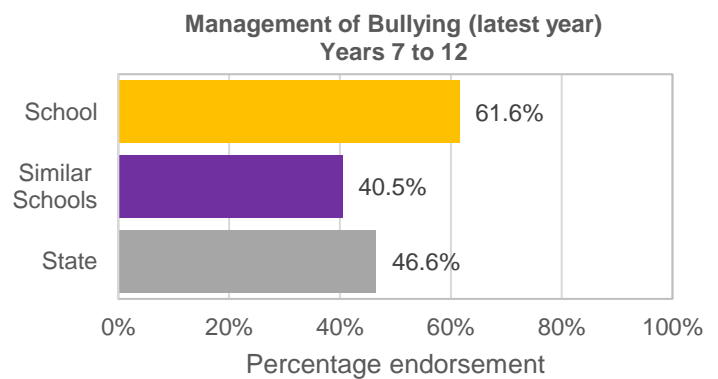


Student Attitudes to School – Management of Bullying

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:	61.6%	48.4%
Similar Schools average:	40.5%	43.6%
State average:	46.6%	51.0%



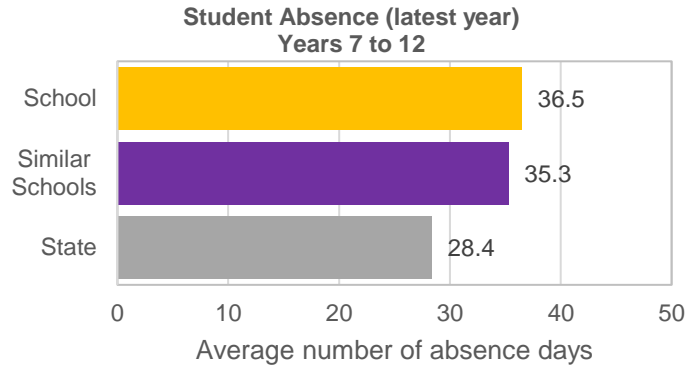
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	36.5	32.3
Similar Schools average:	35.3	30.6
State average:	28.4	23.8



Attendance Rate (latest year)

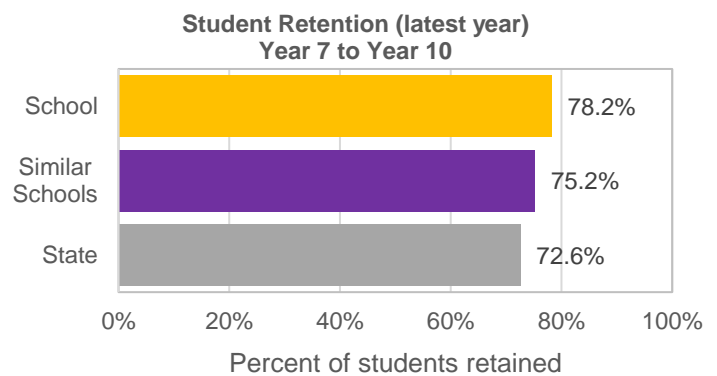
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	80%	79%	80%	81%	87%

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:	78.2%	81.8%
Similar Schools average:	75.2%	75.6%
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.

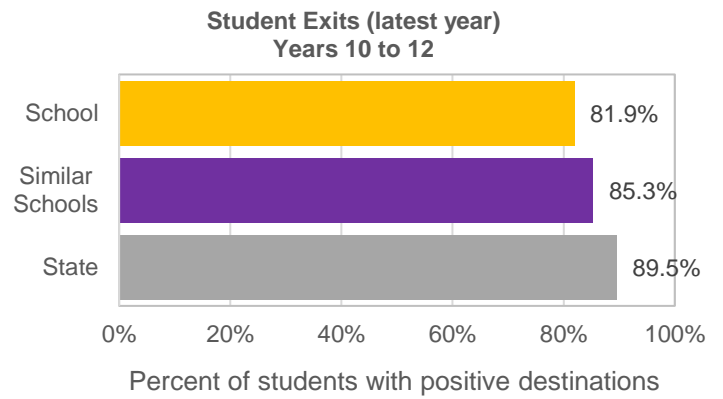
Students exiting to further studies or full-time employment

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:	81.9%	81.7%
Similar Schools average:	85.3%	84.7%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$9,337,546
Government Provided DET Grants	\$2,195,645
Government Grants Commonwealth	\$0
Government Grants State	\$32,979
Revenue Other	\$43,010
Locally Raised Funds	\$357,391
Capital Grants	\$0
Total Operating Revenue	\$11,966,571

Equity ¹	Actual
Equity (Social Disadvantage)	\$494,989
Equity (Catch Up)	\$78,928
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$573,918

Expenditure	Actual
Student Resource Package ²	\$9,176,029
Adjustments	\$0
Books & Publications	\$9,430
Camps/Excursions/Activities	\$247,577
Communication Costs	\$19,647
Consumables	\$165,383
Miscellaneous Expense ³	\$41,517
Professional Development	\$63,892
Equipment/Maintenance/Hire	\$424,829
Property Services	\$229,419
Salaries & Allowances ⁴	\$160,170
Support Services	\$1,041,883
Trading & Fundraising	\$38,777
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$0
Utilities	\$81,460
Total Operating Expenditure	\$11,700,077
Net Operating Surplus/-Deficit	\$266,494
Asset Acquisitions	\$175,131

- (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	\$644,263
Official Account	\$112,345
Other Accounts	\$0
Total Funds Available	\$756,607

Financial Commitments	Actual
Operating Reserve	\$424,650
Other Recurrent Expenditure	\$7,032
Provision Accounts	\$15,000
Funds Received in Advance	\$29,000
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,646
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$896,328

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.