

2022 Annual Report to the School Community

School Name: Yarrawonga College P-12 (8883)



- 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 01:03 PM by Damien Keel (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 01 May 2023 at 06:31 PM by Carolyn O'Dwyer (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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
-

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

Yarrawonga is a picturesque North East Victorian rural township situated on the Murray River and Lake Mulwala with a population of approximately 8660 people, (2021 Census). Across the bridge in New South Wales is the smaller township of Mulwala with a population approximately 2540 people, (2021 Census). Yarrawonga has many thriving industries including Agriculture, Farming, Tourism, Hospitality, Building and Construction, Aged Care, Education and Health. The town is experiencing exponential population growth with several new residential housing developments occurring, including a larger development of over 2000 house blocks across the road from the college. Yarrawonga College P-12, (YCP-12) was formed in 2010 when Yarrawonga Primary School and Yarrawonga Secondary College merged and currently has 2 campuses, Gilmore Street with Years Prep to 8 and Pinniger Street which houses Years 9-12. Both campuses are within walking distance of each other. The process of moving to the two-campus structure was well worth the effort with students and teachers from Prep to Year 4 now enjoying large flexible space classrooms. The long-term vision of the College is to provide learning opportunities for all ages 0-99, with Early and Adult learning facilities planned for the Pinniger St site. Once complete, all 3 stages of learning, (P-4, 5-8 and 9-12) will be located on the Gilmore Street site. The whole community is excited about the potential of completing the next stage of the current Capital Works Project in the near future. Completion of the next stage will provide the students with quality educational facilities across all Year Levels. YCP-12 Values include *Integrity* – always acting ethically and fairly, ensuring consistency between words and actions, upholding the College values in everything we do. *Co-operation* – working together, communicating effectively and supporting each other in a positive manner. *Honesty* – always being truthful, fair and true to oneself and others. *Respect* – treating others with consideration, being always courteous and acknowledging the beliefs and rights of others. *Responsibility* – taking ownership of our behaviour and actions and setting a positive example to others. In 2022 the student enrolment as at the Feb Census was 994.3 FTE, comprising of 356.6 from in Prep to Year 4, 331.6 from Year 5-8 and 306.1 from Year 9-12. Student Family Occupation for P-12 in 2022 was 0.5202 Yarrawonga has limited cultural diversity with mainly Anglo Saxon background. (Based on the report from the August, 2021 census) 41 x students at the college are of a Koorie background and 1 x student who has a Torres Strait Islander background (in 2022) (total 42 in 2022). In 2022 Yarrawonga College P-12 had 29.7 students enrolled who have a disability.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher Judgements

Teacher judgements continue to be conservative for students across Prep to Year 10 when compared to NAPLAN results in Year 3, Year 5, Year 7 and Year 9. Teacher judgements for YCP-12 are below Like Schools and State across both English and Mathematics, which is not the case for NAPLAN in Year 3, Year 5, Year 7 and Year 9. NAPLAN The number of students in the Top 3 Bands for Reading in Year 3 were slightly below Like Schools, Year 5 were slightly above and in Year 7 significantly above. In Year 9 the number of students in the Top 3 Bands for Reading were significantly below Like Schools. The number of students in the Top 3 Bands for Year 3 and Year 5 Numeracy were slightly below Like Schools, both Year 7 and Year 9 were significantly above Like Schools.

Victorian High Ability Program (VHAP)

The college **once again** employed a teacher to coordinate the Victorian Education Department's High Ability Program. Overall, there were 18 students selected for the program including six in the Primary Mathematics course, seven in the Secondary Mathematics course, three students in the Primary English course and two students in the Secondary English course. A weekly online course was provided for these students, who were supported by the VHAP coordinator.

Early Years English Online Screening Through the college Prep transition's oral language screening 33% of students began the 2022 school year as Preps with mild to severe receptive language difficulties and 90% students demonstrated mild to severe expressive language difficulties. The English Online Interview results for 2022 Preps identified 39% of students were approaching Level 1 or higher in Reading (comparable to state), in Speaking and Listening this fell to only 27% (10% below network & state levels). This data is consistent with previous years also, which is why the Early Years teachers work hard on developing student oral language capability. Senior Secondary Overall, the college Mean study score for Year 12 was 24.8. 97% of students studying scored VCE subjects successfully completed their course in 2022. Of the 34 students who completed VCE - 17 are in employment, 8 are at University or TAFE, 5 are taking a gap year and are currently employed, 4 are in apprenticeships/traineeships. Of the 22 students who studied a Victorian Certificate of Applied Learning - 18 are in employment, 3 are in apprenticeships/traineeships and one is studying a diploma whilst working. The main challenge experienced by the Year 12 students was the lockdowns during 2021

and time missed at school in front of their teachers. In 2022, the YCP-12 percentage of students going on to further studies or full-time employment remains well above both Like School and State Averages, as does the retention of students from Year 7 to Year 10.

Program for Students with Disabilities Leaders, Teachers and Education Support Staff continued to work with students with a disability across the college to engage them into the learning program and other opportunities. Staff worked together to support students with a disability through a carefully considered approach through Student Support Group Meetings and the subsequent development of Individual Education Plans. Future Learning at the College All Yarrawonga College P-12 staff were surveyed at the end of the 2021 school year through the Performance and Development process. As part of the survey a specific question was posed around 'what have been the two key impacts of remote and flexible learning'? The overwhelming responses were, reduced student emotional regulation and reduced student learning stamina. The college has brought these two areas to the attention of all college staff and requested an appropriate response at each campus.

Wellbeing

During 2022 YCP-12 worked to identify areas of need in student Mental Health and Wellbeing, then attract and recruit a number of Mental Health and Wellbeing staff to support students. In 2022 the college employed a Counsellor, Mental Health in Schools Practitioner, (Psychologist) and Senior Psychologist to work with students throughout the year. To further support students in 2023 YCP-12 was able to employ an additional Counsellor, Student Welfare Officer and Social Worker. The college provided many Mental Health and Wellbeing pro-active learning and program opportunities in 2022 including Live for Life for Year 11 VCE, VCAL and Year 8 students. The Resilience Project sessions for students across the college. Psychologist and Social Worker provided individual and small group wellbeing programs, Chill Skills from the Early Primary Years up to Year 5, Seasons for Growth program in Year 3, Many Mobs Yarn ups for P-12 Indigenous students. The college continued to employ a Senior Psychologist to provide 1:1 counselling for students at risk dealing with complex trauma. The college Increased the level of support from the Secondary Welfare Officer to extend to Year 5-8 Campus. Engagement plans established for students and increased number of sessions were made available to Year 5-8 students. According to the 2022 Attitudes to School Data, students in Year 4 – Year 12 at YCP-12 percentage of positive response to sense of connectedness to schools is well above Similar Schools and the State Average. The Attitudes to School data from 2022 also suggests that students from Year 4 – Year 6 endorsement of how the college deals with Bullying is higher than both Like Schools and the State Average. Year 7 – Year 12 students' endorsement of how the college deals with Bullying is significantly higher than both Like Schools and the State Average.

Engagement

The 2022 school year began with so much excitement and confidence about having students back in front of teachers full time without the interruption of lock downs throughout the year. Initially students responded well, however teachers noticed after a few weeks that students quickly became tired and that they were not regulating themselves as well as they had prior to COVID. The college experienced significant amounts of illness for both students and staff across the year, especially in Terms 2 and 3. Many activities were provided for students across the year to connect students and their families with the college, some of these activities included; Father's day event, Mother's Day event, 9-12 Music night, Christmas concert, Community Workshop open day, Year P-4 assemblies, Year 5-8 Assemblies and Year 5-8 and Year 9-12 Awards nights, cross year level activities including Book week activities, Year 12 Final Assembly and Year 9-12 students performing across campuses. Science Week- 5/6 leaders ran sessions for P, 1 & 2, Year 1 completed science session over at 9-12 campus, 5-8 Leaders supporting P-4 sports carnival, VCAL students ran football clinics with Year 4 students, Cross age Energy Breakthrough in Maryborough, Year 6 reading their Picture story books to younger year levels. College Camping and Excursion programs thrived last year and all Year levels were able to attend their normal events. Students attended the Darwin experience rather than Kokoda, due to the impacts of COVID and ban on International Travel – the college found a way to provide quality extra-curricular opportunities for students. A new initiative was introduced for the Year 9-12 Campus in 2022 where VIP students based on effort and attendance were invited to attend Staff vs Students Sporting Competitions. Students from Prep to Year 6 at YCP-12 had less average days absence than Similar Schools and all State Schools in 2022. Students from Year 7 – Year 12 also had less average days absence than Similar Schools. The attendance rate of students per campus in 2022 was as follows; P-4 = 90.2%, 5-8 = 84.25%, 9-12 = 85%. Although positive endorsement opinion data across parents and staff was slightly down on the 4-year average for YCP-12, opinion data is above Like Schools and all State Schools for Positive Parent Endorsement and Positive Staff Endorsement.

Financial performance

Yarrawonga College P-12 was able to operate a surplus budget through careful planning and fundraising to support the purchasing of extra resources. The college now has a carefully considered staffing profile that is aligned to the Student Resource Package Credit line, the Surplus return of the staffing budget in 2022 was developed to ensure that any shortfall in enrolment trends could be covered alongside an increased Mental Health and Wellbeing Staffing profile in 2023. At the end of 2022 the Tutor Learning Initiative Program assigned \$73,669.00 out of the SRP to support learning catch up across the college. The college received equity funding to support literacy/numeracy development for students not meeting learning benchmarks and those who are disadvantaged. All equity funds were clearly documented and accounted for by the college through the 2022 Annual Implementation Plan. Often this was difficult due to the constant need to redeploy staff from other programs to cover classrooms due to staff illness. Some goals and targets of the Annual Implementation Plan weren't possible to achieve due to the limited amount of time we were able to come together as a college staff to work towards Key Improvement Strategies. The college has invested heavily to increase wellbeing supports across campuses to ensure that there are appropriately qualified mental Health professionals working with students on their mental health and wellbeing needs. The additional expenditure in 2022 on Mental Health and Wellbeing supports for students included the employment of an additional counsellor, two part-time psychologists and increased time non-teaching time fractions for Welfare Officers and Leading Teachers. The Doctor's in Schools program was able to return to full time in 2022. In 2023 the college will return a Deficit Financial position due to a responsive approach to keep class sizes low, meet the 2024 Face to Face Teaching Time for Prep to Year 6 teachers and employ further Mental Health and Wellbeing professionals to support students across the college.

For more detailed information regarding our school please visit our website at
<https://yarrawonga.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 994 students were enrolled at this school in 2022, 499 female and 495 male.

1 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.

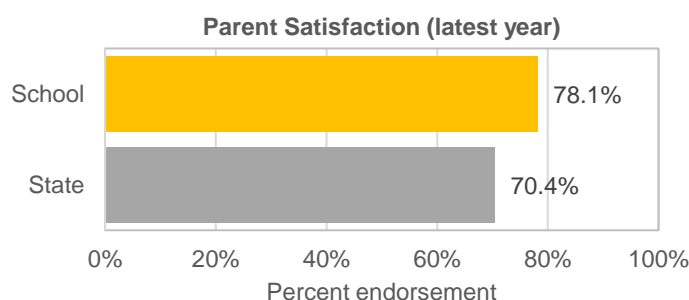
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	78.1%
State average (P-12 schools):	70.4%



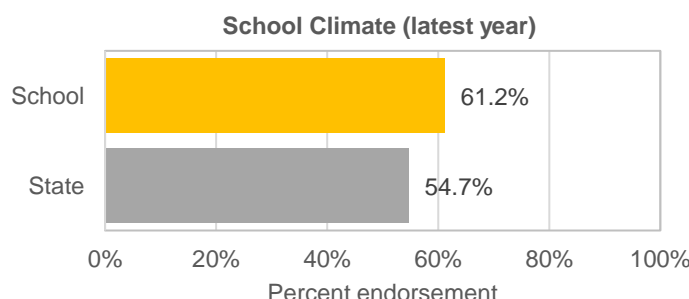
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	61.2%
State average (P-12 schools):	54.7%



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 Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

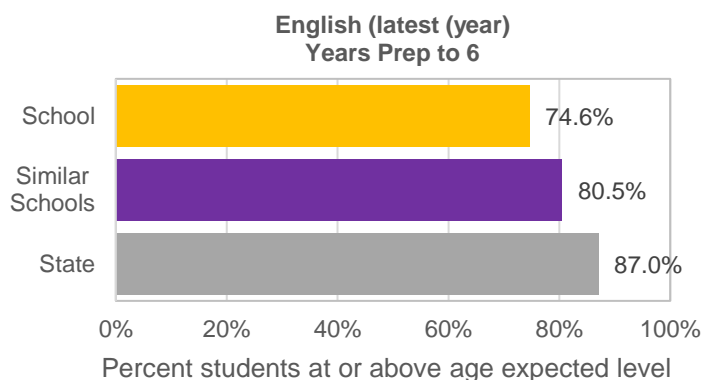
74.6%

Similar Schools average:

80.5%

State average:

87.0%



English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

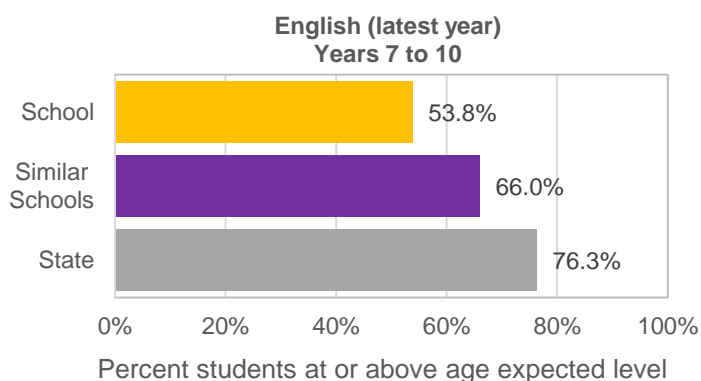
53.8%

Similar Schools average:

66.0%

State average:

76.3%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

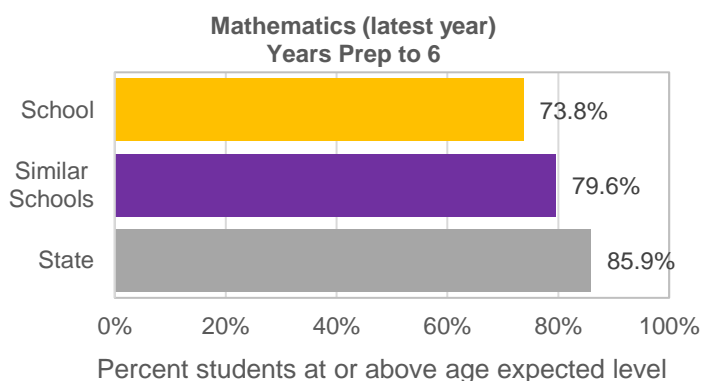
73.8%

Similar Schools average:

79.6%

State average:

85.9%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

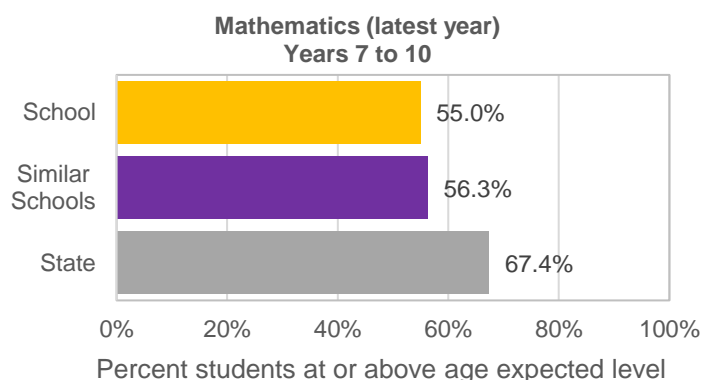
55.0%

Similar Schools average:

56.3%

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.

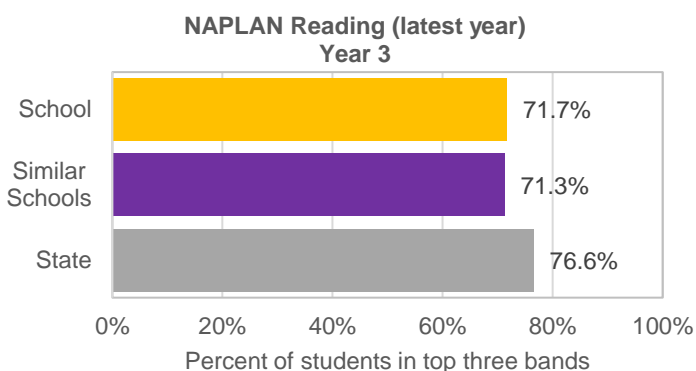
NAPLAN

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.

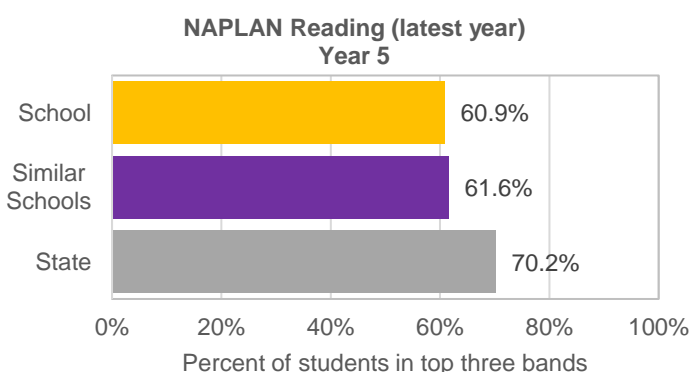
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	74.0%
Similar Schools average:	71.3%	71.2%
State average:	76.6%	76.6%



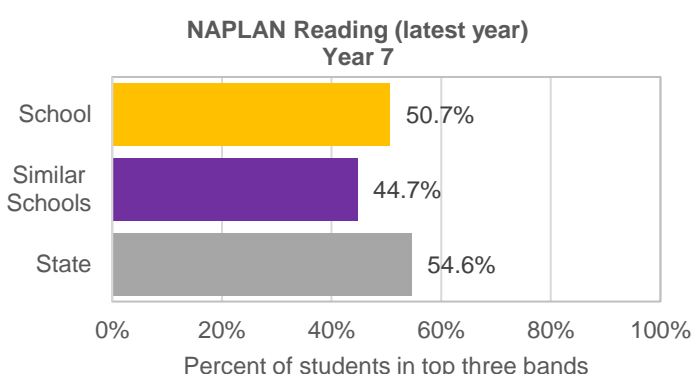
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	56.3%
Similar Schools average:	61.6%	62.0%
State average:	70.2%	69.5%



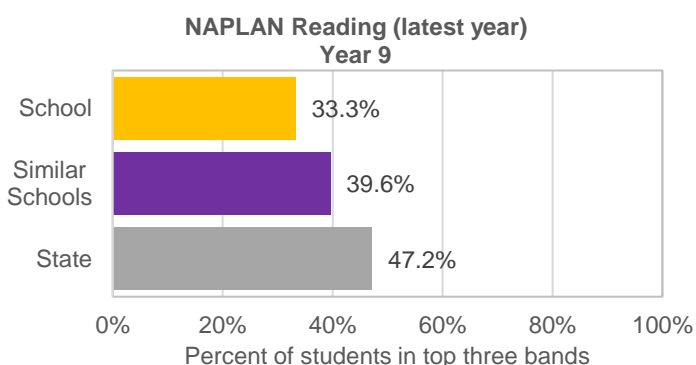
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.7%	41.2%
Similar Schools average:	44.7%	45.7%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	33.2%
Similar Schools average:	39.6%	37.5%
State average:	47.2%	46.0%



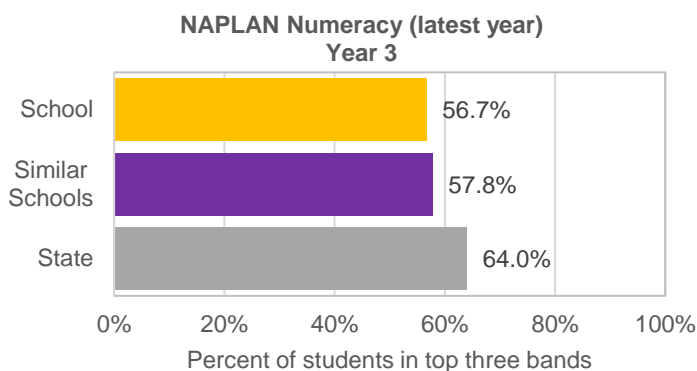
LEARNING (continued)

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 (continued)

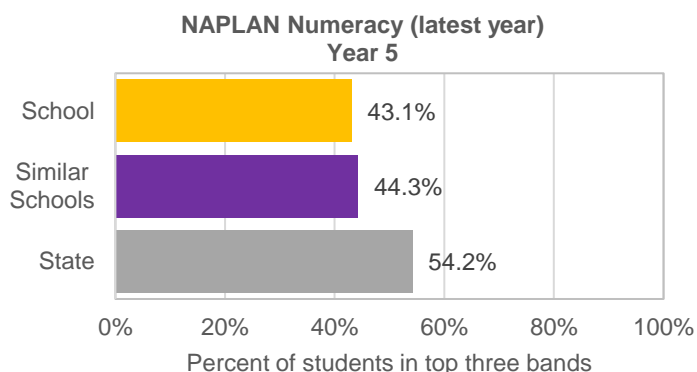
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.7%	54.2%
Similar Schools average:	57.8%	59.7%
State average:	64.0%	66.6%



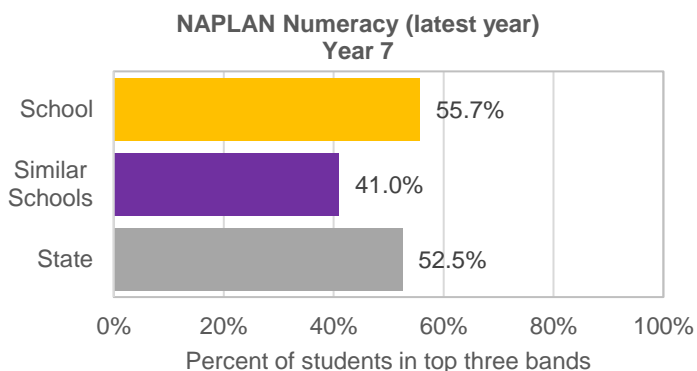
Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.1%	44.1%
Similar Schools average:	44.3%	49.1%
State average:	54.2%	58.8%



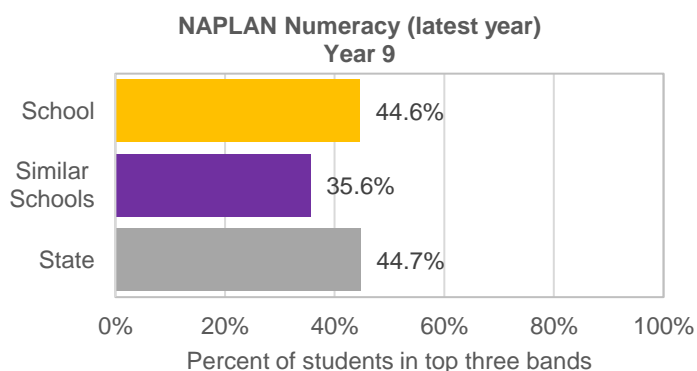
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.7%	44.4%
Similar Schools average:	41.0%	44.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.6%	37.7%
Similar Schools average:	35.6%	35.3%
State average:	44.7%	45.6%



LEARNING (continued)

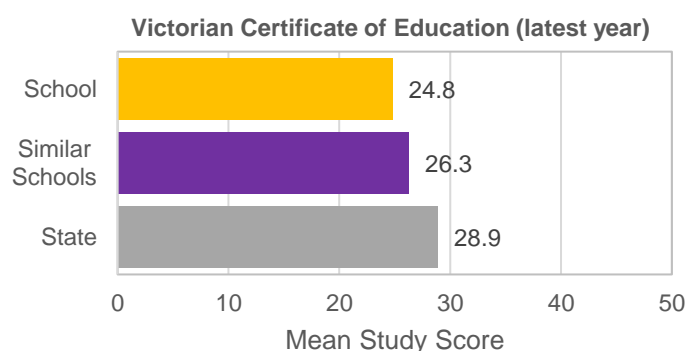
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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	24.8	25.9
Similar Schools average:	26.3	26.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

97%

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

45%

VET units of competence satisfactorily completed in 2022:

95%

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

87%

WELLBEING

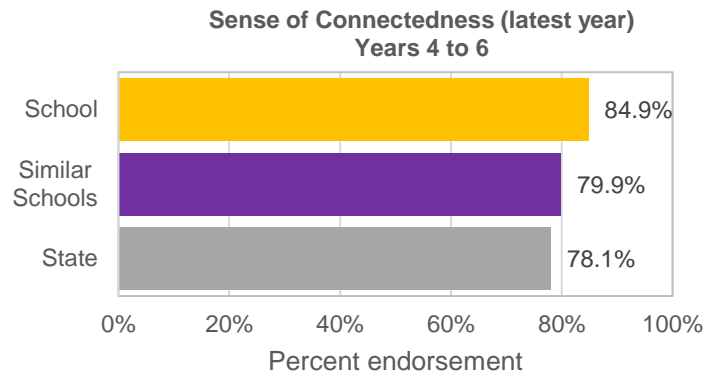
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

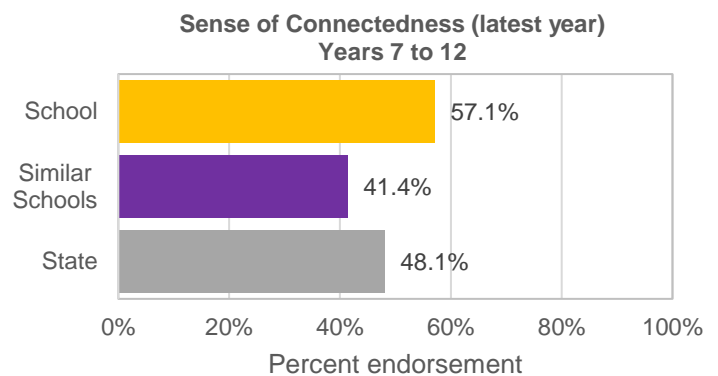
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.9%	86.1%
Similar Schools average:	79.9%	78.9%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	57.1%	65.1%
Similar Schools average:	41.4%	46.7%
State average:	48.1%	52.5%



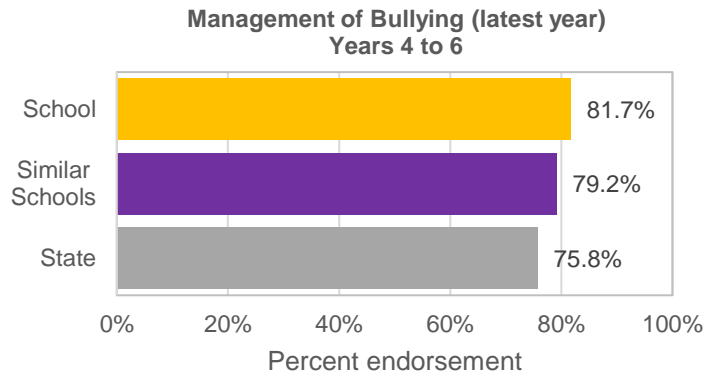
WELLBEING (continued)

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).

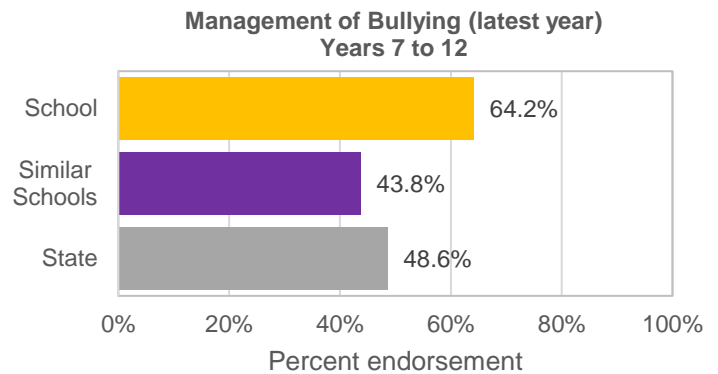
Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.7%	84.4%
Similar Schools average:	79.2%	79.2%
State average:	75.8%	78.3%



Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	64.2%	68.8%
Similar Schools average:	43.8%	49.4%
State average:	48.6%	54.0%



ENGAGEMENT

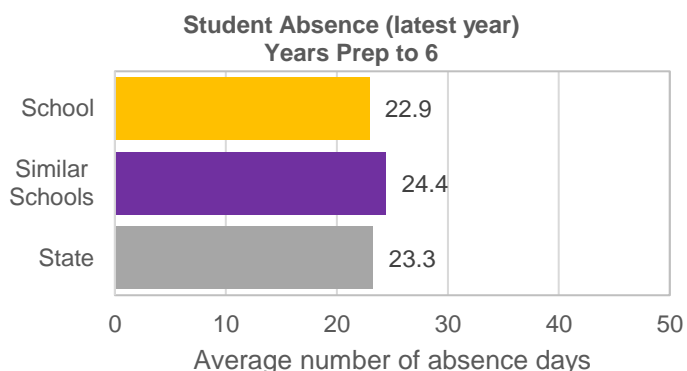
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

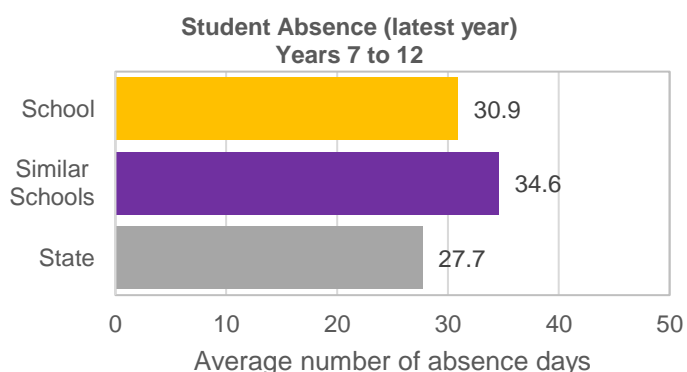
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.9	17.0
Similar Schools average:	24.4	18.6
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	30.9	24.3
Similar Schools average:	34.6	28.3
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	91%	91%	90%	89%	86%	83%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	84%	84%	82%	83%	88%	87%	

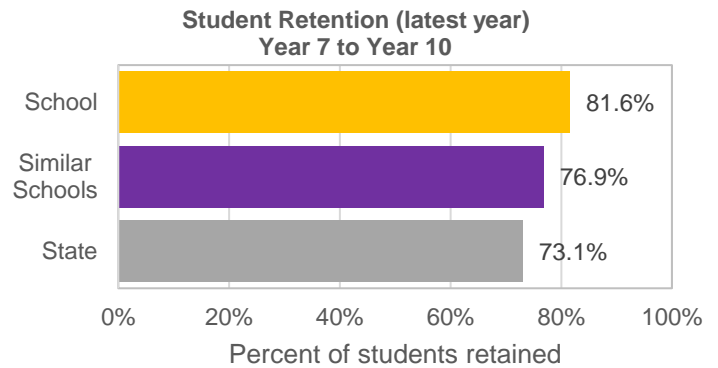
ENGAGEMENT (continued)

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:	81.6%	79.3%
Similar Schools average:	76.9%	76.6%
State average:	73.1%	73.0%



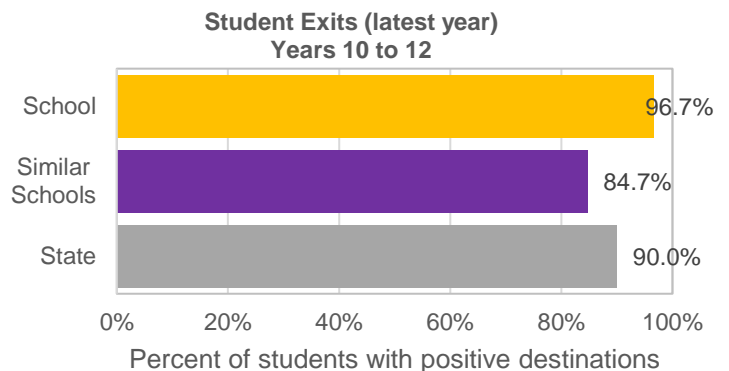
Students exiting to further studies or full-time employment

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:	96.7%	92.6%
Similar Schools average:	84.7%	83.8%
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	\$10,969,153
Government Provided DET Grants	\$2,358,193
Government Grants Commonwealth	\$172,715
Government Grants State	\$8,000
Revenue Other	\$74,322
Locally Raised Funds	\$449,821
Capital Grants	\$0
Total Operating Revenue	\$14,032,205

Equity ¹	Actual
Equity (Social Disadvantage)	\$686,922
Equity (Catch Up)	\$39,345
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$726,267

Expenditure	Actual
Student Resource Package ²	\$10,458,554
Adjustments	\$0
Books & Publications	\$32,051
Camps/Excursions/Activities	\$482,904
Communication Costs	\$27,401
Consumables	\$378,452
Miscellaneous Expense ³	\$26,209
Professional Development	\$43,586
Equipment/Maintenance/Hire	\$289,877
Property Services	\$430,612
Salaries & Allowances ⁴	\$1,148,253
Support Services	\$104,641
Trading & Fundraising	\$53,360
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$500
Utilities	\$157,607
Total Operating Expenditure	\$13,634,007
Net Operating Surplus/-Deficit	\$398,198
Asset Acquisitions	\$102,576

- (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	\$432,972
Official Account	\$22,829
Other Accounts	\$417
Total Funds Available	\$456,218

Financial Commitments	Actual
Operating Reserve	\$456,218
Other Recurrent Expenditure	(\$14,464)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,464
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$456,218

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.