

2022 Annual Report to the School Community

School Name: Wedderburn College (6262)



- 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 23 March 2023 at 12:09 PM by Daniel Forrest (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 27 April 2023 at 08:55 AM by Carolyn Stephenson (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
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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

Wedderburn is a small rural town serving a farming community situated 230 kilometers North-West of Melbourne and 90 kilometers North of Bendigo. The township is located on the Calder Highway between Inglewood and Charlton. The student funded population at Wedderburn College in 2022 was 179.3 students. Students are drawn from the surrounding farms and neighbouring town communities of Korong Vale (third most disadvantaged community in Victoria), Borung, Inglewood and many smaller rural districts from five bus runs that service the school. The Student Family Occupation Education (SFOE) index was 0.5538 and 0.6499 for the Student Family Occupation (SFO) in 2022. We have 22 students that identify as Aboriginal or Torres Strait Islanders, 44 students that live in informal out of home care arrangements, a majority with grandparents and 10 students who are funded through DET disability funding. Wedderburn College had 35.40 FTE staff with a mixture of 2 Principal Class Officers, 26 teaching staff, 18 education support staff. The school provides a comprehensive curriculum for students from Foundation (Prep) to Year 12 including VCAL/VCE. The college operated five composite primary classrooms from Foundation - Year 6, single level Year 7 - Year 10 classes and combined Years 11-12 VCE or VCAL classrooms in 2022. Through the school wide positive behaviour initiative, the school staff and students focus on three main values of Respect, Responsibility and Resilience along with a comprehensive 'Expected Behaviour Matrix' which has seen a major change in the development of fostering a very positive school climate over the past four years. The College curriculum is enriched with the co-operation of neighbouring schools through the use of videoconferencing, the North Central Trade Training Centre and Distance Education options available for each student's individual and differentiated pathway. The College's unique Playgroup is open to all community members and parents from far and wide on Tuesdays between 9am and 10.30am. This is a valuable initiative that at its peak has catered for over 40 children and parents/carers. The school for the first time has also been able to offer families before and after school care five days a week. Both of these programs were offered free for families in 2022.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College community continues to see the College as an essential part of the community. It is often the first place in the community that parents and students seek further assistance when necessary. The strength and adaptability of the Welfare Team in the school provides crucial support for families and individual students in need. This has become the important component in the improvement in Attendance data (Prep to Year 6 school of 24.2 average days absent compared favourably with similar schools 27.9 and Years 7 to 12 school of 28.5 average days absent per year compared with similar schools of 34.8). With a coordinated approach to attendance ranging from home-group structures, welfare personnel and a student management system, students at risk of non-attendance is diminished. These and other programs such as community fete days, a reinvigorated sports house system, and student leadership having more student agency has also seen improvement in the sense of connectedness with school. (School data of 52% was above similar schools 47.4% and state average 48.1% in Years 7 to 12). Parents endorsement of the college, 71.1% is above P-12 state average schools at 70.4%.

Academically the college has seen a number of highlights in literacy and numeracy. Year 5, 7 and 9 students were above similar schools in reading (Year 5 School: 63.2% compared with similar Schools: 61%, Year 7 School: 57.1% compared favourably against similar schools: 46.7% and State 54.6% and Year 9 School result 50% above Similar schools 37.5% and State 47.2%). Year 7 and 9 Reading data were above state averages. Numeracy continues to offer challenges to the college, although Year 9 students performed better than similar schools (Year 9 School: 40% was above similar schools at 36.6%). The Mathematics program made some significant changes in 2022. The college moved from an online program delivering the curriculum for more than 6 years to a return of explicit teaching in Years 5 to 10. This along with extra teacher and student support programs in maths classrooms should see improvement in the years to come.

The continued roll out of the SWPBS across the school has been crucial in the improvement of managing bullying in 2022. With an emphasis on 'Being an Upstander' Years 7 to 12 school endorsement of 64% is well above similar schools on 53.3% and further above state benchmarks of 48.6%. While Prep to Year 6 is below similar and state benchmarks further implementation of SWPBS will continue to see improvements in these measures.

The college can be well pleased with all students (100%) satisfactorily completing their VCE in 2022. This is most favourably when compared to similar schools (84.7%) and state average (90%).

Wedderburn College continues to work towards achieving goals and targets set in their Strategic Plan and Annual Implementation Plan. In 2022 the school participated in a four year school review process and was able to set a future school strategic plan 2023-2026, that has an emphasis on teaching and learning as well as enhancing all the wellbeing and student engagement initiatives that the school has in place.

Wellbeing

Wedderburn P-12 College has a well-supported and caring wellbeing team who oversees and manages a range of programs to support our students. While the team's essential work is on supporting our significant number of students who receive extra funded support, every student has access to the range of services that are on offer. Throughout 2022 student well-being was supported through a range of collective services at the College. These included the Doctors in School Program, a School Nurse three days a week, a Mental Health Practitioner two days a week and full-time Wellbeing Coordinator. The school has also continued to work hard to create a unique and very supportive partnership with IDHS - Inglewood & District Health Service. IDHS supports the college, allowing us greater access to special services and grants to help support our students. The Breakfast Club was successful in delivering breakfast for students two days a week. In 2022 we adopted 'The Huddle' approach once a week in period 2A for all students Prep to Year 12. During this time school assemblies were held for Primary years, there were also Respectful Relationships lessons, Career sessions and guest speakers. DET has had a renewed focus on Careers Education in 2022 and as a school we used funds to hire a Careers Assistant and train a new Careers teacher. Senior students were also supported via the NCLLEN on a reduced service in 2022. During our school review our health and wellbeing supports were highlighted as positive aspects for our school which clearly demonstrates our staff are willing to support and go that 'extra mile' for anyone in need. In 2022 we used some Tier two funding (Mental Health Funding), to allow us to introduce a new member into our wellbeing team, 'Yindi' the Therapy Dog. Yindi is a 'Groodle' that has been trained and adopted by us at eight weeks of age. A team of teachers work with Dogs Connect to participate in training and professional development for this program. Yindi works most days at school and had had a huge impact with staff and students. Our wellbeing team initiated an expansion of the DISS program so Primary aged students can additionally visit our doctors in the Doctors In Schools Program with their parents/guardians. The team has also organised a CASA outreach program, delivering a weekly service on site, this is an initial school delivery in Regional Victoria. SWPBS program has shown our school matrix going from strength to strength, again highlighted as a positive in the school review, which other schools within the region now visit to witness our delivery of this program. Wedderburn College achieved a Bronze Level SWPBS award in 2022, we aim for Silver and Gold awards in the future. A major highlight for the year was our long serving Student Support Coordinator, Kerry Walker being named the Victorian and Australian Integration Aide of the year. This award has opened a variety of professional development & training opportunities for all staff members to benefit.

In 2022 Wedderburn College established OSHC (Out of Hours School Child Care) program. Families are now able to arrange care for their children before school at 7:30am and after school, collecting them as late as 6pm. We were fortunate to be able to fund this program for three years from 2022 until the end of 2024.

Engagement

Wedderburn P-12 College provides students with a rich variety of opportunities to engage in and improve their learning. All learning programs across the school provide students with a mix of core

subjects, complimented with 'hands on' practical classes. In 2022 we started to explore once again, to have more electives and subject choices for our secondary students, such as Music, Woodwork, Environmental Science, Visual Arts, Art and Indonesian. Class sizes at Wedderburn College are usually small and more likely to be under twenty rather than over twenty. This allows for greater teacher/student interaction and support. The College Curriculum is extensively mapped and is designed to cater for different learning entry points as well as extension. Students are provided with diverse learning environments, including regular experiences outside the classroom through a range of educational camps and excursions taking place throughout the year. Once again, despite the different situations and impacts of COVID-19 we were once again able to ensure every student from Year Three to Year Twelve were able to participate in a school camp. As an added bonus we also had three students attend the Don Valley Year Nine Leadership Camp for the whole of term four. It was apparent that we need to encourage all students to consider this unique opportunity in the future. A variety of district, zone and state level sporting competitions provided students with the opportunity to engage in and enjoy the physical and social benefits of being active on a regular basis. We rescheduled as many events as possible including holding our annual School Fete which we were able to include whole community participation, we also moved the Deb Ball to being a biannual event. We also ensured that VCE/VCAL students had a special graduation night and a whole school awards evening. All house sports competitions were held (with both JACKA Yellow winning two and Ansett winning two events). A major highlight was the Victorian State Government budget announcement that we would be receiving \$12.9 Million dollars to upgrade our school buildings in Block A, improve landscaping, secondary toilets and the K.L.C. stadium with work to commence in 2024. We look forward to designing 'state of the art' facilities for our school students and teachers to enjoy and more importantly learn in in the not-too-distant future.

The school council approved full funding to upgrade our school canteen facility which was opened as the 'College Café.' We were lucky to receive some generous donations for this project which has been enjoyed by everybody. The same facility is also used as a training space for students (work experience/barista training), meeting room and a social space.

Other highlights from the school year

Financial performance

Wedderburn College showed a surplus financial position throughout 2022 and has continued to carry forward committed funds demonstrating strategic budget planning with a clear link between the educational needs of students and the Colleges' Annual Implementation Plan. Despite the setbacks of Covid pandemic we were able to set aside funds allowing us to continue to develop our magnificent school grounds and facilities in 2022. Highlights of the 2022 school building program were the addition of new active sport courts, the renovation/establishment of the college café', the continued development of our school grounds at the front of the school, upgrades of painting both inside and outside our facilities and improved grounds and building maintenance. The school canteen or now 'College Cafe' has turned over a profit for the first time in years and look forward towards the future to add an outdoor classroom situated beside the café. In 2022 we received two shade grants totalling \$45,000 to construct permanent shade areas and an outdoor classroom, however due to our planned major building project these areas have been postponed due to

regulations not allowing us to add to our building footprint until completion of the capital program. A major development for students in 2022 was the additional purchase of Chromebook computers for all primary students from Prep to Year six. Additional testing including NAPLAN and various other platforms were identified for the need to introduce all students earlier to progress and enhance their technological journey.

Wedderburn College SRP (Student Resource Package) was in a small staffing credit, deficit for the end of 2022 school year that we estimate to be in between \$40,000 - \$70,000. This is a managed deficit that will be completely absorbed by cash funds we received during the year for example the cash savings from O.H.S.C., M.Y.L.N.S. funding and long term sick leave that still has to be credited to our accounts before the reconciliation process is finalised. Over the past few years, Wedderburn College has been carrying forward surplus cash staffing funds allowing employment of Leading Teachers and experts to Lead Literacy and Numeracy across the whole school. MYLNS funding was used to employ a secondary Literacy & Curriculum Leading teacher at the end of 2022. The school is also in its second year of participating in the T.F.A. (Teach for Australia) program where we employed a Secondary Mathematics teacher.

Wedderburn College is carrying significant funding for further bushfire preparedness activities that are being organised by the VSBA (Victorian School Building Authority).

We were successful in obtaining several Active Sporting grants (three) to assist with new gymnasium equipment, sports equipment, student participation in organised basketball competitions for primary and secondary students and teacher training.

Extra funds were also allocated in 2022 to employ a Careers Administration support staff member three days per week.

A major change within our school budget was the complete adoption of the DET voluntary schools' levies policy for 2022. All students can attend school free of charge and will have resources supplied for them. Families still have an option on request for an invoice to make voluntary contributions to our school, however in line with the department of education policy, we no longer send invoices/family statements.

Wedderburn College ended the 2022 school year with \$800,000 dollars in the High Yield investment account. This figure is with an operating reserve of \$140,000, a \$370,000 commitment to future staffing and \$85,000 set aside for maintenance and minor works being the major forward commitments in 2023.

**For more detailed information regarding our school please visit our website at
<http://www.wedderburn.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 180 students were enrolled at this school in 2022, 94 female and 86 male.

3 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

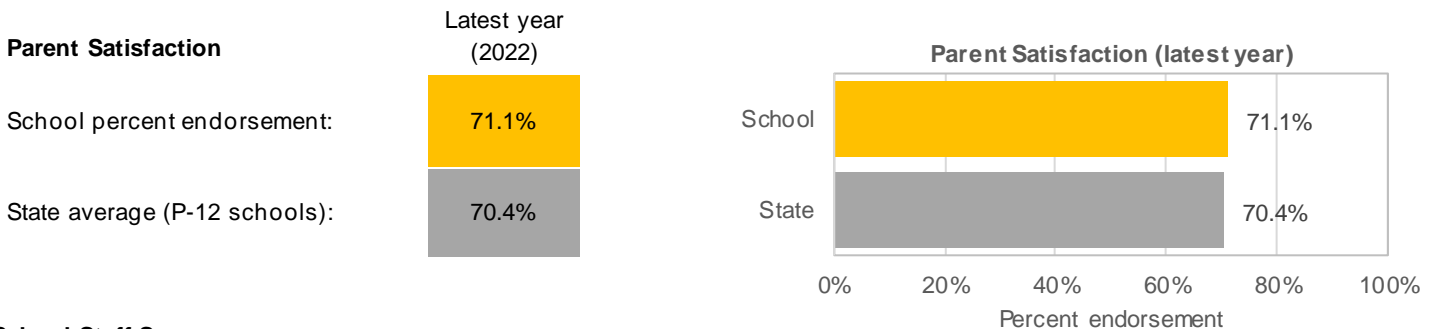
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

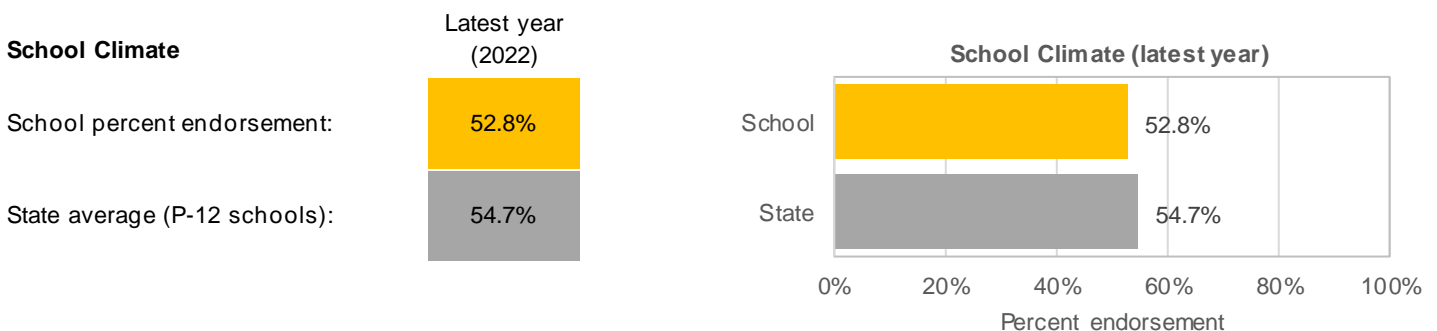


School Staff Survey

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.



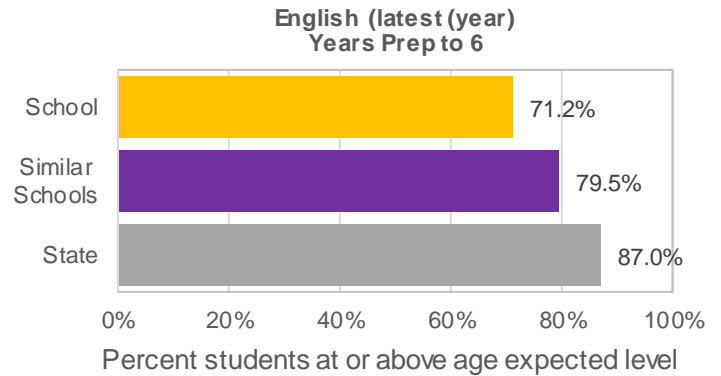
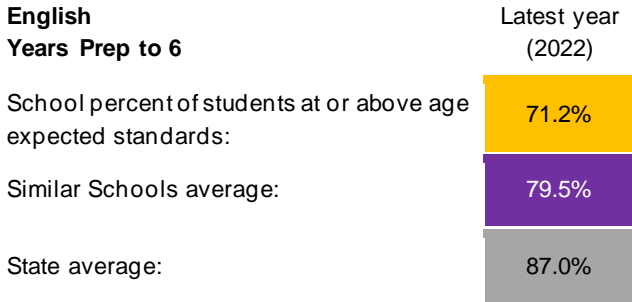
LEARNING

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.

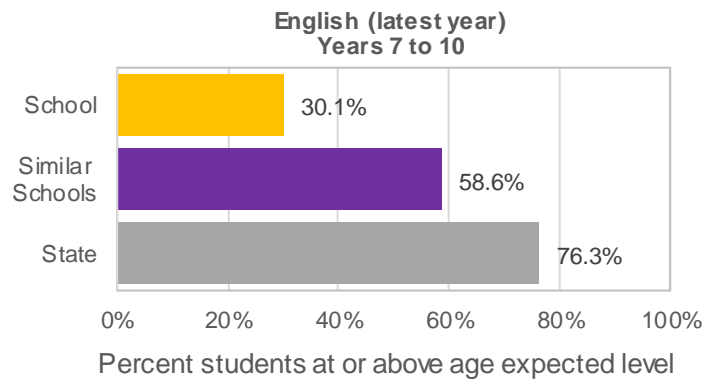
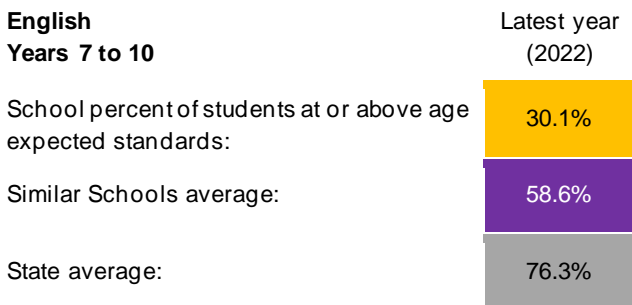
Teacher Judgement of student achievement

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

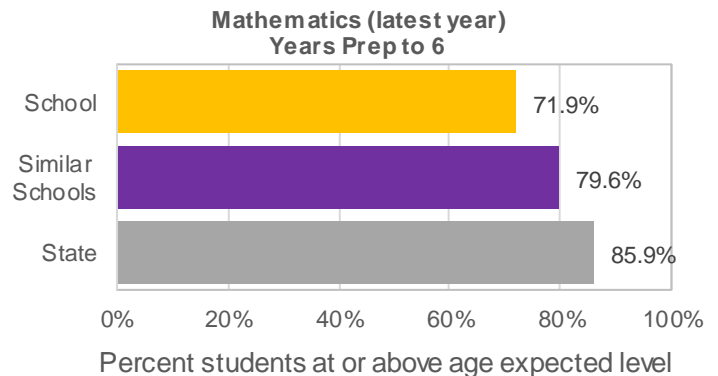
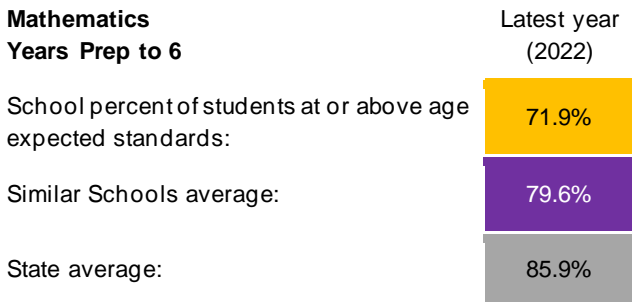
English Years Prep to 6



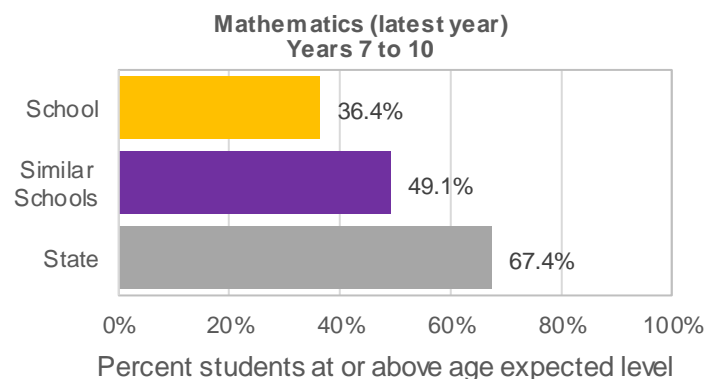
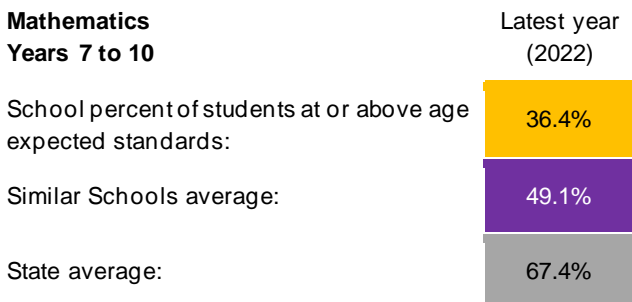
English Years 7 to 10



Mathematics Years Prep to 6



Mathematics Years 7 to 10



LEARNING (continued)

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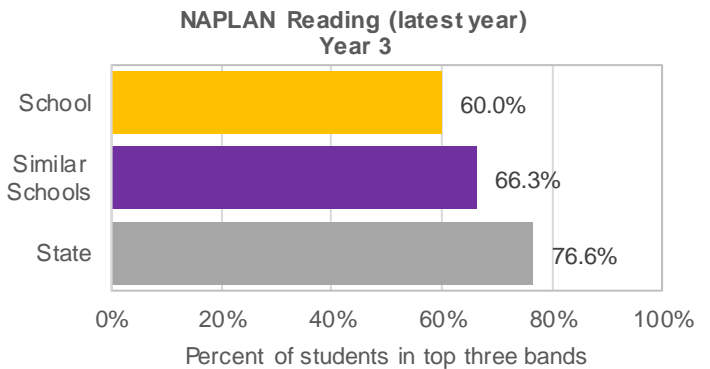
NAPLAN

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.

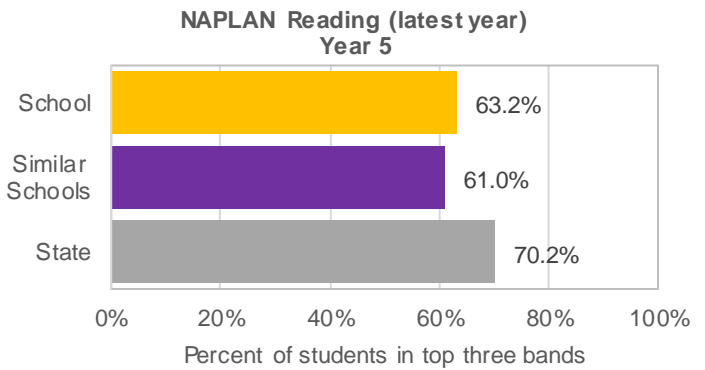
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	63.6%
Similar Schools average:	66.3%	66.8%
State average:	76.6%	76.6%



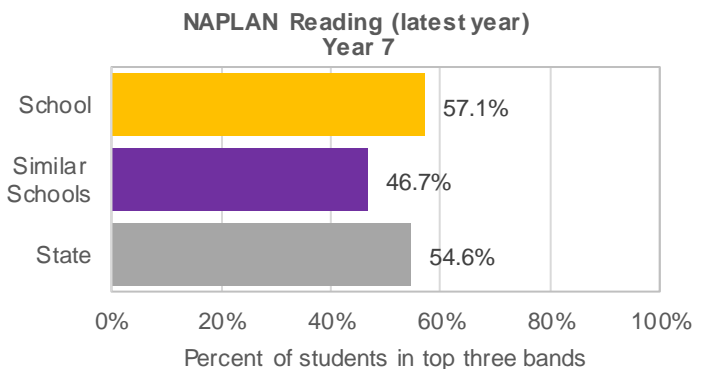
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	62.5%
Similar Schools average:	61.0%	62.5%
State average:	70.2%	69.5%



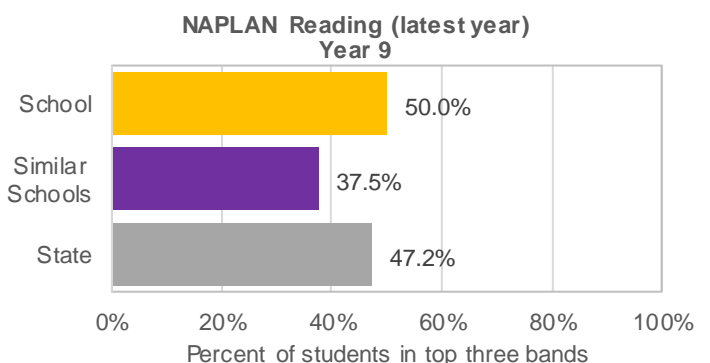
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	44.4%
Similar Schools average:	46.7%	46.5%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	37.5%
Similar Schools average:	37.5%	38.1%
State average:	47.2%	46.0%



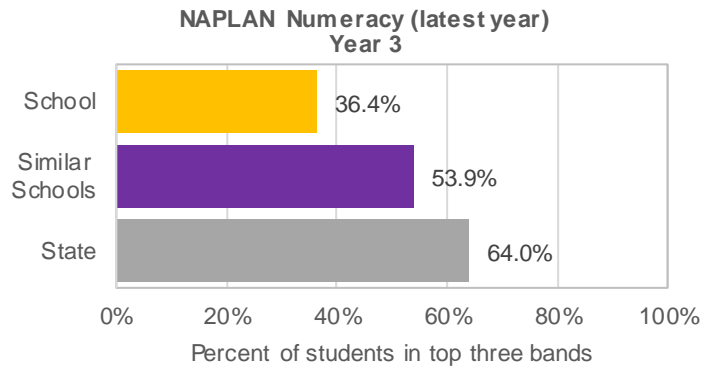
LEARNING (continued)

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NAPLAN (continued)

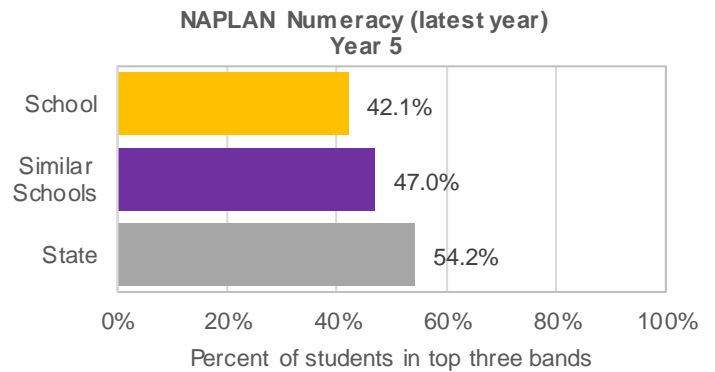
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	44.1%
Similar Schools average:	53.9%	58.0%
State average:	64.0%	66.6%



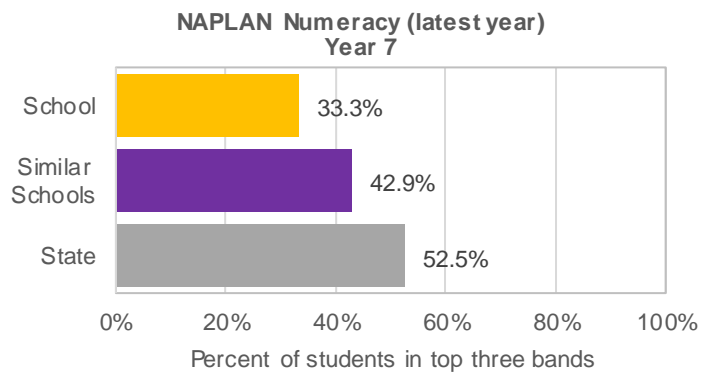
Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	48.7%
Similar Schools average:	47.0%	52.2%
State average:	54.2%	58.8%



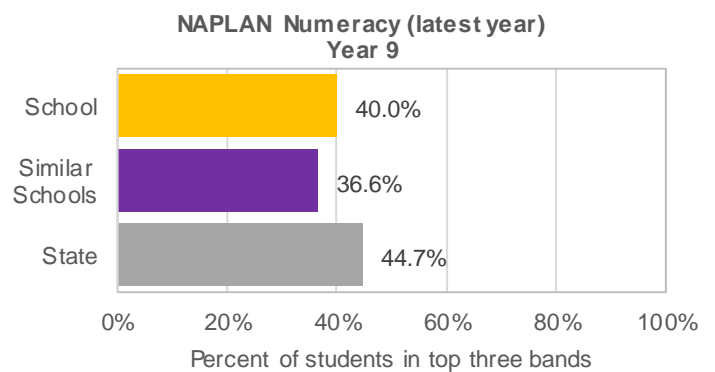
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	33.3%	37.8%
Similar Schools average:	42.9%	47.8%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	20.6%
Similar Schools average:	36.6%	39.6%
State average:	44.7%	45.6%



LEARNING (continued)

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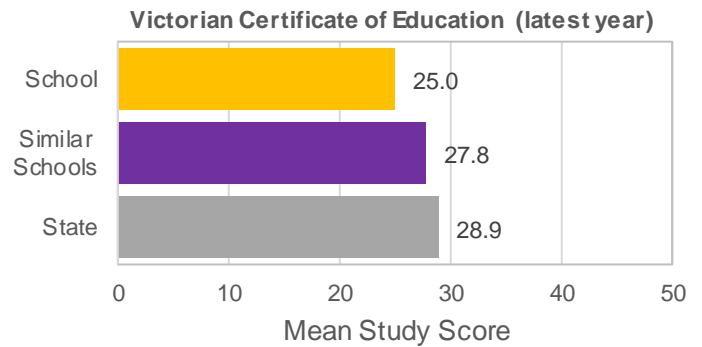
Victorian Certificate of Education (VCE)

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	25.0	28.3
Similar Schools average:	27.8	27.9
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:

13%

VET units of competence satisfactorily completed in 2022:

64%

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

88%

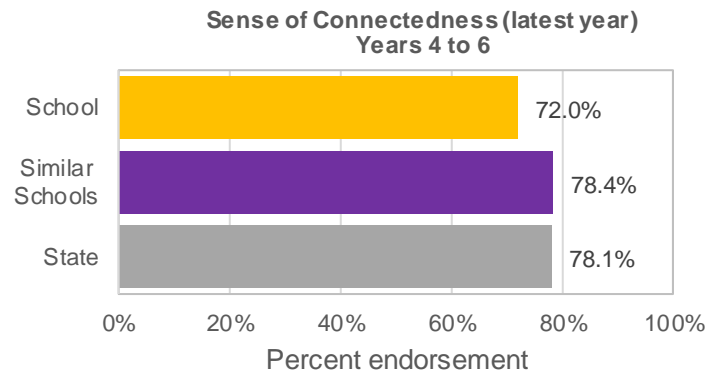
WELLBEING

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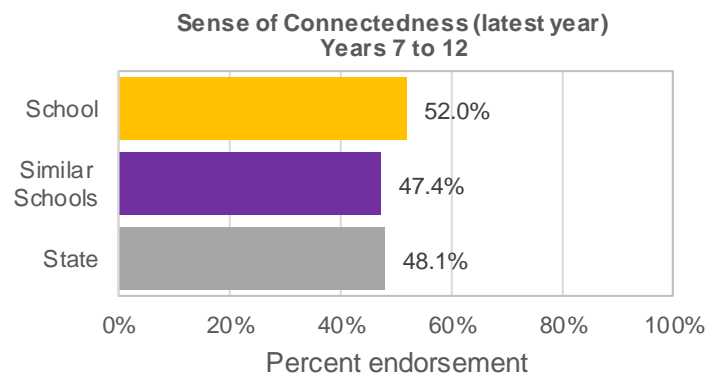
Student Attitudes to School – Sense of Connectedness

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:	72.0%	79.5%
Similar Schools average:	78.4%	79.5%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	52.0%	54.4%
Similar Schools average:	47.4%	51.3%
State average:	48.1%	52.5%



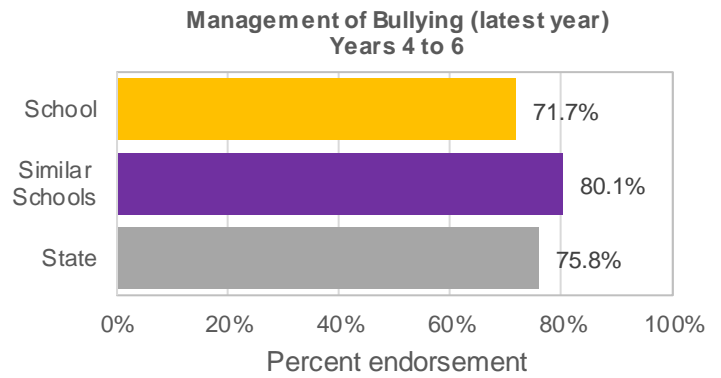
WELLBEING (continued)

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).

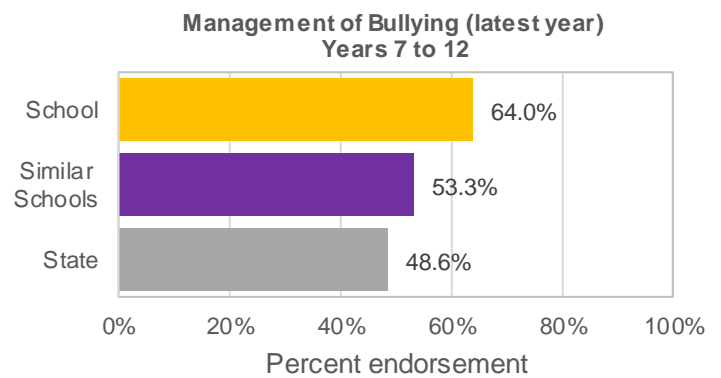
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	71.7%	77.1%
Similar Schools average:	80.1%	80.9%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	64.0%	61.6%
Similar Schools average:	53.3%	57.8%
State average:	48.6%	54.0%



ENGAGEMENT

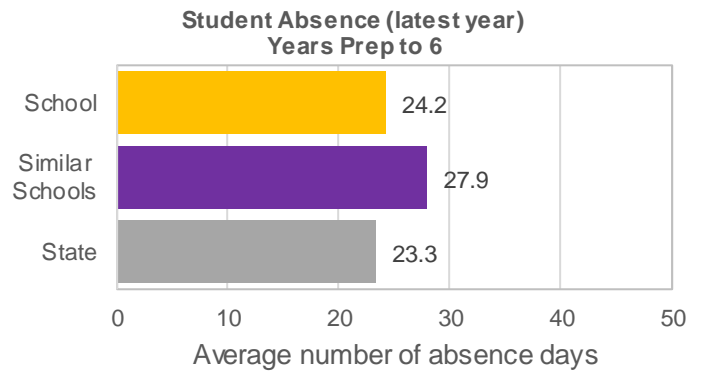
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

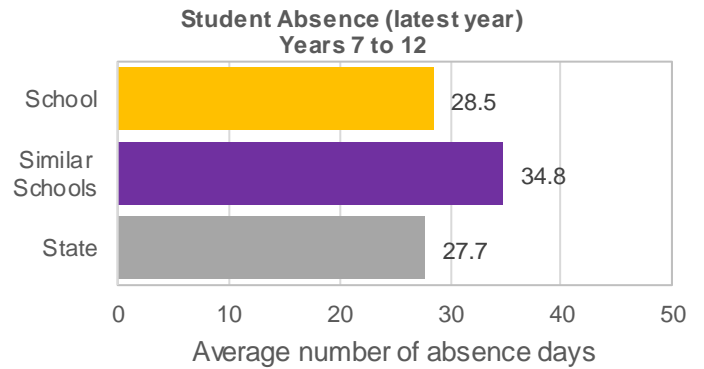
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.2	19.2
Similar Schools average:	27.9	20.6
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	28.5	27.4
Similar Schools average:	34.8	27.9
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):	93%	90%	90%	88%	87%	88%	82%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	89%	86%	82%	78%	88%	89%	

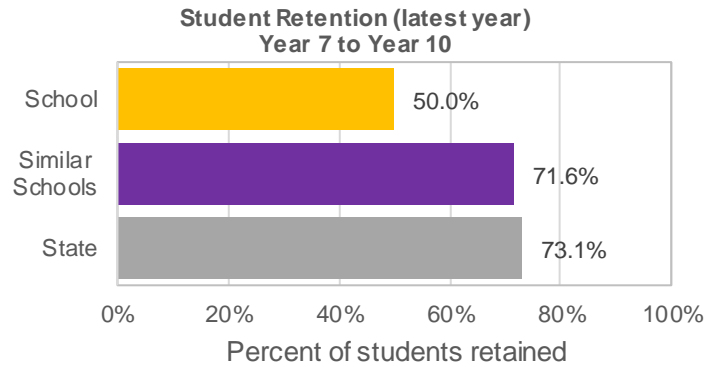
ENGAGEMENT (continued)

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:	50.0%	68.5%
Similar Schools average:	71.6%	70.2%
State average:	73.1%	73.0%



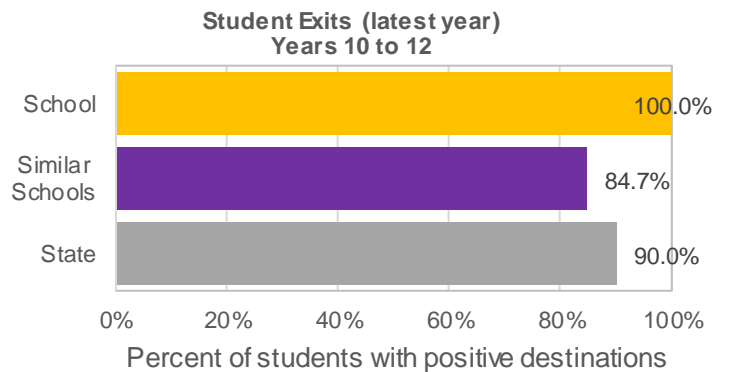
Students exiting to further studies or full-time employment

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:	100.0%	90.6%
Similar Schools average:	84.7%	84.7%
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	\$3,916,986
Government Provided DET Grants	\$920,875
Government Grants Commonwealth	\$77,200
Government Grants State	\$13,391
Revenue Other	\$44,876
Locally Raised Funds	\$122,214
Capital Grants	\$0
Total Operating Revenue	\$5,095,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$348,496
Equity (Catch Up)	\$8,246
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$356,742

Expenditure	Actual
Student Resource Package ²	\$4,003,240
Adjustments	\$0
Books & Publications	\$1,761
Camps/Excursions/Activities	\$53,037
Communication Costs	\$7,028
Consumables	\$124,110
Miscellaneous Expense ³	\$33,671
Professional Development	\$46,543
Equipment/Maintenance/Hire	\$154,527
Property Services	\$204,726
Salaries & Allowances ⁴	\$64,387
Support Services	\$133,303
Trading & Fundraising	\$68,257
Motor Vehicle Expenses	\$15,041
Travel & Subsistence	\$3,172
Utilities	\$61,348
Total Operating Expenditure	\$4,974,151
Net Operating Surplus/-Deficit	\$121,391
Asset Acquisitions	\$20,535

- (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	\$804,374
Official Account	\$100,743
Other Accounts	\$0
Total Funds Available	\$905,117

Financial Commitments	Actual
Operating Reserve	\$140,989
Other Recurrent Expenditure	\$26,654
Provision Accounts	(\$3,000)
Funds Received in Advance	\$195,900
School Based Programs	\$370,737
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$83,318
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$85,039
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$904,637

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.