

2022 Annual Report to the School Community

School Name: Boort District P-12 School (8882)



- 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 05 April 2023 at 12:53 PM by Lee-Anne Sherwell (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 10:30 AM by Brenton Henderson (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

'Achieving Excellence Together' is the Boort District P-12 School motto. We all work towards this goal every day - the 207 students, the 31 staff and the 110 families. Our school is based in a farming community and is facing declining numbers. It is estimated that our school numbers will be below 200 in 2023 as we have families move away from the community and Prep numbers become smaller. The larger of our Secondary year levels are moving through Year 12 and there are not the equivalent numbers coming in at the bottom to hold our numbers steady. However, each year we are pleasantly surprised by new families moving into the district and thrilled to welcome them at our school.

We have undertaken grounds works throughout 2022 and our dedicated Parents' Club, small but active, has raised money to support the students through their fundraising efforts.

We started 2022 with two teachers down - understaffing in the areas of Maths and Science and Languages. Recruitment drives over the January period netted us a Permission To Teach staff member (Jacob Tingley) who was able to take on VCE Biology. The Leadership team were tasked with picking up extra classes while the Maths allotment was shuffled to ensure classes were covered. The impact of this was that all classes were covered and students had teachers for each area, however, the Leadership team were working over and above their face to face time.

More recruitment brought in a Maths teacher for term 2. Elizabeth Fagan started work after the Easter break and reduced the impact on the Maths staff. However, we were still short by 0.6 of a teacher in Science and Languages.

Coming off of two years of Covid, we were looking forward to 2022 and it started well. The floods that hit in October did not affect the school grounds or the town but did do a lot of damage to farms on every side of the town and impacted the Year 12 students' final weeks of school and their exams. We also lost access to the North Central Trade Training Centre in Charlton as floods affected that town and this caused some angst amongst TAFE students as they attempted to complete VET certificates. However, our students have learned resilience over the last years - the Year 12s achieved some excellent results, our TAFE students finished their courses and the rest of our students completed the year and held their celebrations.

Progress towards strategic goals, student outcomes and student engagement

Learning

NAPLAN ran in May of 2022 and saw some good results achieved. The Year 3 cohort did especially well across all areas.

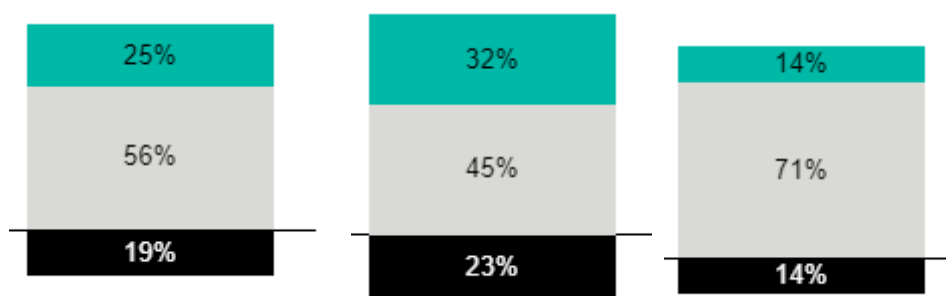
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	75.7%
Similar Schools average:	72.5%	72.2%
State average:	76.6%	76.6%
Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	73.0%
Similar Schools average:	60.7%	64.6%
State average:	64.0%	66.6%

Year 9 also did well in Numeracy

Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	56.4%
Similar Schools average:	38.8%	43.0%
State average:	44.7%	45.6%

There is no doubt that work needs to be done within the middle years' cohort. We have put a lot of time and resources into improving Literacy with the Early Intervention Reading programme and our MYLNS initiative at Years 9 and 10 to support low NAPLAN achievers. We have achieved results in these areas comparable to other years but nowhere near the targets required.

Our data does show great improvement (a decrease) in the number of students who are achieving low benchmark growth. Of note are the following: our Strategic Plan target for Year 5 Reading is to have less than 25% achieving low growth. We have achieved this. We also have Year 9 Reading coming in below the target of 25% with only 23% achieving low growth. Year 9 also achieved the target of having less than 25% of students achieve low growth in Numeracy.

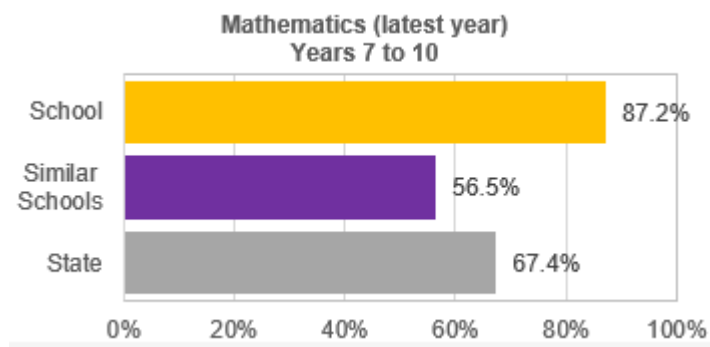


Year 5 Reading

Year 9 Reading

Year 9 Numeracy

Teacher judgement results show the assessment levels of students as judged by teachers through the cumulative results of assessment tasks, in all subjects, over a year. Both the F-6 and 7-10 English results are on a par with similar schools, but just below state average. The Mathematics results fall a little below similar schools in the F-6 area but far exceed both similar schools and the state average in 7-10.



VCE mean scores were very good but did not quite reach the target of 31.5 listed in the Strategic Plan.

Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	30.9	30.6
Similar Schools average:	28.8	28.7
State average:	28.9	28.9

The rate of successful completion for Year 12 is down a little due to students leaving school before finishing the year during 2022. We have a student who successfully transitioned into full-time employment and thus did not complete the VCE certificate.

Completion of a VET certificate is less likely in Year 12 as students tend to complete these in Year 11, hence only 15% of students listed as successfully completing in 2022. It is worth noting that VCAL students do continue VET in their Year 12 year and we had only one Year 12 VCAL student in 2022.

Students in 2022 who satisfactorily completed their VCE:	90%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	15%
VET units of competence satisfactorily completed in 2022:	76%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	82%

Students who are halfway through their VET certificates will finish them in 2023.

2022 was the last year the VCAL (Victorian Certificate of Applied Learning) will run. From 2023, students will transition to the Vocational Major or pick up the Victorian Pathways Certificate - both adjuncts of the VCE.

Wellbeing

Wellbeing was made a top priority in the Annual Implementation Plans of all schools across the state in 2022. After two years of Covid shutdowns and remote learning, consideration had to be given to student and staff wellbeing. Connecting students back to school and re-integrating them into routine and rules was a necessity but also paying mind to anxiety and social interaction.

Our school joined the Disability Inclusion roll-out which meant changing the way we schedule Student Support Services visits and implementing the new processes to conduct a profile meeting. If we need to go down the track of sourcing funding for students, this new process had to be followed. This is not a quick process and the profile reports started in 2022 will be completed in 2023 when profile meetings take place.

The student attitude to school surveys show a definite hit to school connectedness across all students in Years 4-12. When taken as a total number of those who were positive about being connected to school and those who felt a good but not brilliant connection to school those figures jump considerably. For example, the Year 4-6 students show 85% feel positive or neutral (this figure is not reflected in the graph displayed in the performance summary). Similarly, the 7-12 students show 64% positive or neutral connectedness to school.

To support all our students over this first year after Covid, we did many activities and put several things in place for support. These things included:

- toast for breakfast every Wednesday morning
- Foodbank subsidised lunches
- Pancakes, Fried Rice, Spaghetti lunches
- Resilience Builders programme
- GaGa Ball pit erected (second one put in at the Silver Building later in the year)
- ManCave and Flourish Girl programme (Years 7-12)
- Free Arts Programme in Melbourne - Years 5-8
- Kerang trip Years F-6
- Lorne Surf Camp (Positive Start free camp) - Years 5-8

We were able to arrange for the local psychology clinic 'A Life Simply Lived' to send a psychologist to school each fortnight to support those most vulnerable and in need. This has been a tremendous success and we hope to continue this arrangement in 2023. Many thanks to U'Nita (psychologist) and 'A Life Simply Lived' for helping us get this programme underway.

Engagement

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	14.7	9.7
Similar Schools average:	24.8	17.9
State average:	23.3	17.0

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	15.2	10.5
Similar Schools average:	29.6	23.1
State average:	27.7	21.8

Our attendance data continues to be excellent. Our students are at school more often than those from similar schools and are at school well above the state average percentages. For those few students for whom attendance is a problem, we work with the family to develop solutions. This may sometimes involve external agencies but it is mostly a concerted effort on the part of parents and staff to support the student.

We did a lot of work with staff in 2022 to set up a student survey that will give feedback to staff on their teaching. This will be implemented in 2023 by the students, after we work with them to create the questions and to go through the process we will use to deliver the surveys.

This is a huge step towards developing student voice within the school. Not only will students be able to give each teacher they have constructive feedback on the classroom and work given, they will be the ones delivering the survey to each other. The School Captains and the SRC will take the lead in this activity.

Other highlights from the school year

Our usual raft of camps and excursions ran throughout the year but one highlight was the Positive Start camp held in Lorne for all students in years 5-8. This government initiative which qualified us for a free camp, allowed us to organise a surf trip for four year levels. 50 students travelled to Lorne and stayed in the Lorne Surf Lifesaving Club. Their personnel ran several surfing lessons, boogie board lessons, river kayaking and lifesaving sessions. It was a definite highlight of our school year and the kids loved it.

Once again we had an intrepid group of Year 9 students go to the Alpine school for the School for Student Leadership. We feel very grateful that our school is able to participate in this worthwhile leadership development course. Our students learn a lot about themselves and their leadership qualities.

The entrepreneurial talents of our Small Business class came to the fore with their ventures into food preparation, advertising and sales. The cake pops, milkshakes, Halloween lolly bags and slices were a treat for all the students and gave our business class some good experience in managing a pop-up stall.

We ran our first Presentation Night in three years in person, rather than via Webex. This was much better for everyone whose achievements deserved acknowledgement. Covid meant parent attendance onsite for many activities was banned or significantly reduced which impacted on their connectedness to school. Thankfully, this started to turn around in 2022. The year finished with the F-6 Celebration Afternoon, an event that brought the Primary students and their families together to celebrate their year at school.

We were able to complete our irrigation project - a project which had been in the planning for several years. School Council and the VSBA finally signed off on the project and work began in October. It was finished just before school started back in late January 2023. Other projects planned for maintenance over the coming couple of years will include replacing shade sails, replacing the floor in the Stadium and minor upgrades to buildings and rooms.

The opportunities afforded to our Senior students through Work Placements and School-based Apprenticeships would not take place if we did not have the active interest from local business and industry. Our local LLEN facilitates these placements and some students travel to other towns to complete placements. The goodwill this creates is enormous but the advantageous outcomes for our students are seen in those who are able to progress into full-time employment and apprenticeships. We are proud to acknowledge these partners and recognise the important part they play in the education and work skills development of our students.

Financial performance

2022 saw Boort District P-12 School finish the year with a surplus of \$509,541. This figure represents monies set aside in previous years and committed to other projects that have not yet occurred. There is a sizeable amount set aside for staffing which is the result of a credit to cash transfer in 2014 representing forward planning for incentive initiatives to attract staff. A huge expenditure in 2022 was the irrigation project. School Council approved the planning of the Building and Grounds Sub-Committee and all planning documents were sent to the VSBA for final approval. A contract was signed with 'The Sprinkler Man' (from Swan Hill) to deliver the works. They were started in October and finished in January 2023. The cleaning contract was extended for a further 24 months and will expire in April 2024. A short-term contract with 'A Life Simply Lived' for delivery of psychology services to students onsite at school was signed in Term 4.

Equity funding was used in 2022 to supplement the laptop programme and iPad programme for those families not able to supply devices. These devices stay at school. Equity funding was also given to the Wellbeing programme to support activities and programmes run in Semester One. In Semester Two, we received further funding from the Department and the psychology contract and further welfare programmes were paid for with this funding. The Disability Inclusion Funding was used to employ a classroom aide for four days per week. This will continue in 2023 as funding has been extended. School Sports grants were used each term to run sporting days/activities for students. One such event was the Rugby session run at the end of Term 4 during the Activities Week schedule.

MYLNS money was transferred from cash to credit to pay for the staff running split classes in English and Maths in the Secondary sector.

The shared mower (shared with Boort Pak) was sold during 2022 and we received the proceeds owed to us from the sale. A second-hand mower has been bought to cover this.

We are still showing over \$700,000 in commitments. Projects planned for some of this include: shade sails, Stadium flooring, new school car, maintenance of the solar panels, painting of buildings.

For more detailed information regarding our school please visit our website at
www.boortds.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 211 students were enrolled at this school in 2022, 116 female and 95 male.

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

Overall Socio-Economic Profile

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

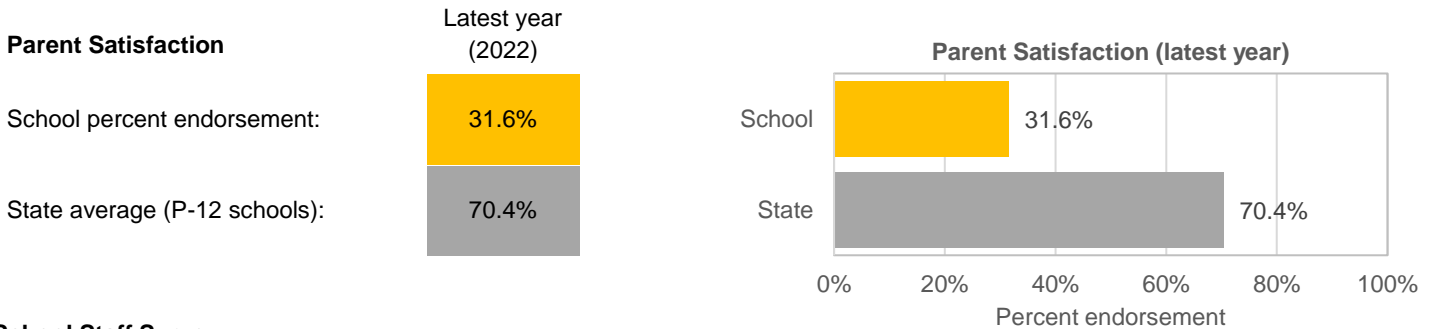
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

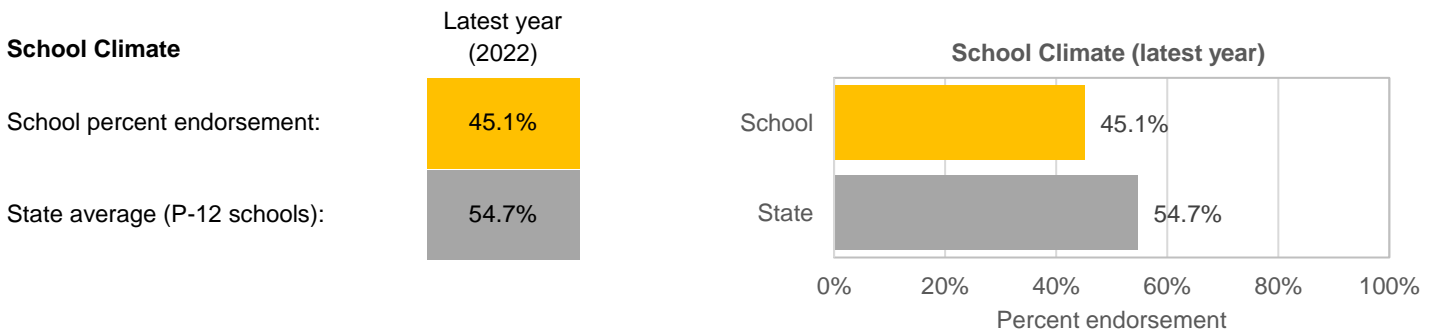


School Staff Survey

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

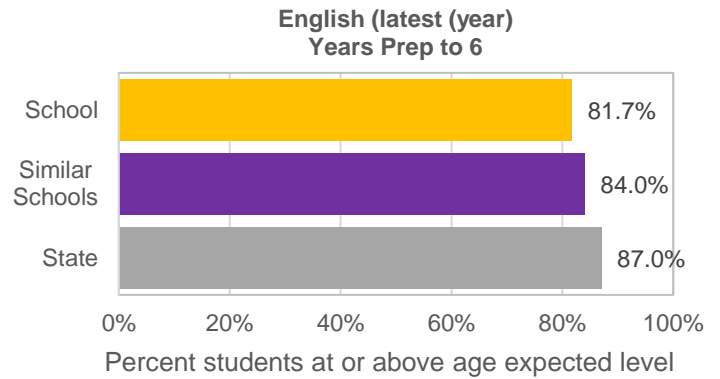
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

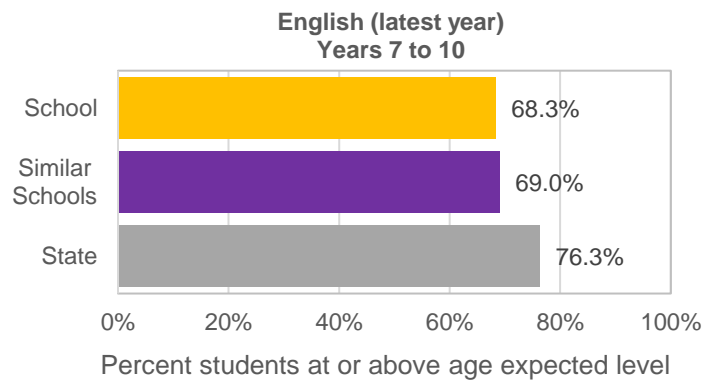
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	81.7%
Similar Schools average:	84.0%
State average:	87.0%



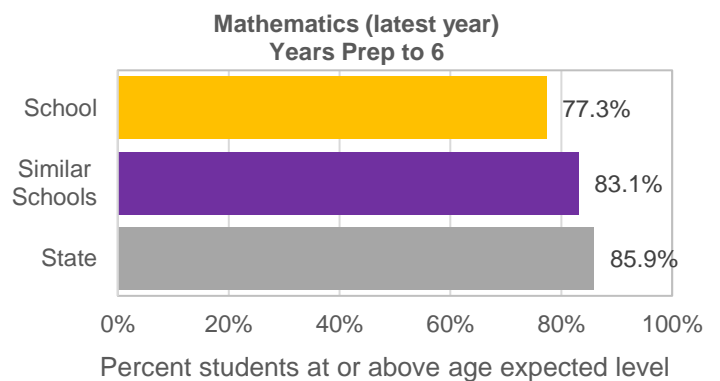
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	68.3%
Similar Schools average:	69.0%
State average:	76.3%



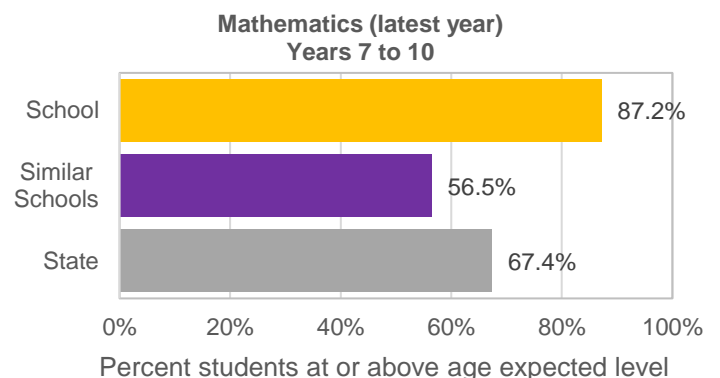
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	77.3%
Similar Schools average:	83.1%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	87.2%
Similar Schools average:	56.5%
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.

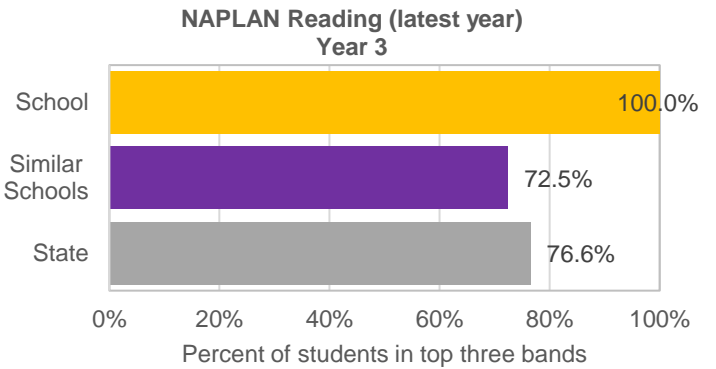
NAPLAN

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.

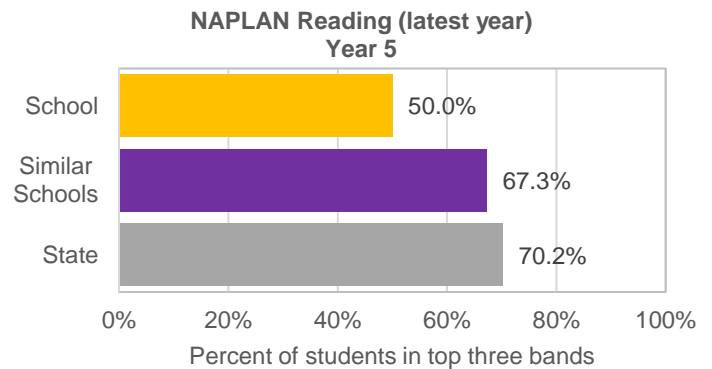
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	75.7%
Similar Schools average:	72.5%	72.2%
State average:	76.6%	76.6%



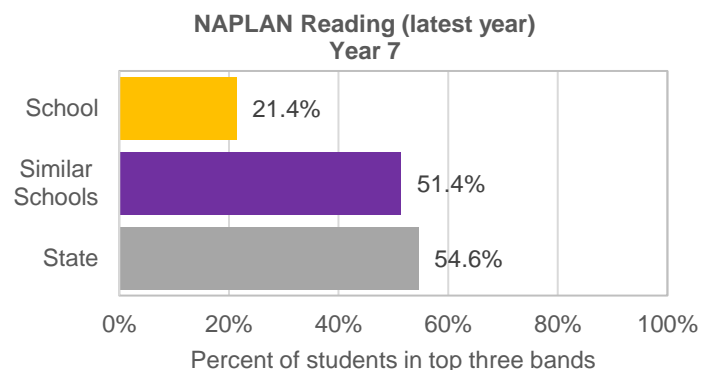
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	58.1%
Similar Schools average:	67.3%	67.9%
State average:	70.2%	69.5%



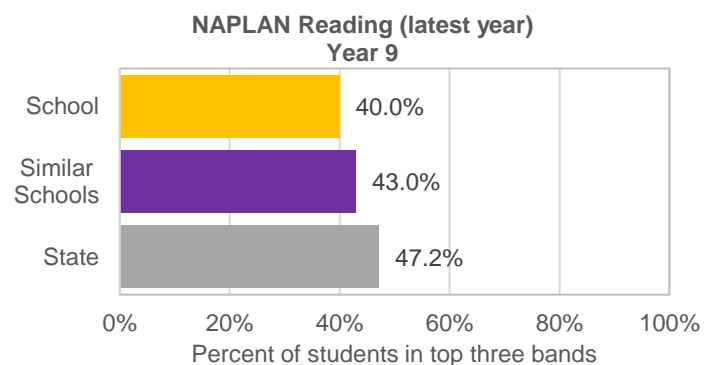
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.4%	38.5%
Similar Schools average:	51.4%	52.3%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	48.2%
Similar Schools average:	43.0%	42.4%
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**

School percent of students in top three bands:

Similar Schools average:

State average:

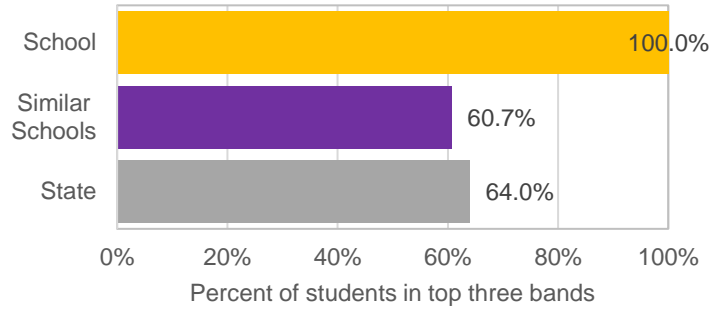
Latest year (2022)	4-year average
100.0%	73.0%

100.0%	73.0%
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60.7%	64.6%
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64.0%	66.6%
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**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

School percent of students in top three bands:

Similar Schools average:

State average:

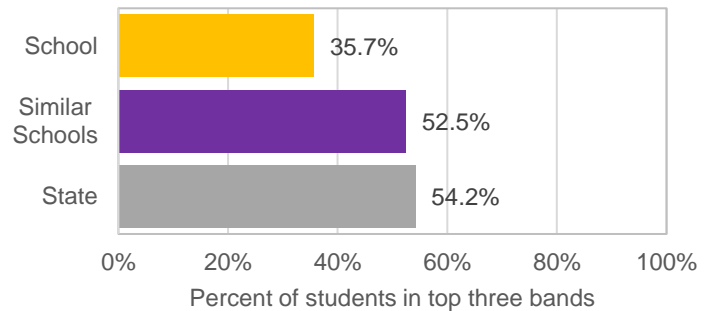
Latest year (2022)	4-year average
35.7%	51.2%

35.7%	51.2%
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52.5%	58.2%
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54.2%	58.8%
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**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

School percent of students in top three bands:

Similar Schools average:

State average:

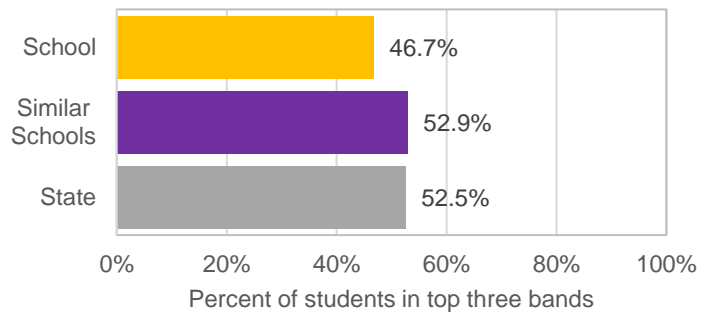
Latest year (2022)	4-year average
46.7%	61.5%

46.7%	61.5%
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52.9%	55.0%
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52.5%	54.8%
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**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

School percent of students in top three bands:

Similar Schools average:

State average:

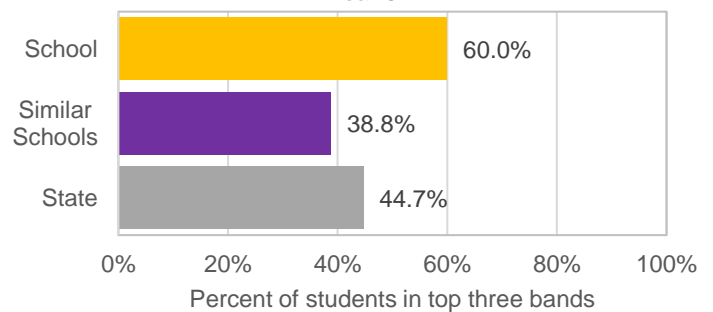
Latest year (2022)	4-year average
60.0%	56.4%

60.0%	56.4%
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38.8%	43.0%
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44.7%	45.6%
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**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.*

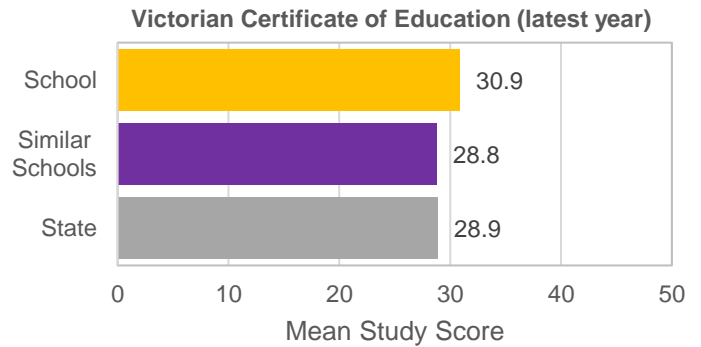
Victorian Certificate of Education (VCE)

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	30.9	30.6
Similar Schools average:	28.8	28.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

90%

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

15%

VET units of competence satisfactorily completed in 2022:

76%

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

82%

WELLBEING

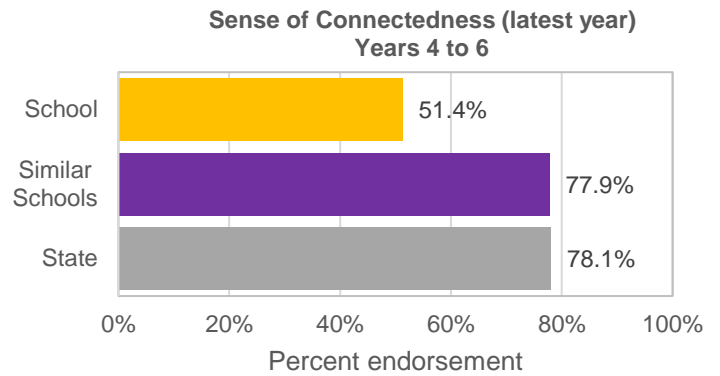
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

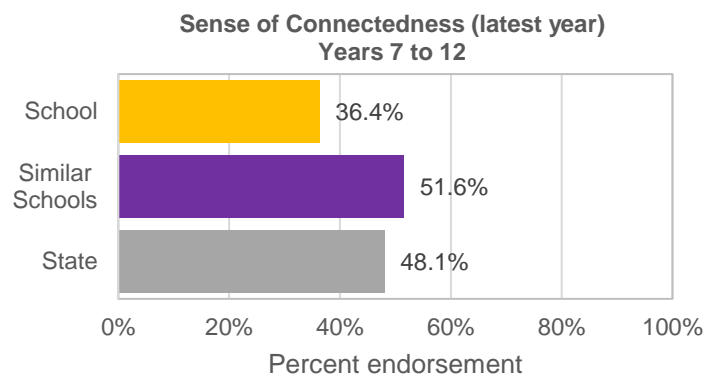
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	51.4%	67.9%
Similar Schools average:	77.9%	79.7%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	36.4%	48.8%
Similar Schools average:	51.6%	54.4%
State average:	48.1%	52.5%



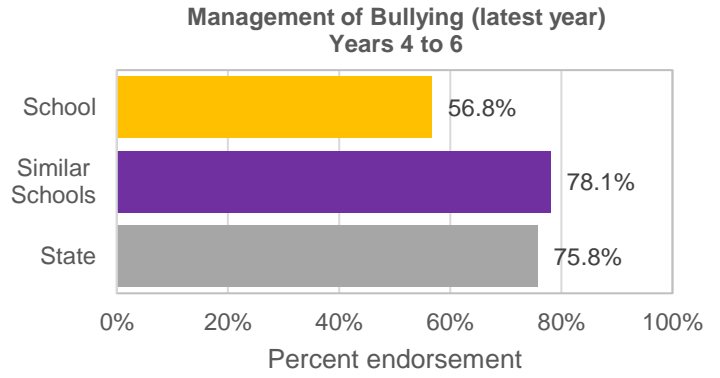
WELLBEING (continued)

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).

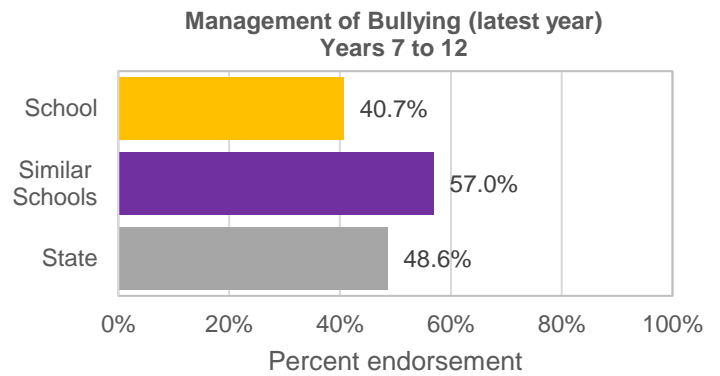
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	56.8%	72.5%
Similar Schools average:	78.1%	80.8%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	40.7%	53.1%
Similar Schools average:	57.0%	61.7%
State average:	48.6%	54.0%



ENGAGEMENT

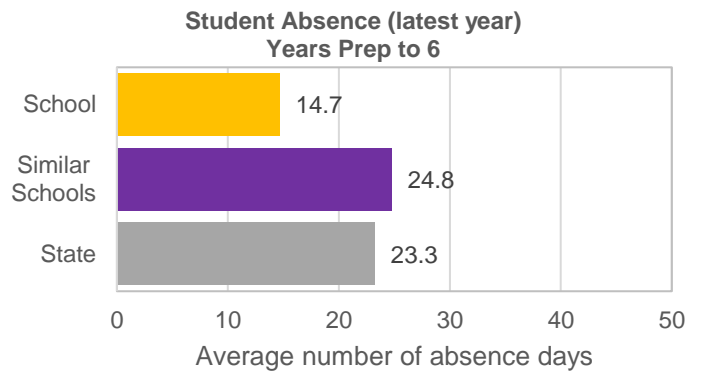
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

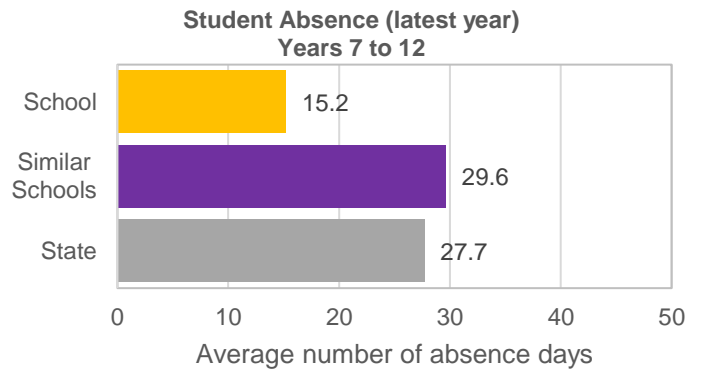
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	14.7	9.7
Similar Schools average:	24.8	17.9
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	15.2	10.5
Similar Schools average:	29.6	23.1
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%	93%	91%	94%	92%	93%	93%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	92%	92%	92%	93%	92%	93%

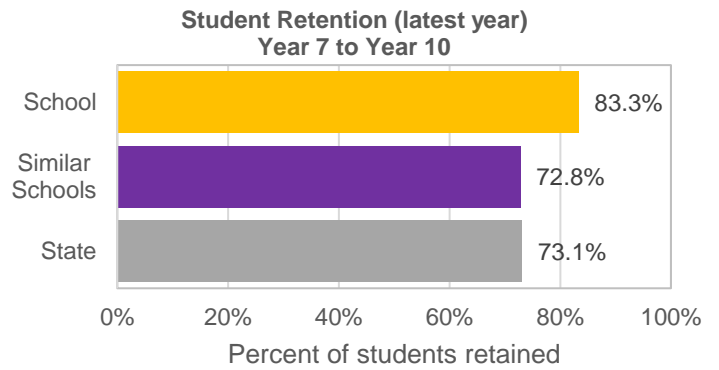
ENGAGEMENT (continued)

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:	83.3%	87.4%
Similar Schools average:	72.8%	73.4%
State average:	73.1%	73.0%



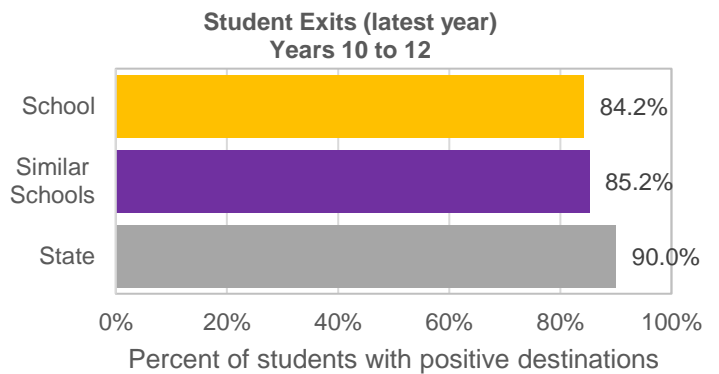
Students exiting to further studies or full-time employment

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:	84.2%	88.9%
Similar Schools average:	85.2%	86.6%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,470,558
Government Provided DET Grants	\$702,019
Government Grants Commonwealth	\$4,200
Government Grants State	\$0
Revenue Other	\$73,776
Locally Raised Funds	\$143,837
Capital Grants	\$9,960
Total Operating Revenue	\$4,404,350

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,523
Equity (Catch Up)	\$8,246
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$40,769

Expenditure	Actual
Student Resource Package ²	\$3,164,586
Adjustments	\$0
Books & Publications	\$3,703
Camps/Excursions/Activities	\$71,122
Communication Costs	\$2,274
Consumables	\$78,605
Miscellaneous Expense ³	\$20,232
Professional Development	\$26,697
Equipment/Maintenance/Hire	\$56,307
Property Services	\$122,789
Salaries & Allowances ⁴	\$166,089
Support Services	\$78,300
Trading & Fundraising	\$39,401
Motor Vehicle Expenses	\$2,283
Travel & Subsistence	\$0
Utilities	\$52,462
Total Operating Expenditure	\$3,884,849
Net Operating Surplus/-Deficit	\$509,541
Asset Acquisitions	\$248,899

- (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	\$671,998
Official Account	\$42,239
Other Accounts	\$9,934
Total Funds Available	\$724,171

Financial Commitments	Actual
Operating Reserve	\$113,745
Other Recurrent Expenditure	\$2,988
Provision Accounts	\$5,722
Funds Received in Advance	\$7,964
School Based Programs	\$240,944
Beneficiary/Memorial Accounts	\$9,934
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,245
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,018
Capital - Buildings/Grounds < 12 months	\$72,000
Maintenance - Buildings/Grounds < 12 months	\$57,902
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	\$60,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$715,461

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.