

2023 Annual Report to the School Community

School Name: Ouyen P-12 College (8220)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 08:30 AM by Felice Cua (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 11:45 PM by Raelene Vine (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 Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Ouyen P-12 College is a government school located in the township of Ouyen, which is in the North-West Victoria Region (NWVR). We are the only local school within the township and service students from a wide range of surrounding towns, the biggest being, Speed, Tempy, Underbool, Walpeup and Patchewollock. This area has a total population of approximately 1600 people and is supported by a strong broadacre farming culture and supporting industries.

Our school is set on spacious school grounds, and comprises of four main buildings: Administration, F-8, Senior and Community Centre. The Community Centre is under a joint agreement with the local community and houses a gymnasium, assembly hall and cooking facilities. Our wider school grounds consists of two large ovals, a double outdoor court, and an agriculture/horticulture space.

The Ouyen P-12 College Workforce consisted of 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 1.4 Learning Specialists, 27 Teaching Staff (18.95 FTE), 1 Paraprofessional and 15 Education Support Staff (9.6 FTE).

Our enrolment numbers for 2023 were 200, 6% of which identify as Aboriginal or Torres Strait Islander.

The college values are: Community, Endeavour, Respect and Integrity.

Our vision has continued from previous years that we aim: To provide a positive environment that allows all members of our school community to feel valued and engaged and that enables them to reach their full potential. To meet the individual needs of all learners. To care for and support all students, encourage positive attitudes, a desire to achieve, high self esteem and a sense of community. We continue to have facilities that rival any school in rural Victoria, with excellent grounds and buildings, which are continuing to be built upon.

In 2023, Ouyen P-12 conducted their school review, developing a new strategic plan that will guide the school through the 2024 - 2027 period.

Progress towards strategic goals, student outcomes and student engagement

Learning

The student learning program in 2024 continued its development, to explore a wider range of subjects and greater focus on using data to improve student outcomes. Our teachers spent time focusing on developing their own practice through observations with other staff, and having a greater reliance on our Ouyen P-12 Instructional Model and High Impact Teaching Strategies. The Tutor Learning Initiative and Middle Years Literacy & Numeracy strategies continue to be effective, however they still need to be adjusted to suit our context.

Our NAPLAN Data displayed a range of successes and areas for improvement, with no real trends emerging throughout the 5 domains examined through the tests. The Year 3 students consistently performed at or above state benchmarks.

Part of our learning specialist role was to collate and present student learning data in a more functional way, and our VCE teachers refined their practices in using data to ensure that student tracking enabled VCE students to achieve.

A teaching focus throughout Term 2 allowed staff to use PIVOT surveys to include student feedback in their teaching practice, which also provided the opportunities to engage in professional reading and classroom observations.

The highlights of our learning program in 2023 include:

- Exceptional VCE Results, with a median study score of 34 placing us in the top bracket of government schools
- Implementation of PLCs across sections of the school to enable staff to collaborate and better use data
- Student attitudes towards extension in their learning was a positive, including participation in programs like the Victorian High Ability Program.
- A wide range of subject selections available for our students, particularly in VCE, with the capacity to run classes like Global Politics for the first time.

Wellbeing

Our Wellbeing Program for our students continues to be a highlight of Ouyen P-12 College. The school employed a Mental Health Practitioner for 0.2 of the school year, which rounded out a strong team supporting the wellbeing of our students. This improved our ability to engage parents in these conversations with a specialist in this area being able to assist existing school staff.

Our goals around student wellbeing involved ensuring that our community was informed about the resources available to students to support their wellbeing. Our AIP goal of developing a guide to support our initiatives is continuing into 2024, however the communication between our teams and led by our wellbeing coordinator have ensured that we are implementing supports early for the majority of our students who need them.

We also changed the parameters around reading time to ensure that wellbeing needs could be met in this time if necessary, which was utilised more in senior classes where it was needed.

Highlights in regards to wellbeing in 2023 include:

- Identifying Bullying as an area of concern within the school, developing a short term intervention program throughout Term 2 that was contextualised to each age group by Year Level teachers, which resulted in our Management of Bullying indicators in the Attitude to school survey being significantly higher than state and similar school benchmarks.
- The implementation of the Mental Health Practitioner in the school, which was used extensively to support our students and staff.
- Engaging Growing with Gratitude to ensure our students developed skills in positive coping and resilience.
- Ensuring we made time to celebrate our health and wellbeing with term celebrations.

Engagement

With student engagement a focus after poor attendance in 2022, the school tried to support students with greater communication between students and parents, a focus on students attending school camps and excursions to enhance connect with their peers, and developing additional student groups to ensure there were a diverse range of activities to promote student inclusion. Even with the initiatives in place, student attendance remained an area of concern, with the number of absence days significantly higher than not only the state average but like schools.

Student retention is an area that will continue to be a focus, with student still opting to further their education at different schools, particularly through Year 9 and 10. This is despite excellent VCE subject selections, results and support. School leadership continue to engage with families that are choosing other educational opportunities, and looking at how we can continue to make Ouyen P-12 College the best option for all students raised in our area.

Our location continues to provide challenges in regards to attendance, with families and students prioritising time away, often during school terms to make it easier. While this is understandable from a local standpoint, as a school, there could be better balance between when and how many of these occasions take place.

Highlights around student engagement include:

- Developing Staff Capacity to include neurodivergent students through the work of The Grad Guide.
- Continuing to provide strong opportunities in sporting endeavours, which continue to be participated heavily in
- Providing engaging workplace experiences for our students, with a continued focus on school based apprenticeships and structured workplace learning, including providing opportunities for students to engage with local partners like Elders.
- The creation of a Voice & Agency working party to ensure the goals in our AIP are being met.

Other highlights from the school year

In 2023, Ouyen P-12 College was able to continue camps and excursions for all students between Prep and Year 9. These camps are funded exclusively by the school, enabling all students access to these integral parts of the school culture.

The Community Engagement Evening was once again a success, allowing members from our wider school community and opportunity to visit the school in a fete-like atmosphere, while allowing our students with the opportunity to showcase their community-mindedness and organisational skills.

The 2023 Ouyen P-12 College Revue was a highlight for the students and staff interested in the performing arts. The F-4 Concert once again completed a production, which included solo singing performances for the first time. This event was well received by the audience and is a fantastic springboard for future events. Supplementing our Performing Arts program were on-site lessons in both piano and guitar.

Our sporting profile continues to be an area of strength, providing opportunities for students to display their skills, but also utilising staff for structured coaching to improve their performance at region events.

The Ouyen P-12 Sustainability continues to grow in number and influence, which is including a wider range of events each year.

Financial performance

Ouyen P-12 College continue to operate in surplus, however, the balance of use spending the allocated funds for each particular year has improved. A focus on developing meaningful school camps that are strong engagement and learning opportunities has allowed us to use some money in a very effective way. We also saw over disrupted years the changing nature of professional development, and it has taken some time to find a better balance in staff having access to these opportunities.

Our shared usage agreement for the Community Centre with Mildura Rural City Council has lapsed and we continue to work through the next agreement. The school also purchased a school transit vehicle (12 seats) to provide further ability to transport students to events, particularly vocational events.

We still have a strong contingent of families paying the optional yearly school fees, which we focus on spending through engagement programs.

For more detailed information regarding our school please visit our website at

<https://www.ouyep12college.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 200 students were enrolled at this school in 2023, 111 female and 89 male.

3 percent of students had English as an additional language and 6 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.

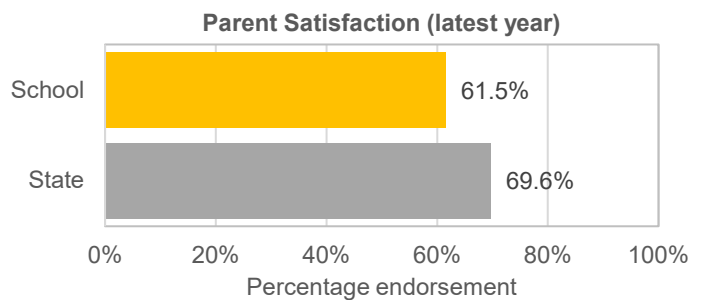
This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	61.5%
State average (P-12 schools):	69.6%



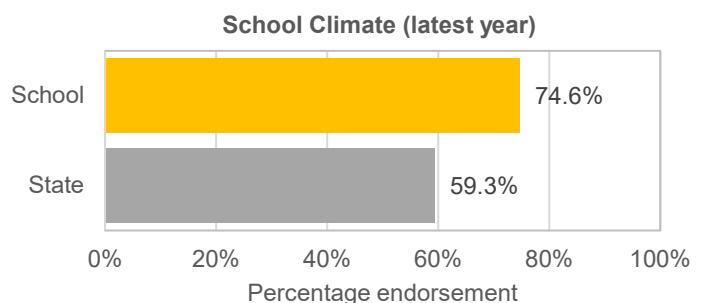
School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2023)
School percentage endorsement:	74.6%
State average (P-12 schools):	59.3%



LEARNING

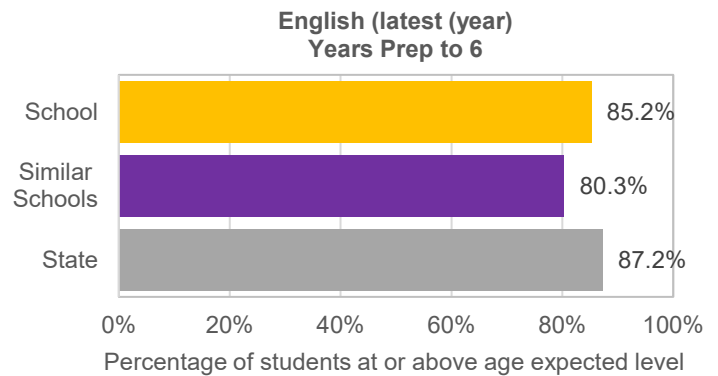
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

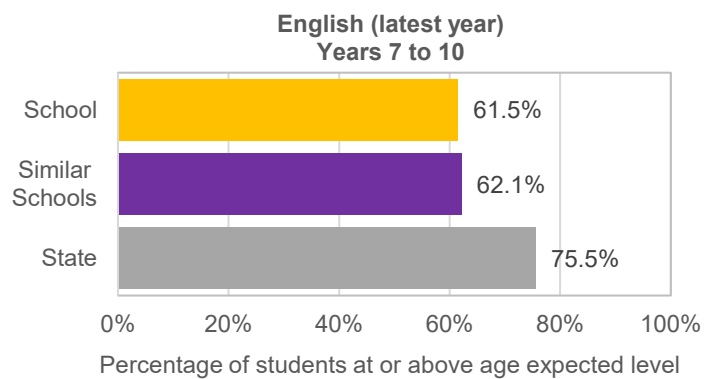
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	85.2%
Similar Schools average:	80.3%
State average:	87.2%



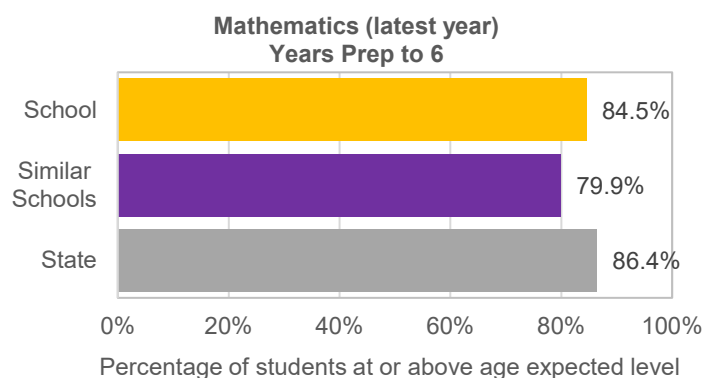
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	61.5%
Similar Schools average:	62.1%
State average:	75.5%



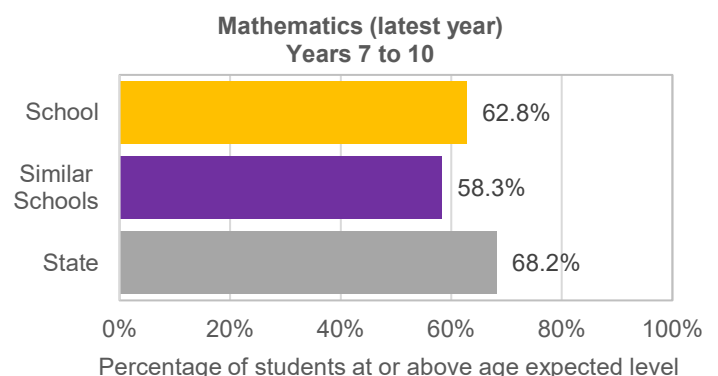
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	84.5%
Similar Schools average:	79.9%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	62.8%
Similar Schools average:	58.3%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.7%

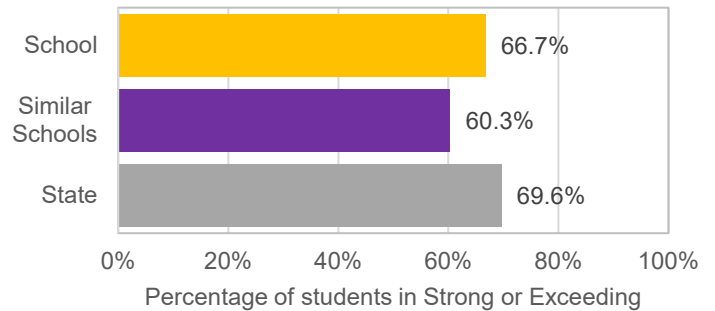
Similar Schools average:

60.3%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

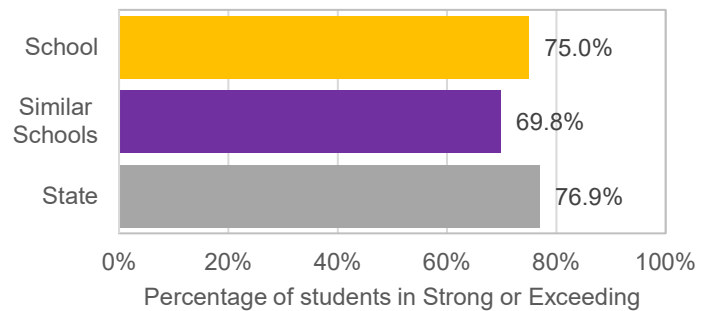
Similar Schools average:

69.8%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.6%

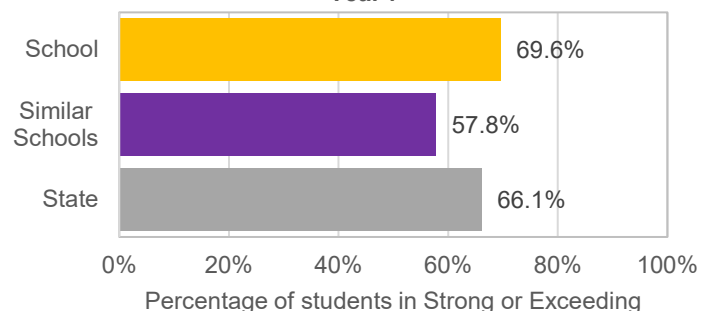
Similar Schools average:

57.8%

State average:

66.1%

**NAPLAN Reading (latest year)
Year 7**



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.6%

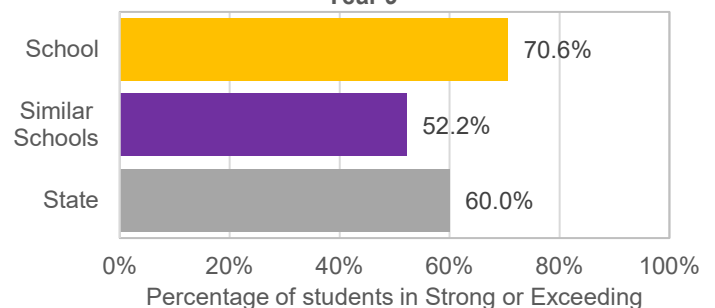
Similar Schools average:

52.2%

State average:

60.0%

**NAPLAN Reading (latest year)
Year 9**



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

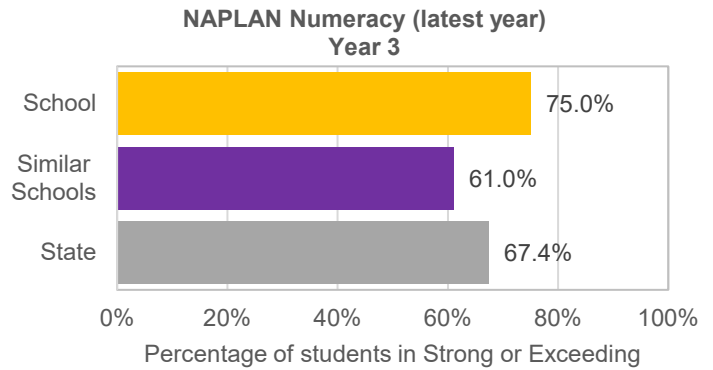
75.0%

Similar Schools average:

61.0%

State average:

67.4%



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

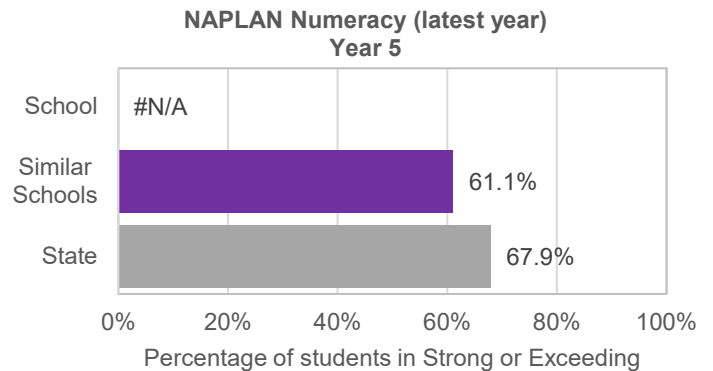
NDP

Similar Schools average:

61.1%

State average:

67.9%



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

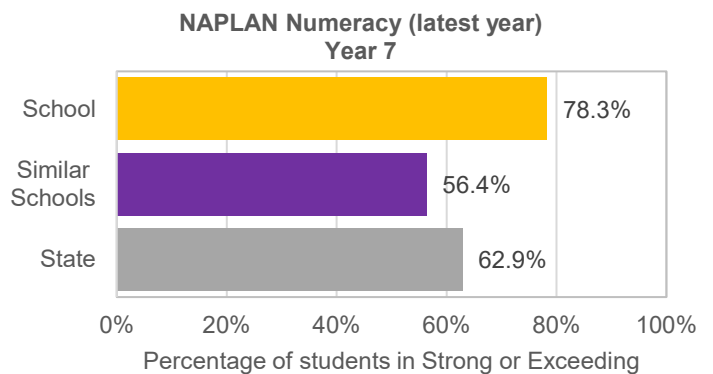
78.3%

Similar Schools average:

56.4%

State average:

62.9%



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

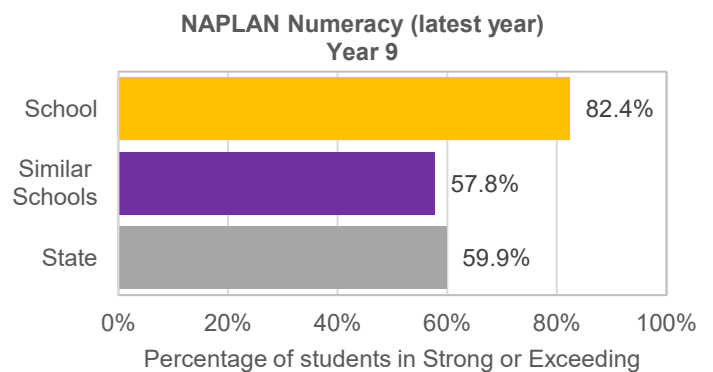
82.4%

Similar Schools average:

57.8%

State average:

59.9%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

84.6%

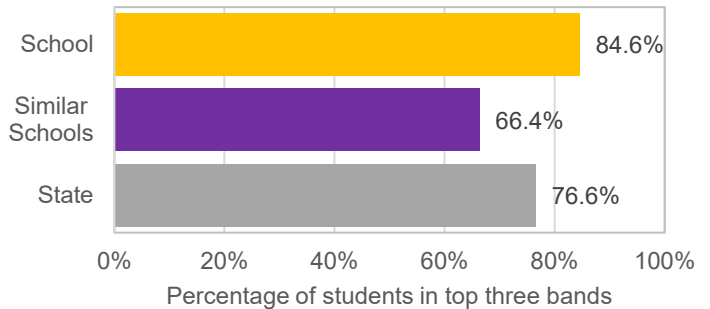
Similar Schools average:

66.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.3%

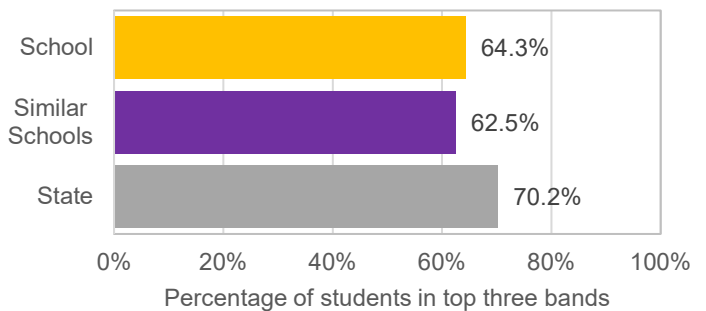
Similar Schools average:

62.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

61.1%

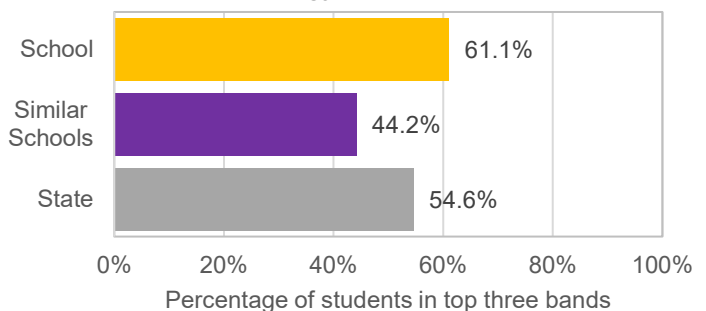
Similar Schools average:

44.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

62.5%

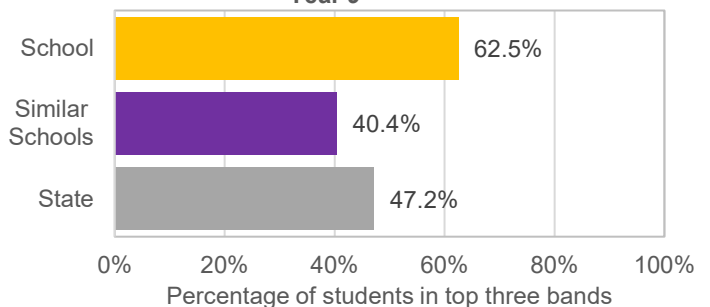
Similar Schools average:

40.4%

State average:

47.2%

NAPLAN Reading (2022) Year 9



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

61.5%

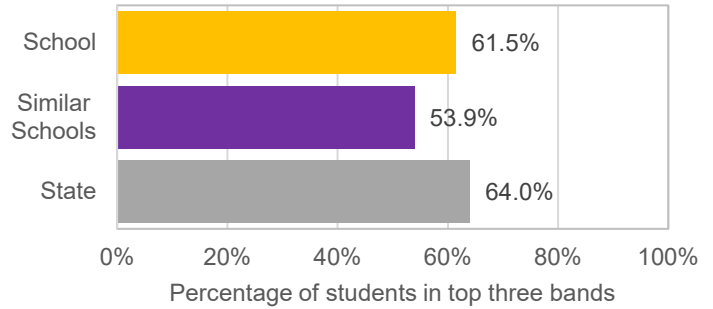
Similar Schools average:

53.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

46.7%

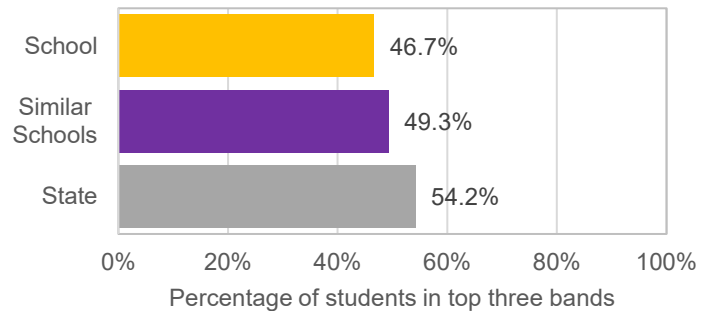
Similar Schools average:

49.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

66.7%

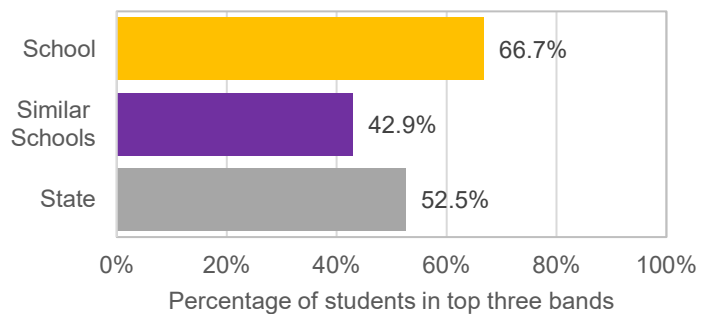
Similar Schools average:

42.9%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

56.3%

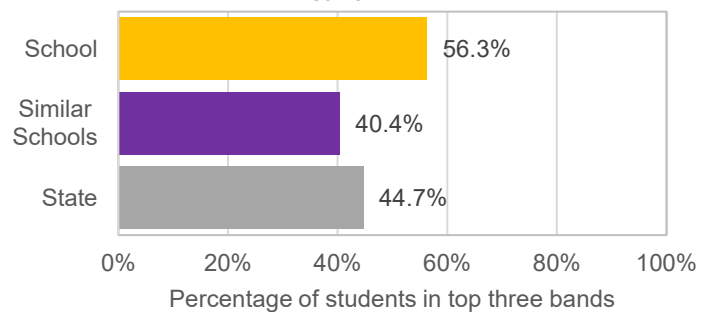
Similar Schools average:

40.4%

State average:

44.7%

**NAPLAN Numeracy (2022)
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 Senior Secondary Certificate

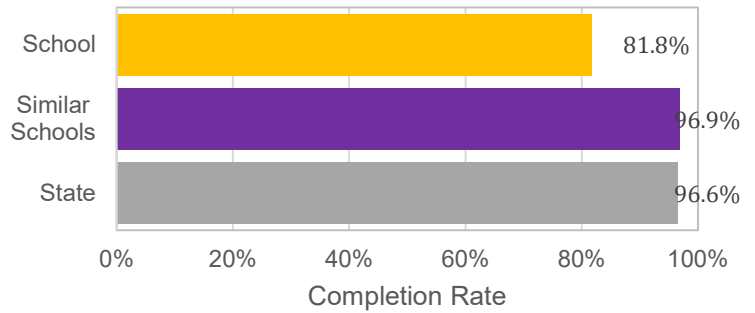
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	81.8%	93.8%
Similar Schools completion rate:	96.9%	96.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

33.5

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDA

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

42%

Percentage VET units of competence satisfactorily completed in 2023:

96%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

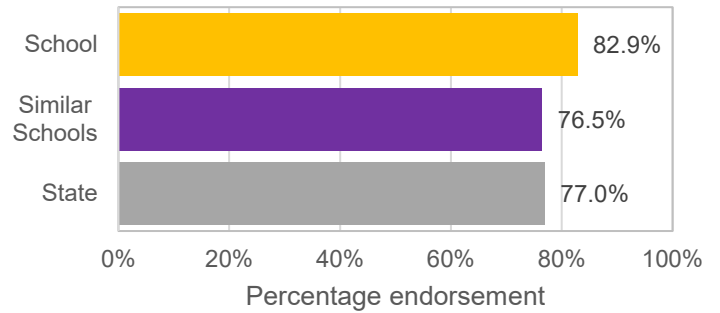
School percentage endorsement:

Latest year (2023)	4-year average
82.9%	78.4%
76.5%	77.5%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

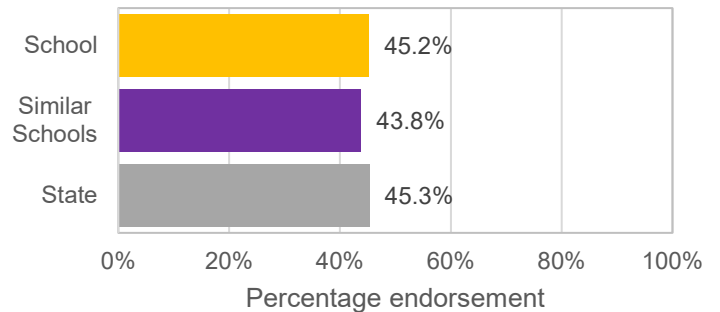
School percentage endorsement:

Latest year (2023)	4-year average
45.2%	48.7%
43.8%	49.5%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

**Management of Bullying
Years 4 to 6**

School percentage
endorsement:

Latest year
(2023) 4-year
average

93.0% 83.1%

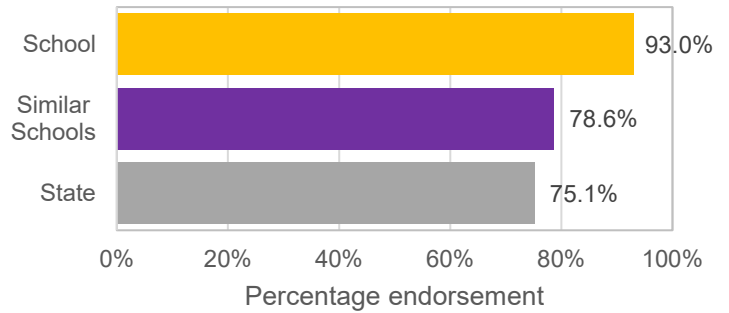
Similar Schools average:

78.6% 78.7%

State average:

75.1% 76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage
endorsement:

Latest year
(2023) 4-year
average

67.1% 63.7%

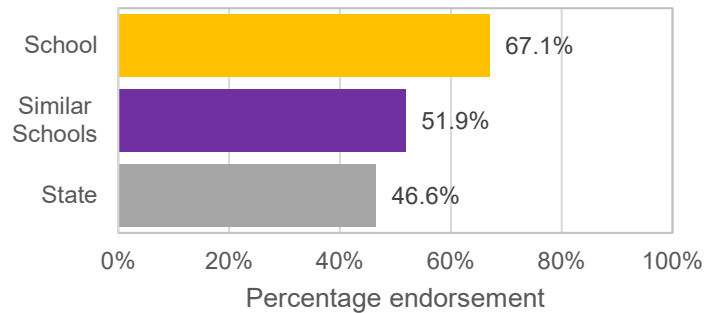
Similar Schools average:

51.9% 57.4%

State average:

46.6% 51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

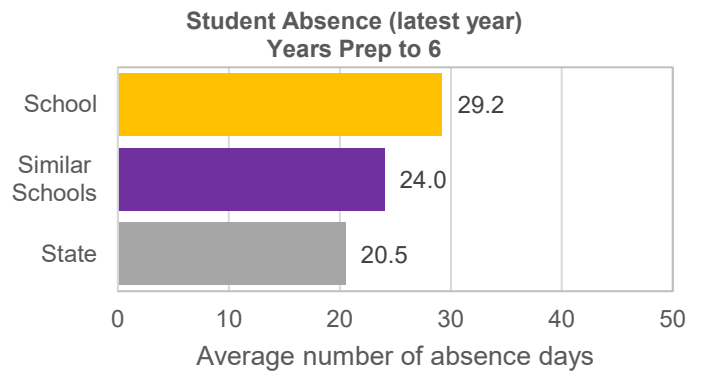
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

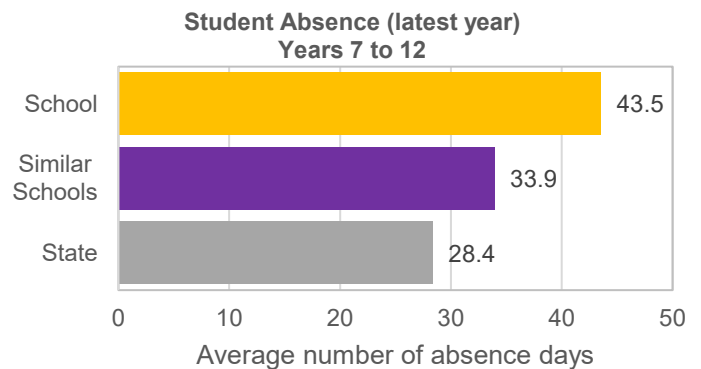
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	29.2	24.1
Similar Schools average:	24.0	21.6
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	43.5	30.2
Similar Schools average:	33.9	28.3
State average:	28.4	23.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	87%	76%	89%	83%	89%	77%	89%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	80%	76%	75%	81%	79%	81%

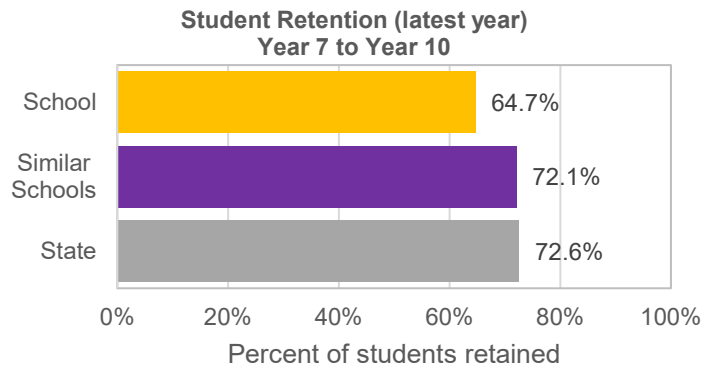
ENGAGEMENT (continued)

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 (2023)	4-year average
School percent of students retained:	64.7%	84.6%
Similar Schools average:	72.1%	71.8%
State average:	72.6%	73.8%



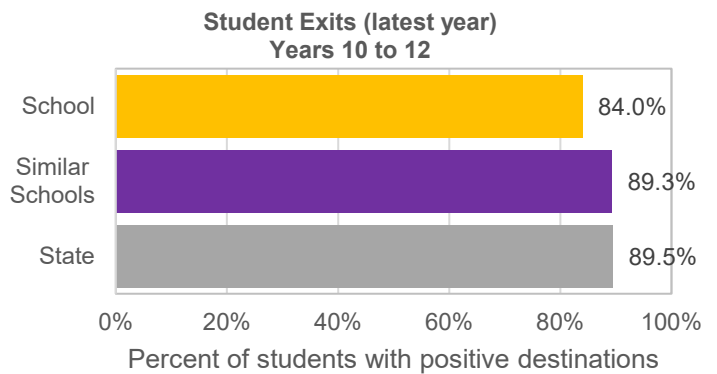
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	84.0%	89.4%
Similar Schools average:	89.3%	86.2%
State average:	89.5%	89.5%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,404,030
Government Provided DET Grants	\$850,056
Government Grants Commonwealth	\$1,700
Government Grants State	\$0
Revenue Other	\$99,185
Locally Raised Funds	\$48,641
Capital Grants	\$0
Total Operating Revenue	\$5,403,612

Equity ¹	Actual
Equity (Social Disadvantage)	\$235,176
Equity (Catch Up)	\$960
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$236,136

Expenditure	Actual
Student Resource Package ²	\$3,860,138
Adjustments	\$0
Books & Publications	\$4,114
Camps/Excursions/Activities	\$108,474
Communication Costs	\$2,633
Consumables	\$93,627
Miscellaneous Expense ³	\$37,040
Professional Development	\$31,164
Equipment/Maintenance/Hire	\$59,532
Property Services	\$192,173
Salaries & Allowances ⁴	\$100,048
Support Services	\$66,352
Trading & Fundraising	\$24,839
Motor Vehicle Expenses	\$13,306
Travel & Subsistence	\$1,958
Utilities	\$69,371
Total Operating Expenditure	\$4,664,770
Net Operating Surplus/-Deficit	\$738,842
Asset Acquisitions	\$5,955

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,489,498
Official Account	\$55,804
Other Accounts	\$0
Total Funds Available	\$1,545,303

Financial Commitments	Actual
Operating Reserve	\$119,354
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$200,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,312
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$75,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$400,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$853,666

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.