

# 2023 Annual Report to the School Community

School Name: Craigieburn Secondary College (8705)



- 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 14 May 2024 at 08:29 AM by Kate Morphy (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 14 May 2024 at 07:00 PM by Glenn Lancaster (School Council President)

# How to read the Annual Report

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## 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.

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## What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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## 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

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## School context

Our College's vision is to be an environment in which every student achieves their highest potential. High expectations of students, teachers and parents underpins the work that we do and provides a framework as we aspire to continually improve our learning environment, professional practices and student achievement outcomes. Established in 1984 on the lands of the Wurundjeri people, our community is wonderfully diverse with over fifty different language backgrounds being represented through our families and staff. We support and celebrate this diversity with a team of multicultural and integration aides, events and performances. A significant proportion of our 1071 students experience challenges at home and are supported through breakfast and homework clubs, as well as a dedicated allied health team that includes counsellors, youth workers, mental health practitioners and a speech pathologist. The College's SFOE has been increasing over the last four years to 0.62 and the school is supported with equity funding. Learning is supported through targeted fluency and tutoring programs, with learning partners ensuring Individual Learning Plans are developed and effectively implemented. Our 1071 students were drawn from the local area. The staff comprises of 7 Principal Class, 86.6 teachers including 10 leading teachers, 4 learning specialist positions, 6.04 tutors and 45 education support staff. The staffing challenges we experienced during 2023 were partly offset through the engagement of Para-professional and pre-service teachers of which there were 7. Our student demographic includes over 40 different language backgrounds with 65% from Language backgrounds other than English and 1% are Aboriginal. The curriculum is designed to provide opportunities and support structures that assist every student to reach their full academic, personal and career potential and to create their pathways to a fulfilling and meaningful future. The College offers an enrichment and acceleration program that provides extension opportunities for students in all areas of the curriculum in years 7-9 and leads into accelerated learning opportunities in year 10. We also offer differentiated literacy and numeracy fluency programs that aim to address student learning at their point of need. There are many and varied opportunities for students to participate in school life, including Visual and Performing Arts, Sport, Camps, Excursions, Creative Writing, Community Service, mentoring and an extensive student leadership program. Teaching and Learning at our school is underpinned by a strong professional learning program for all teachers. This program is informed by our Teaching Code of Practice and Calmer Classroom strategies that set out our high expectations and incorporates an instructional framework that is used by all teachers in every classroom. The Code of Practice also ensures there is a focus on positive relationships within the classroom, where teachers actively seek and give feedback in the pursuit of personal best. Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and our school. The College community actions and decisions reflect the values of Respect, Belonging, Understanding and Growth. We had ten international students in 2023 undertaking studies. We continue to welcome international students to our school. Our strategic plan 2020 - 2024 has three main focus areas;

1. A continued focus on Literacy, and an increased focus on Numeracy, as well as strategies to empower students to become more reflective, self-aware and independent learners.
2. Building connectedness and engagement for and between all members of our community.
3. Focus on student wellbeing as an integral part of teaching and learning.

2024 sees Craigieburn Secondary College embedding an organisational structure that prioritises relationships between the school and family with year level principals and leading teachers following their cohorts up. Form teacher structures now exist through years 7 to 12 with the number of teachers reduced for each student, particularly at the younger year levels. Knowing our students and building relationships between the school and families are the keystones to ensuring that the learning and wellbeing needs of our students are addressed in a holistic way.

We continue to expand the experiences open to our students with strong programs in performing arts, visual arts and music. Our Sports Academy is in its second year with strong involvement from our Pasifika students. Our Business Academy is in its pilot year and is on offer to year 12 Vocational Major students. Both Academies are being set up for further expansion with dedicated curriculum programs within and across year levels.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our student learning achievement as measured by teacher judgement are below those of similar schools and the state average by 20% and 30% respectively for English and Mathematics. However, when these results are compared to NAPLAN band results for years 7 and 9, there is good alignment between teacher judgement and Naplan band results for students achieving above and below age expected standards.

Our student achievement goals as measured by NAPLAN for year 7 students in the top 3 bands was below that of similar schools and the state average for both reading and numeracy. As year 7 students enter the College for their first year of secondary school, we place them into Mathematics and English fluency groups where they receive targeted learning goals at their point of need to bring them up to age expected levels. For year 9 Writing (equity funded) we have 37% of students achieving in the strong and exceeding bands which is above the network and edging towards state levels. For year 9 Writing (non equity funded) we have 61% in strong and exceeding which is well above network and similar schools. This is a powerful indicator of our 3L strategy showing up in student learning.

Progress towards our strategic plan goals includes an increase in the percentage of equity funded students in the top two bands for reading increasing to 4%, and maintaining the VCE EAL and English average study scores. We are continuing to put resourcing into learning support with increased numbers of Multi-cultural aides to support our Language Background other than English students across all year levels. VCE school mean study score for 2022 was 22. The percentage of equity funded students who need additional support at year 9 reading decreased from 61% in 2022 to 40% in 2023. The percentage of year 9 equity funded students in the top two bands for reading increased to 25%. \*\*Please note the top three bands data visible in the performance summary is 2022 data with no comparable 2023 results.

School completion rates remain at the same levels of similar schools and state levels of 95.5%. We are continuing to focus on career planning and pathways to ensure our students are prepared for their chosen career pathways.

All PSD, OOHC and Aboriginal students have individual learning plans that were collaboratively developed with students, parents, aides and learning partners. Teacher judgement reports for English and Maths show progress in learning at various Victorian Curriculum levels with reporting against ILP goals in place.

## Wellbeing

Our student wellbeing goals for 2023 focused on ensuring students had access to mental health and wellbeing resources, as well as continuing a staff wellbeing program. Our strong, well-structured allied health team and framework supported students across a range of issues including mental and adolescent health, as well as speech, autism and language support needs. A strong Multi Educational Aide team have expanded communications and advocacy across the college. With 600 students coming from Language backgrounds other than English we continued to expand support to these students through increased numbers of MEA's and tutors. Our school based nurse oversees the sickbay and supports students and families with day to day care as well as providing information on general health to the community. We have a strong relationship with a local GP and our Doctors in Schools program was utilised consistently by students. Students reported to us through the Attitudes to School Survey, a 41% positive endorsement for sense of connectedness which is slightly below the state average but with the four year average at 50.7% we are tracking positively towards our strategic plan target of 65%. Students also reported a 42% positive endorsement for how the school manages bullying, and again our four year average of 50.3% is at state levels and tracking positively towards our strategic plan target of 60%.

Our Wellbeing team continues to focus on an inclusive environment centred around our value of Belonging. We provided spaces for, and celebrations of, our diverse community including IDAHOBIT day, Naidoc celebrations and Are you OK? day. Our student wellbeing program is encapsulated through our Social and Emotional Learning program (SEL), which is delivered to years 7- 10 with a focus on respectful relationships through self and social awareness. Strategic resourcing of three Restorative Practices Leaders (RPL), gave us good grounding to respond to conflict, using restorative practices that focus on repairing harm and strengthening student connectedness.

## Engagement

Our student engagement goals included increasing connectedness to school by students and decreasing the average number of days absent rate. Although we have not yet met the targets outlined in our Strategic Plan, the post remote learning period continues to have a significant impact on our attendance. Last year 66% of students across years 7-12 positively endorsed community connections, surpassing our strategic plan target. This was in part due to events including, harmony week multicultural celebrations, the 4C's cultural connections program and Fia Fia night. Increasing student leadership opportunities and programs including subject based leadership opportunities such as EAL, Performing Arts and Community. Student Voice continues, mostly through student forums, with more in-depth feedback and analysis occurring with students. We now have a regular collection of student perceptions information through forums on a range of issues. Our next level work will focus on a wider analysis of student feedback to inform learning areas and addressing curriculum and pedagogy across a learning area. We also are ready to better develop student agency in best teaching and learning practice, and working together with students to understand what this looks like, and how we can elicit feedback from students around this. Student learning profiles in both literacy and numeracy help inform students what levels they are at, and developmental rubrics assist them to work with teachers to know what their next step in learning looks like.

Student Support Groups and parent meetings occurred regularly for students at risk of disengagement and student support plans were developed and implemented.

Student retention slightly decreased in 2023 to 71%, mirroring that of the state with a result of 73%. Student post school destinations data including students engaged in tertiary or full time employment was 5% points above state levels at 96%.

Our goal to better engage our parent community and to build stronger community links particularly with the EAL community has progressed well with a positive endorsement for parent satisfaction maintained during 2023 at 60%.

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## Financial performance

Craigieburn Secondary College finalised 2023 with a credit surplus of \$1,770,129, part of which was a carryover from the 2021 budget of \$1,031,944. The balance of the credit surplus can be attributed to teacher shortages and the fact that we were understaffed by an average of 10 teachers across the year. The surplus is being addressed in 2024 with the employment of additional Leadership, teaching and student support staff in areas required. The employment costs of Casual Relief Teachers were again high, using agency staff to cover staff absences as well as to alleviate the difficulties in employing substantive staff to cover long term leave and vacancies during these times. In 2023 we continued with our plans of creating a safe, enjoyable and adaptable environment, with more outdoor seating, yarning circles in garden areas for students during break times and for outside classroom teaching if desired. These plans will continue into 2024 with major projects planned for the Sporting Fields and Access areas of the school. Extensive building works were done throughout the school, with improved office, Year level and observation spaces. Cyclic maintenance of school facilities and replacement / upgrading of classroom furniture continued as per our maintenance plan. Craigieburn Secondary College received \$1,449,523.20 in Equity credit funding and \$1,407,114.4 in Equity cash funding. Across the board this was used to employ additional staffing such as a School Nurse, additional Leadership team members and additional student support staff. A number of programs are wholly funded through Equity and it is also used to fund additional student engagement programs such as the Engage Program and Hands on Learning. Support for families in need is also funded through equity, this, as always, was an important factor in 2023, with supply of uniforms, laptops and textbooks to students in need, enabling them to have a positive and more complete educational experience. This will extend into 2024, subject to the needs of our community. A portion of the funding is used to enhance the Program Budgets to provide the best possible outcomes for our students. Craigieburn Secondary College holds a Building fund which School Council have marked for the refurbishment of the Canteen facilities, providing a relaxing dining area for students and possible additional teaching spaces. The school holds a large amount of CSEF for use by eligible students, we are actively promoting participation in excursions and activities to encourage students to attend.

**For more detailed information regarding our school please visit our website at**  
<https://craigieburnsc.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 1071 students were enrolled at this school in 2023, 463 female and 608 male.

58 percent of students had English as an additional language and 1 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).

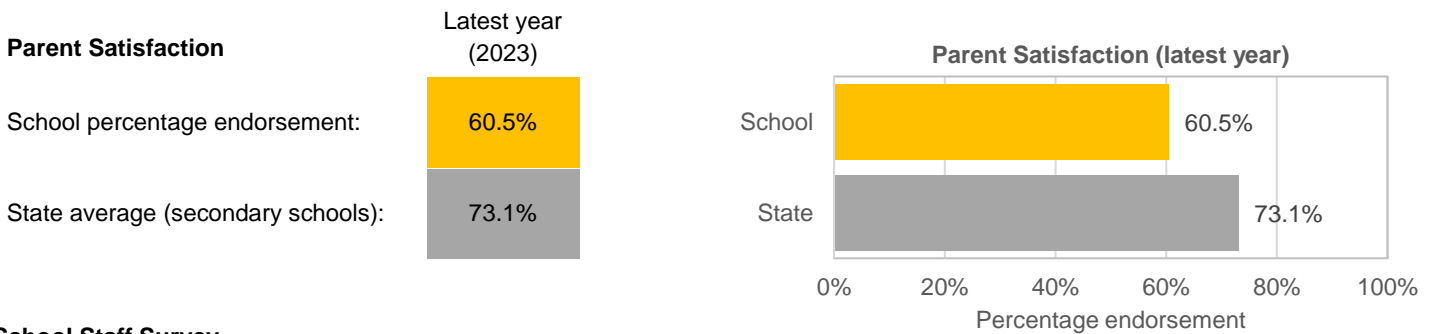
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

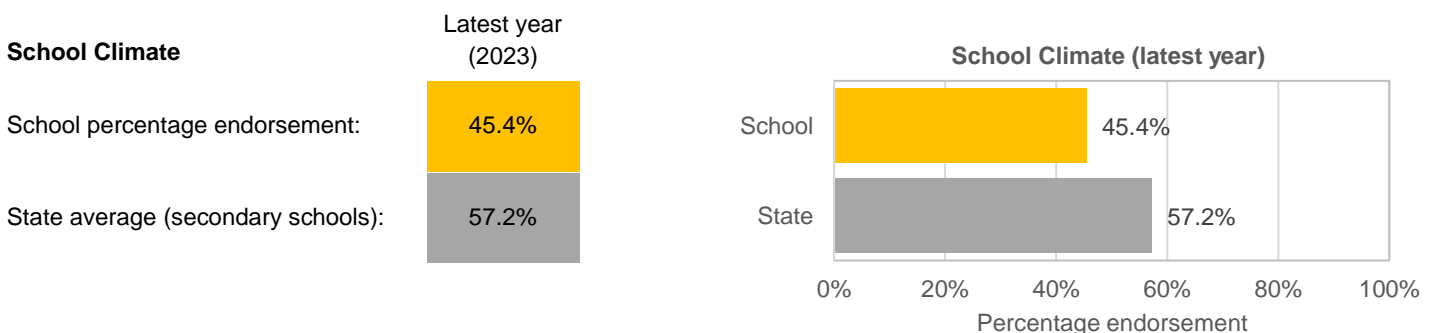


### School Staff Survey

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

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

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



## LEARNING

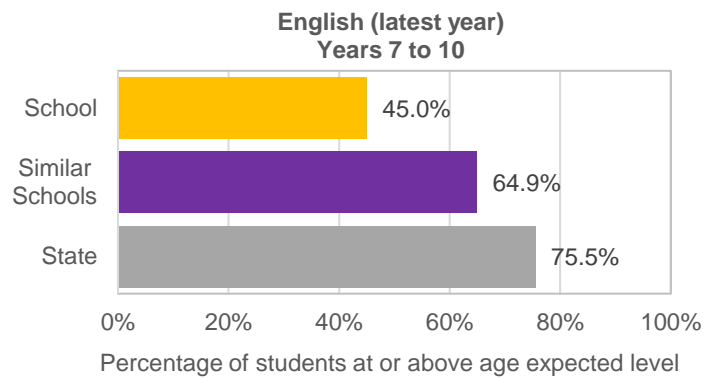
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement against the Victorian Curriculum

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

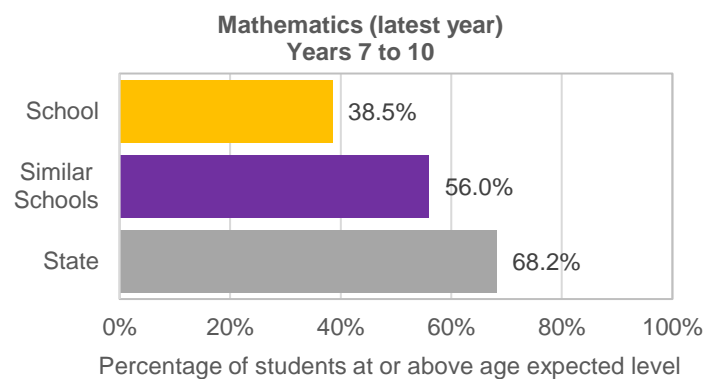
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	45.0%
Similar Schools average:	64.9%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	38.5%
Similar Schools average:	56.0%
State average:	68.2%





## LEARNING (continued)

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

### NAPLAN

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

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

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.1%

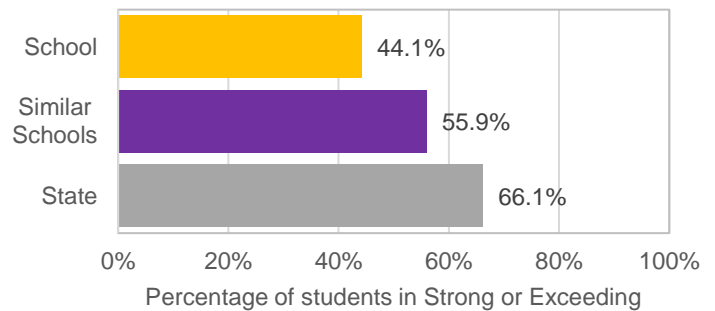
Similar Schools average:

55.9%

State average:

66.1%

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



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.4%

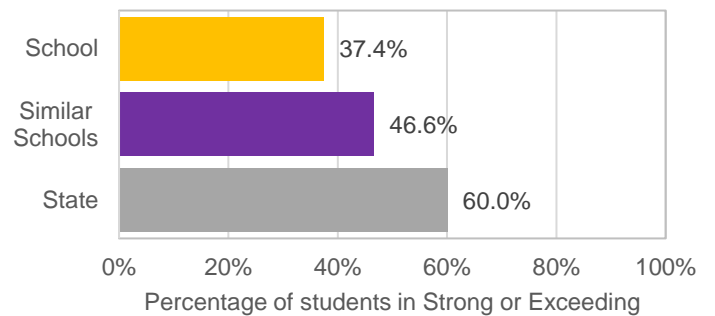
Similar Schools average:

46.6%

State average:

60.0%

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



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

30.3%

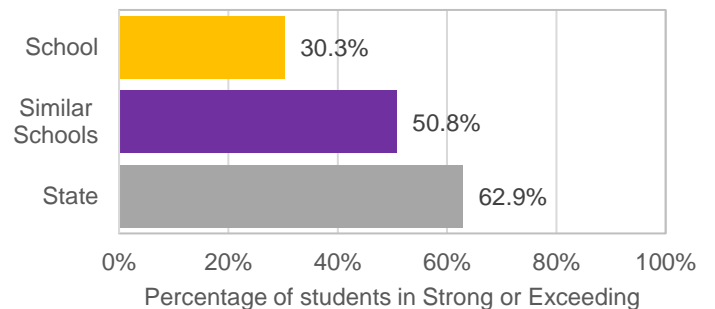
Similar Schools average:

50.8%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.8%

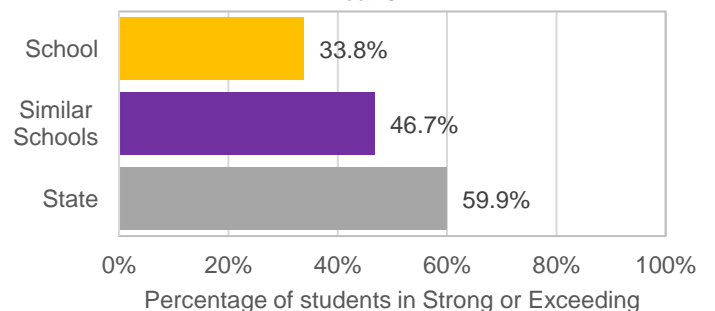
Similar Schools average:

46.7%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



**LEARNING (continued)**

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

**NAPLAN**

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

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

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

25.5%

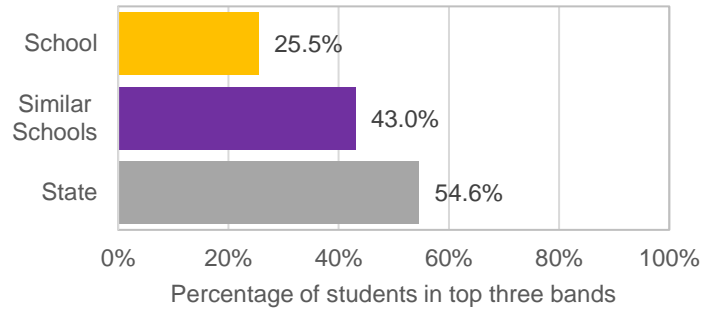
Similar Schools average:

43.0%

State average:

54.6%

**NAPLAN Reading (2022)  
Year 7**



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

23.6%

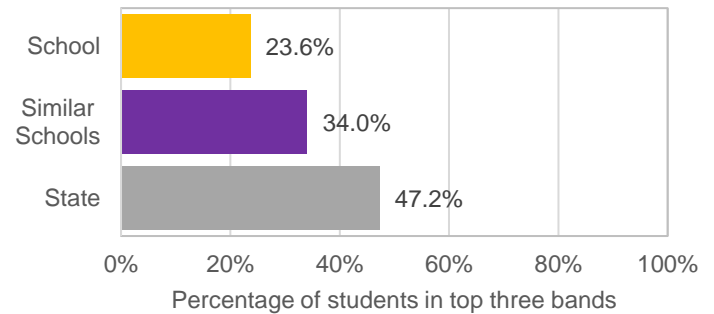
Similar Schools average:

34.0%

State average:

47.2%

**NAPLAN Reading (2022)  
Year 9**



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

28.0%

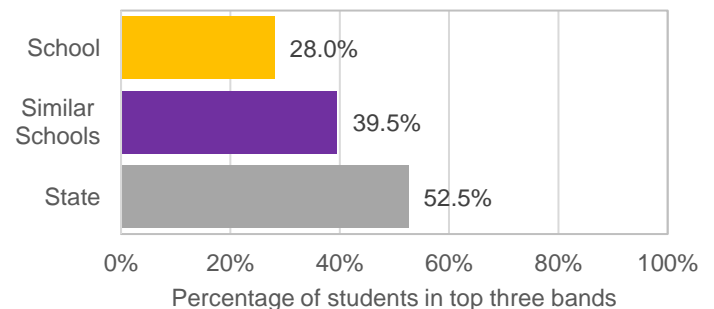
Similar Schools average:

39.5%

State average:

52.5%

**NAPLAN Numeracy (2022)  
Year 7**



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

16.4%

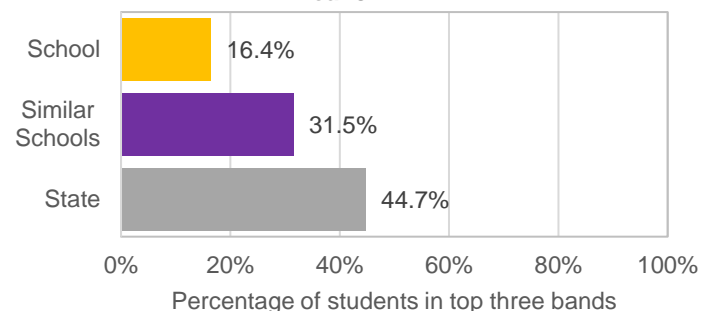
Similar Schools average:

31.5%

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

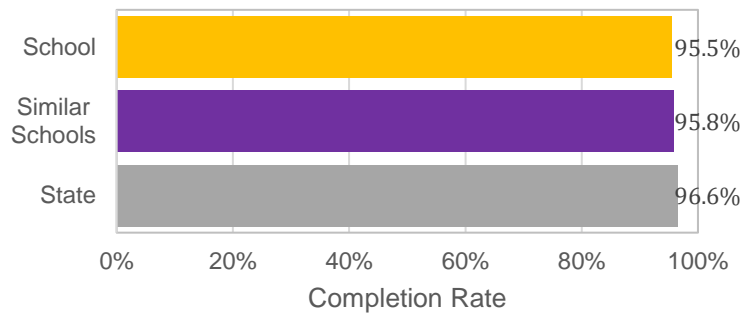
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.5%	96.5%
Similar Schools completion rate:	95.8%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.0

Number of students awarded the VCE Vocational Major

23

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:

2%

Percentage VET units of competence satisfactorily completed in 2023:

70%

## WELLBEING

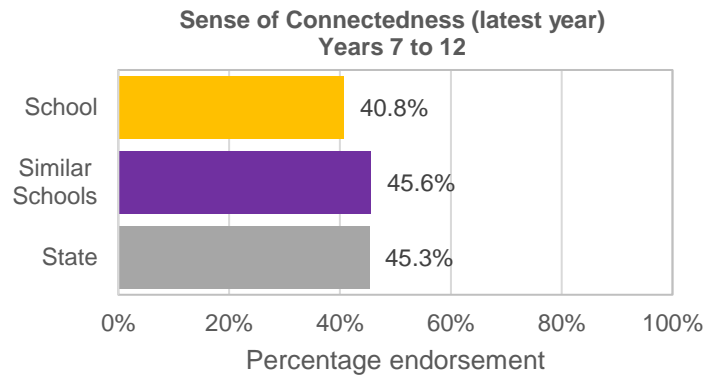
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	40.8%	50.7%
Similar Schools average:	45.6%	50.8%
State average:	45.3%	49.9%

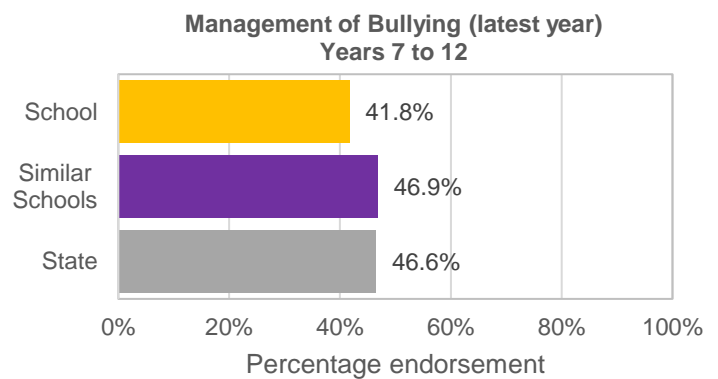


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	41.8%	50.3%
Similar Schools average:	46.9%	51.8%
State average:	46.6%	51.0%



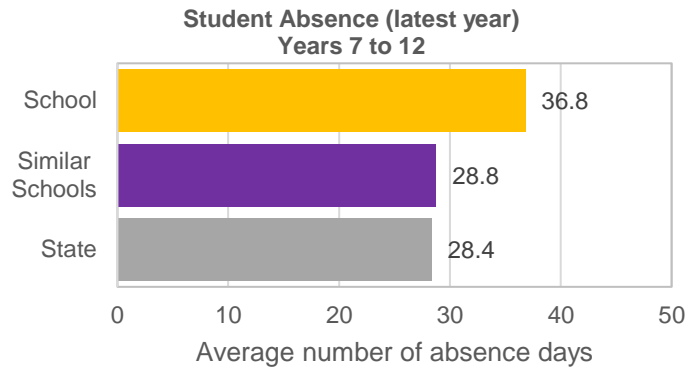
## ENGAGEMENT

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

### Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	36.8	31.3
Similar Schools average:	28.8	24.3
State average:	28.4	23.8



### Attendance Rate (latest year)

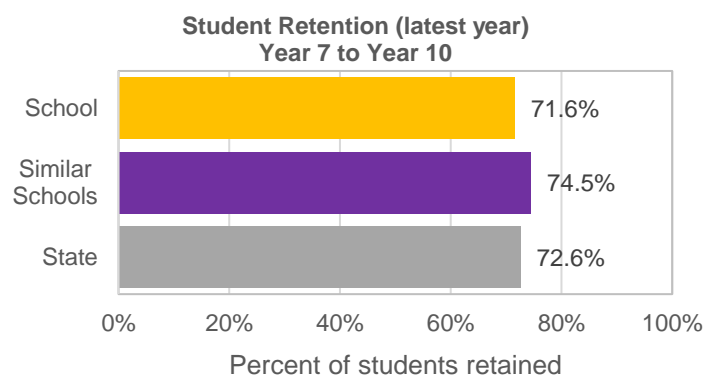
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	80%	78%	80%	82%	87%

### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10	Latest year (2023)	4-year average
School percent of students retained:	71.6%	72.5%
Similar Schools average:	74.5%	74.9%
State average:	72.6%	73.8%



## ENGAGEMENT (continued)

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

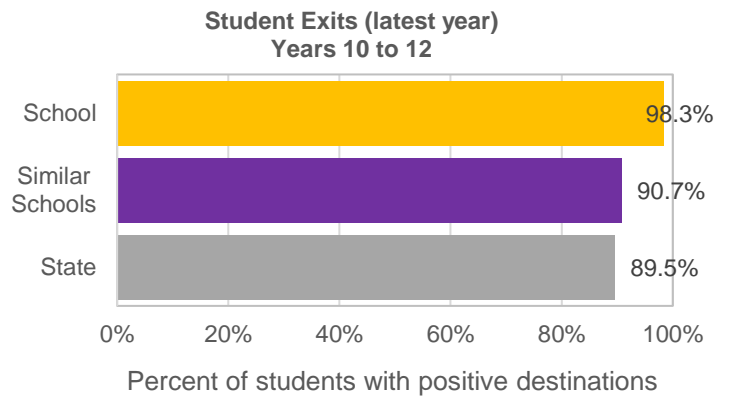
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	98.3%	92.3%
Similar Schools average:	90.7%	90.3%
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	\$15,739,501
Government Provided DET Grants	\$3,084,335
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$169,584
Locally Raised Funds	\$281,680
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$19,275,100</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$2,647,639
Equity (Catch Up)	\$160,975
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$2,808,614</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$13,884,584
Adjustments	\$0
Books & Publications	\$25,268
Camps/Excursions/Activities	\$175,594
Communication Costs	\$32,084
Consumables	\$340,099
Miscellaneous Expense <sup>3</sup>	\$72,194
Professional Development	\$143,738
Equipment/Maintenance/Hire	\$291,767
Property Services	\$611,302
Salaries & Allowances <sup>4</sup>	\$269,205
Support Services	\$912,222
Trading & Fundraising	\$41,525
Motor Vehicle Expenses	\$3,409
Travel & Subsistence	\$2,893
Utilities	\$176,533
<b>Total Operating Expenditure</b>	<b>\$16,982,417</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,292,683</b>
<b>Asset Acquisitions</b>	<b>\$97,321</b>

- (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 20 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$942,000
Official Account	\$67,234
Other Accounts	\$2,517,334
<b>Total Funds Available</b>	<b>\$3,526,567</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$419,195
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$199,196
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$2,508,176
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,526,567</b>

*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.*