

2022 Annual Report to the School Community

School Name: Sunbury Downs Secondary College (8723)



- 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 01 May 2023 at 03:20 PM by Warwick Beynon (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 09 May 2023 at 02:38 PM by Neil Christie (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 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)
- 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

The Sunbury Downs College motto is 'Confidence to Achieve'. The College has developed an agreed "Vision Statement": Sunbury Downs College is a progressive, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations.

The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College. Our Educational Philosophy is:

- We believe outstanding teaching produces high quality learning outcomes. A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning.
- The positive learning environment fosters collaboration and cooperation with shared expectations of educational success.
- Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning.
- We create confident, resilient and reflective independent life long learners.
- Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential. Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out the behavioural expectations for all members in this school community, including the Principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child.

Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. All members of the Sunbury Downs College community collectively support and foster learning improvement along with the sharing of responsibility for the development and growth of our students. Our Statement of Values provides guidance for the entire school community. The College has four Values: Respect, Resilience, Ambition and Community.

Sunbury Downs College is situated in the regional town of Sunbury. Our confirmed student enrolment in 2022 was 603; 246 females and 357 males. The College had 7 International students as part of the International Students Program in 2022. Eight percent of students had English as an additional language and four percent were Aboriginal or Torres Strait Islander. The College has 68 FTE staff - 19 non teaching and 49 teaching. The College is not aware of any staff identifying as being Aboriginal or Torres Strait Islander.

We offer a rich educational experience in an environment with excellent educational outcomes, high expectations and strong student management. The College regards itself as a school where students achieve high academic outcomes within a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in Arts/Technology, Performing Arts, Health and Languages (Italian). We offer a range of VCE subjects, including some VETiS studies and a structured, rigorous VCAL program in Years 11 and 12. We have a reputation for helping students achieve outstanding VCE results, demonstrating that our students have the Confidence to Achieve.

The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools for students in Years 7-9. The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Later Years. The College is an accredited International Student Program provider. In 2022 there were 7 International students enrolled at Sunbury Downs College. This program is continuing to attract interest from local and overseas families as the College works with the local community to engage in cultural immersion and understanding.

Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students from Years 7-12. Some of these include Debating and Public Speaking, Maths Club, School production and Choir. The College also has a House and Sports program along with whole school carnivals for athletics and swimming. There are Year Level and specialised camps and excursions. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team. The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its local community organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses, community health organisations and many universities, including the University of Melbourne. We acknowledge that it is the links with the outside world that extend the offerings for our students and community. The Student Family Occupation Education (SFOE) rating in 2022 was 0.4006 (Low - Medium).

Future Challenges for the College: Maximising the achievements and learning growth of every student, particularly in literacy and numeracy. Continuing to prioritise the improvement of student cognitive engagement and personal wellbeing. Strengthening and further developing Student Voice and Learner Agency. Maximising teaching and learning opportunities and re-engaging students with their learning post pandemic.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 Annual Implementation Plan listed three FISO areas of focus: Student Achievement, Learning catch-up and extension and Student Engagement and Wellbeing 1. The student achievement goal focussed on maximising the achievement and learning growth of every student, particularly in literacy and numeracy. 2. The student engagement and wellbeing goal focussed on implementing an engagement and wellbeing framework and policy that establishes a rights and responsibilities culture. 3. The learning, catch-up and extension priority supported the College to work towards the goal of maximising the achievement and learning growth of every student, particularly in literacy and numeracy.

Strategies used to implement the student achievement goal were: • PLC structure to build teacher capacity to explicitly address AIP goals across Domains. • Learning Specialists mentor and coach individuals and/or teams of staff to develop their capacity to implement high impact teaching strategies. • Teaching staff use student assessment data in their PLC and Domain planning of Curriculum Implementation and Assessment to improve student achievement. • NAPLAN data is referred to which demonstrates growth of more than one year/per year of teaching between year 7-9. • The use of consistent practices (LEMAR Instructional Model) to deliver curriculum which improves and maximise student outcomes. • Teachers in Domains develop a further understanding of pedagogy that is targeted to provide student learning growth. • VCAA program data is reviewed and accessible for Year 12 Teachers. • Individual, class year level and whole school data is identified, discussed and used to inform teacher curriculum delivery and pedagogy. • A Professional Learning plan for staff to build the staff capacity to understand, analyse and utilise data was developed. • MYLNS has been incorporated into the teaching and learning program to provide point of need intervention for identified students in Years 7 -10. • The Tutor Learning Initiative is being implemented to provide catch up/point of need instruction to identified students impacted by the Pandemic from Years 7 -11. • The priority in resource allocation for both of these intervention activities is on literacy and numeracy improvement.

Senior Student Data Students in 2022 who satisfactorily completed their VCE was 98% .Year 12 students in 2022 undertaking at least one VET unit of competence: 30% VET units of competence satisfactorily completed in 2022: 79% a significant improvement from 2021 (60%) Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022 were significantly improved as well: 92% Victorian Certificate of Education Latest year (2022) 4-year average School mean study score is 29.8 Our result is above similar schools and above the State mean Similar Schools average: 26.7 State average: 28.9

Year 7- 10 English : In 2022 the percentage of students at SDC in Year 7 - 10 who were progressing at or above age expected standards was 73.9 % compared to 71.2% for similar schools. The State average was 76.3%.

Year 7-10 Mathematics: In 2022 the percentage of students at SDC in Year 7-10 who were progressing at or above age expected standards was 58.9% compared to 61.8 for similar schools. The State average was 71.4%

Wellbeing

In 2022 the College continued working towards meeting the goals of the 2019 - 2023 Strategic Plan. The impact of the pandemic on society and schools has been well documented. In 2022 the Annual Implementation Plan focused our work on three goals:

1. Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
2. Improve Student Cognitive Engagement and Wellbeing
3. Strengthen and further develop student voice and learner agency

Strategies used to implement the student engagement and wellbeing goal were:

• Reviewing Student and Parent attitudes to school opinion data with staff and students related to the following: classroom behaviour, student safety, student morale, school connectedness, teacher effectiveness, teacher empathy • All funded students have individual learning plans and SSG meetings were conducted to provide a review and update of learning needs and assessment which is reflected in the documented reporting program • School Wide Positive Behaviours (SWPBs) initiative was completed and launched school wide(see below) • Training of leaders and teachers in SWPBs continues • Respectful Relationships implementation • Student Services team collaborate with and support Mini School teams to coordinate the support of the wellbeing needs of students • Provide the opportunity for students to participate in student forums and provide input into SWPBs implementation/development • Student Voice and Agency leaders support and facilitate leadership development of students across

all year levels • In 2022 the SWPBs matrix was finalised and this also had strong student agency attached • Relevant school policies were updated - eg. Student Engagement and Wellbeing, Attendance and Uniform • In 2022 a Professional Learning Program for all staff with the Berry Street organisation commenced focussing on Trauma Informed Practices to support student learning. This program will continue in 2023. The Inclusion Coordinator role will be expanded and resourced at a Leading Teacher level to support the student learning needs at the College (in addition to PSD funded students) commencing in 2023. Students are actively supported by the Student Services team which consists of a team leader who is a youth worker, social worker, mental health practitioner, chaplains and adolescent school nurse.

Engagement

Sunbury Downs College has data which is higher than other Victorian schools in relation to student absence. The 2022 absence data was above the state average and above similar schools in our network. The 4 year average days of absence for students from Year 7- 12 inclusive of 2022 is 25.3 compared to similar schools (23.5) and the state average of 21.8 This represents a slight increase from previous years. The average number of days absent in 2022 is 36.8 days across the College which is above the state average.

The attendance data across all year levels for students is close to or above 80%, the highest being Year 7 which is 85%.

The College's reporting of exit destination data or continued education or full time employment by students in 2022 has improved from 2021 (91.9% versus 84.4%). This result is above like schools(88%) and other Victorian government schools (90.0%). The data remains slightly lower when compared to other Victorian government secondary schools when four year trend data is referred to however the trend is moving in a positive direction .

Year 7-10 Student retention data for our College is equivalent to like school and the same as State (70%).

The College continues to implemented a SMS messaging system to notify parents of student absences. The College continues to use Attendance Student Support Group meetings and daily phone communication with families to support improved student attendance. The College's implementation of the Attendance Policy and SMS message system to parents continues to support the college with promoting a positive message about school attendance. The use of Compass to record, monitor and track student attendance has continued to be effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students including daily phone calls to families regarding children who are absent. Student retention remained a focus in 2022 with curriculum provision, welfare and curriculum programs and in particular the expansion of Later Years pathways (Headstart program) continuing to be of interest to students in Year 10 and 11. The post compulsory follow up and work of the Careers/MIPs Coordinator is evident. Also the continued investment into VCE early commencement, VCAL and VETiS supports students to continue their studies and stay at school. The positive working relationship with local community businesses has supported some school based apprenticeships, VCAL placements, Headstart Program and also work readiness for Year 12 students.

The attitude to school student survey in 2022 shows a 39.3 % sense of connectedness to school by students which is slightly lower from the previous year and slightly below that of similar schools (40.9%). The parent opinion survey reported an improved endorsement result by 10% in the domain of Community Engagement for 2022 (73.4 versus 63.7%)This is also more favourable compared to the state result (68.7%). The staff opinion survey continued to report a positive improvement in the school climate for 2022. The percent endorsement by staff is 52.8%. These results are favourable considering the impact on teaching and learning programs due to remote and flexible learning.

Financial performance

2022 Financial Performance and Position Commentary:

The Financial Report information indicates that the College is in a strong surplus position at the end of the 2022 year. This is consistent with the previous year's result. Expenditure on classroom materials and resources was slightly higher during 2022 with the return to face to face teaching. The demand on maintenance items and repairs to teaching and learning spaces was higher in 2022 as building projects that were self managed by the College concluded. Salaries and allowances managed via local payroll were higher than the previous year.

Strategic governance and budgeting has kept expenditure increases at a low level which has meant that revenue increases were similar to expenditure increases. College held funds were lower as of 31 December 2022 compared to the same time in the previous year. This in part can be attributed to Capital Works and Building Programs (Modernisation, Community Hub, Accessible buildings fund) concluding and accounts linked to these projects being finalised.

Sunbury Downs Secondary College

According to the data total funds available at the end of the year were \$804,842.00. It is anticipated that the financial position of Sunbury Downs College for 2023 will continue to be favourable. Rectification works continue to be undertaken linked to the Modernisation Building Program, specifically related to underground drainage and inferior sewerage line infrastructure. Our student enrolment base in 2022 was stable which has a positive effect on the Student Resource Package.

No significant self-funded building projects are planned to be undertaken in 2023. The College has been successful in obtaining a minor capital works grant to upgrade the Middle Years and Later Years student amenities(499,000.00) This project will be completed prior to the middle of the year. The College will continue to work on minor and medium sized projects in respect of facilities restoration including finishing heating and cooling upgrades to the remaining classrooms.

Painting and classroom window replacement, student locker replacement, grounds beautification, classroom furniture replacement, ICT provision, repairs and replacement of building roofing are other areas being attended to. The bike shed enclosure for students to use and securely leave bikes during the school day was upgraded in 2022 including the installation of roofing. Additional security fencing and partitioning will be installed in 2023

For more detailed information regarding our school please visit our website at
<https://www.sunburydowns.vic.gov.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 603 students were enrolled at this school in 2022, 246 female and 357 male.

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

Overall Socio-Economic Profile

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

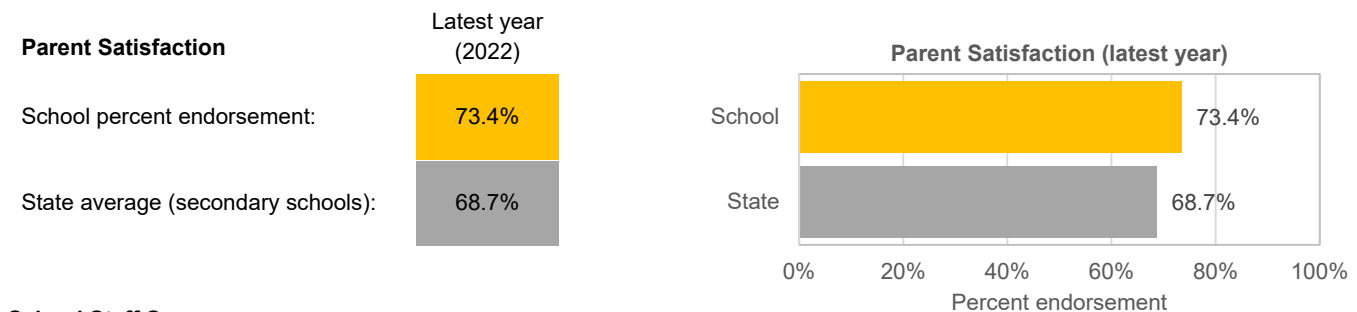
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

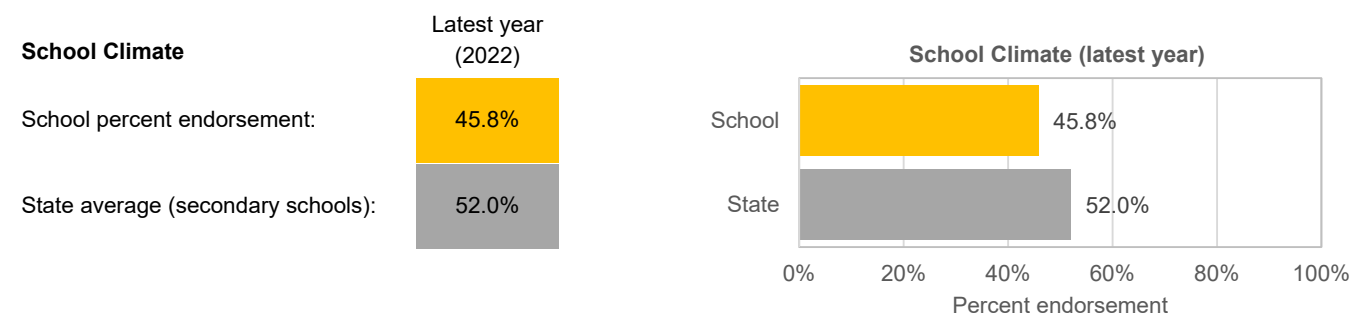


School Staff Survey

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 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

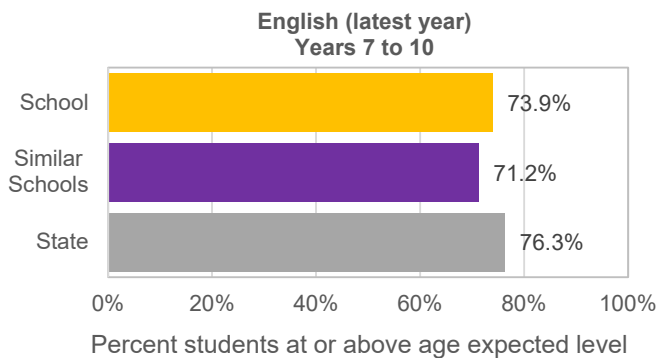
73.9%

Similar Schools average:

71.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

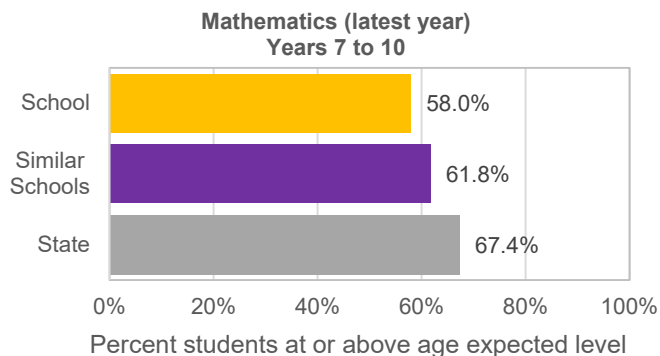
58.0%

Similar Schools average:

61.8%

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.*

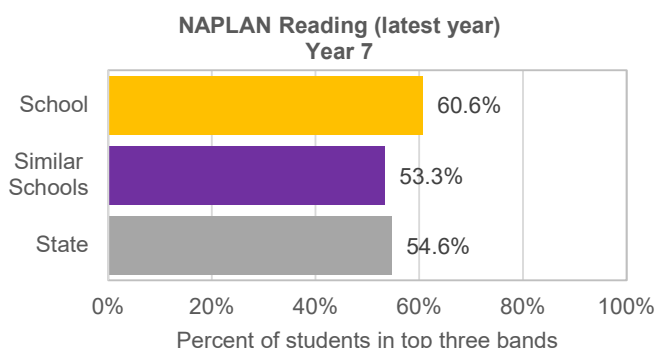
NAPLAN

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.

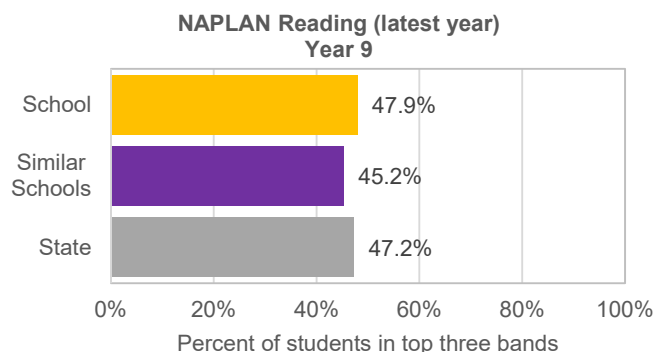
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.6%	57.0%
Similar Schools average:	53.3%	53.6%
State average:	54.6%	55.3%



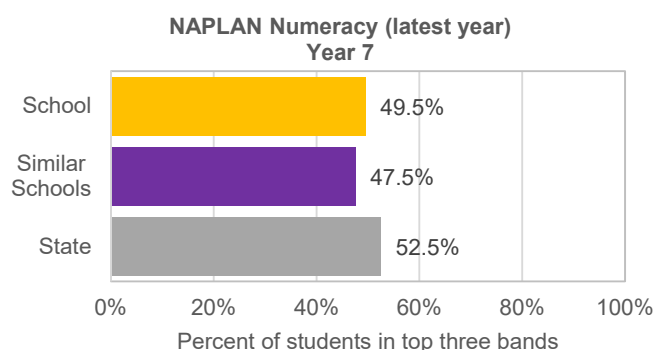
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.9%	44.1%
Similar Schools average:	45.2%	42.6%
State average:	47.2%	46.0%



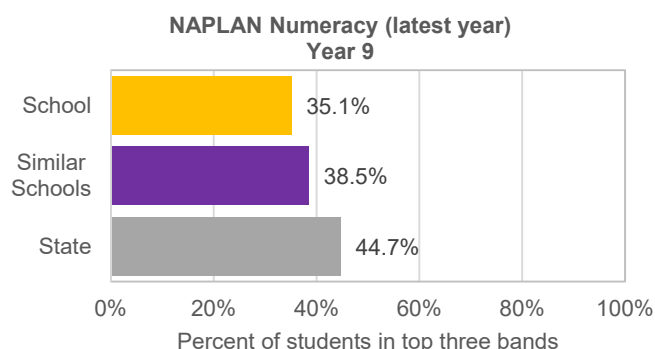
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.5%	49.6%
Similar Schools average:	47.5%	50.7%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.1%	38.1%
Similar Schools average:	38.5%	39.3%
State average:	44.7%	45.6%



LEARNING (continued)

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

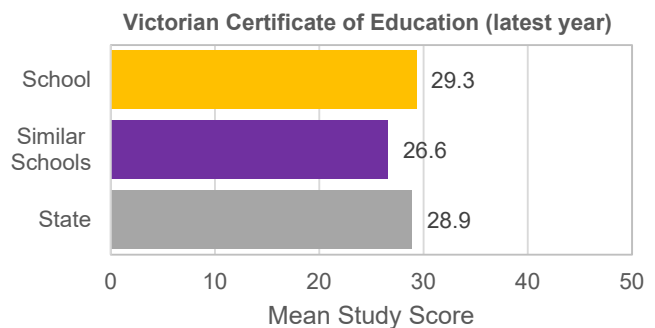
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	29.3	29.6
Similar Schools average:	26.6	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

98%

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

30%

VET units of competence satisfactorily completed in 2022:

79%

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

92%

WELLBEING

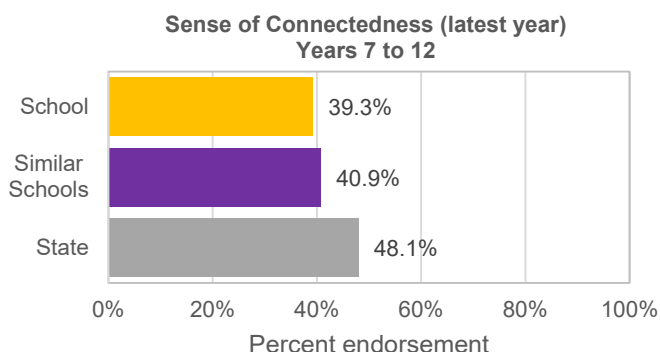
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	39.3%	38.8%
Similar Schools average:	40.9%	46.3%
State average:	48.1%	52.5%

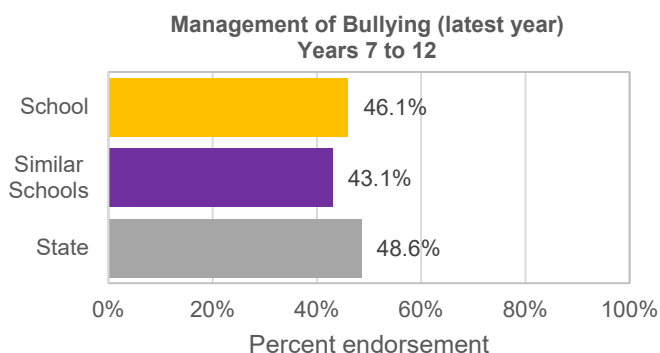


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	46.1%	45.2%
Similar Schools average:	43.1%	49.5%
State average:	48.6%	54.0%



ENGAGEMENT

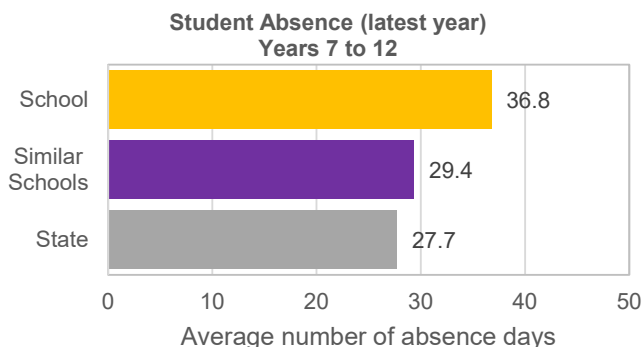
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	36.8	25.3
Similar Schools average:	29.4	23.5
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.

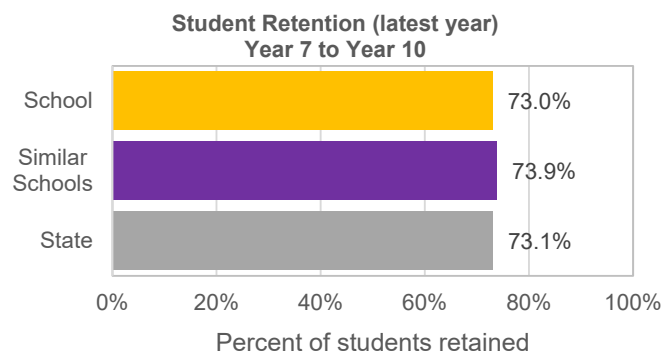
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	85%	79%	79%	80%	83%	84%

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:	73.0%	74.0%
Similar Schools average:	73.9%	73.2%
State average:	73.1%	73.0%



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.

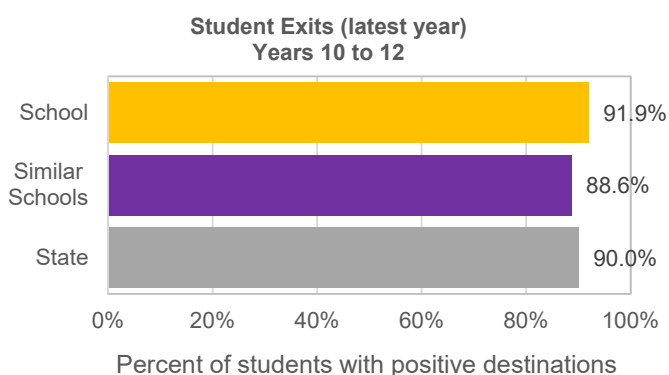
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	91.9%	87.4%
Similar Schools average:	88.6%	88.5%
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	\$6,605,969
Government Provided DET Grants	\$639,019
Government Grants Commonwealth	\$5,336
Government Grants State	\$6,256
Revenue Other	\$58,941
Locally Raised Funds	\$400,654
Capital Grants	\$0
Total Operating Revenue	\$7,716,175

Equity ¹	Actual
Equity (Social Disadvantage)	\$164,984
Equity (Catch Up)	\$49,947
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$214,931

Expenditure	Actual
Student Resource Package ²	\$7,358,621
Adjustments	\$0
Books & Publications	\$10,221
Camps/Excursions/Activities	\$151,110
Communication Costs	\$19,696
Consumables	\$87,392
Miscellaneous Expense ³	\$308,795
Professional Development	\$47,186
Equipment/Maintenance/Hire	\$296,139
Property Services	\$213,906
Salaries & Allowances ⁴	\$307,908
Support Services	\$144,709
Trading & Fundraising	\$20,549
Motor Vehicle Expenses	\$2,910
Travel & Subsistence	\$437
Utilities	\$91,708
Total Operating Expenditure	\$9,061,287
Net Operating Surplus/-Deficit	(\$1,345,112)
Asset Acquisitions	\$59,278

- (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 25 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	\$730,823
Official Account	\$73,094
Other Accounts	\$925
Total Funds Available	\$804,842

Financial Commitments	Actual
Operating Reserve	\$257,858
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$103,959
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,025
Capital - Buildings/Grounds < 12 months	\$280,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$45,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$804,841

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.