

2023 Annual Report to the School Community

School Name: Maffra Secondary College (8005)



- 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 25 March 2024 at 04:52 PM by Jennifer Roep (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 17 April 2024 at 08:20 AM by Peter Neaves (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)
- 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

Maffra Secondary College is a rural 7-12 college, situated in the town of Maffra, which is located two and half hours from Melbourne but within an hours drive of both the sea and the mountains. Our enrolment numbers are approximately 550 and a majority of our students travel to and from our school by bus from neighbouring towns. This number of students makes it small enough to allow positive relationships to be formed, but large enough to provide a wide range of options for our students. Our overarching school goals are to improve the three broad areas of student learning, student engagement and student wellbeing. Maffra Secondary College provides learning and leadership opportunities for all students both within the school and the wider community. We strive to recognise and develop the individual talents and skills each student possesses, while promoting opportunities that allow students to collaborate as a strong, engaged and empowered student cohort. Our students are encouraged to be actively involved in their learning and through student voice and agency, contributing to not only the development of the curriculum but also to improving the school environment and working with neighbouring cluster schools and the local community. In 2023 we continued to enhance the structures aligned to our new sub school structure introduced in 2022. We embedded a whole school assessment process, extending on from the success in the senior school and aligning it across years 7 - 9. We continued to focus our professional learning on our Explicit Instructional Model, particularly focused on differentiation and the development of rubrics for each summative assessment task. The student responsibilities towards learning model, which is a student version of the staff Instructional model, was also launched and students have been actively becoming aware of their responsibilities in the different phases of learning in each classroom.

Everything we do at Maffra Secondary College encompasses our values: Learning, Community, Resilience and Respect. Learning is our key driver, and we strongly believe learning extends well beyond the four walls of a classroom. We strive to develop students who know how to learn, and are equipped with the skills to take on a lifetime of opportunities and challenges. We instill a strong sense of community and compassion in our students, by means of connecting with our local primary schools, hospital and aged care facilities, our local business and our local community groups. We have continued our use of the School Wide Positive Behaviour Support framework where positive behaviour is explicitly taught and acknowledged. We work closely with our students to build resilience and enhance wellbeing.

Respect defines our relationships within the school, which is fundamental to everything we do. We believe this needs to be mutual between staff, students and families, and we pride ourselves on the positive and supportive culture we are able to create with each and every cohort of students.

There is a broad range of opportunities and pathways offered in the senior school. In 2023 the new senior school certificate was introduced which incorporates VCE, VCE-Vocational Major (VM) and the Victorian Pathways Certificate (VPC). The VM and VPC certificates replaced VCAL and throughout 2023 we saw students enrolled in all 3 streams of the new senior school certificate. We continued to see students undertake School-Based Apprenticeships and Traineeships through the Head Start program, and we continue to offer the opportunity to access first year university courses for those students who are ready. Our senior school provides individualised careers support to tailor the available options to each individual student, catering for the diverse interests, needs and abilities of our student cohort.

Maffra Secondary College has an SFOE of 0.5167 and a staff EFT of 70.4. This consists of three principal class, 41.1 EFT teachers and 29.3 EFT Education Support Officers.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023 we continued working towards our Strategic Plan goal to 'improve student learning', by creating and implementing structures and processes to support high expectations around learning and assessment. In 2023, our whole school assessment processes aligned with the senior school (years 10-12), such that these processes are now streamlined across the College. As part of this, we introduced the concept of 'Satisfactory' and 'Not-satisfactory' semester outcomes for years 7,8 and 9, and ensured that every student knows what is required to achieve a Satisfactory outcome. Every summative assessment task completed across the College from years 7-12 (CATs and SACs) now has a rubric aligned with the task, and the rubrics at years 7-10 also align to the Victorian Curriculum. In line with these changes, we adapted our reporting processes, moving from continuous reporting to a semester-based reporting system, while using Compass to provide the rubrics as feedback on summative tasks to parents. We also finalised our new school-wide assessment schedule, which has planned annual PAT testing for numeracy and reading, and is utilised by staff in planning instructional groups and ensuring point of need teaching and modifying learning programs as

needed. To support all of the changes, we provided professional learning for staff around writing quality rubrics, differentiation, providing feedback to students and developing quality formative learning activities as required coursework. These professional learning sessions also provided support for the 'practice' and 'apply' segments of our Explicit Instructional Model (EIM), which we were continuing to embed across the school (the EIM was introduced in 2022). We continued utilising the Tutor Learning Initiative, with foci at years 8 and 9 in preparation for NAPLAN testing, and at year 12 to support VCE English. Pleasingly, our Year 9 NAPLAN results were above similar schools in nearly every measure, which was a highlight. Another highlight was that our school staff survey (SSS) results continue to be above similar schools and state in terms of school climate, and we saw growth in student Attitudes to School Survey data in connectedness to school and differentiated learning challenge.

Wellbeing

Throughout 2023, we have continued to focus on embedding our school wide behaviour support framework across the whole school. This has continued to be supported through our whole school coaching program with time privileged for professional learning in regular staff meetings. A clear set of 'non-negotiables' for students and staff have ensured consistency with routines and practices across the school and the explicit teaching of expected behaviours has allowed teachers and staff to form a common and consistent language in the way that we respond to behaviour and learning. Links have been made to the EIM and 'Student responsibilities towards learning' model however, this work needs to continue to be revisited throughout next year to ensure consistency across the college.

Our consistent set of behaviour management processes reflect the SWPBS framework and through professional learning around trauma informed practices and understanding behaviour, we have seen staff using different strategies to be able to de-escalate situations and respond to student behaviour both in the classroom and the yard. Our student leaders have continued to develop and present a range of learning tasks based on topics such as: respecting diversity and being resilient. These presentations have allowed students to promote positive ideas, school pride and student voice and agency. This is supported by our excellent Tiered Fidelity data which increased from 70% to 97% this year, indicating that our Expected Behaviours, Values and School wide processes have been consistently implemented and are well on the way to being embedded across the College.

With an increase of 9% positive endorsement from students from 2022, we are exceeding 'similar schools' and narrowly exceeding the State data, in the Management of Bullying. Although positive, this continues to be an area that we need to focus on, particularly in relation to being respectful, inclusive and celebrating diversity across the whole school community.

The inclusion of key staff to work with our most vulnerable students, has been integral to establishing a positive and inclusive environment for both staff and students and this has also seen a change in the workload of key leaders. The addition of a school wellbeing dog into our school community has been an additional asset to our Wellbeing team and has assisted students to regulate their emotions at various times when heightened.

Engagement

We remain focused on enhancing the work from 2022 focused on improving student engagement by strengthening school pride and connectedness. This year our student leadership team, among many things, partnered with Social Education Victoria to participate in their Student Empowerment program. This program involved external experts working with staff to define student voice and agency and identify strategies to gather, listen, respond to and act on student voice. To support this professional learning, our student leadership team participated in the VicSRC's Teach the Teacher Program. This gave our student leaders the opportunity to influence change by leading collaborative conversations with staff in a whole school professional learning session focused on enhancing teacher/student relationships to accomplish understanding of the different types of learning (differentiation) leading to the increased engagement of students.

Student leaders and the different action teams met regularly to implement a range of student-led events and initiatives including: casual dress days, Maffra's Got Talent, Carnival Day, a Climate Cycle (bike ride for climate action), Push Up Challenge, Harmony Week, National Sorry Day, Parks Week (with the local council), L2L lessons promoting RUOK? Day, Do It For Dolly and Wear It Purple Day, and a whole school approach to anonymous gratitude posts to staff and students – to name a few. They also launched the Student Responsibilities Towards Learning Model and this will continue to be a focus moving in to 2024.

This year we have seen an increase across all of our student attitudes to school data from 2022. 'Sense of connectedness' increased by 10%, having an 'advocate at school,' increased by 12%, 'student voice and agency' and 'respect for diversity' both increased by 8%. The inclusion of a dedicated Wellbeing staff member working on attendance and aligning administrative processes across the College has ensured consistency in following up chronic absenteeism and has provided professional wellbeing support for some of our most vulnerable students. Students 'attitudes to attendance' has increased by 7% however, this will continue to be a focus in 2024 as the average number of days students are absent is on the rise.

The Hands on Learning program has provided participating students with the opportunity to hone their skills participating in real life learning tasks. The engagement and attendance of the students participating has increased on the day they participate in the program, however we are seeing minimal improvement in the connection between this program and the learning and wellbeing of the students participating in the program.

Other highlights from the school year

Even with the introduction of Time In Lieu, this year we continued to run a full schedule of events and activities to ensure our students could continue to access a wide range of extra-curricular programs and activities. Camps occurred across Year 7, 8 and 9 and an interstate camp to Tasmania was offered to Year 10 and 11 students. Our school production, 'James and the Giant Peach' was performed in the Theatre and the re-organisation of the layout of the space earlier in the year enabled our budding actors to shine. The Senior Prom is always a highlight on the calendar for our senior school students and this year. Students attended the School for Student Leadership and participated in the John Monash Rural Exchange program. Sporting events were hugely popular and our students represented our school impeccably in a variety of sports at local, regional, State and International levels. Another highlight of the year was held towards the end of term 3 where all of our students came together in the amphitheatre to see the 'Maffra's Got Talent' Grand Final and were treated to outstanding music and vocal performances by their peers and of course a staff band with back up dancers. This is a small snapshot of the many extra-curricular activities that occurred throughout the year and gave our young people opportunities to be involved and excel in many different aspects of a school environment, outside of the learning undertaken each day in classes around the school.

Financial performance

Maffra Secondary College continues to be situated in a sound financial position, with \$1,473,268 total funds available. The funds available are inclusive of \$1,506,102 of financial commitment, reserved in accordance with DE guidelines and future Capital Projects including a significant redevelopment of the Upper Quadrangle and student toilet facilities.

The school's financial performance was impacted by the additional resourcing in the Wellbeing team resulting in a net operating deficit of \$150,934. Despite this we were able to carry out a number of improvements to the school facilities throughout the year including the installation of new carpet and furniture to a number of classrooms.

The school continued to deliver targeted initiatives such as Tutoring Learning Initiative, Middle Years Literacy and Numeracy Support (MYLNS) and the Victorian High Ability Program (VHAP). Our self-funded Hands on Learning Program continued in 2023 enabling space for young people to build confidence and support them to stay connected and engaged at school by finding a sense of meaning and purpose in the tasks undertaken. We continued to fund a dedicated Koorie Liaison Officer this year to work directly with Aboriginal and Torres Strait Islander students and their families to encourage active engagement and participation in their education and school community. This role also supports staff by providing Indigenous perspectives within curriculum areas and assists with developing an awareness of cultural protocols. Minor grant activities such as Doctors in Secondary Schools (DiSS) and Schools Mental Health Fund continued to provide targeted and individualised support for students who may have needed it. The school continues to be committed to the ongoing maintenance and improvement of facilities for our students and the delivery of high quality learning opportunities, in a technologically enhanced environment.

For more detailed information regarding our school please visit our website at
<https://www.maffrasc.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 556 students were enrolled at this school in 2023, 270 female and 283 male.

2 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).

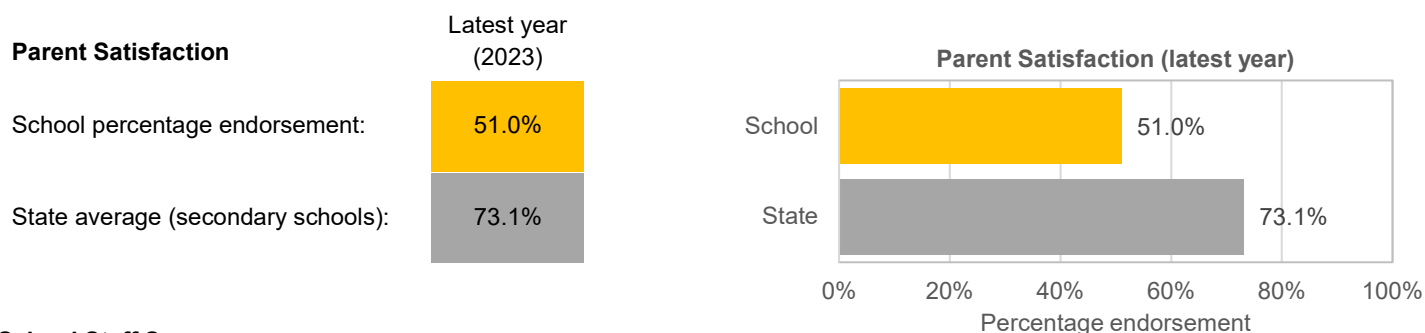
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

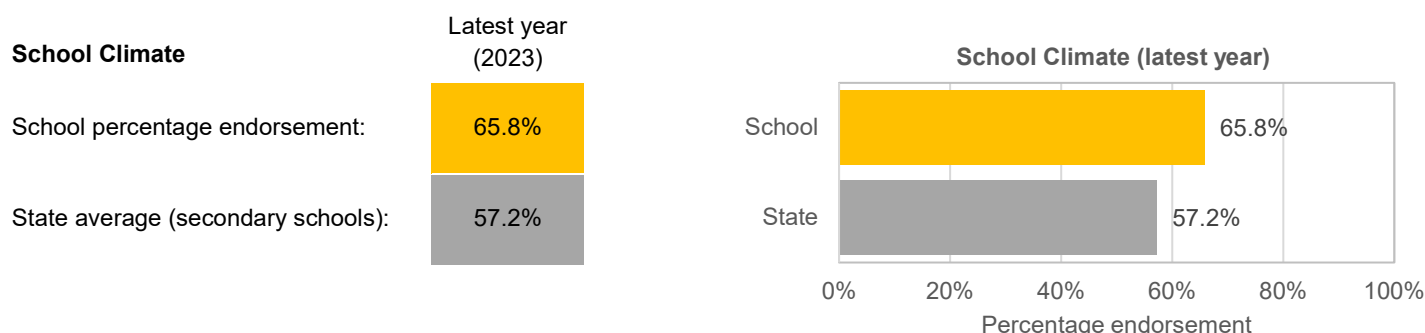


School Staff Survey

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:

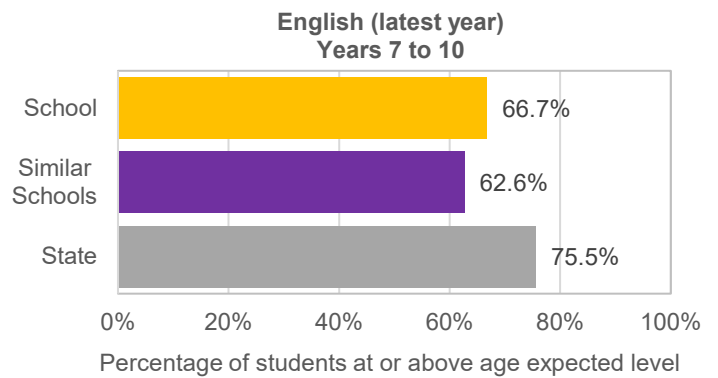
66.7%

Similar Schools average:

62.6%

State average:

75.5%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

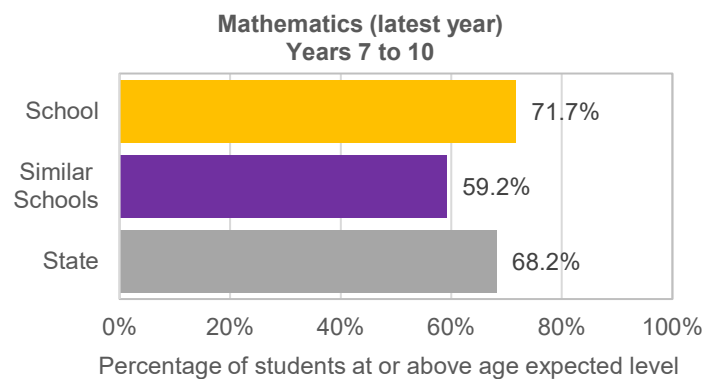
71.7%

Similar Schools average:

59.2%

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:

53.3%

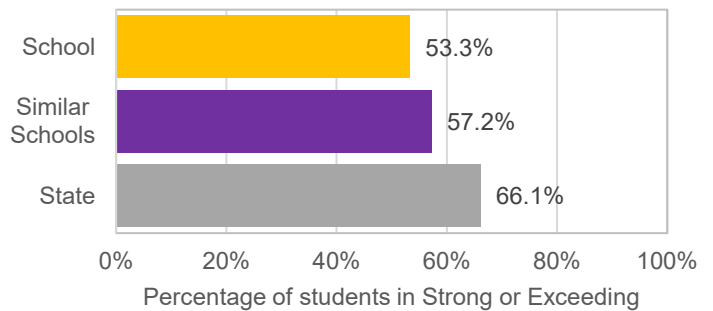
Similar Schools average:

57.2%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

58.7%

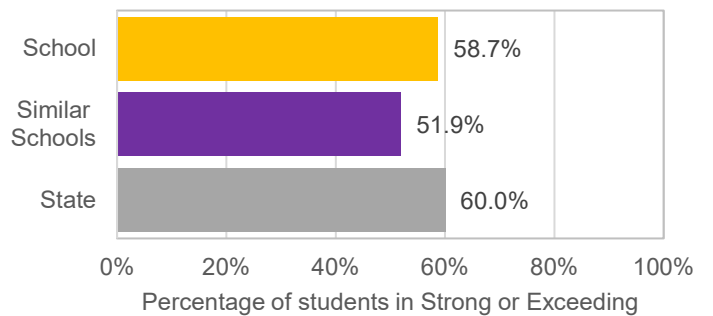
Similar Schools average:

51.9%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

45.8%

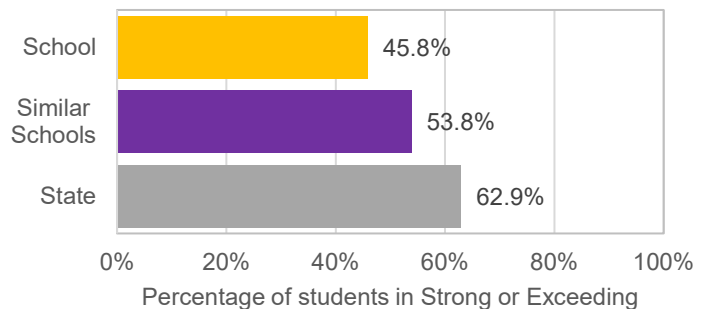
Similar Schools average:

53.8%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

54.3%

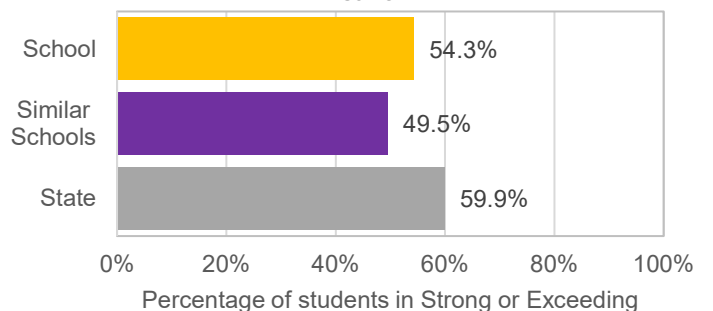
Similar Schools average:

49.5%

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:

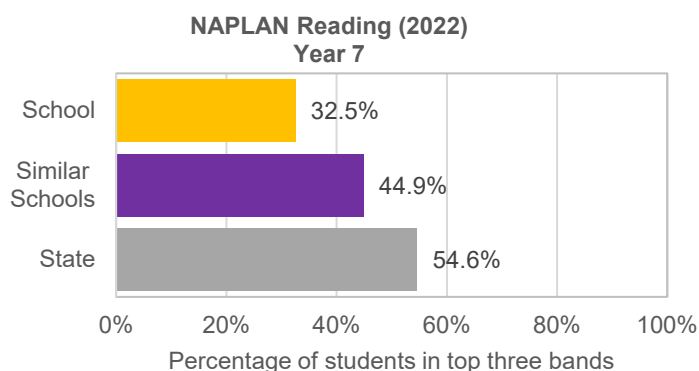
32.5%

Similar Schools average:

44.9%

State average:

54.6%



Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

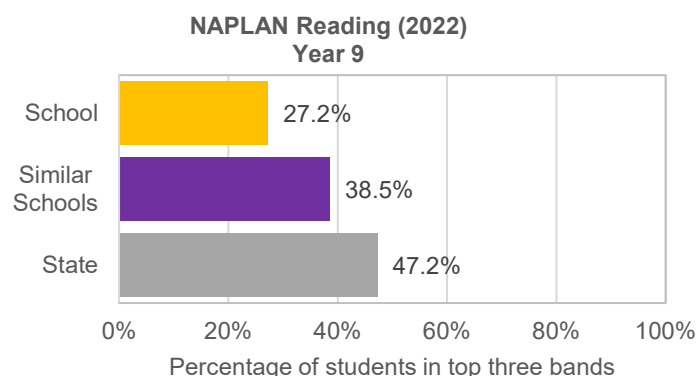
27.2%

Similar Schools average:

38.5%

State average:

47.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

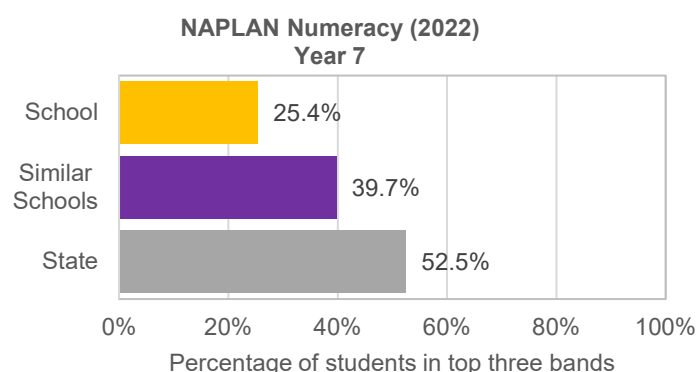
25.4%

Similar Schools average:

39.7%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

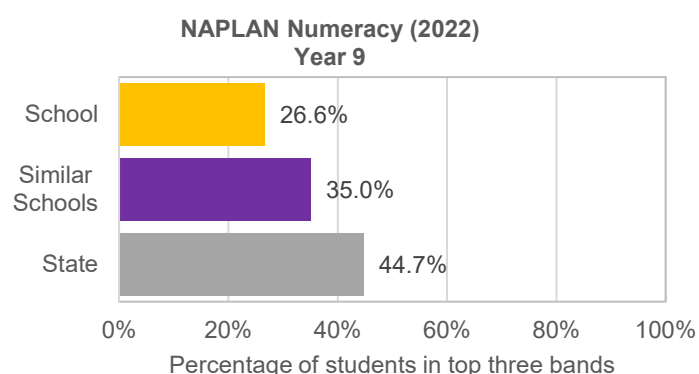
26.6%

Similar Schools average:

35.0%

State average:

44.7%



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

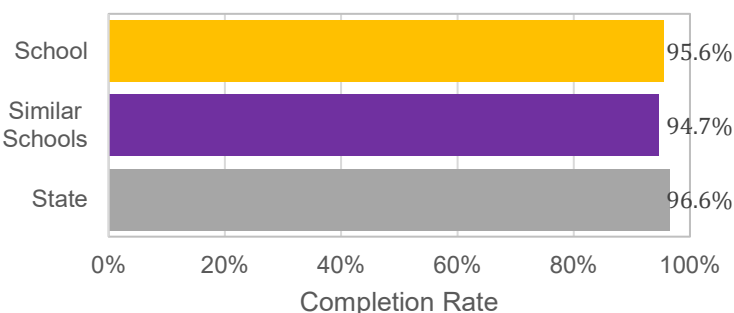
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	95.6%	97.9%
Similar Schools completion rate:	94.7%	95.6%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.0

Number of students awarded the VCE Vocational Major

7

Number of students awarded the Victorian Pathways Certificate

4

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

30%

Percentage VET units of competence satisfactorily completed in 2023:

90%

WELLBEING

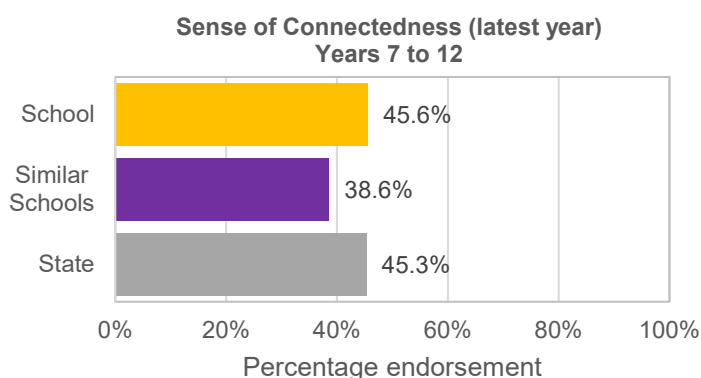
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	45.6%	39.7%
Similar Schools average:	38.6%	43.2%
State average:	45.3%	49.9%

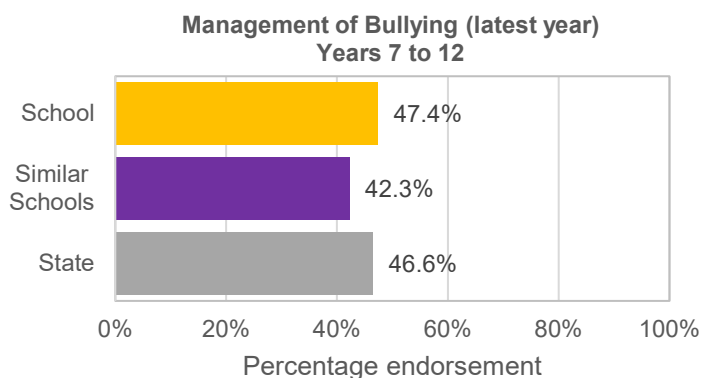


Student Attitudes to School – Management of Bullying

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:	47.4%	41.5%
Similar Schools average:	42.3%	45.8%
State average:	46.6%	51.0%



ENGAGEMENT

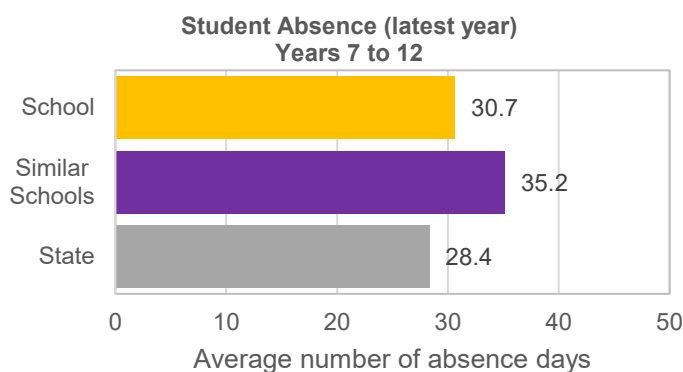
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.7	24.5
Similar Schools average:	35.2	31.4
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.

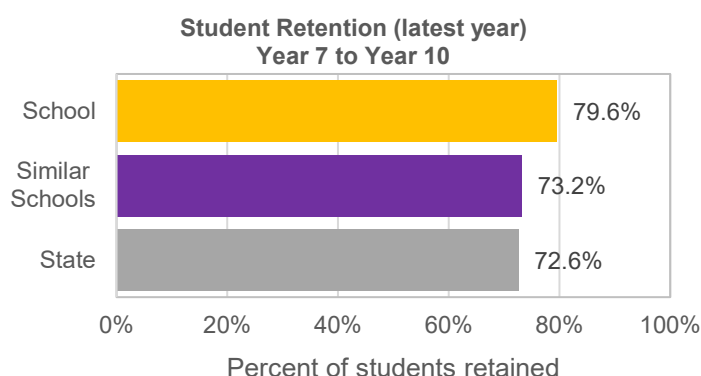
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	81%	84%	84%	88%	90%

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:	79.6%	71.7%
Similar Schools average:	73.2%	75.1%
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:

79.8%

81.8%

Similar Schools average:

83.6%

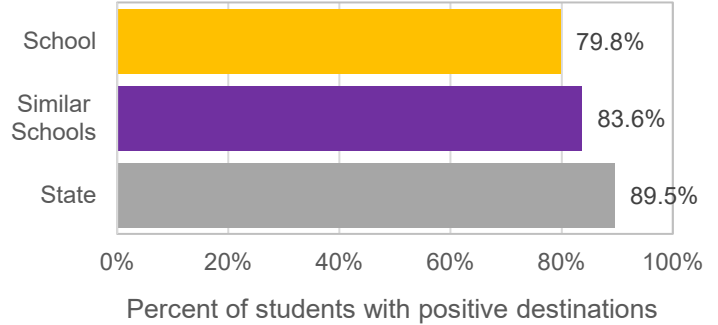
83.5%

State average:

89.5%

89.5%

Student Exits (latest year) Years 10 to 12



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$7,757,030
Government Provided DET Grants	\$1,513,921
Government Grants Commonwealth	\$0
Government Grants State	\$6,547
Revenue Other	\$90,731
Locally Raised Funds	\$459,866
Capital Grants	\$0
Total Operating Revenue	\$9,828,096

Equity ¹	Actual
Equity (Social Disadvantage)	\$581,904
Equity (Catch Up)	\$91,166
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$673,070

Expenditure	Actual
Student Resource Package ²	\$7,812,496
Adjustments	\$26,146
Books & Publications	\$9,006
Camps/Excursions/Activities	\$193,859
Communication Costs	\$22,951
Consumables	\$189,536
Miscellaneous Expense ³	\$35,191
Professional Development	\$43,280
Equipment/Maintenance/Hire	\$150,806
Property Services	\$344,636
Salaries & Allowances ⁴	\$337,163
Support Services	\$556,918
Trading & Fundraising	\$181,504
Motor Vehicle Expenses	\$3,861
Travel & Subsistence	\$0
Utilities	\$71,675
Total Operating Expenditure	\$9,979,029
Net Operating Surplus/-Deficit	(\$150,934)
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$1,376,564
Official Account	\$96,704
Other Accounts	\$0
Total Funds Available	\$1,473,268

Financial Commitments	Actual
Operating Reserve	\$325,261
Other Recurrent Expenditure	\$10,918
Provision Accounts	\$14,732
Funds Received in Advance	\$153,435
School Based Programs	\$37,554
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$556
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$130,996
Capital - Buildings/Grounds < 12 months	\$400,000
Maintenance - Buildings/Grounds < 12 months	\$132,650
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,506,102

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.