

# 2022 Annual Report to the School Community

School Name: Seymour College (8884)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2023 at 01:09 PM by Susan Watson (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 16 March 2023 at 01:36 PM by Jason Tarran (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Seymour College's vision centres on the provision of a safe and supportive environment where young lives will be transformed through a love of learning. This vision extends to the College being an educational centre which offers students skills and opportunities to ensure they achieve their best and be successful throughout their lives. Our mission is to educate and provide opportunities for all students to achieve their full potential.

Seymour College is committed to providing a safe, supported and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between the school and parents and carers to support student learning, engagement and well-being.

The College values were collaboratively developed and centred on respect, inspire and excel. These values are known by all stakeholders and guide our principles for achievement, behaviour, well-being and engagement.

Seymour College catered for 740 students from Foundation to Year 12, this included 62 ungraded students in the Inclusive Education Sector. 3% of students had English as an additional language and 9% identified as Aboriginal or Torres Strait Islander. The college has 101.39 effective fulltime staff members.

The School Family Occupation and Education index, which accounts for parents and carers occupations and highest attainment in education, is in the high range, representing a high level of socio-educational disadvantage.

The College continued its close partnership with Our Place, Kids First and Mitchell Shire Council who work from The Seymour Family and Children's Centre, situated on Seymour College grounds.

The leadership profile included:

Executive Class Principal,

Assistant Principal – Curriculum, Assessment & Reporting

Assistant Principal – Positive Education / Wellbeing

Assistant Principal – Teaching and Learning/Inclusive Education

Assistant Principal – Strategic Resources Management,

Leading Teachers in – English, Mathematics, VCE, Curriculum, Assessment and Reporting,

Leading Teacher F-6 (student management) and Leading Teacher 7-12 (student management) and Leading Teacher – Inclusive Education/Curriculum Assessment and Reporting

Learning Specialists – Inclusive Education and Primary – Numeracy

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

### Learning

Seymour College continued to build both teacher and student capacity by focusing on the key improvement strategies identified as a focus in the Annual Implementation Plan. Staff set rigorous expectations for learning and teaching by establishing safe and orderly learning environments. Collaboration continued to be prioritised to ensure a guaranteed and viable curriculum was delivered for all. Leaders and staff built their capacity to use protocols when analysing data. This data informed strategic decision making along with informing daily teaching and learning. Differentiation was further refined through collaborative planning, ensuring all students were taught at their point of need. Leaders continued to support staff to embed and refine the instructional model.

Our work developing School Improvement Teams continued to be refined and expanded. Primary and Inclusive Education School Improvement Teams met weekly to plan and track our work and were supported by learning walks and talks. Secondary English and Curriculum, Assessment and Reporting leading teachers attended fortnightly School Improvement Team meetings to track school improvement.

Seymour College continued to work closely with the Coleman Foundation and Our Place to begin to develop continuity of learning between kindergarten and school. Response to Intervention meetings were held regularly throughout the year with Foundation teachers and Kinder educators to support differentiation for individual students along with developing rich understandings of each others' contexts and developing common language when discussing students and their learning.

Teacher judgement for students in Foundation to grade 6 in English and Mathematics showed we were below similar schools for students at or above the expected level. For students in years 7-10 teacher judgements were slightly below similar schools in English and above similar schools in mathematics.

NAPLAN reading data showed that we were below similar schools in the percentage of students in the top three bands of testing in year 3, 5, 7 and 9 reading and year 3 and 5 numeracy data. Year 7 and 9 numeracy data was slightly below like schools. Students continued to be supported in their learning through three intervention teachers working in the primary sector. School based tutors supported students from years 3 to 8.

In 2022 we achieved a mean VCE score of 25.4 which was slightly below similar schools, but in line with like schools over a four year average. 93% of students successfully completed their VCE, 94% of VET units of competence was satisfactorily completed and 73% of VCAL students successfully completed their certificate.

## Wellbeing

Seymour College focused on building the capacity of all staff to support the wellbeing needs of students. School Wide Positive Behaviour Supports was re-launched to ensure consistency of delivery across all three sectors. As a result, the School Wide Positive Behaviour Support team increased throughout the year. Further professional learning to embed the Berry Street Education Model trauma informed practice was undertaken. Seymour College became a lead school for Resilience, Rights and Respectful Relationships.

The Well-being indicator, a Sense of Connectedness from the Attitudes to School Data in 2022, indicates that in Year 4 to 6, 47.4% of students were connected to school, with a higher 4-year trend of 59.7%. Both indicators are below both like schools and the state average. However, the 4-year trend indicates the impact of COVID and remote learning on our student's connectedness to their school is still a factor. In Year 7 to 12, 37.8% of students in 2022 were connected to the school, with the 4-year average of 41.6%. This was slightly lower than like schools 7 to 12.

In 2022 we returned to a full year of on-site learning without being forced offsite by the pandemic. Unfortunately, though our school was impacted by floods which further impacted our students. Our challenge is to re-establish student relatedness to Seymour College. A second indicator of well-being is the endorsement of the Management of Bullying. In Year 4 to 6, 53.0% of students endorsed the management of bullying at Seymour College, with a four-year trend of 61.0%. In Year 7 to 12, 31.5% of students endorsed the management of bullying, with a 4-year average of 39.8%. In this case the state average being 54.0%. It is difficult to interpret this data as the impact of the pandemic and now floods linger. The incidence of online bullying which spiked during the pandemic is still proving difficult to address.

As well as preparing for the launch of the well-being centre, we also employed a Well-being Officer to support well-being in each sector. The well-being team again experienced high rates of student self-harm and depression in 2022, with some students being hospitalised and under continuing psychiatric care. The well-being team provided student support meetings and support plans for ongoing student monitoring on return to school. This support was enabled by daily well-being team discussions, numerous phone calls to at-risk students and families and the maintenance of a system of well-being referrals from teachers, triaged by the school nurse, so that all students were checked, and no student went unnoticed.

In 2022, the well-being team continued to be accessed by a public email system [wellbeing@seymourcollege.vic.edu.au](mailto:wellbeing@seymourcollege.vic.edu.au) for well-being referrals and advertised on Facebook. Again, these referrals were triaged by the school nurse.

At the end of 2022, a well-being planning meeting established new well-being protocols going into 2022. The aim of the protocols was to ensure appropriate well-being access by the students. The well-being referral system has proved to be essential to log student appointments. Each Well-being Officer is responsible for one part of the school: Primary, Year 7 to 9, and Year 10-12 and their special education equivalents. Well-being Officers have weekly case management meetings and note sharing and monthly planning meetings. Our ongoing challenge is monitoring and improving on the mental health of our students and establishing our well-being programs college wide into 2022. Meetings have continued with Regional Student Support Officers fortnightly.

Two major projects were supported by Council and in term 4 these were able to be started so that the 2023 school year was supported with high quality programs and facilities. These projects were the refurbishing of the junior games hall kitchen to become

a commercial quality kitchen so that a food program could feed all primary aged children breakfast, morning tea and lunch each day, and the furnishing of the hydrotherapy pool building so that it could operate as a well-being centre.

The food program was based on evidence around attendance, behaviour and health needs of our students and the well-being centre on the number of presentations that were being managed each day in spaces that were not fit for purpose.

## Engagement

At Seymour College student absence days (Year 4 to Year 6) were 33.6 days for 2022, with a four-year trend of 24.6 days, slightly higher absence days than similar schools. At all year levels, attendance rate was at or above 83% and Foundation student's attendance at 85%. Year 7 -12 students had an average of 33.9 days of absence with a four-year trend of 23.8 days. Secondary students in 2022, recorded an average number of absence days and the 4-year trend data is lower at Seymour College than similar schools. With all year levels at or above 83%. Year 12 attendance was at 86%. In 2022 we employed a full time Engagement Officer (Year 7 -12) as part of the well-being team who assisted students to stay connected in class. The Engagement Officer has been successful in raising a number of Navigator referrals and these students are working with their support worker to improve attendance and connection with the college. During 2022 we activated Attendance Plans and more regular Student Support Group meetings due to the investment of the Engagement Officer to closely monitor attendance.

During 2022, the Seymour College community worked tirelessly on their well-being and engagements supports returning to what was hoped to be full year of onsite learning, unfortunately there was still a small period offsite due to flooding. We have a wide range of proactive programs such as Resilience, Rights and Respectful Relationships, School Wide Positive Behaviour Support, Berry Street Trauma Informed Teaching practices, Drum Beat, Resilience Across the Mitchell Shire, Mancave, Flourish Girl, Brave Hearts and Mindful Monkey to name a few.

Over 2022, the percentage of student retention from Year 7 to 10 was 67.9%, with a four-year average of 67.3%, below like schools and little below the state average. Seymour College services the Defence families of Puckapunyal Army Base who are transient families. Also, in a small town with affordable public housing, many of our families are transient, dependent on housing availability. Our students exiting Seymour College show a four-year trend of 85.6% of students exiting to positive destinations, which is the same as our similar schools and slightly below state average.

Seymour Collage has also employed an attendance office to develop/monitor attendance data and contact families that have students absent for 2 or more days.

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## Other highlights from the school year

Our work has continued to develop strong relationships between the school and our community. Opportunities including the Volunteer Reading Program were offered to parents to improve reading outcomes for students. Families were invited to a wide range of school events, including reading on the Steps, Colour Fun Run, Education Week and Book Week celebrations, Easter Hat Parade, Valedictory Dinner and a wide range of sporting events.

2022 witnessed the return to excursions, camps and incursions for our students after two years of Covid-19 restrictions. School and interschool sporting events were held, the popular 'Seymour Has Talent' returned to the stage and our secondary students had the opportunity to participate in the inaugural 'Tough Mudder' and 'X-Games' events. Lunchtime clubs were developed with the Chess Club being a popular choice for many students.

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## Financial performance

2022 School Budget Management Report shows an overall deficit of \$101,498, however we await the final reconciliation figure pending two amendments submitted on acquittal. Any deficit will be repaid using a portion of the cash component of our 2022 Equity Funding.

Additional Well-being and Education Support Staff were employed to support our students and families. These included an additional School Nurse, Engagement Officer and Social Worker.

The Defence School Mentor Program received \$32,307. Advance Funding for mainstream was \$7237 and Inclusive Ed \$2563. Major expenditure projects commenced in 2022 include external fencing (\$101,396.46) and re-purposing our hydrotherapy pool into a Wellbeing Centre (\$159,185.57) Expenditure for both these projects will continue in 2023.

# 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 740 students were enrolled at this school in 2022, 352 female and 388 male.

3 percent of students had English as an additional language and 9 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).

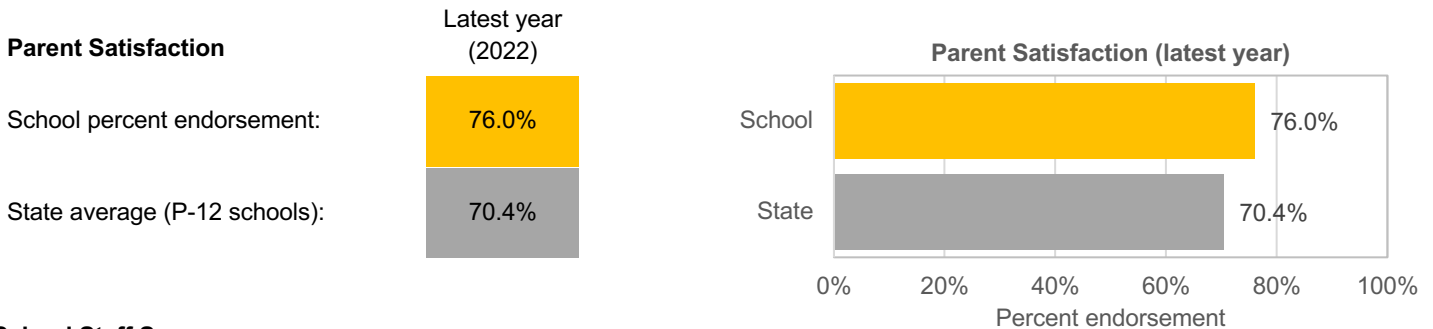
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

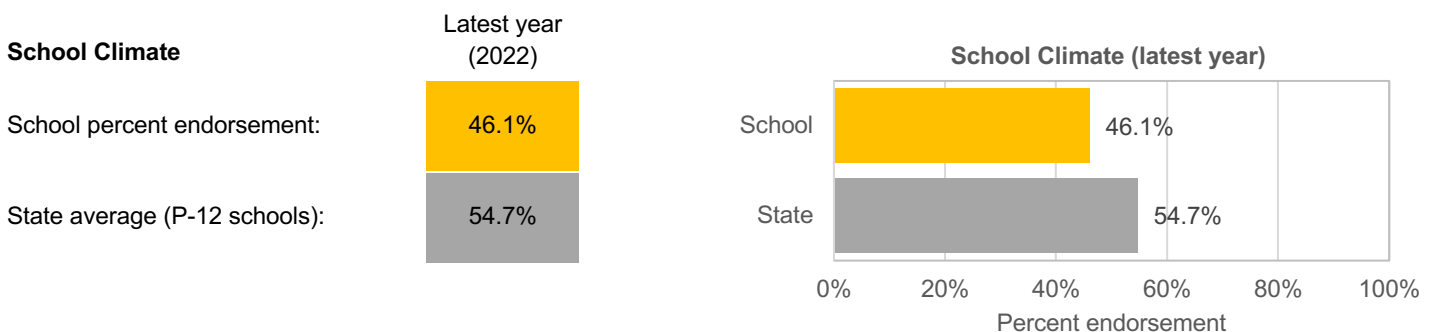


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

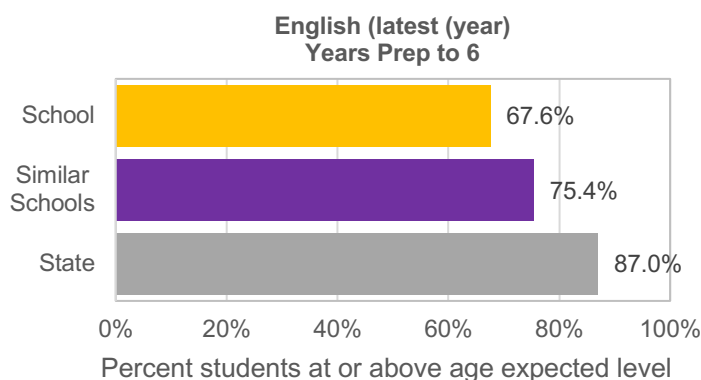
67.6%

Similar Schools average:

75.4%

State average:

87.0%



#### English Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

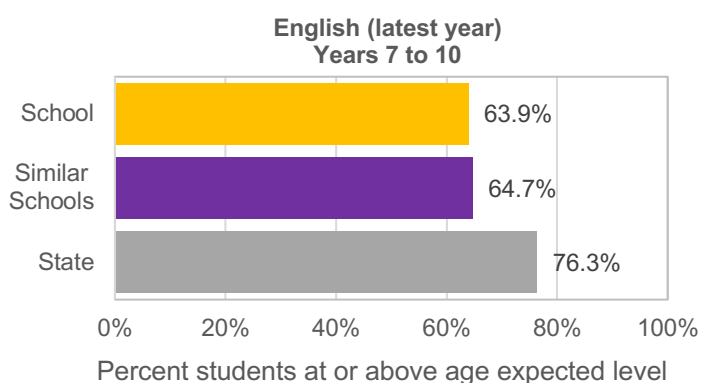
63.9%

Similar Schools average:

64.7%

State average:

76.3%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

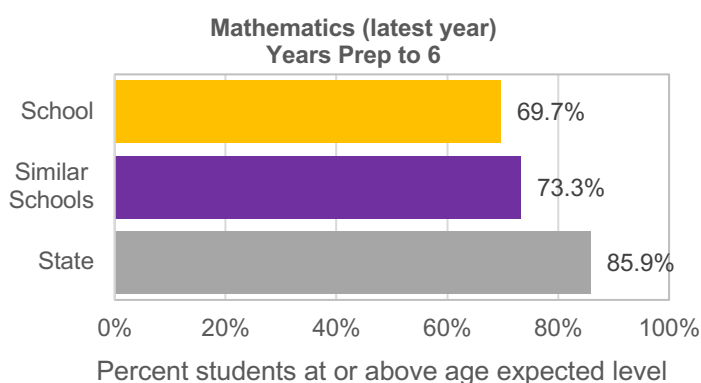
69.7%

Similar Schools average:

73.3%

State average:

85.9%



#### Mathematics Years 7 to 10

Latest year  
(2022)

School percent of students at or above age expected standards:

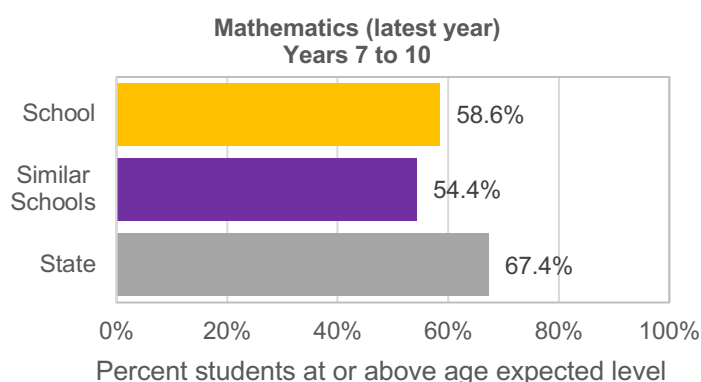
58.6%

Similar Schools average:

54.4%

State average:

67.4%



## LEARNING (continued)

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

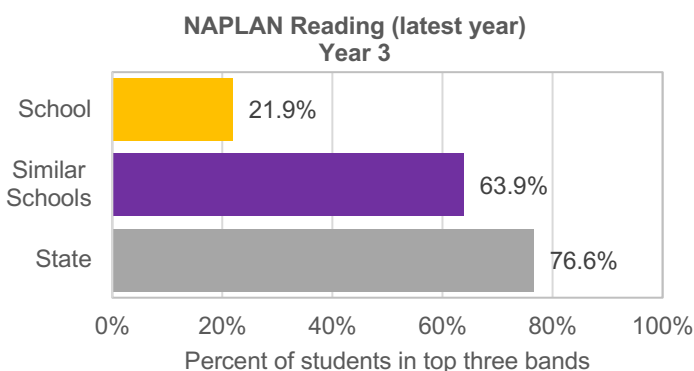
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

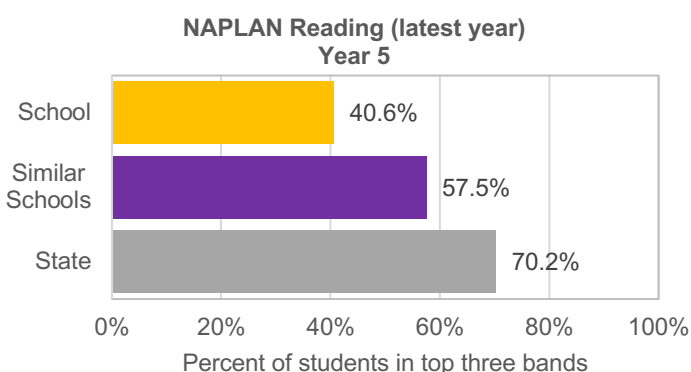
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.9%	32.9%
Similar Schools average:	63.9%	63.9%
State average:	76.6%	76.6%



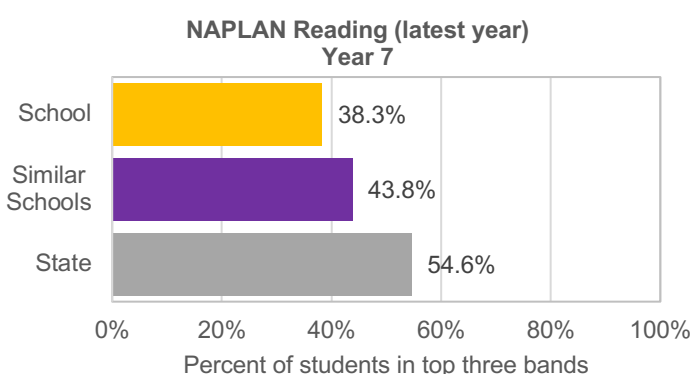
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.6%	38.8%
Similar Schools average:	57.5%	56.8%
State average:	70.2%	69.5%



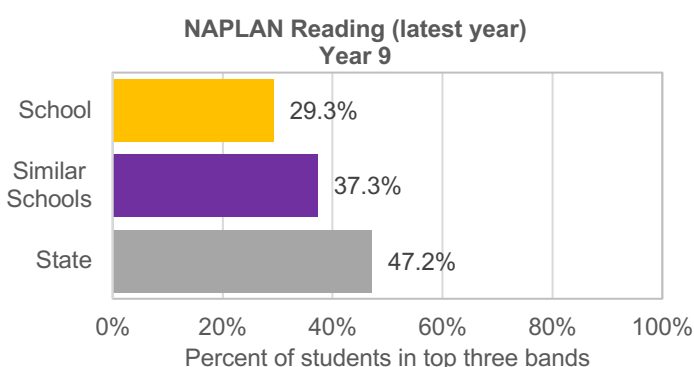
#### Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.3%	38.8%
Similar Schools average:	43.8%	44.9%
State average:	54.6%	55.3%



#### Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.3%	32.3%
Similar Schools average:	37.3%	36.1%
State average:	47.2%	46.0%



## LEARNING (continued)

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

### NAPLAN (continued)

#### Numeracy Year 3

School percent of students in  
top three bands:

Latest year  
(2022) 4-year  
average

21.4% 31.7%

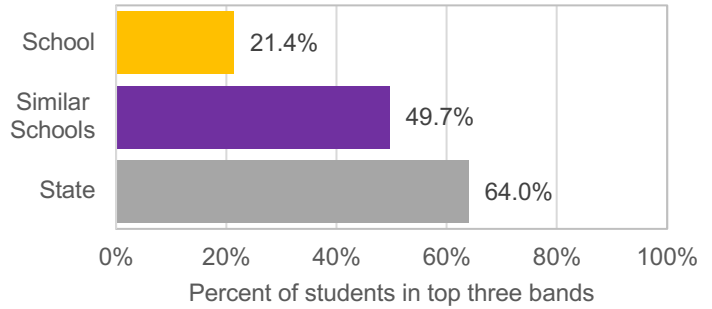
Similar Schools average:

49.7% 51.5%

State average:

64.0% 66.6%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

School percent of students in  
top three bands:

Latest year  
(2022) 4-year  
average

15.2% 22.8%

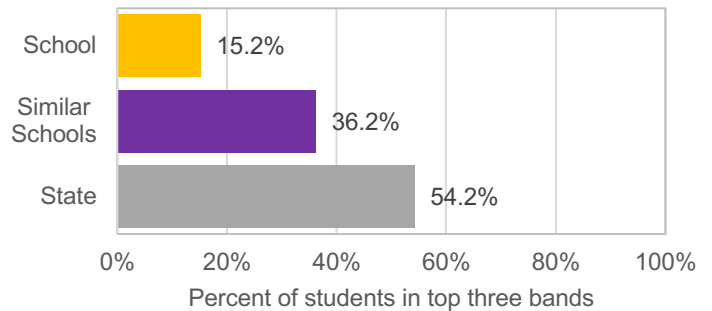
Similar Schools average:

36.2% 42.1%

State average:

54.2% 58.8%

#### NAPLAN Numeracy (latest year) Year 5



#### Numeracy Year 7

School percent of students in  
top three bands:

Latest year  
(2022) 4-year  
average

38.4% 36.2%

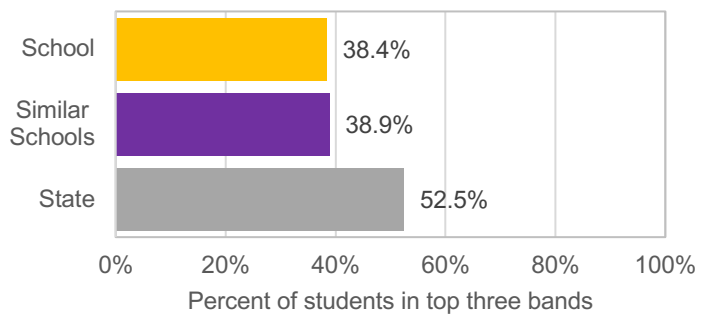
Similar Schools average:

38.9% 43.4%

State average:

52.5% 54.8%

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



#### Numeracy Year 9

School percent of students in  
top three bands:

Latest year  
(2022) 4-year  
average

32.8% 30.1%

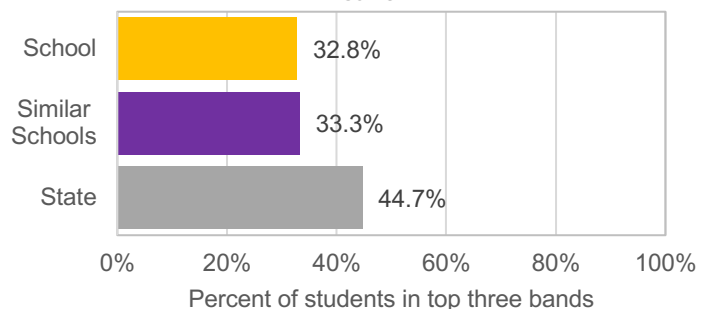
Similar Schools average:

33.3% 34.2%

State average:

44.7% 45.6%

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



## LEARNING (continued)

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

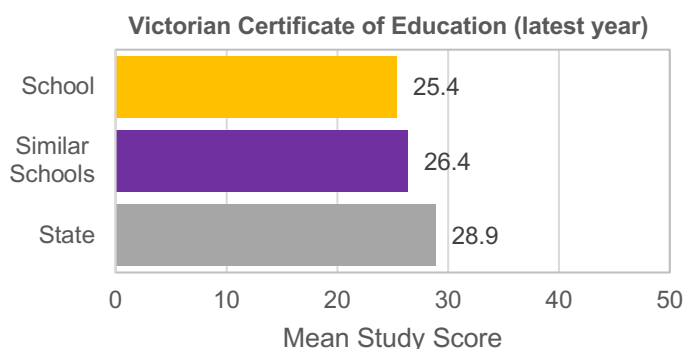
### Victorian Certificate of Education (VCE)

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

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

#### Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.4	26.5
Similar Schools average:	26.4	26.7
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

93%

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

22%

VET units of competence satisfactorily completed in 2022:

94%

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

73%

## WELLBEING

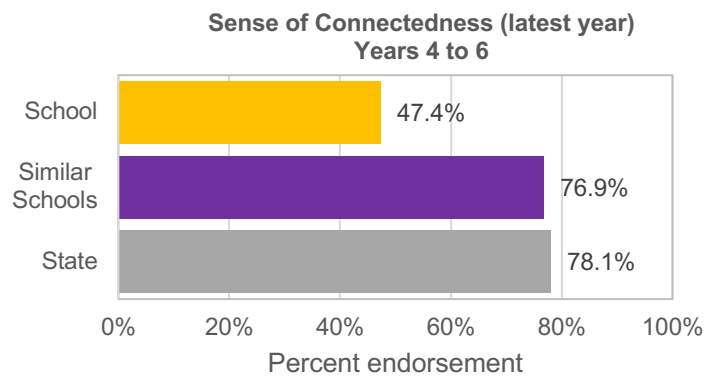
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

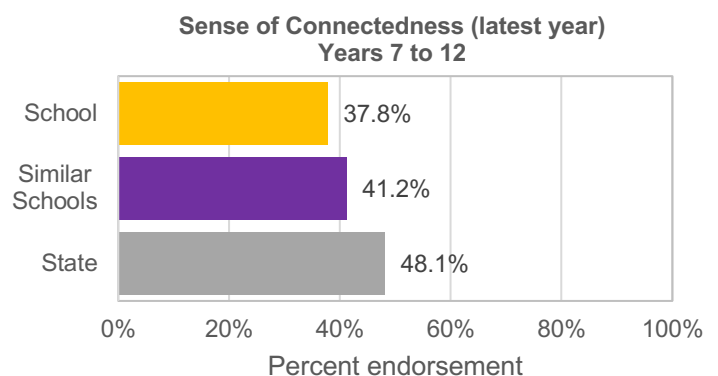
#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	47.4%	59.7%
Similar Schools average:	76.9%	76.6%
State average:	78.1%	79.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	37.8%	41.6%
Similar Schools average:	41.2%	46.7%
State average:	48.1%	52.5%



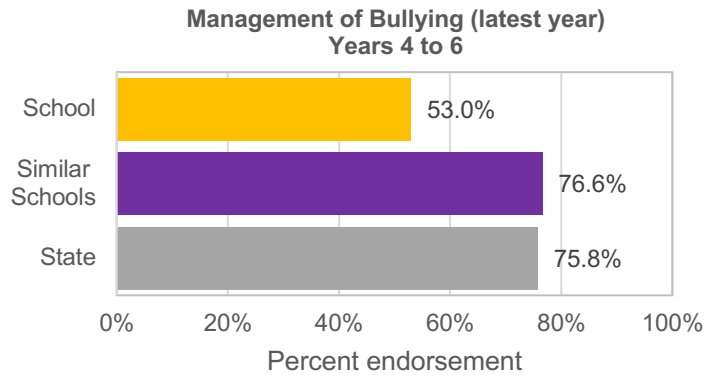
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

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

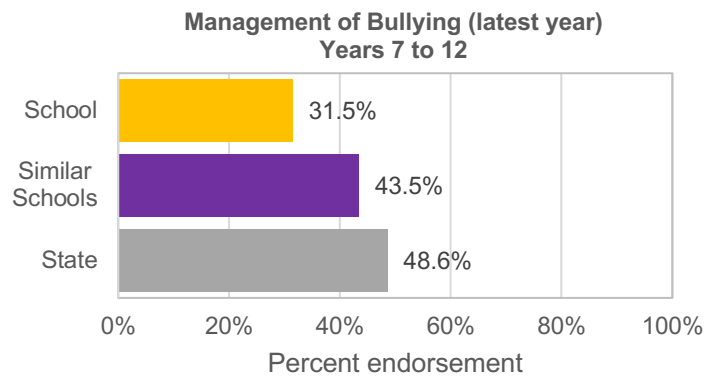
#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	53.0%	61.0%
Similar Schools average:	76.6%	77.4%
State average:	75.8%	78.3%



#### Management of Bullying Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	31.5%	39.8%
Similar Schools average:	43.5%	49.4%
State average:	48.6%	54.0%



## ENGAGEMENT

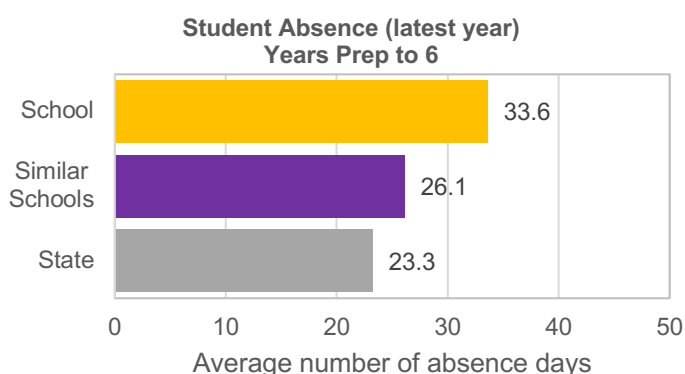
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

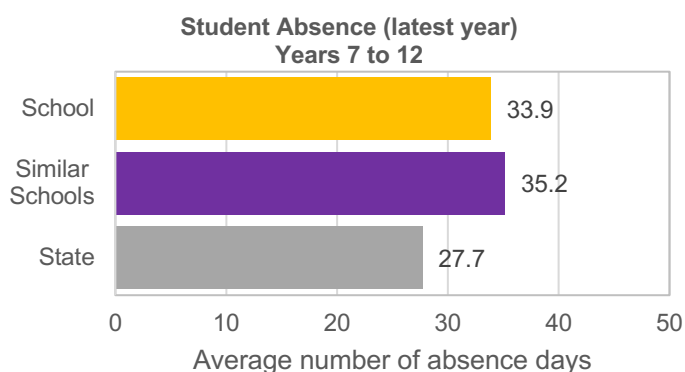
#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	33.6	24.6
Similar Schools average:	26.1	20.4
State average:	23.3	17.0



#### Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	33.9	23.8
Similar Schools average:	35.2	27.7
State average:	27.7	21.8



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	84%	86%	81%	85%	79%	84%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2022):	82%	79%	78%	84%	90%	86%	

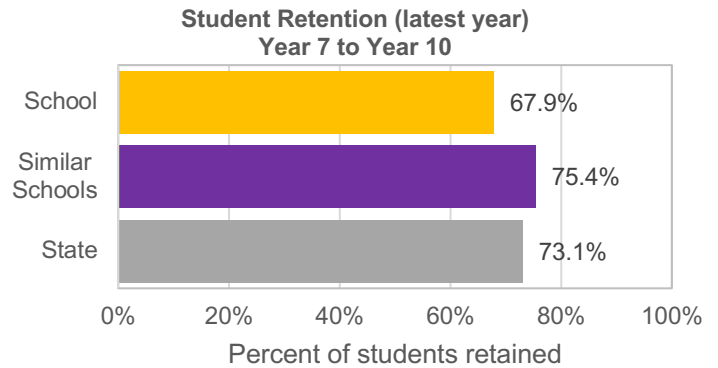
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2022)	4-year average
School percent of students retained:	67.9%	67.3%
Similar Schools average:	75.4%	74.9%
State average:	73.1%	73.0%



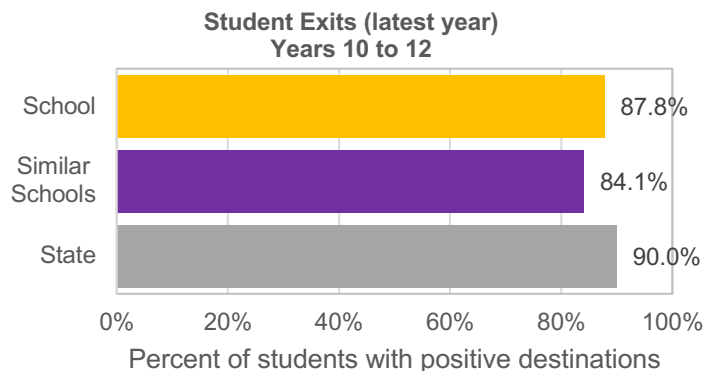
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	87.8%	85.6%
Similar Schools average:	84.1%	83.1%
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	\$10,928,991
Government Provided DET Grants	\$2,232,611
Government Grants Commonwealth	\$33,657
Government Grants State	\$49,846
Revenue Other	\$56,085
Locally Raised Funds	\$132,185
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$13,453,376</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$939,484
Equity (Catch Up)	\$57,604
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$997,088</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,024,936
Adjustments	\$0
Books & Publications	\$8,182
Camps/Excursions/Activities	\$77,531
Communication Costs	\$24,537
Consumables	\$183,658
Miscellaneous Expense <sup>3</sup>	\$95,107
Professional Development	\$21,109
Equipment/Maintenance/Hire	\$191,316
Property Services	\$431,774
Salaries & Allowances <sup>4</sup>	\$253,325
Support Services	\$783,189
Trading & Fundraising	\$118,074
Motor Vehicle Expenses	\$6,411
Travel & Subsistence	\$555
Utilities	\$138,416
<b>Total Operating Expenditure</b>	<b>\$13,358,123</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$75,253</b>
<b>Asset Acquisitions</b>	<b>\$291,942</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 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,173,054
Official Account	\$108,783
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,281,837</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$355,398
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$130,000
School Based Programs	\$228,520
Beneficiary/Memorial Accounts	\$17,710
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$137,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$103,200
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$971,828</b>

*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.*