

2023 Annual Report to the School Community

School Name: Rushworth P-12 College (6238)



- 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 29 April 2024 at 07:09 PM by Peter Bovell (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 29 April 2024 at 07:41 PM by John Meguyer (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

The town of Rushworth was established during the gold rush in 1853. It is surrounded by several larger towns all within one hour's drive, including Bendigo to the south-west, Echuca to the north-west and Shepparton to the north-east. Rushworth P-12 College was formed in 1996 when Rushworth Primary School and Rushworth Secondary College merged. The school is currently situated on the original Rushworth school site, which opened its doors in 1872. Just over 60% of students are bussed into the College from the surrounding smaller towns of Stanhope, Colbinabbin, Nagambie, Harston, Redcastle, Mt. Camel and Murchison. They travel on average twice as far as students in the state and region, and higher than the LGA average. The College is a large employer and major resource for local people and the College's success is of vital importance to local communities. The student population has grown by 10 in 2024 since last year, sitting at 152 students, with a ratio of 44% female to 56% male students, and a growing indigenous population that is currently at 15%. The Student Family Occupation and Education Index (SFOE) has increased slightly from 2023 at 0.5938, placing the school in the High band for levels of social disadvantage. This has remained relatively steady over the previous four years. The staffing profile indicates that there are 30.5 FTE staff in 2024. The leadership structure for the beginning of 2024 consists of an acting principal, the business manager, a learning specialist and two leading teachers. The college has introduced new values of Respect, Aspiration and Pride, which are evident in the vision of the college that affirms students, staff, parents and the community are working together to provide a dynamic learning community in which everyone can pursue excellence. This environment is underpinned by respect, belonging and high expectations for all.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 commenced with the employment of a new learning specialist to lead the work from our Annual Implementation Plan's second Key Improvement Strategy of Introducing Professional Learning Communities to develop staff capacity to use evidence to provide point of need learning for every student. This work included classroom teachers focusing on classroom environment strategies such as anchor charts and coordinated analysis of data and improvements in teaching writing, which drove our first Key Improvement Strategy of supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. The college employed 1.6 FTE teachers to deliver reading interventions including the use of evidence-based MultiLit programs to improve student reading outcomes. This work has shown an impact on teacher judgement of the number of students achieving growth at or above expected level, and has increased in all areas of English, except reading at years 7-10. While staffing shortages were a challenge for dedicated numeracy support and tutoring, there was still some improvement in teacher judgement for the number of primary students achieving growth at or above expected level in Measurement and Geometry and dramatic improvement of students in years 7-10 in Statistics and probability, which now includes 35% more students at these levels than the previous year. Furthermore, 57% of students in year 5 are obtaining strong or exceeding NAPLAN results, surpassing the average of students in similar schools. Providing strong differentiated support for students will continue to be a focus as the increase in the proportion of positive response scores on the Student Attitudes to School Survey dimensions of differentiated learning challenge and effective teaching time in Years 4 – 9 show slight increases over the previous year. The spread of achievement in year levels is still wide and the college's NAPLAN performance indicated only Year 3 reading showed numbers of students in the top three bands were close to state average so further improvement in these areas will come from the college's 2024 AIP goals of embedding whole-school teaching and learning practices and a multi-tiered system of support.

Wellbeing

The college had a Wellbeing focus in the 2023 AIP to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. A significant strategy was enriching student extended advisory time with peers support groups and content through the DET endorsed Visible Wellbeing program. This helped improve student resilience, as fewer students than in previous years reported low resilience and 77% of students reported normal or high resilience, exceeding state and similar school averages, as well as student relationships, which increased by 6% from 2022. Students not experiencing bullying at the college, also increased over last year by 4%. The college's social worker and mental health practitioner undertook Love Bites training to be delivered in 2024 to enrich our respectful relationships program. Professional development for the Visible Wellbeing program was delivered to all teachers and classroom ES to support students with stronger wellbeing supports and outcomes. Our mental health practitioner's time was increased from 0.4 to 0.6 to increase our capacity to provide one-to-one support for more

students. Again we continued to deliver wellbeing-based programs for students, including The Man Cave and The Big Sister Experience. Student connectedness to school increased by 5% from 2022, with 39% positive endorsement, and was particularly stronger in Years 4-6 where it increased by 7% from the four year average. Other strategies aimed to improve behaviour and wellbeing included increasing the amount of structured lunchtime activities. To improve student mental health, Headspace appointed a social worker to visit once a fortnight as part of their EMHSS program. The college continued to provide food hampers, breakfast and brunch clubs for students and began trialing a daily lunch provision during term 4. We also joined the Dogs Connect program and purchased a wellbeing dog to assist with calming classes and supporting students.

Engagement

Student absences in 2023 were higher than the average of the past four years for both state and similar schools. The college was able to buck this trend in years 7 to 12, reducing the average days absent by two days per week and falling below the average of similar schools. Strategies such as revised attendance procedures and the provision of engaging lunchtime activities have helped students feel more connected to the college. The college invested significantly in its Key Improvement Strategy of refining transition and pathways programs to enhance student sense of engagement with their learning and destinations by appointing a leading teacher in this area. Student retention from years 7 to 10 surpassed our 4 year average and exceeded both similar school and state averages. Furthermore, 89% of student exits in years 10 to 12 resulted in positive pathways, which was an increase from the four year average, higher than similar schools and equivalent to the state average. Parent satisfaction for the college was at 73%, which was higher than the state average, with 77% of parents endorsing positive transitions, exceeding both state and similar schools. Much of this is due to the Transition leader implementing a transition plan that included various activities (domain based) for transition students to participate in. The transition team have visited feeder schools and kindergartens to further build strong connections and to seek feedback on our transition practices. Students have planned their pathways at the senior level and the careers team have provided one-on-one counselling to support students with their future aspirations. This work will help further positive endorsement from students, which is lower than in previous years, of their experience as new students to the college and those seeking pathways after leaving school.

Financial performance

In 2023 the college was able to manage the SRP effectively to resource each program within the college budget. By utilising our equity funding we were able to maintain small class sizes from Prep to Year 12, and provide a breadth of VCE offerings to our senior students. Primary school student numbers again necessitated two composite classes of a Foundation-to-Grade 3 and Grade 4-to-Grade 6 class. Further investment in the primary years included resources and training for teachers and aids to begin embedding the Little Learners Love Literacy program and resources and training for one of our tutors to provide instruction in the MultiLit reading intervention program. In the secondary year levels we ran a certificate II in Active Volunteering to support Year 9/10 engagement and pathways. Student Wellbeing continued to be a focus for resourcing the Visible Wellbeing program, the Dogs Connect program and an increase in time fraction for our mental health practitioner. The statewide teaching shortage impacted us significantly however as the college maintained a healthy financial position, we were able to pay for Casual Relief Staff from Melbourne to ensure all classes had a teacher.

For more detailed information regarding our school please visit our website at
<https://www.rushworthp-12.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 148 students were enrolled at this school in 2023, 66 female and 82 male.

NDP percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

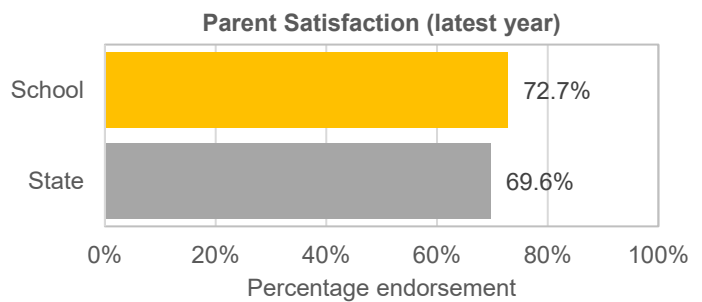
This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	72.7%
State average (P-12 schools):	69.6%



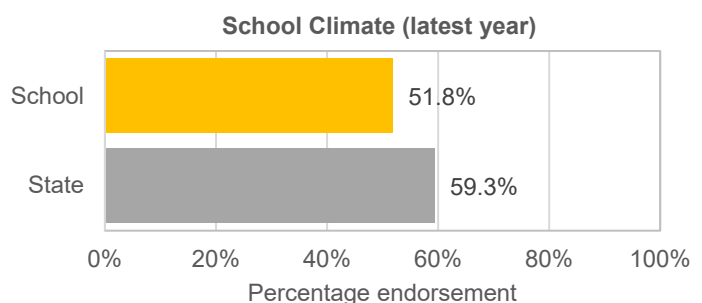
School Staff Survey

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

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

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

School Climate	Latest year (2023)
School percentage endorsement:	51.8%
State average (P-12 schools):	59.3%



LEARNING

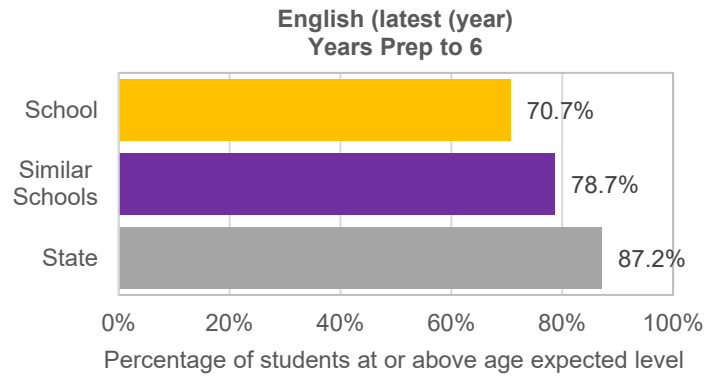
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

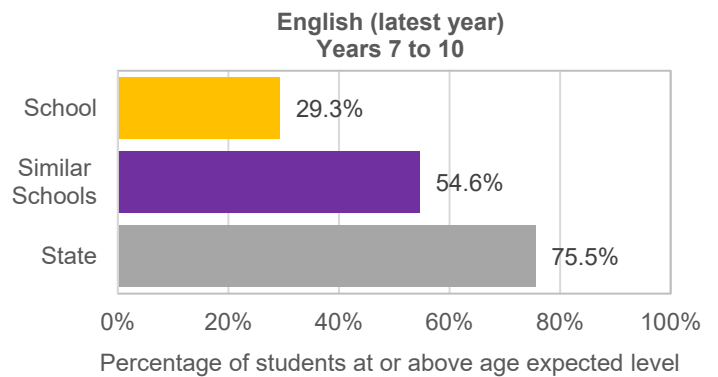
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	70.7%
Similar Schools average:	78.7%
State average:	87.2%



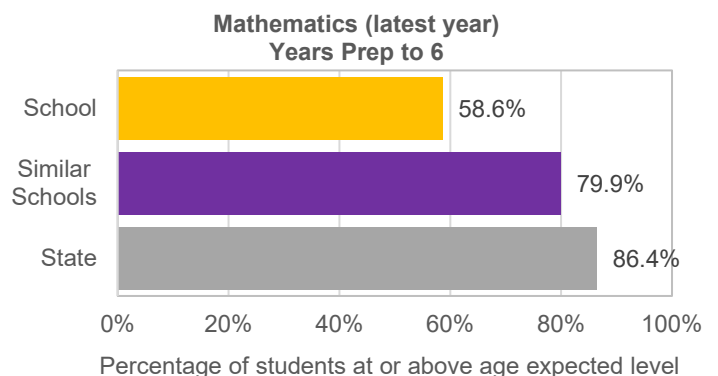
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	29.3%
Similar Schools average:	54.6%
State average:	75.5%



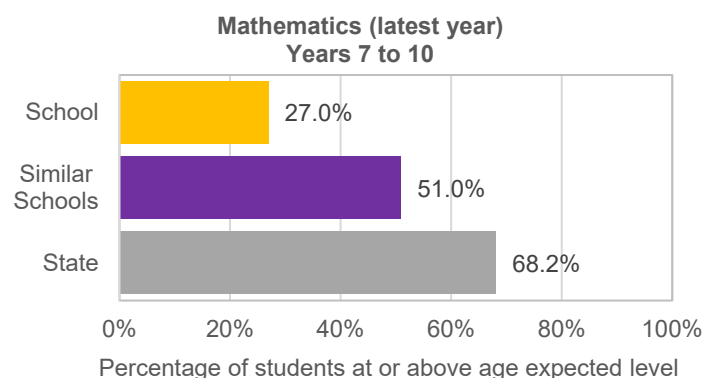
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	58.6%
Similar Schools average:	79.9%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	27.0%
Similar Schools average:	51.0%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

20.0%

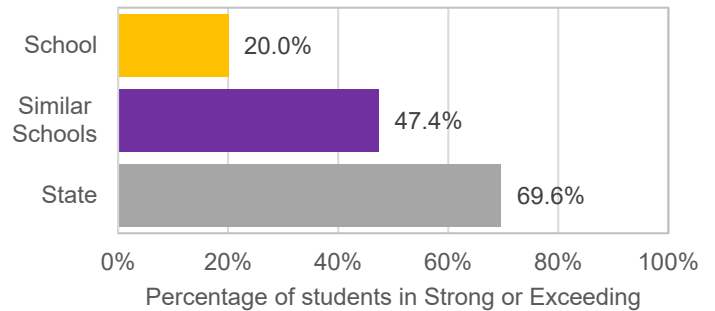
Similar Schools average:

47.4%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

42.9%

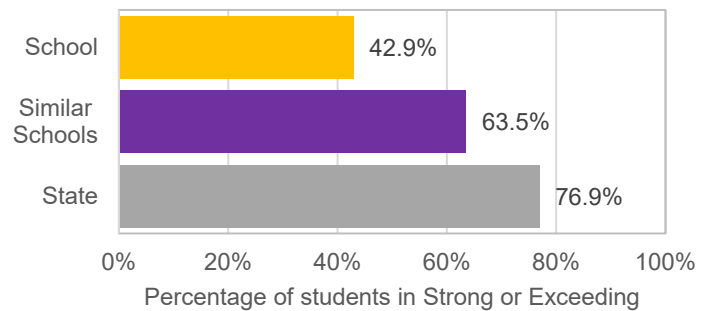
Similar Schools average:

63.5%

State average:

76.9%

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



**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

45.8%

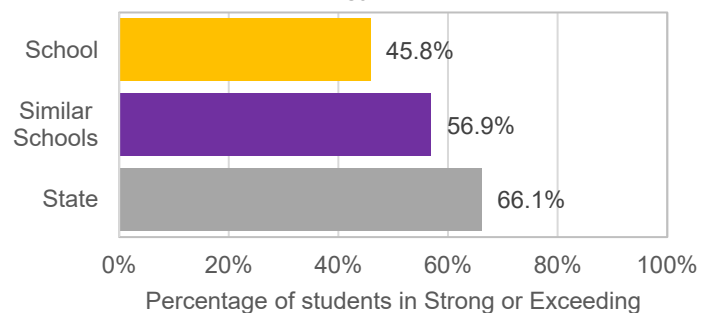
Similar Schools average:

56.9%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

31.3%

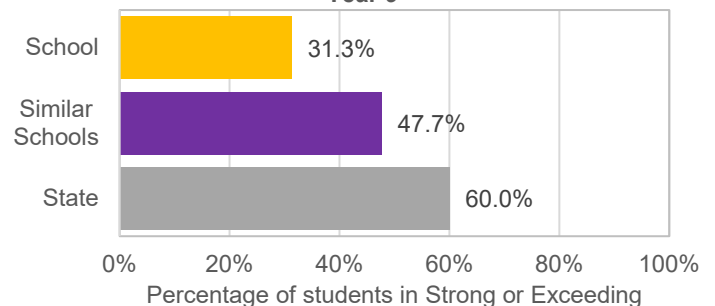
Similar Schools average:

47.7%

State average:

60.0%

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



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.0%

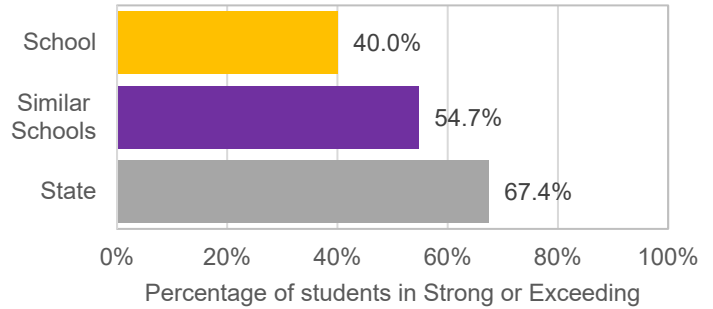
Similar Schools average:

54.7%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

57.1%

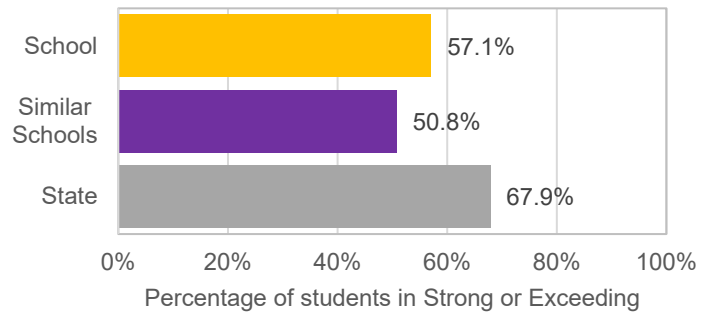
Similar Schools average:

50.8%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.9%

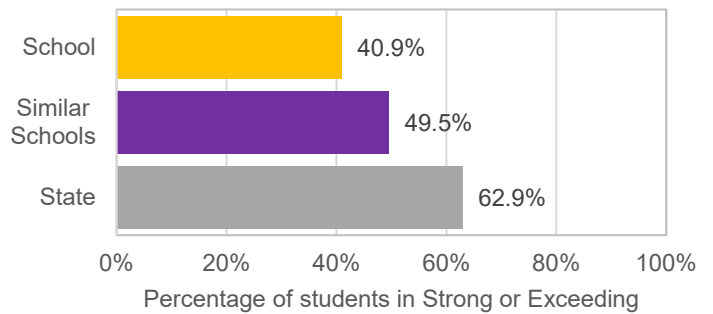
Similar Schools average:

49.5%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.0%

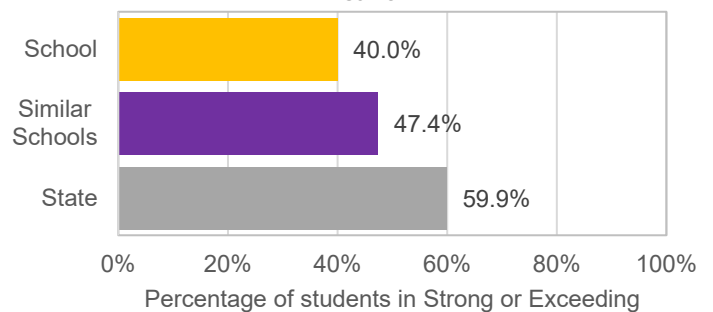
Similar Schools average:

47.4%

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 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

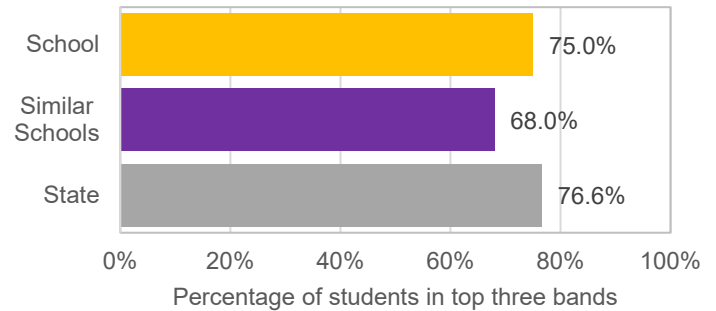
Similar Schools average:

68.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

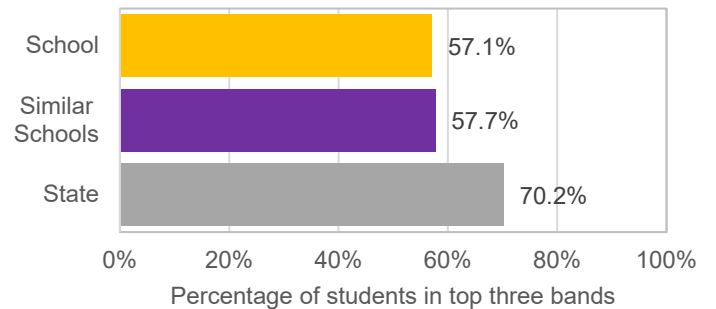
Similar Schools average:

57.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

26.3%

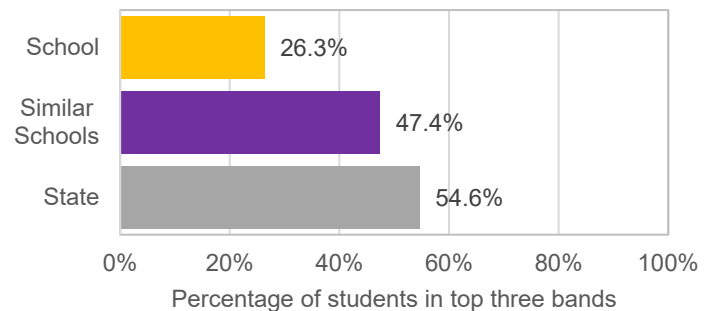
Similar Schools average:

47.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

22.7%

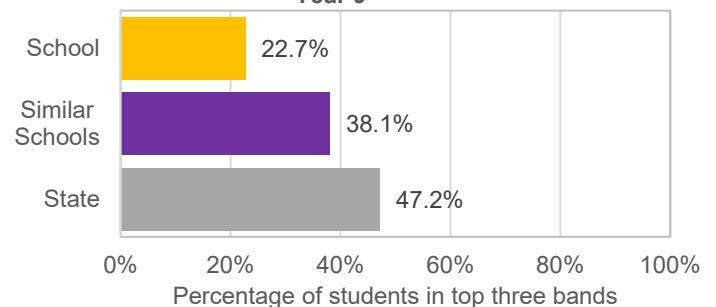
Similar Schools average:

38.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

25.0%

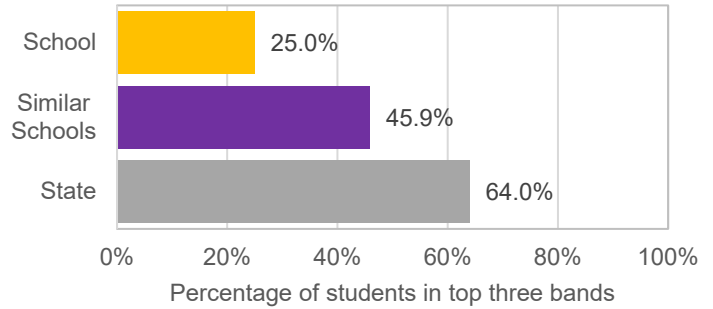
Similar Schools average:

45.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

28.6%

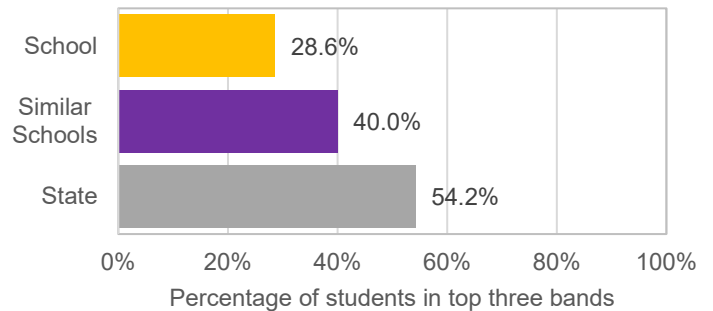
Similar Schools average:

40.0%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

21.1%

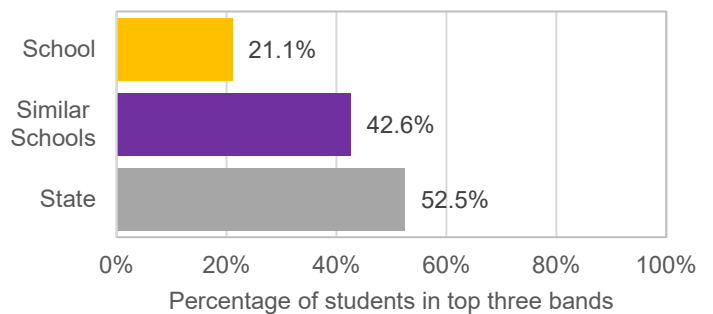
Similar Schools average:

42.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

21.7%

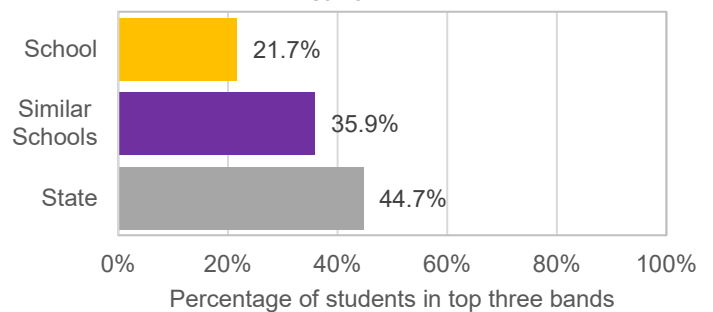
Similar Schools average:

35.9%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

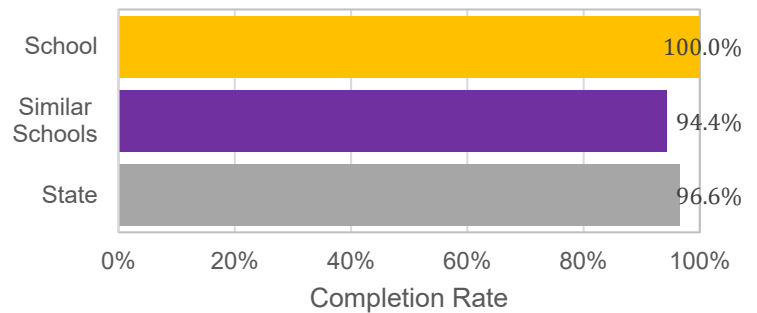
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	100.0%	96.3%
Similar Schools completion rate:	94.4%	96.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

23.9

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDP

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

11%

Percentage VET units of competence satisfactorily completed in 2023:

68%

WELLBEING

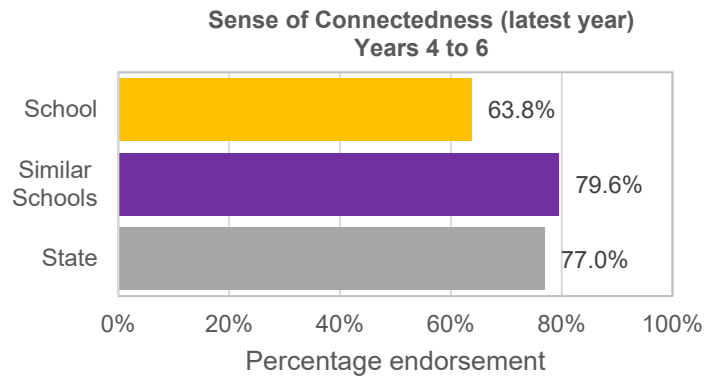
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

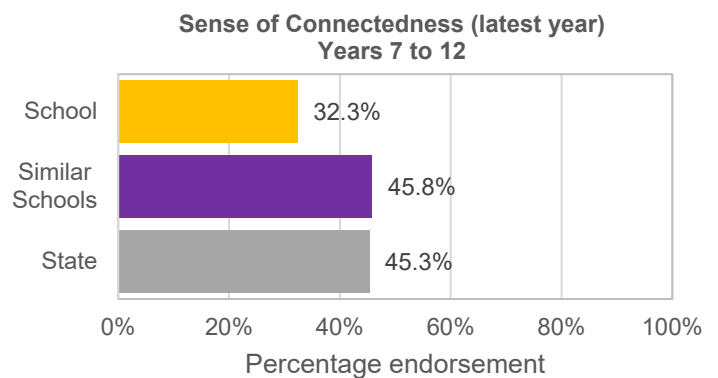
Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	63.8%	57.0%
Similar Schools average:	79.6%	80.9%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	32.3%	35.0%
Similar Schools average:	45.8%	49.5%
State average:	45.3%	49.9%



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

**Management of Bullying
Years 4 to 6**

School percentage endorsement:

Latest year (2023) 4-year average

54.0% 52.0%

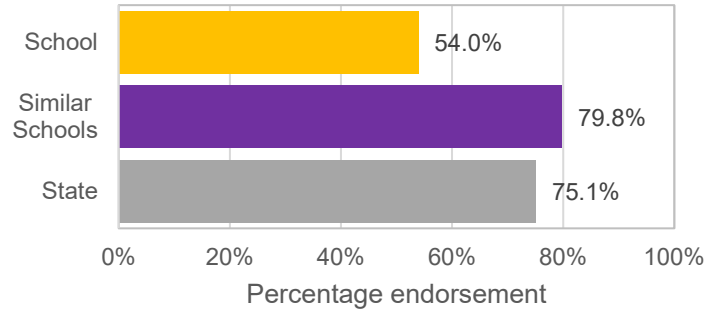
Similar Schools average:

79.8% 82.1%

State average:

75.1% 76.9%

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



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

Latest year (2023) 4-year average

35.6% 37.9%

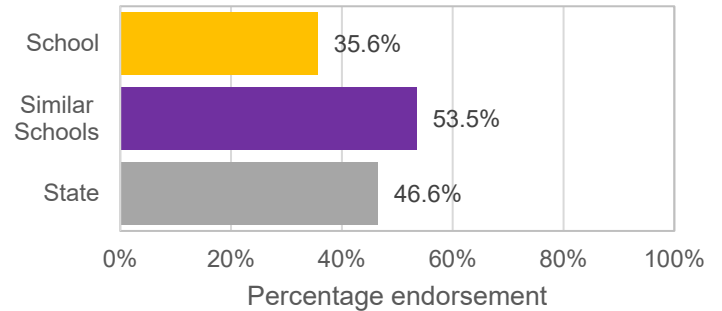
Similar Schools average:

53.5% 55.8%

State average:

46.6% 51.0%

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



ENGAGEMENT

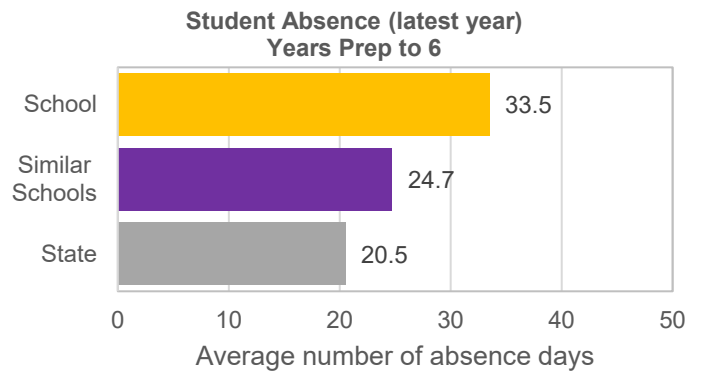
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

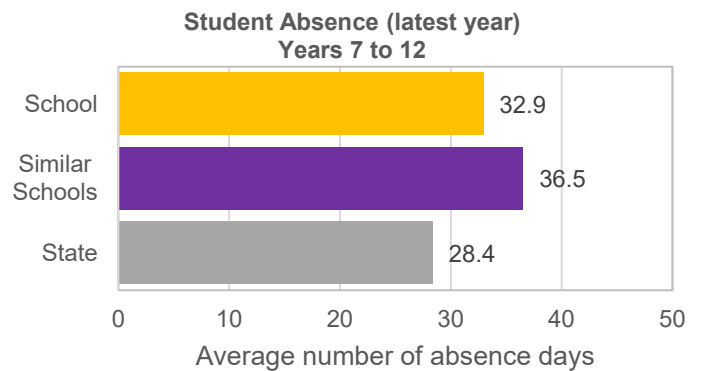
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	33.5	29.6
Similar Schools average:	24.7	20.9
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	32.9	35.1
Similar Schools average:	36.5	32.6
State average:	28.4	23.8



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	92%	80%	84%	86%	87%	82%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	87%	77%	81%	90%	94%

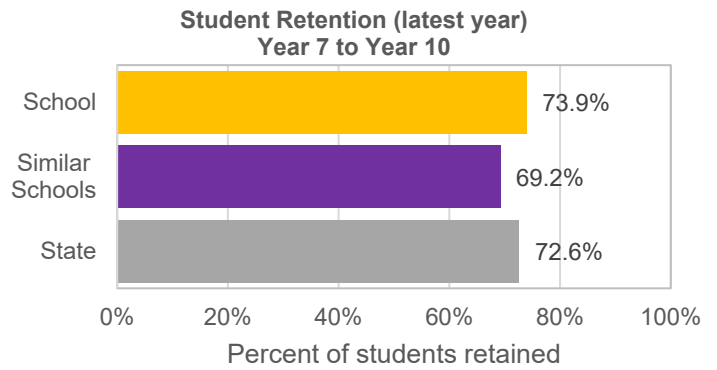
ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	73.9%	57.3%
Similar Schools average:	69.2%	70.0%
State average:	72.6%	73.8%



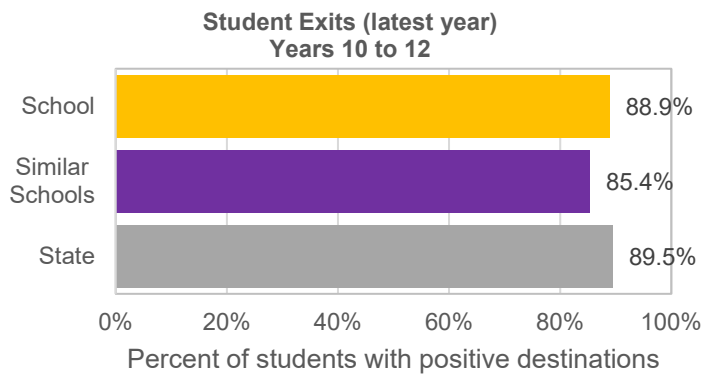
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	88.9%	84.8%
Similar Schools average:	85.4%	84.0%
State average:	89.5%	89.5%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,398,852
Government Provided DET Grants	\$716,392
Government Grants Commonwealth	\$0
Government Grants State	\$39,107
Revenue Other	\$103,742
Locally Raised Funds	\$48,885
Capital Grants	\$0
Total Operating Revenue	\$5,306,978

Equity ¹	Actual
Equity (Social Disadvantage)	\$245,064
Equity (Catch Up)	\$29,750
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$274,814

Expenditure	Actual
Student Resource Package ²	\$3,192,257
Adjustments	\$0
Books & Publications	\$5,622
Camps/Excursions/Activities	\$37,506
Communication Costs	\$9,785
Consumables	\$144,743
Miscellaneous Expense ³	\$29,520
Professional Development	\$23,047
Equipment/Maintenance/Hire	\$192,093
Property Services	\$200,855
Salaries & Allowances ⁴	\$386,467
Support Services	\$75,868
Trading & Fundraising	\$18,314
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$0
Utilities	\$49,783
Total Operating Expenditure	\$4,365,925
Net Operating Surplus/-Deficit	\$941,054
Asset Acquisitions	\$84,576

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,053,724
Official Account	\$82,656
Other Accounts	\$0
Total Funds Available	\$1,136,380

Financial Commitments	Actual
Operating Reserve	\$181,486
Other Recurrent Expenditure	(\$1)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$599,832
Beneficiary/Memorial Accounts	\$50,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,500
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$370,000
Total Financial Commitments	\$1,318,816

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.