

2023 Annual Report to the School Community

School Name: Mallacoota P-12 College (3515)



- 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 10 April 2024 at 11:05 AM by Susi Allen (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 26 April 2024 at 10:24 AM by Dani Morris (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

Mallacoota P – 12 College is situated in the small vibrant community of Mallacoota, a remote town in Victoria’s Far East and is a member of the MP-12 is on one campus and is structured as a primary school for children from foundation – year 6 and a secondary school from year 7 through Victorian Certificate of Education (VCE) and the VCE-VM a 2-year vocational and applied learning program with the VCE with specific subjects. The 2023 staffing profile includes a principal and assistant principal, one leading teacher, one learning specialist, 18 teachers (full- time and part-time). The Mallacoota P – 12 College vision is to be a happy learning community where students can achieve their full potential in a unique social and cultural context. Mallacoota P – 12 College is committed evidence-based programs and whole school approaches such as the Resilience, Rights and Respectful Relationships.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 in alignment with the Mallacoota P – 12 School Strategic Plan we continued to focus on student learning outcomes in literacy - an increase in reading for pleasure. It is exciting to see that there have been significant improvements across key data sets including;

The Department of Education administered School Staff Survey (SSS) School Factors data has shown significant growth in 2023 and we are well above the state average in 2024. The Attitudes to School Survey (AToSS) data has shown 50% growth in 2023 and we are comparable to the state averages, and we are above the state average in nearly every measure in 2023.

School improvement work included staff working collaboratively to define the agreed instructional approach – the Gradual Release of Responsibility. The School Survey demonstrated a high level of positive responses reflective of the staff culture and commitment to collaborative school improvement.

- Collective efficacy- 49% (2019) to 60% (2025) - 87% (2023)
- Teacher collaboration – 55% (2019) to 70% (2025) - 74% (2023)
- Trust in colleagues 30% (2019) to 60% (2025) - 83% (2023)

Differentiating teaching and supporting students with specific learning needs across a range of abilities to continue to extend their learning was a focus. The understanding of individual students point of need. The reporting schedule was adjusted to include Individual Education Plans (IEPs) meetings designed by the Department of Education and Autism Spectrum Australia (Aspect) to all staff – teachers, education, and administration staff. All staff are trained in which readily transfer to meet the educational, health and wellbeing needs of all students. Our AToSS data indicates we are on track to meet the following targets:

- Differentiated learning challenge 47% (2019) to 65% (2025) – 67% (2023)
- Stimulated learning 39% (2019) to 65% (2025) – 61% (2023)
- Student voice and agency 38% (2019) to 65% (2025) – 60% (2025)

A team of 5 staff participated in 6 days professional learning, Numeracy Local Leaders, to guide numeracy improvement work across the college.

- Year 5 numeracy – 45% compared to Network 33% and State 25%
- Year 7 numeracy – 27% compared to Network 15% and State 23%

2023 NAPLAN data also shows students by proficiency levels in strong and exceeding in Writing are higher than similar/network schools and like schools.

Year	Our school	Similar	Network	State
3	75%	70%	70%	78%
5	75%	62%	64%	75%
7	69%	50%	39%	60%

In 2023 100% of students completed the VCE. The school outcome for the VCE Study Score Mean for all studies and all year levels continues to improve.

Wellbeing

During 2023 significant work occurred in the wellbeing space including the successful recruitment of two new wellbeing positions, the Mental Health Support Officer and the Wellbeing Officer. Throughout the year, staff worked closely with Christine Grove, an education psychologist from Monash University who provided professional learning and support for students with needs such as autism, ADHD and dyslexia.

The School Wide Positive Behaviour Team focussed on establishing the essential features of SWPBS Tier 1 foundations across the whole school. The school achieved a score at 77% in December 2023. An induction to the school's behaviour response chart to manage major behaviours was also implemented through the year. Teaching the Rights, Responsibilities and Respectful Relationships curriculum across P – 12 with rigour was also a focus. Staff participated in professional learning to acknowledge and respond to behaviours, promote gender equality and a respectful school environment. Staff explored our RR Statement of Commitment to understand safe ways to take Upstander Action so that we can support one another to be respectful in our school environment.

Engagement

To improve student attendance and engagement across P – 12 we focused on continuous improvement within a multi-tiered system of supports, attendance and the importance of trauma-informed practice and mental health support for students. We focussed on a strength-based approach. Our absence data demonstrates a positive trend in the decrease of the proportion of students, absent for 20+ days per annum.

- Year Prep – Year 6 from 66% (2022) to 50% (2023) – 52% (2023)
- Year 7 – 12 from 74% (2022) to 50% (2023) – 57% (2023)

The AToSS data shows improvement in Attitudes to attendance from 71% (2022) to 78% (2023).

To promote a positive, inclusive, and supportive school climate we provided a variety of lunchtime clubs such as mountain biking, chess club, c. We recognise that activating student voice and agency is an important factor in increasing student engagement. The Student Representative C support of a local environment group and organised the Great Coota Clothes Swap, a recycled cloths swap. The students also raised awareness increase in positive percentages in responses as follows:

- Student voice and agency from 55% (2022) to 60% (2023)
- Motivation and interest from 60% (2022) to 65% (2023)

A sense of connectedness has decreased from 61% (2022) to 55% (2023) as has School stage transitions Yr 7 from 55% (2022) to 48% (2023).

Other highlights from the school year

As part of Mallacoota P – 12 College strategic plan goal to improve student engagement and attendance our school participated in a range of e exploring digital art and animation. A weeklong artist in residence program with Bell Shakespeare was incredibly successful with all students pa In term 1, year 7/8 students went on a 5-day outdoor adventure camp kayaking and camping on the Thomson River.

In term 2 Year 9 students attended the Snowy Alpine School for Student Leadership for the whole term and worked on their Community Learning

In term 3 year 10 -12 visited the Canberra Careers Expo and enjoyed other activities in Canberra.

Over a 3-day journey VCE Art students visited galleries all the way from Mallacoota to Melbourne. The school also organised an extensive Art outside of Mallacoota. Other community-based events included the Year 5/6 class social enterprise market day and Swifts-Coota Cup.

Throughout the year, students competed at State Athletics Championships, State Cross Country, State Surfing Championships, regional and in

Financial performance

In 2023 the schools overall financial position remains strong with a substantial, healthy bank balance and carrying a modest surplus in the annu Through targeted initiatives funding we were able to recruit a Mental Health Practitioner 0.2 and Mental Health and Wellbeing Leader 0.4 which school to provide internal referral pathways for the mental health and wellbeing needs of all students. We also offer a rigorous tutor learning init Responding to student voice and agency we purchased mobile phone lockers for students so they can independently manage the secure stora Playground infrastructure and some decking is over 20 years old and requiring substantial maintenance and in some cases removal and replac

For more detaile

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKewij6an>

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 117 students were enrolled at this school in 2023, 57 female and 60 male.

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

Overall Socio-Economic Profile

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

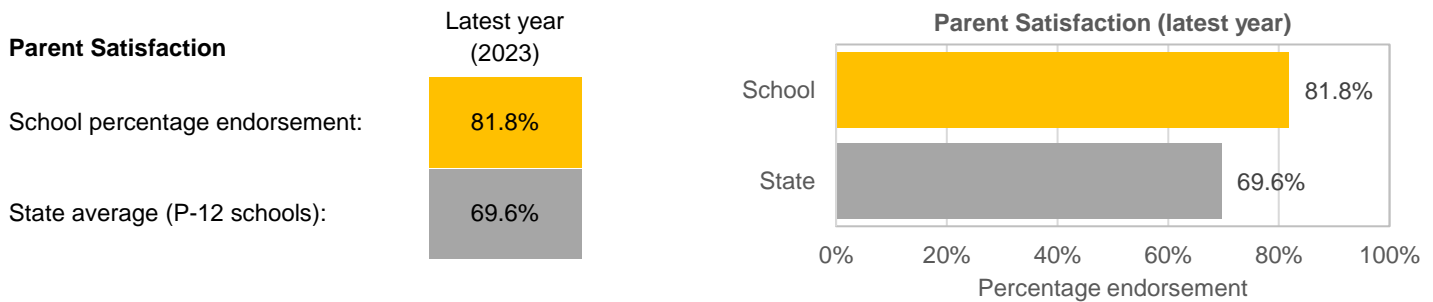
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

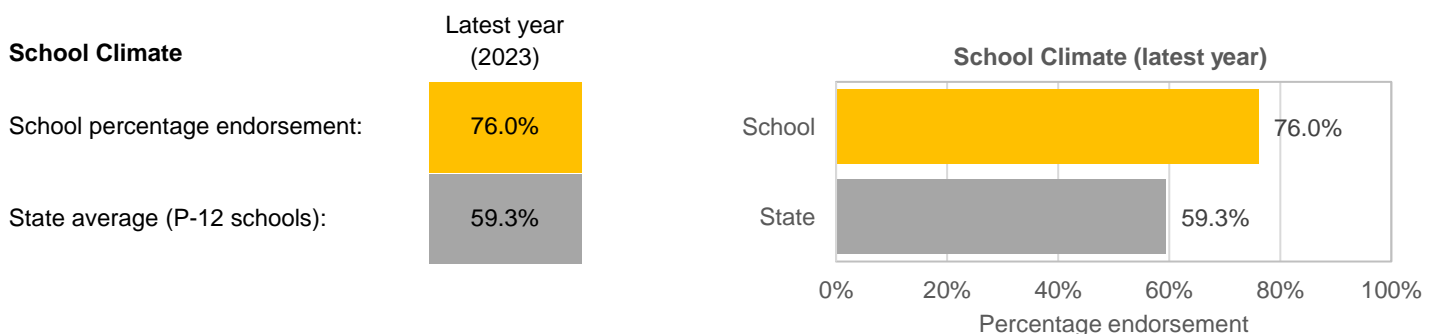


School Staff Survey

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

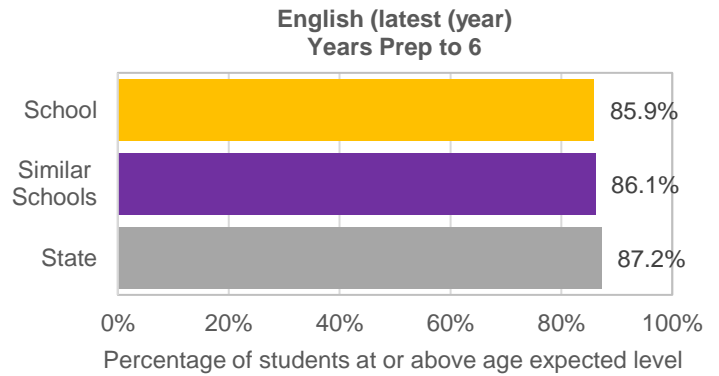
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

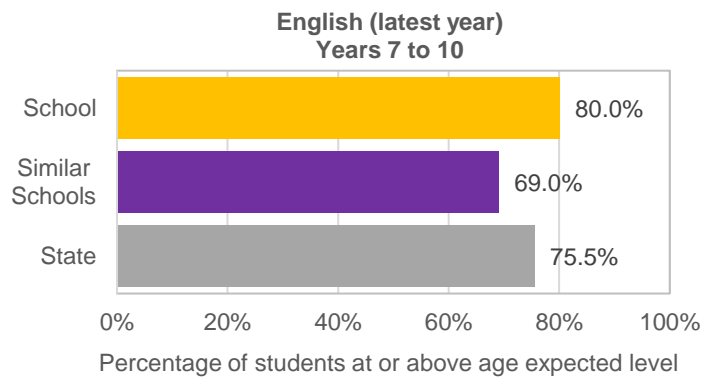
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	85.9%
Similar Schools average:	86.1%
State average:	87.2%



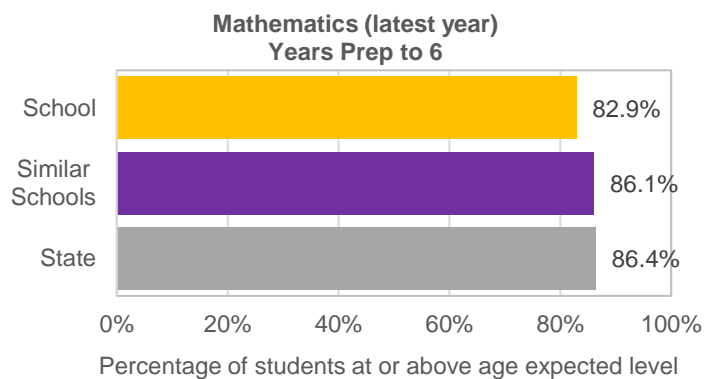
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	80.0%
Similar Schools average:	69.0%
State average:	75.5%



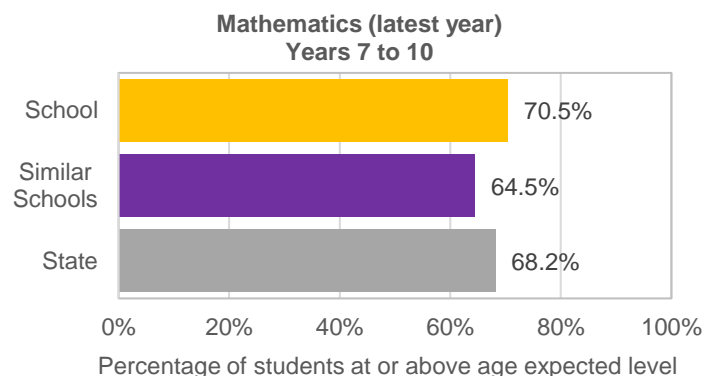
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	82.9%
Similar Schools average:	86.1%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	70.5%
Similar Schools average:	64.5%
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:

37.5%

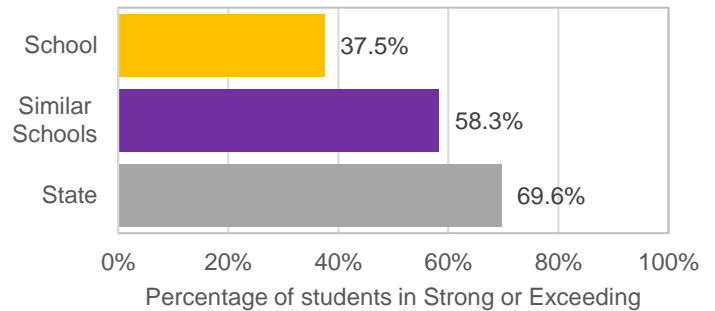
Similar Schools average:

58.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.3%

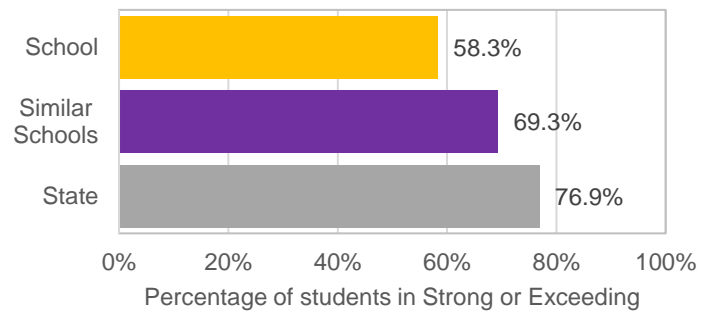
Similar Schools average:

69.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

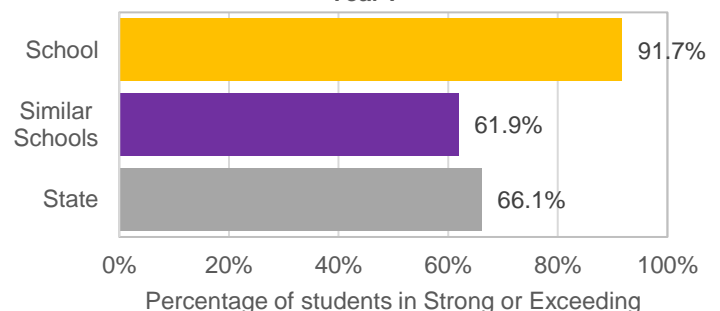
Similar Schools average:

61.9%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

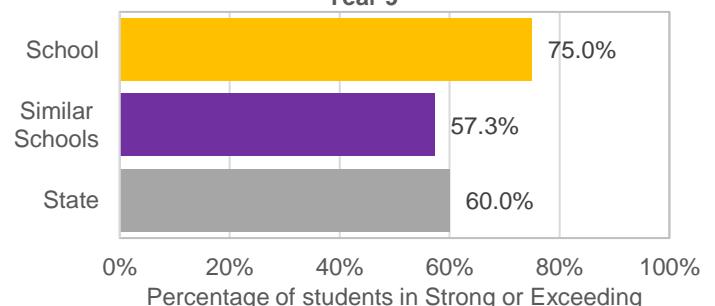
Similar Schools average:

57.3%

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:

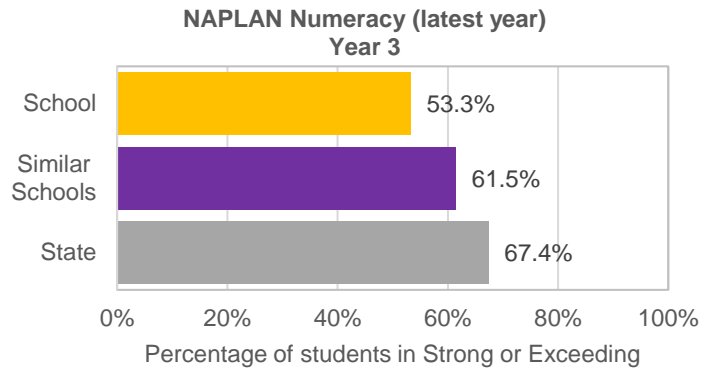
53.3%

Similar Schools average:

61.5%

State average:

67.4%



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

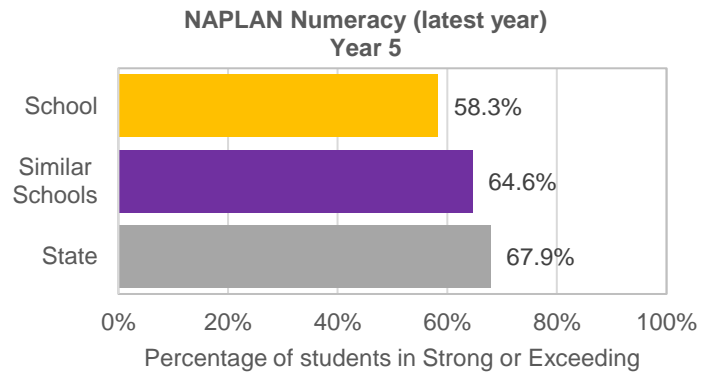
58.3%

Similar Schools average:

64.6%

State average:

67.9%



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

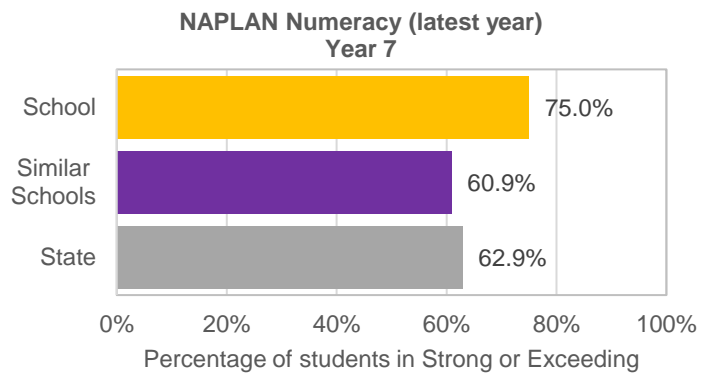
75.0%

Similar Schools average:

60.9%

State average:

62.9%



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

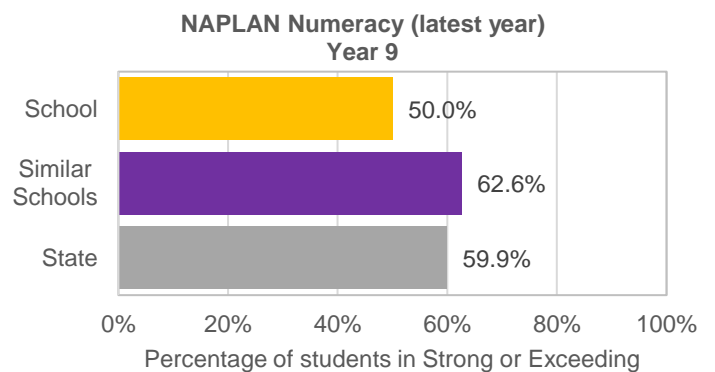
50.0%

Similar Schools average:

62.6%

State average:

59.9%



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:

80.0%

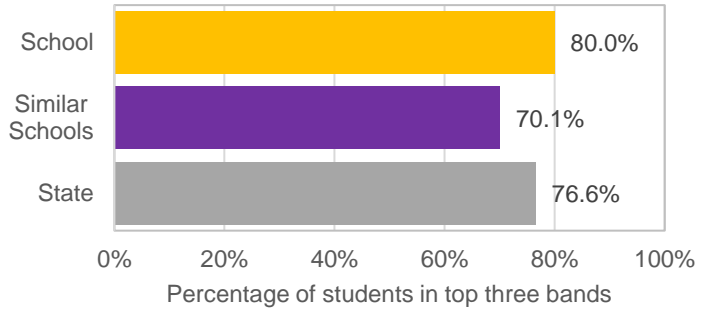
Similar Schools average:

70.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.4%

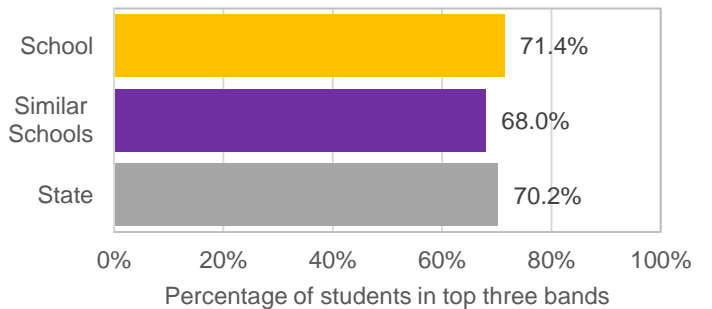
Similar Schools average:

68.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

90.9%

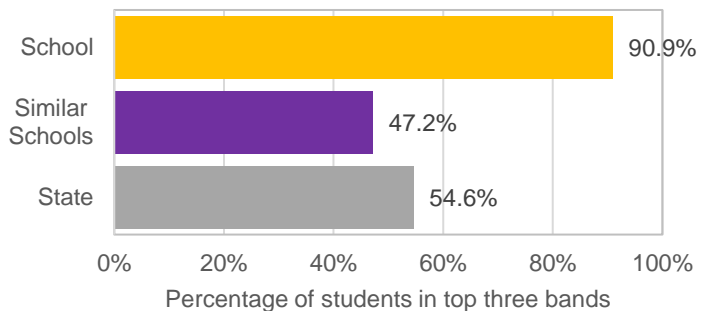
Similar Schools average:

47.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

33.3%

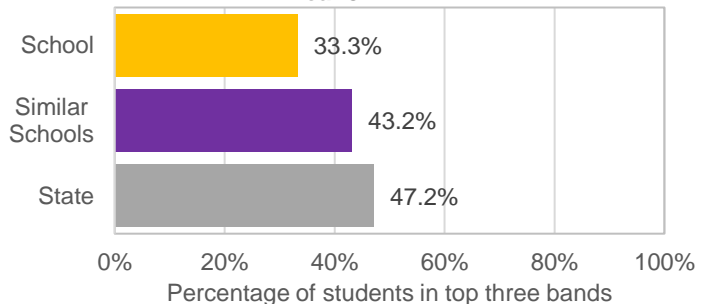
Similar Schools average:

43.2%

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:

60.0%

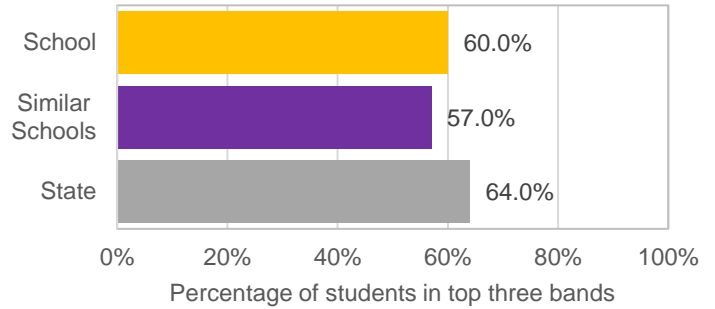
Similar Schools average:

57.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

57.1%

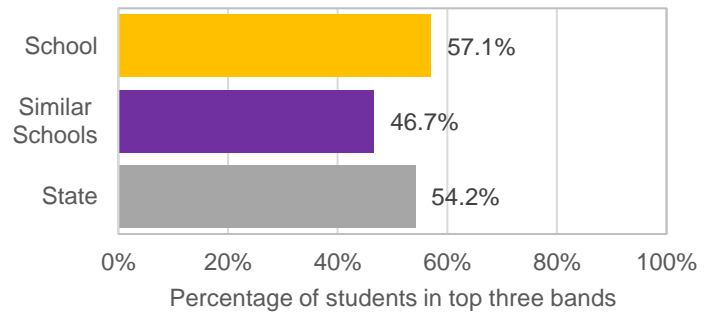
Similar Schools average:

46.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

44.4%

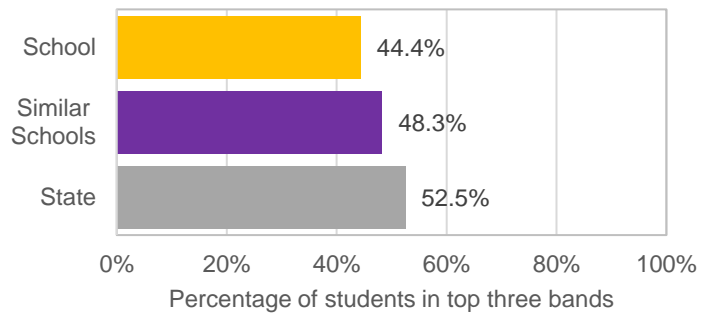
Similar Schools average:

48.3%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

20.0%

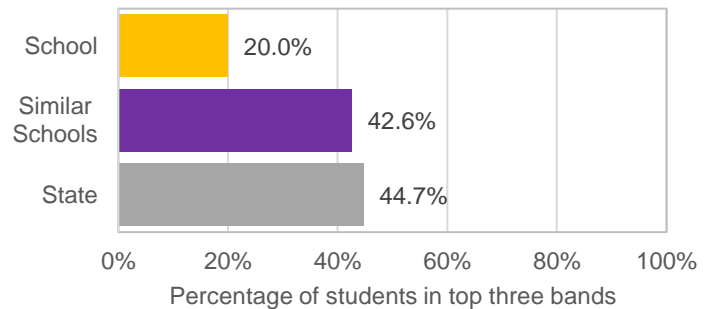
Similar Schools average:

42.6%

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

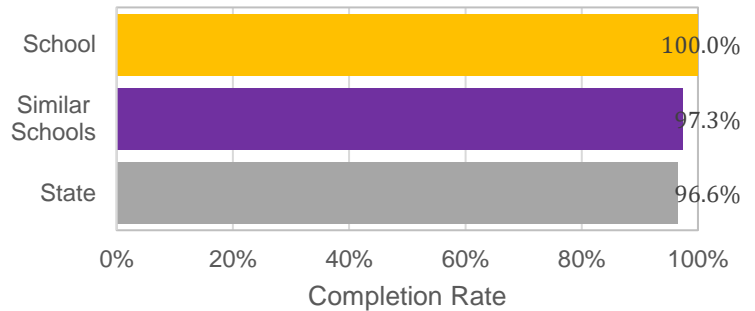
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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%	96.7%
Similar Schools completion rate:	97.3%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

32.8

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

50%

Percentage VET units of competence satisfactorily completed in 2023:

95%

WELLBEING

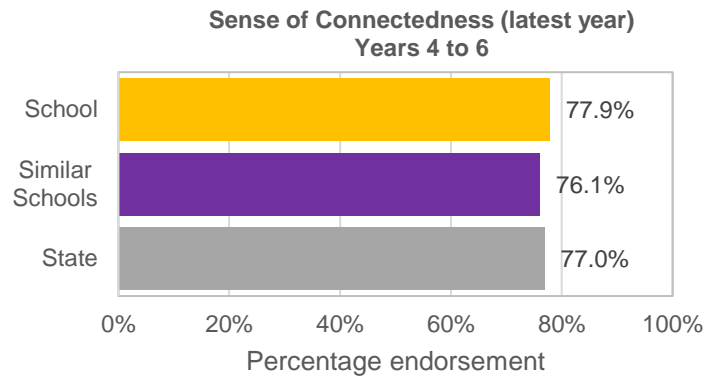
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

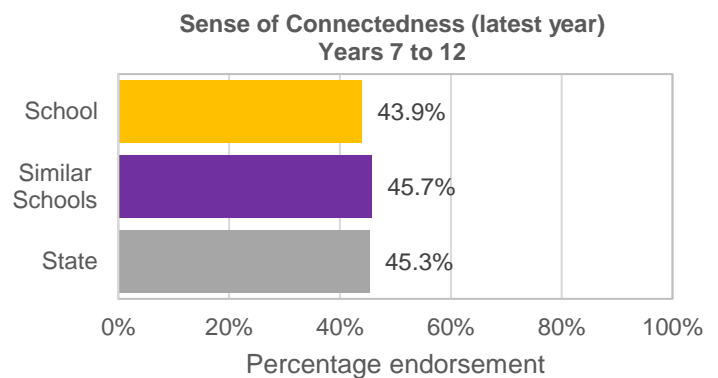
Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.9%	72.2%
Similar Schools average:	76.1%	77.8%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	43.9%	48.2%
Similar Schools average:	45.7%	51.1%
State average:	45.3%	49.9%



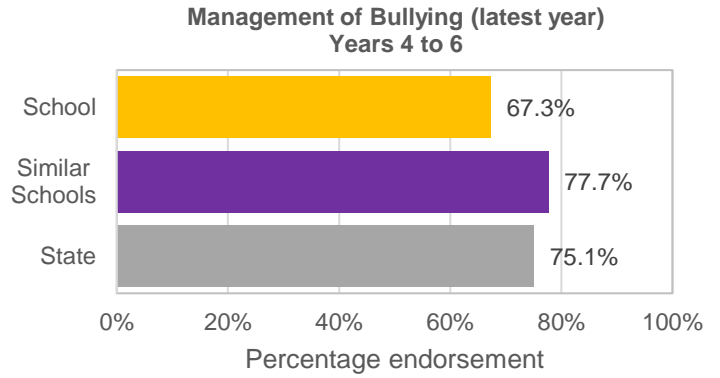
WELLBEING (continued)

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).

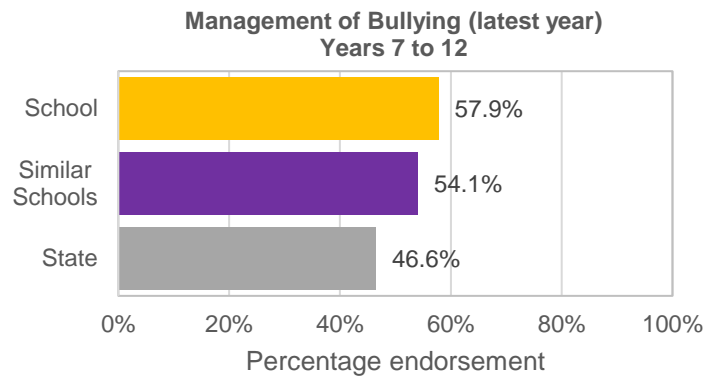
**Management of Bullying
Years 4 to 6**

	Latest year (2023)	4-year average
School percentage endorsement:	67.3%	63.4%
Similar Schools average:	77.7%	79.8%
State average:	75.1%	76.9%



**Management of Bullying
Years 7 to 12**

	Latest year (2023)	4-year average
School percentage endorsement:	57.9%	57.9%
Similar Schools average:	54.1%	59.3%
State average:	46.6%	51.0%



ENGAGEMENT

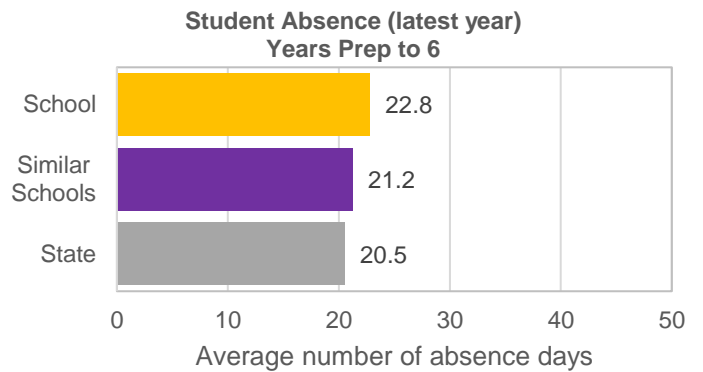
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

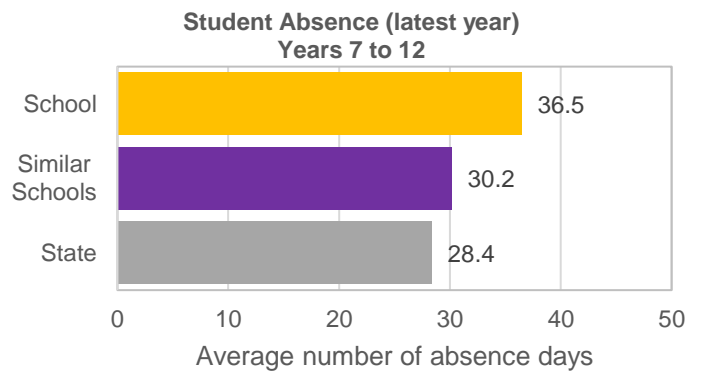
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.8	21.4
Similar Schools average:	21.2	19.1
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	36.5	31.7
Similar Schools average:	30.2	25.4
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	87%	88%	84%	90%	92%	88%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	86%	74%	68%	81%	92%

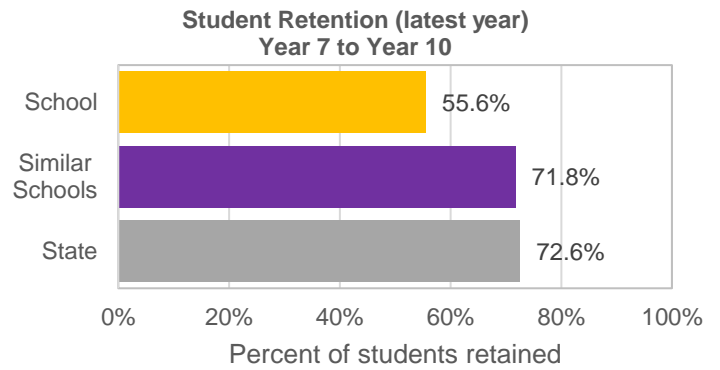
ENGAGEMENT (continued)

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:	55.6%	54.5%
Similar Schools average:	71.8%	73.5%
State average:	72.6%	73.8%



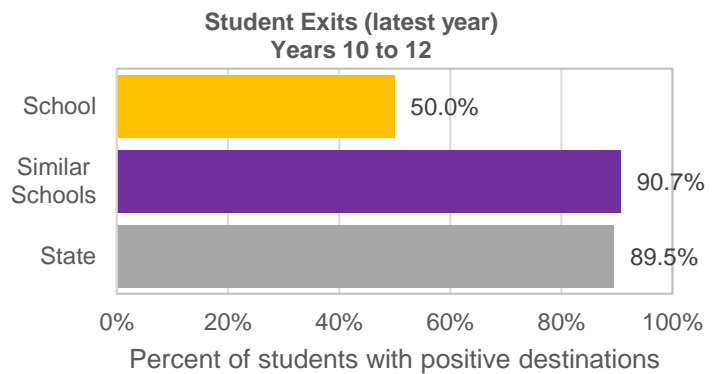
Students exiting to further studies or full-time employment

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:	50.0%	84.6%
Similar Schools average:	90.7%	86.4%
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	\$3,015,853
Government Provided DET Grants	\$629,824
Government Grants Commonwealth	\$800
Government Grants State	\$6
Revenue Other	\$110,752
Locally Raised Funds	\$110,143
Capital Grants	\$0
Total Operating Revenue	\$3,867,378

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,126
Equity (Catch Up)	\$4,798
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,924

Expenditure	Actual
Student Resource Package ²	\$2,838,597
Adjustments	\$0
Books & Publications	\$2,303
Camps/Excursions/Activities	\$28,678
Communication Costs	\$6,960
Consumables	\$88,001
Miscellaneous Expense ³	\$25,956
Professional Development	\$7,642
Equipment/Maintenance/Hire	\$174,196
Property Services	\$126,650
Salaries & Allowances ⁴	\$187,799
Support Services	\$64,404
Trading & Fundraising	\$10,431
Motor Vehicle Expenses	\$12,913
Travel & Subsistence	\$2,283
Utilities	\$24,021
Total Operating Expenditure	\$3,600,834
Net Operating Surplus/-Deficit	\$266,544
Asset Acquisitions	\$39,672

- (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	\$765,737
Official Account	\$22,973
Other Accounts	\$0
Total Funds Available	\$788,710

Financial Commitments	Actual
Operating Reserve	\$111,256
Other Recurrent Expenditure	\$239
Provision Accounts	\$2,000
Funds Received in Advance	\$46,457
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,634
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$200,586

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.