

2023 Annual Report to the School Community

School Name: Korumburra Secondary College (7960)



- 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 09 May 2024 at 08:18 AM by John Wilson (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 16 May 2024 at 05:13 AM by Brad Beach (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

Victorian Senior Secondary Certificate

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

About Our School

School context

Korumburra Secondary College prides itself on developing respectful and resilient students who strive for excellence and who are productive members of their community and beyond. Our aim is to become the best school we can for the members of our community. We maintain a strong focus on building outstanding literacy and numeracy skills in our students. Teachers at the school work in teams to facilitate a guaranteed curriculum and assessment program. Teaching and Learning at the College is guided by our Instructional Model. We see improving the literacy of our students as paramount to their success in senior pathways. Student voice and agency is also a key component to engaging our students in the school, their career pathway, and for their development as respectful, resilient, and productive members of their community. The Instructional Model (IM) and the High Impact Teaching Strategies (including peer observation) are key strategies that we utilise to develop the literacy teaching of all teachers in all curriculum areas. Korumburra Secondary College is a 7-12 co-educational government school, situated about 140km to the South East of Melbourne. The school's student catchment stretches from Koo Wee Rup, Nyora, Loch, Kongwak, through to the Korumburra township. The College currently has an enrolment of approximately 430 students, 36.6 (EFT) teaching staff and 23 support staff, and a leadership team of 8, including a Principal, 2 Assistant Principals, 2 Learning Specialists, and 2 Leading Teachers. The College is located in a beautiful rural setting with large grounds and is surrounded by agricultural industry in a rapidly developing district. Adjacent to the school, two significant subdivisions are planned which will cater for up to approximately 400 families. Korumburra Secondary College has a long partnership with Burra Foods, a significant employer in the town who manufactures milk products for the local and overseas market. In 2018 the College opened its new STEAM building, creating state of the art facilities in Science, Art, Foods, and Design and Technology, while in 2023 we opened our new Middle School Learning Hub and Bunji Building (gymnasium).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we embedded our focused effort to develop the documentation of the school's teaching and learning program with the focus moving from scope and sequence to unit plans for every unit of work enabling teaching of the skills and knowledge necessary for senior years. Professional learning for teachers explored the Understanding by Design Unit Planning template.

Our two Learning specialists developed skills and knowledge around coaching building capacity for rolling out coaching cycles next year. We rolled out a new staff induction program in 2023 updating staff handbooks to support consistency in teaching skills and strategies across the College. All new staff also experienced classroom observations and a coaching cycle with a member of the leadership team. Learning Specialists documented a coaching model for KSC for implementation in 2024.

As a part of this work, we have seen the collective efficacy of staff increase. There has been an increase in 'teachers believe peer feedback improves practice' from 71% or 81% in the Staff Opinion Survey. Most measures of the staff opinion survey for Teaching and Learning were at or above state average demonstrating a positive teaching environment at the school.

The Student Attitudes to School survey data showed an increase in positive endorsement in 10 out of 12 of the factors attributed to learning with stimulated learning above state at 52% and high expectations for success also above state at 71%.

The work of the Data Executive to support whole school approaches to strengthen teaching practice through explicit instruction and feedback, has continued to strengthen school understanding of data to inform practice. Data Executive also developed a Pacing Guide / Leadership Assessment schedule to ensure the School Improvement Team are implementing learning improvement initiatives effectively and consistently. We implemented new strategies to engage students in high-stakes data sets such as NAPLAN and AtoSS with consistent messaging and processes, including scheduling whole school assemblies and catch up sessions.

The percentage of students with high relative growth in NAPLAN Reading was 27% exceeding similar schools at 22%. In Numeracy the percentage of students with high relative growth was 20% compared to similar schools at 18%. We had 100% completion rates for our VCE and VCE-VM students. Our VCE results are an area we continue to actively target for growth.

In 2023 we extended our ACTIVATE learning program, an innovative program for students at risk of disengagement in mainstream classes, to the Year 8 cohort. The program is one of our signature programs that cater for the learning needs of all our students and ensures a successful pathway for all students. The uptake of the initiative exceeded expectations resulting in literacy and numeracy programs that were better structured, more engaging, consistent, and differentiated to a greater extent. The goal of expanding the teaching practice in our signature programs across the school was supported by extending thr ACTIVATE program which focuses on greater student voice and agency in learning. Our Maths PLC attended the IGA CoP learning about the Big Ideas in Number, and

this learning was brought back to the Maths team with the decision made to adopt the Victorian Curriculum 2.0 in 2024 for Year 7 cohort. Many tools from Simon Breakspear were used in these presentations and this led to interest within the leadership team in using consistent tools such as the Clarify Canvas and Rapid Action Plans to focus on incremental changes to teaching practice. Like Minds is Korumburra Secondary College's signature Extension and Enrichment program and had another fantastic year in 2023. In class, all students were challenged to really stretch themselves with their learning, with students regularly being challenged to apply their knowledge in hands-on and immersive activities. As part of learning in Humanities, worked with our VM students to put together a Marketplace and explored a range of business models and marketing strategies. As part of a Biology unit in Science, students created an interactive Body Systems Museum which was then opened to the public one afternoon after school.

Wellbeing

In 2023 the focus of our Wellbeing strategy was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Youth Mental Health First Aid training was provided to all Year 8 and 10 students through our Live4Life delivery system, which will remain a sustainable option over the next 4 years. We targeted Disability Inclusion Profiling by creating a Disability Inclusion Administration position full time over the last 6 months of 2023. This enabled the development of individual profiles for students, increasing the targeted focus of differentiation within the classroom. The expansion of the Activate program into Year 8 from Term 2 created a wellbeing circuit breaker for both students and staff, following a challenging start to the year. This continues to operate as an effective intervention in both Years 8 and 9. Growth and initiatives continue to strengthen with our inclusion groups such as LGBTQI+, Yarning Circle and Student Voice. Our STAR Room was refurbished and provided significantly increased resources for students, enabling substantially improved regulation processes across the school. The centralised operation of Sickbay, Careers, Headspace, School Nursing, Disability Inclusion, Integration and Wellbeing Supports from the one space has supported 82% of the students throughout 2023.

Engagement

Our school continues to invest significant time in the Mentor Program to ensure sufficient time for mentors to meet and work with their students. Across the school mentors met with their students at the start of Terms 1, 2 and 3 for our Student 360s as an opportunity for student voice and agency, setting goals for the upcoming term, and providing any additional support necessary. The school continued to use STYMIE, a resource where students could anonymously report issues of harm or concern. This provides a beneficial reporting function, particularly for middle school operations.

Attendance remained a consistent concern throughout 2023, with data on students having more than 30 days absence continuing to be above the state average. Our Activate program saw significant improvement in attendance for complex students. Our school implemented an attendance process in the latter half of the year and appointed a dedicated Attendance Officer. This process has led to a reduction in unexplained absences, however we will continue to work on improving attendance with the Inner Gippsland Community of Practice across 2024.

We continued to unsuccessfully advertise for a Mental Health Care Practitioner, however in-lieu of this were able to provide additional Headspace supports each week. We collaborate well with external agencies throughout the year, and sought SSO support when necessary for additional interventions.

Other highlights from the school year

2023 was a huge year for Korumburra Secondary College with the completion of our new buildings – the middle school learning hub and the community hub with its new gym and performing space.

As always, we have had a big year for performing in the SGSMP. We welcomed some fresh new faces into our Junior Concert Band. In May the Intermediate and Junior Band students took part in a combined rehearsal with the instrumental students at Leongatha Secondary College. This was a chance for our students to connect and rehearse with students from LSC and the end of the day students performed their first concert to the community. On the 1st and 2nd of September Korumburra Secondary College performed their original Production of "The Rebels of Romalfi". Some of our students in SGSMP represented the school in their Production Band. Korumburra Secondary College was also represented in this year's Victorian State Schools Spectacular.

The Yarning Circle in 2023 gained new members throughout the year, as families learned about Aboriginal heritage through elderly family members and realised that they have an important heritage with which to start connecting. Missing culture and connections is the legacy of the government's child removal policies and the members of the Stolen Generations have family that knows they are missing, to this day. Truth-telling is a critical part of moving forward together in our society and it is because of truth-telling that we are realising the importance of celebrating Koori and wider Aboriginal and Torres Strait Islander knowledges in our school.

During the year the Year 9/10 Outdoor Education Class had a fantastic time engaging in a mixture of practical and theory-based learning with many Excursions & Camps: Geelong Royal Yacht Club Sailing Camp, Stand up Paddle Boarding, Orienteering, Eco Wilderness Boat Tour Wilsons Prom, Bushwalking Mt Oberon and School campout.

Our Like Minds students also participated in our unique Enterprise program. This includes activities designed to help students develop and demonstrate the eight Enterprise Capabilities. Throughout this year our students produced 4 editions of The Burra Flyer, enjoyed hands-on activities at GTAC and Gippsland Technical School, completed the AI for Good and Write a Book in a Day challenges and participated in mini-conference days. Our students also had the opportunity to participate in the official opening of the Korumburra Community Hub.

At school we recognised Pride Week, Wear it Purple Day and the 16 Days of Activism Against Gender-Based Violence. Two students embraced the opportunity to attend the Together for Humanity Youth Summit in Melbourne preparing a presentation about LGBTQIA+ inclusion and speaking in front of a range of schools and political representatives.

The Student Diversity Group were also working on a 'All are Welcome Here' sticker that has been sent to businesses in our community. The sticker uses the school logo, to represent youth, and has the colours of the LGBTQIA+ flag and Disability flag on each wing. Businesses can display these stickers to welcome everyone into their stores. School Captains presented this initiative to the Korumburra Round Table and it was very well received.

We have had record numbers of students complete their Bronze Duke of Edinburgh Award this year, and our first ever Silver award recipient!

To achieve the award, our students participated in regular community service. Our students also delivered Meals on Wheels every fortnight, making strong relationships with older members of our community.

2023 was a very successful year in sport at KSC. Overall, KSC was represented by 38 teams in 9 sports. Football (Australian rules) was our most popular sport, with four teams being entered into our division competition, and 78 students playing footy for KSC. We also had students represent KSC at the regional and state levels. The Senior Boys volleyball team was our most successful sports team, winning the South Gippsland District event, the Gippsland Regional event and competing at the State Volleyball Championships. What a great experience for the team, Individuals represented KSC at a state level, in swimming, athletics, cross country and clay target shooting and we acknowledge their efforts and successes.

Financial performance

The school ended the year with the required advance funds to be able to pay a term's worth of accounts. Above average staff absences meant that extra funds were required to employ CRTs to cover classes. In 2023 the school continued to subsidise our canteen to ensure that we were able to continue to offer this service to our community. Equity funding was again in 2023 targeted towards the Like Ability English and Mathematics program, designed to create smaller classes especially for those most in need of additional support. The MYLNs and TLI initiative continued to run as mentioned above.

For more detailed information regarding our school please visit our website at <https://www.korumburrasc.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 409 students were enrolled at this school in 2023, 184 female and 224 male.

NDP percent of students had English as an additional language and 5 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).

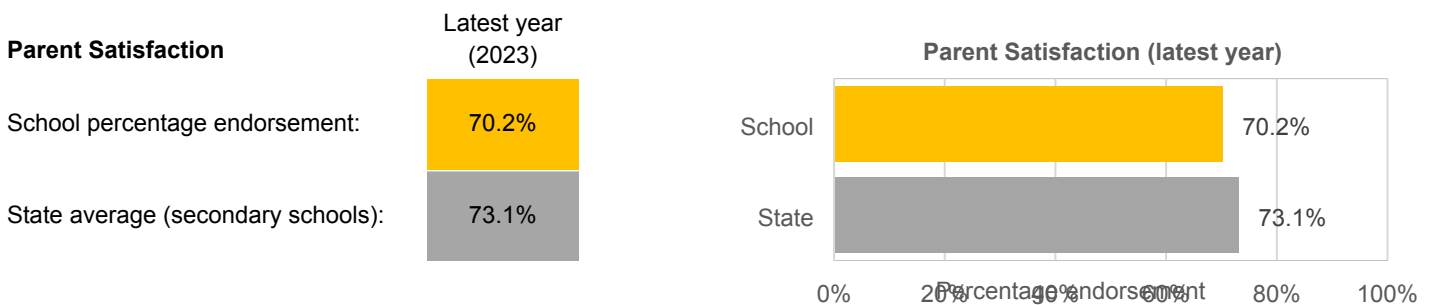
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

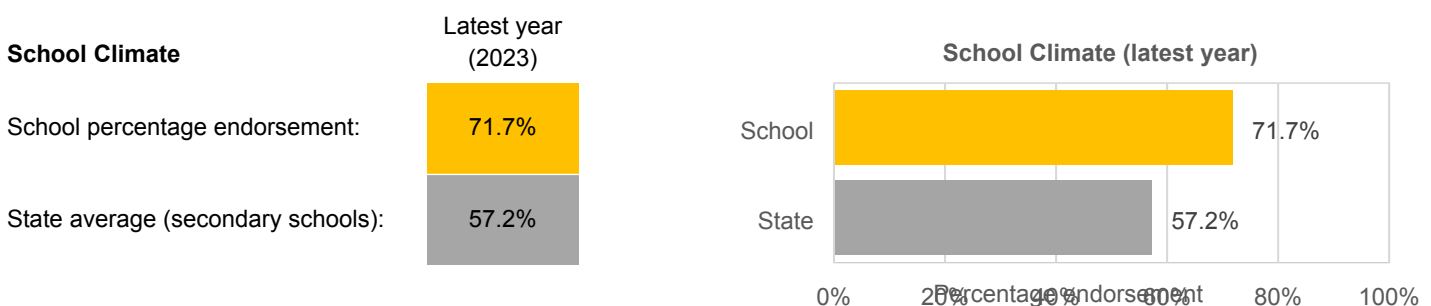


School Staff Survey

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

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

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



LEARNING

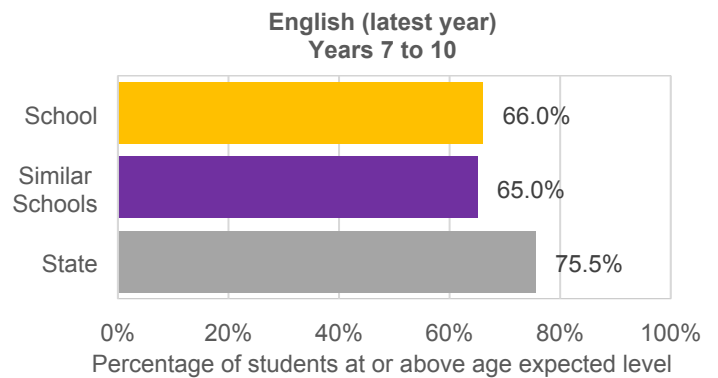
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

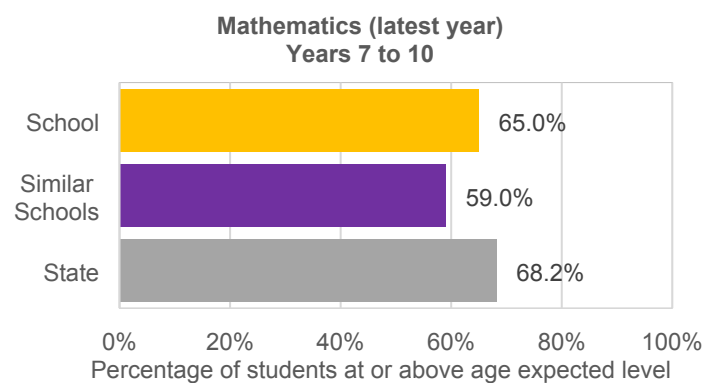
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	66.0%
Similar Schools average:	65.0%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	65.0%
Similar Schools average:	59.0%
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 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.5%

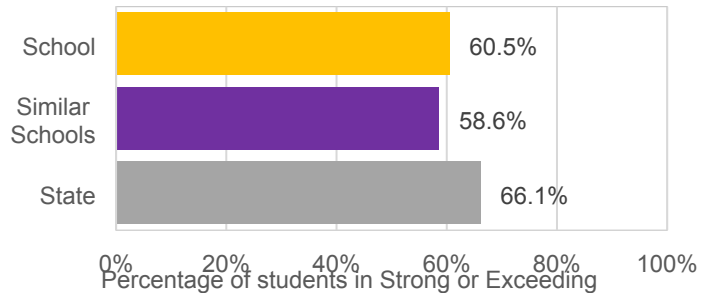
Similar Schools average:

58.6%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.9%

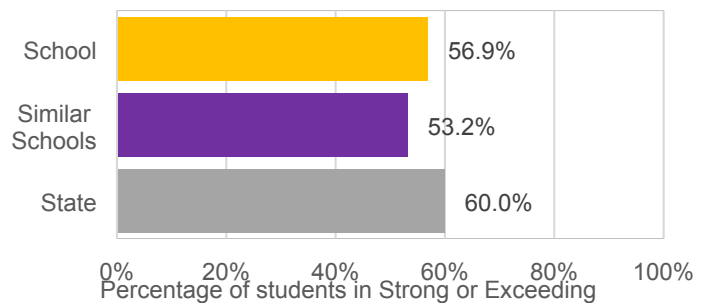
Similar Schools average:

53.2%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.2%

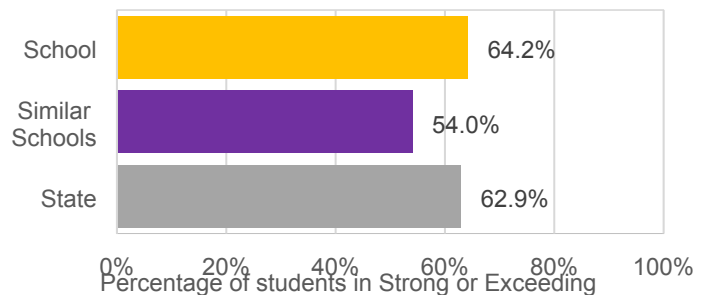
Similar Schools average:

54.0%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.5%

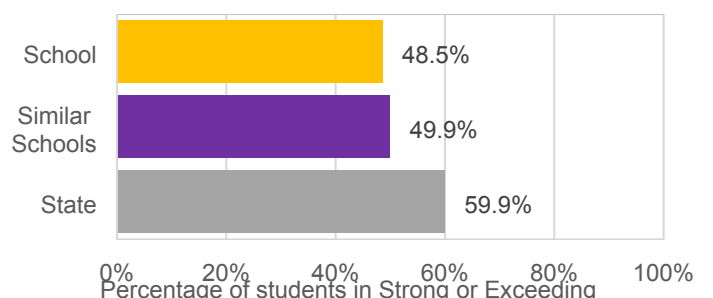
Similar Schools average:

49.9%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

47.8%

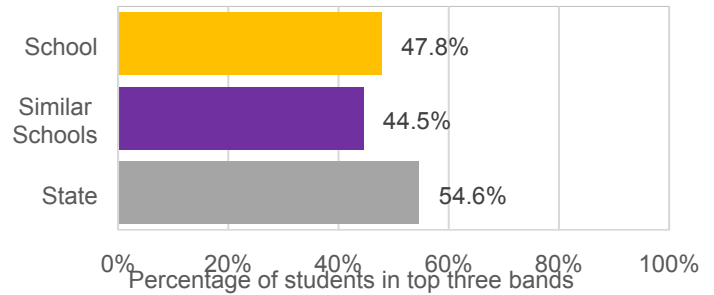
Similar Schools average:

44.5%

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%

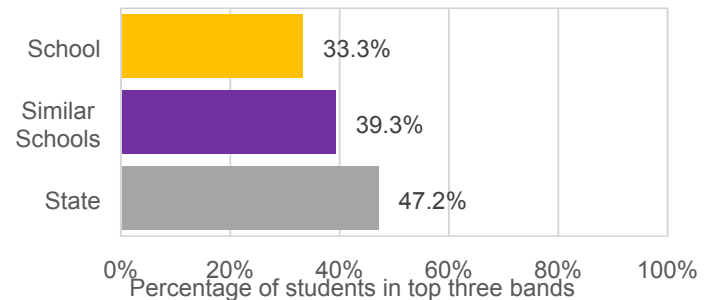
Similar Schools average:

39.3%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

57.6%

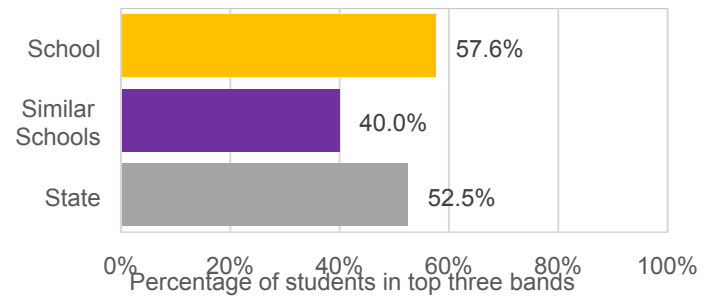
Similar Schools average:

40.0%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

33.3%

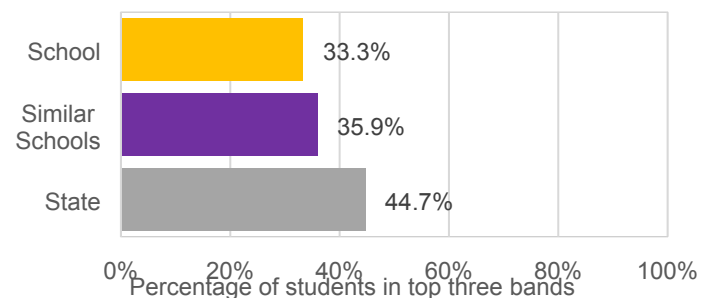
Similar Schools average:

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

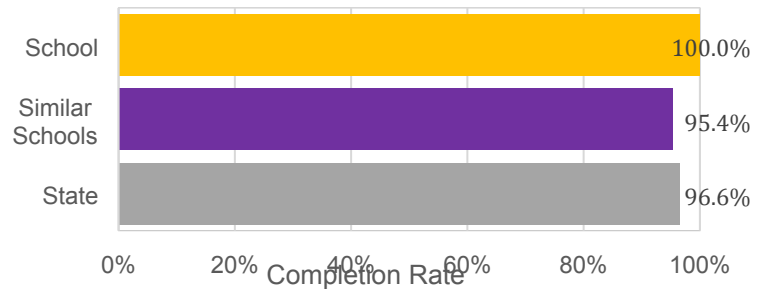
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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%	100.0%
Similar Schools completion rate:	95.4%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.6

Number of students awarded the VCE Vocational Major

10

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:

28%

Percentage VET units of competence satisfactorily completed in 2023:

87%

WELLBEING

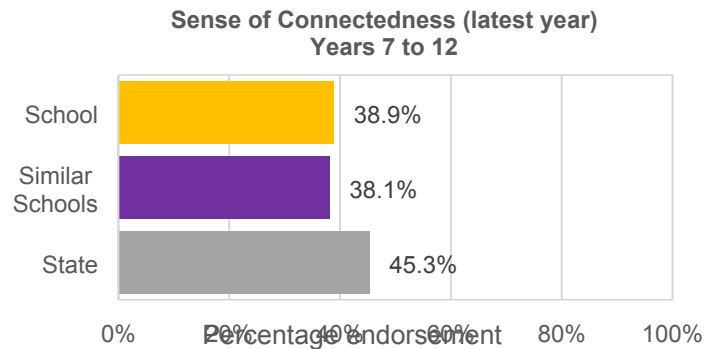
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	38.9%	43.5%
Similar Schools average:	38.1%	42.5%
State average:	45.3%	49.9%

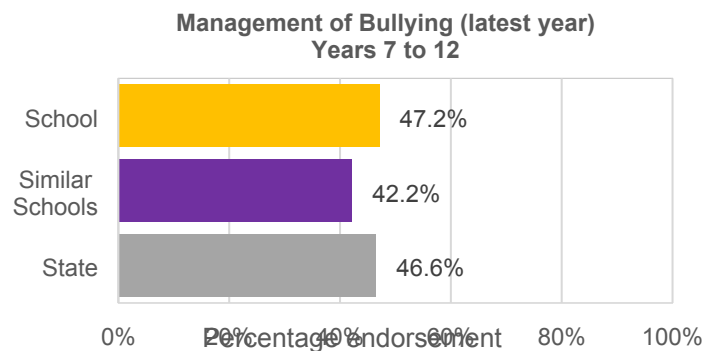


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	47.2%	50.7%
Similar Schools average:	42.2%	45.4%
State average:	46.6%	51.0%



ENGAGEMENT

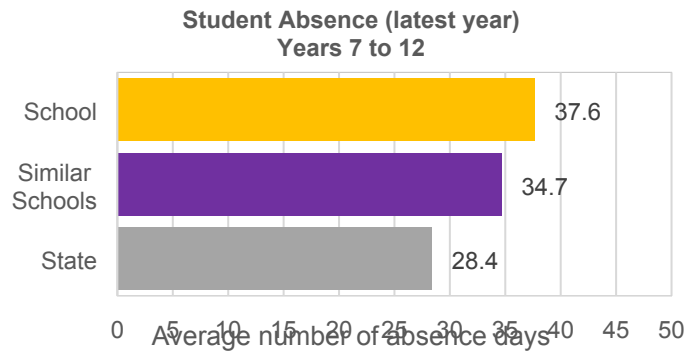
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	37.6	34.0
Similar Schools average:	34.7	30.8
State average:	28.4	23.8



Attendance Rate (latest year)

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

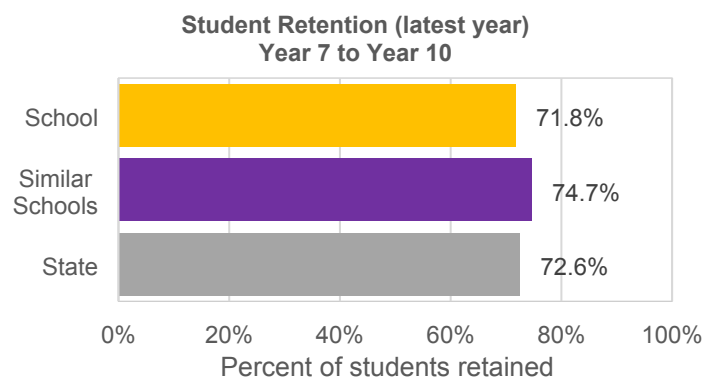
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	79%	75%	81%	85%	90%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	71.8%	70.7%
Similar Schools average:	74.7%	76.3%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

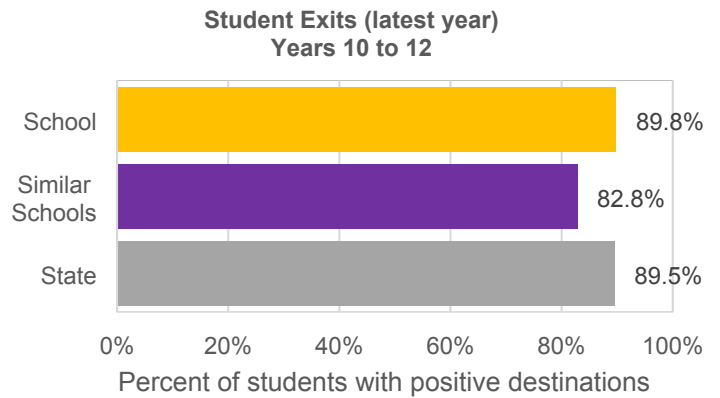
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	89.8%	87.6%
Similar Schools average:	82.8%	83.3%
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	\$6,503,324
Government Provided DET Grants	\$936,170
Government Grants Commonwealth	\$2,210
Government Grants State	\$500
Revenue Other	\$266,082
Locally Raised Funds	\$322,648
Capital Grants	\$0
Total Operating Revenue	\$8,030,934

Equity ¹	Actual
Equity (Social Disadvantage)	\$190,599
Equity (Catch Up)	\$40,304
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$230,903

Expenditure	Actual
Student Resource Package ²	\$5,941,766
Adjustments	\$0
Books & Publications	\$2,130
Camps/Excursions/Activities	\$142,398
Communication Costs	\$6,694
Consumables	\$138,293
Miscellaneous Expense ³	\$63,713
Professional Development	\$35,949
Equipment/Maintenance/Hire	\$105,413
Property Services	\$232,815
Salaries & Allowances ⁴	\$361,338
Support Services	\$51,301
Trading & Fundraising	\$105,064
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$0
Utilities	\$43,258
Total Operating Expenditure	\$7,230,191
Net Operating Surplus/-Deficit	\$800,743
Asset Acquisitions	\$149,149

- (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	\$559,794
Official Account	\$195,800
Other Accounts	\$9,890
Total Funds Available	\$765,483

Financial Commitments	Actual
Operating Reserve	\$195,921
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$119,578
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$21,702
Funds for Committees/Shared Arrangements	\$126,217
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$68,560
Asset/Equipment Replacement > 12 months	\$64,339
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$596,317

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.