

2022 Annual Report to the School Community

School Name: Wodonga Senior Secondary College (8480)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 08:36 AM by David Whitehead (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 10:05 AM by Karen Turner (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)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Vision: All students are empowered to take responsibility and ownership for their learning, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. This vision is expressed by our motto "Every Student, Every Opportunity, Success for All" Values - We ARE Wodonga Senior Secondary College A Aspiration R Respect E Engagement Environmental Context Geographical Context and Infrastructure Wodonga Senior Secondary College is a government year 10 to 12 co-education school in the local government area of Wodonga. The College is located 1km from central Wodonga on 7.84 hectares surrounded by residential housing. Wodonga is one of the fastest growing regional cities in Victoria with a population of 39,351. It is located 3 hours and 20 minutes from Melbourne on the Hume Hwy. Being a regional centre, families can access social services, health, employment, art and culture. Families are also able to commute to Albury (7.8kms) for work and leisure. Employment opportunities for parents and carers of student centre on Manufacturing, Health Care and Social Assistance, Defence Industries, Public Administration, and Safety and Retail. Wodonga Senior Secondary College has exceptional, all abilities, access to high-quality facilities which meets the needs of our students and the wider community. The main building encompasses teaching and learning spaces for science, digital literacy, mathematics, literature, history and language. The College also offers industry standard learning spaces for trades, children services, hair and beauty, and hospitality. Students can also enjoy well equipped sporting and performing arts centres. The Seymour, Shepparton, Benalla and Wodonga Flexible Learning Centres and Choice Learning Wodonga are all campuses of Wodonga Senior Secondary College, and make up the North East Flexible Learning Network. These centres / programs provide students who experience difficulties accessing mainstream school an educational pathway tailored to their often complex educational, social, developmental, psychological, health, legal or family situation.

History and Enrolment Trends: Wodonga Senior Secondary College was established in 2005-2006 through the regeneration of government secondary education in Wodonga. This initiative took the three existing secondary schools in the city to form one senior secondary college (10 to 12) and one Middle Years College with two campuses that specialise in the education of year 7, 8 & 9 students. Today, Wodonga Senior Secondary College and Wodonga Middle Years College work collaboratively to provide all students with every opportunity of success from 7 to Career.

Student and Community Demographics The College currently has 1172 students. Over the last five years enrolment trends have increased. The majority of students transition from year 9 at Wodonga Middle Years College into year 10 at the Senior College. While 24 % of students are drawn from neighbouring communities (including New South Wales), Independent schools and Catholic College. The College serves a community with socially, economically and culturally diverse needs. It actively embraces, respects and promotes the uniqueness of all students. For 3.1% of students English is their additional language and 15.9% of students are Aboriginal or Torres Strait Islanders. The School Family Occupation (SFO) in 2018 was 0.6877. This has remained relatively consistent over the last 5 years.

Staffing and Leadership Profiles The College benefits from the highly professional teaching and support staff. The majority 80% of teaching staff are highly experienced teachers. This blends well with a consistent flow of new teachers each year. The Executive Team at the Wodonga Senior Secondary College campus consists of 5 Principal Class focusing on high quality education for all students and continuous improvement. This team is supported by 17 leading teachers. There is an additional 5 principal class supporting the Flexible Learning Centres. The school is sustained by highly dedicated Education Support Staff 56. This includes laboratory technicians, Librarians, administrative staff, maintenance and grounds staff, IT assistants and trainees. The College has a strong commitment to the wellbeing of students and this is demonstrated through the four house leaders and assistant as well as a highly competent wellbeing team of social workers, Doctors in School program, Koorie Support mentor, Inclusion Support and a Defence Transition Mentor.

Curriculum and Specialisation Wodonga Senior Secondary College has the broadest range of subject choices in the region across all subject areas. The College works with all students to design an individual pathway which provides them with every opportunity for success following their secondary education. VCE and VCAL are spread over two and half years at the College. Both pathways are well represented by students. In partnership with our external Registered Trained Organisations, the College delivers a diverse range of VET Subjects. The VET program within the College has a strong reputation within the College and the community. This can be attributed to the Industry professional teaching staff, high quality facilities and supportive placement host from industry. Students at the college have a wonderful opportunity to participate in and experience our global education programs. Each year the Senior College has a number of overseas students studying at the College, students can study Japanese, Indonesian< Vietnamese or Chinese face to face at the College as well as attend one of our international study tours to countries such as Cambodia, Japan, China and Vietnam. The College has a healthy focus on extra-curricular activities. Students are encouraged to participate in the annual swimming and athletic carnivals, Interschool sport, Instrumental Music program, College musicals and celebrity events.

Progress towards strategic goals, student outcomes and student engagement

Learning

WSSC The College's 2022 focus for learning was to 'support both those who need extra support and those who continue to thrive in their learning, especially in numeracy. As a Senior College there are only two sets of data that the College can be measured against other government schools in the Annual Report. The first measurement is teacher judgements of student achievement against the Victorian Curriculum at Year 10. The 2022 data indicates that our students performed at slightly lower levels to 2021 which suggests that the impact from remote learning on study habits and student achievement remained a barrier for students. The second measurement is against VCE results - our 2022 results are comparable to other similar schools but are below the median for government schools which is not dissimilar from previous years. Our VCE satisfactory completion increased from 91% to 96%, indicating that the supports put in place as a result of Covid impacts meant that students were still able to succeed. Engagement with VET subjects increased from 44% to 51% with students completing at least one VET unit in 2022, which is markedly above the state average. VCAL completion significantly increased from 52% to 87%, well above the average for similar schools and the state. All programs for Students with a disability showed progress at satisfactory or above in achieving individual goals. The College is committed to improving student outcomes in all areas through a comprehensive program of personalising learning, and through providing staff with professional development to build capabilities to teach to each student's point of need. Throughout 2022 the College established a clear evidence-based Learning and Wellbeing Instructional Model that encompasses the delivery of our complex curriculum to support all students to succeed. Ongoing collaboration with Wodonga Middle Years College will remain a focus to provide a strong foundation for the future, particularly in the transition between Years 9 and 10.

NEFLN North East Flexible Learning Network programs are centred around a developmentally responsive personalised learning and pathway plan with a focus on development of literacy, numeracy, social development, pursuing student's interests and the development of a career pathway through planned skill development and carefully managed workplace experiences. The NEFLN campuses work collaboratively to deliver quality, rigorous, engaging programs in line with Vic Curriculum, VCAL and VCE. Each student will have an Individual Education Plan that has both short and long goals designed at the young person's point of need. These plans are regularly reviewed and updated with students and families.

Wellbeing

During 2022, WSSC maintained their efforts to closely monitor students and provide a best practice approach to student wellbeing. Our Director of Wellbeing and Pathways position continues to be crucial to advocating for the ongoing and changing wellbeing needs of our young people and provides a much needed voice at the executive level to ensure policies and processes reflect best practice.

In the second half of 2022, we introduced the Mental Health Practitioner program into WSSC that allowed a Tier 1,2 and 3 approach to our delivery of student wellbeing and placed a focus on Staff Capacity Building throughout the school.

Our Wellbeing Team continue to track data to provide the necessary supports to maintain engagement, attendance and support student wellbeing. The data also helps inform opportunities for Staff Capacity Building, for example, our rise in Suicidality in 2022 created an opportunity for House Leaders to undertake Skills Based Training on Risk Management (STORM) training to assist with responding to students with suicidal ideation. We further refined our Case Management model of student support which provided a successful strategy for advocacy, connecting students to external services and ensuring a holistic approach to the individual. Late in 2022, we saw the introduction of a more refined position – Behaviour Support Practitioner to assist students displaying challenging behaviours and support them through a therapeutic model.

Our School Wide Positive Behaviour Lesson Schedule targeted the establishment of our behavioural expectations for a safe and supportive learning environment, and the delivery of the Respectful Relationships curriculum continued within the Graduate Program. The changes in Graduate Program Curriculum placed a stronger focus on school morale, personal development, careers and pathways, community engagement and academic success. In 2022 we continued our Tiers of Recognition and provided training and support to staff to strengthen the ways in which students behaviours and accomplishments are recognised across the college. It is hoped that this work will assist to build staff and student relationships, increase learner confidence and connectedness, and consolidate our expectations for behaviour.

We continue to develop key working relationships with external service providers in order to develop a community approach to student wellbeing. NEFLN: At the North East Flexible Learning Network the young people seeking enrolment at one of our Flexible Learning Campuses will usually be connected with a range of mental health, child protection or youth workers and have been disconnected for some time from schools and teachers. Our Flexible Learning Network provides the opportunity for young people to reconnect with teachers and learning. Staff will prioritise developing relationships with students by assessing student abilities both socially (Applied

Learning) and academically (State Standards). The Individual Education Plan will then address holistic strategies for supporting the student to have successful outcomes that promote lifelong attainment and connection. All approaches are supported and guided by our NEFLN wellbeing coordinators and the Network Wellbeing Leadership team.

Engagement

The 2022 focus was to reengage and support students transitioning to a return to onsite learning throughout the continued pandemic. Whilst we were fortunate to return to face to face teaching, we continued to support student engagement throughout the interruptions to individuals, both students and staff, experiencing extended absences due to covid. This was achieved by making use of the School Portal with clear documented curriculum and individual academic and wellbeing supports. Continued monitoring of individual student programs identified the necessary accommodations and drove communication between teachers, parents and guardians to maintain engagement. Strong staff student relationships and analysis of data informed the need for academic supports (PSD, MYLNS, TLI, EAL) to improve outcomes. House Leaders closely monitored attendance and eligibility to support these individual student programs and worked closely with WMYC to support the successful transition of students from 9 to 10. Transition was strengthened with subject selection interviews, transition interviews and additional transition supports for at-risk students with professional's meetings and multiple tours throughout the year. Community engagement continued with students demonstrating the attributes to be highly successful, employable and positive contributors to the community via their Graduate Program Impact Projects. WSSC achieved the Bronze Award for SWPBS implementation with the consolidation of our "We ARE Wodonga Senior Secondary College" values of Aspiration, Respect and Engagement. These values formed the foundation of our fortnightly SWPBS Lesson Schedule and paired with our "Teach, Model and Show" mantra to build greater consistency in behaviour management. Staff Professional Learning and the sharing and use of data also helped the SWPBS team help tackle undesirable behaviours in non-classroom settings and began to build common routines and procedures within the classroom. The percentage of students with 20 or more absent days in 2022 was 26% compared with 44% across the state. This reflects the continued efforts to improve our monitoring and data collection. Regular communication with parents and the increased use of attendance plans for students with high absences were used to create specialised individual programs for reengagement.

The WSSC Careers Team runs a model of Career Development based on The Victorian Careers Curriculum Framework focusing on self-development, career exploration and career management. In 2022, there were 534 work experience placements coordinated in conjunction with our careers team. Career Development continued to be delivered through our Graduate Program curriculum to ensure students were undertaking a robust career program. We continued on this and began our planning for the roll out of VCE Industry and Enterprise as a core subject for Year 10s, planned to commence in 2023. We continue to build on parental engagement as we understand that parents still act as the key influencer in a young person's career decision making. In 2022, the Careers Team conducted 3 sessions titled 'Engaging Parents in Career Conversations' (EPiCC) throughout the year engaging 80+ parents in the training. Engaging with parents, providing work experience and embedding career development into curriculum continued to act as a key strategy for student engagement throughout all of 2022.

NEFLN: At the North East Flexible Learning Network we believe and know that most young people need and like to be attending an educational setting and learning. We have a further strong belief that "students will give the best that they have got", in other words, if they could do better at school, they would. The intention of our Flexible Learning Network is to re-introduce students to educational settings, to connection, to belonging and as a result to the extent that they are able to be successful in an educational setting. At the NEFLN we build upon these successes, to develop their learning potential and plan for a successful adult pathway. Our campuses work together to develop and deliver programs that are tailored to meet the needs of each individual student. Teachers along with the Careers and Pathways practitioner at each setting will work with students and families to develop an Individual Education Plan that sets out short and long term goals for future success.

Financial performance

2022 was a satisfying year in that we were able to take possession of our new stadium and the Galvin Hall refurbishment, with the official opening to occur in August 2023. Our financial performance to 31st December 2022 shows a deficit of \$2.1m which was due to us paying our 2021 SRP deficit of \$3.8m from our cash reserves but it is reflected in the expenditure of our Operating Statement Summary. We are in a sound financial position to meet all of our commitments and provide the necessary resources for our students, maintain our College

facilities to a high level at all of our campuses including those at the North East Flexible Learning Network based at Shepparton, Seymour, Benalla and Wodonga plus the Choice Learning Space in Wodonga. We have entered into a licence agreement with Wodonga Basketball Association for 2023 for them to use the stadium facility outside of school hours which has been approved by our School Council. Also, we have a number of users that are using Galvin Hall on a regular basis utilising this great community facility.

For more detailed information regarding our school please visit our website at
<http://www.wssc.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 1179 students were enrolled at this school in 2022, 614 female and 565 male.

6 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).

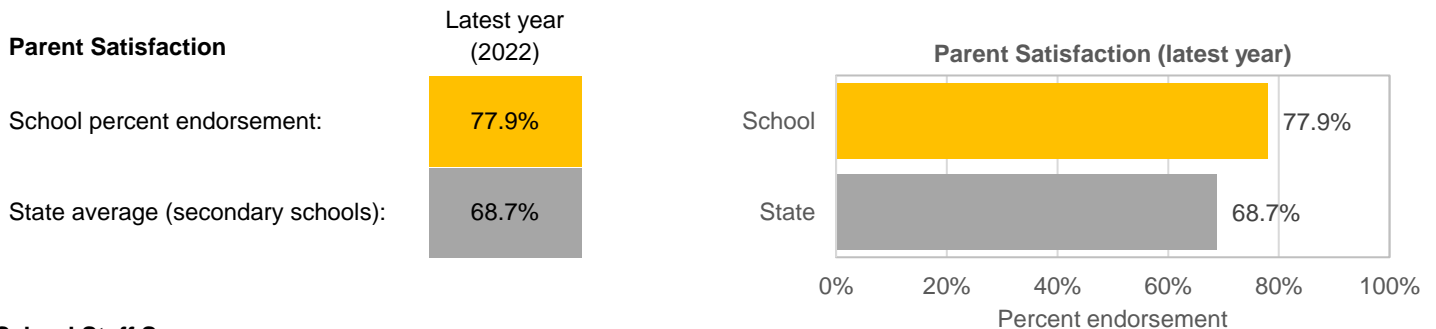
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

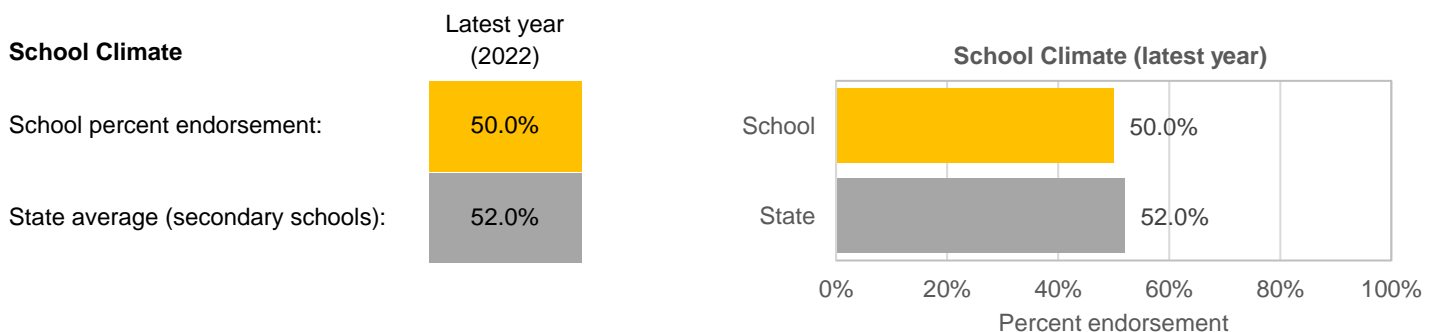


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

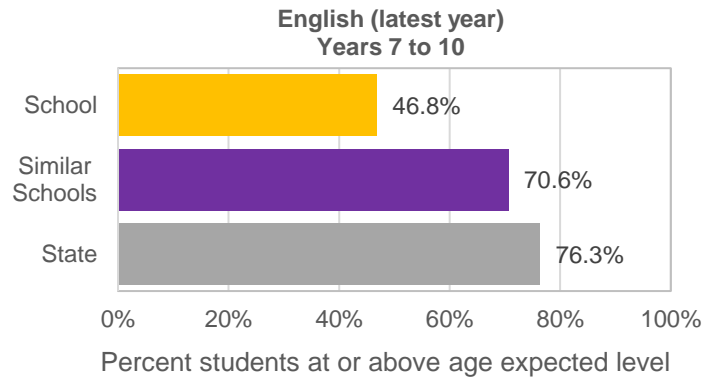
46.8%

Similar Schools average:

70.6%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

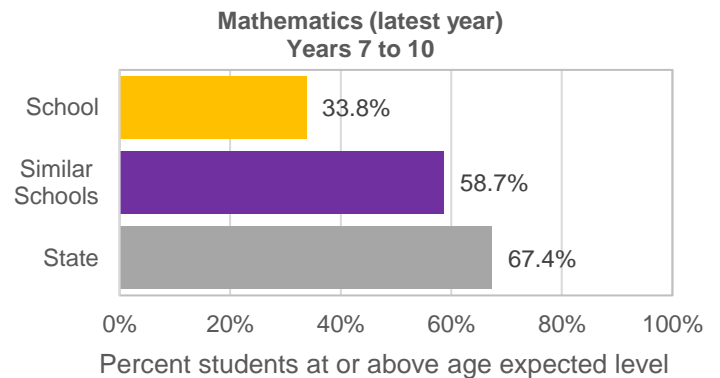
33.8%

Similar Schools average:

58.7%

State average:

67.4%



LEARNING (continued)

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

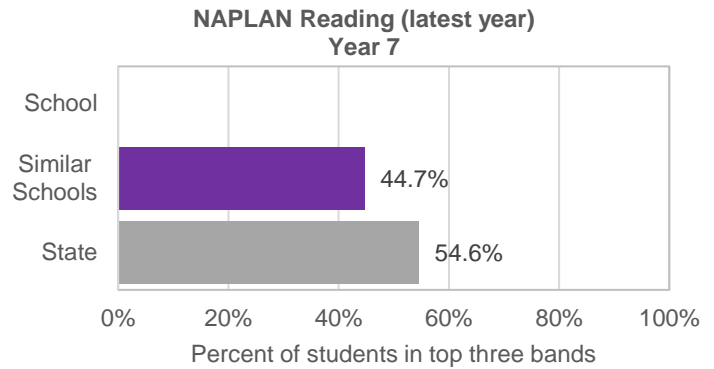
NAPLAN

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

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

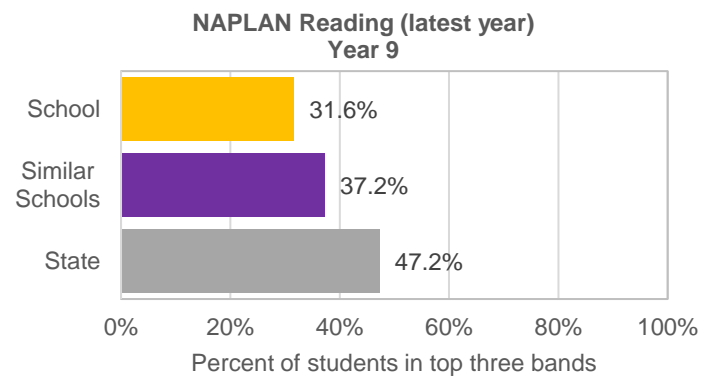
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	44.7%	46.3%
State average:	54.6%	55.3%



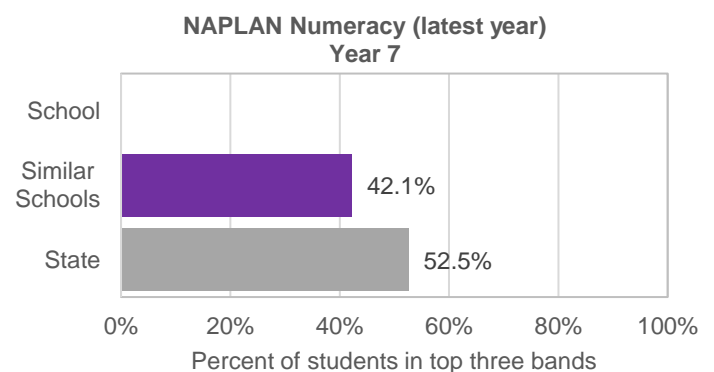
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.6%	20.4%
Similar Schools average:	37.2%	37.4%
State average:	47.2%	46.0%



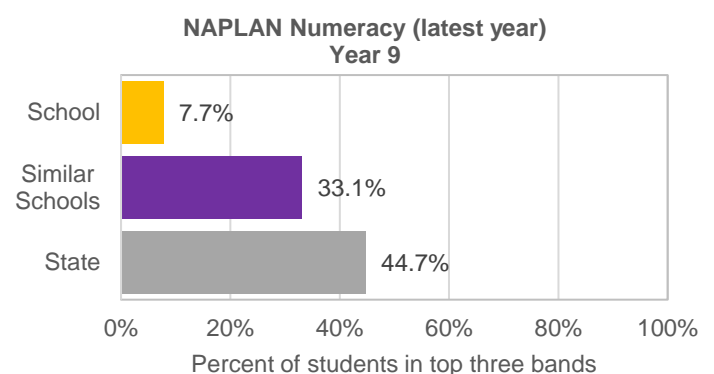
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDA
Similar Schools average:	42.1%	45.5%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	7.7%	11.1%
Similar Schools average:	33.1%	35.8%
State average:	44.7%	45.6%



LEARNING (continued)

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

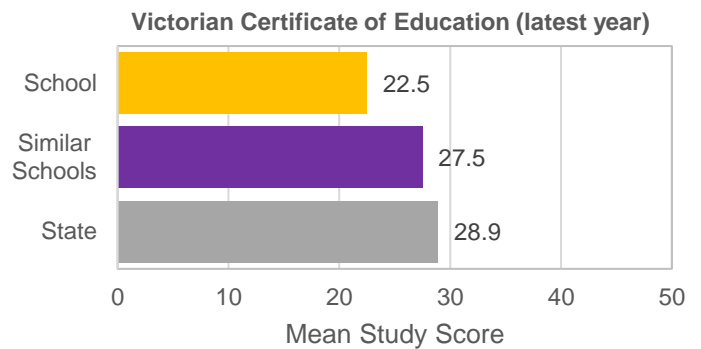
Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	22.5	23.5
Similar Schools average:	27.5	27.5
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

96%

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

51%

VET units of competence satisfactorily completed in 2022:

91%

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

87%

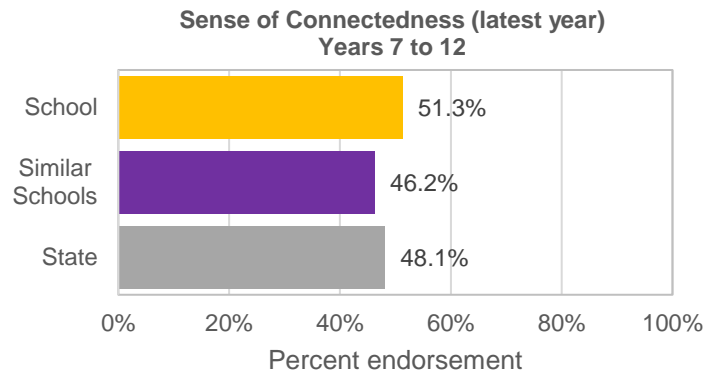
WELLBEING

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

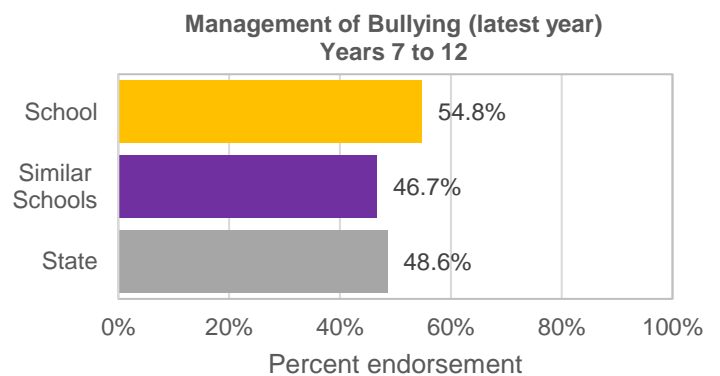
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	51.3%	56.0%
Similar Schools average:	46.2%	51.3%
State average:	48.1%	52.5%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	54.8%	60.6%
Similar Schools average:	46.7%	52.8%
State average:	48.6%	54.0%



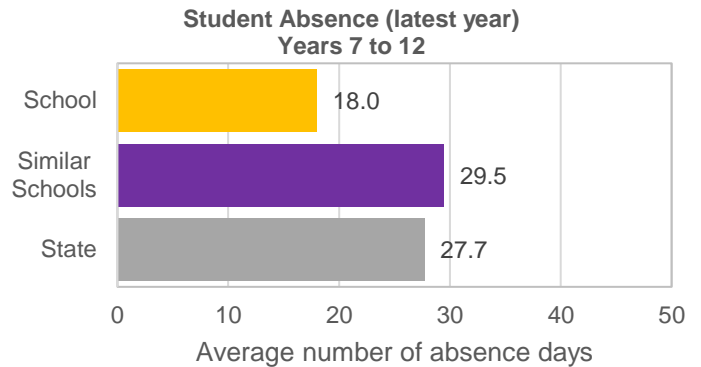
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	18.0	14.7
Similar Schools average:	29.5	23.5
State average:	27.7	21.8



Attendance Rate (latest year)

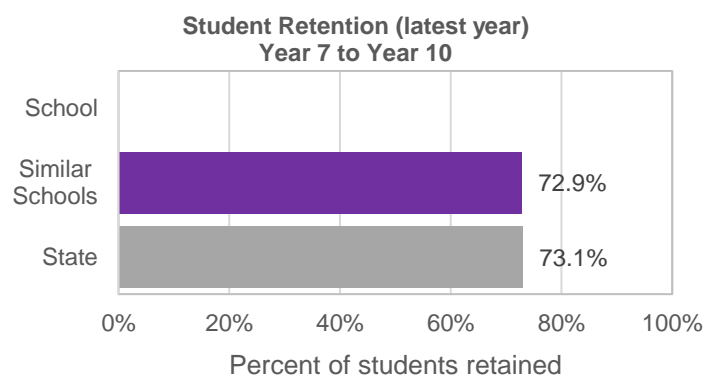
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	100%	100%	100%	90%	90%	91%

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2022)	4-year average
School percent of students retained:	NDA	NDP
Similar Schools average:	72.9%	72.7%
State average:	73.1%	73.0%



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.

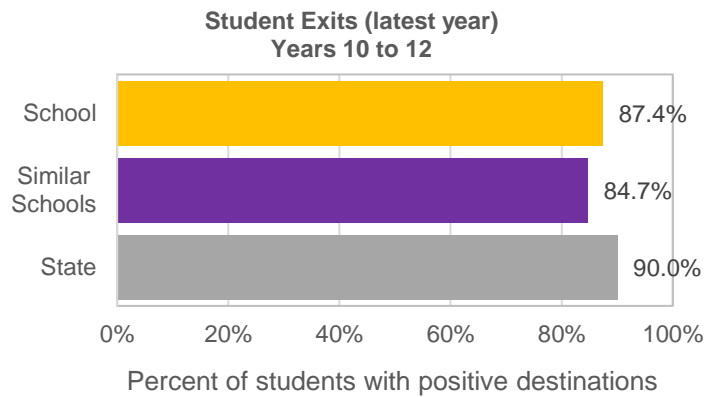
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	87.4%	68.1%
Similar Schools average:	84.7%	82.9%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$16,056,946
Government Provided DET Grants	\$6,307,435
Government Grants Commonwealth	\$4,106,596
Government Grants State	\$57,538
Revenue Other	\$525,119
Locally Raised Funds	\$393,687
Capital Grants	\$0
Total Operating Revenue	\$27,447,322

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,187,401
Equity (Catch Up)	\$110,732
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,298,133

Expenditure	Actual
Student Resource Package ²	\$18,789,380
Adjustments	\$0
Books & Publications	\$23,021
Camps/Excursions/Activities	\$215,218
Communication Costs	\$20,663
Consumables	\$317,771
Miscellaneous Expense ³	\$6,525,645
Professional Development	\$111,660
Equipment/Maintenance/Hire	\$331,999
Property Services	\$656,230
Salaries & Allowances ⁴	\$506,660
Support Services	\$499,113
Trading & Fundraising	\$76,621
Motor Vehicle Expenses	\$92,457
Travel & Subsistence	\$14,862
Utilities	\$281,502
Total Operating Expenditure	\$28,462,802
Net Operating Surplus/-Deficit	(\$1,015,481)
Asset Acquisitions	\$760,994

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$4,248,986
Official Account	\$1,734,689
Other Accounts	\$788
Total Funds Available	\$5,984,464

Financial Commitments	Actual
Operating Reserve	\$1,564,256
Other Recurrent Expenditure	\$84,893
Provision Accounts	\$150
Funds Received in Advance	\$37,861
School Based Programs	\$191,518
Beneficiary/Memorial Accounts	\$13,687
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$2,786,822
Asset/Equipment Replacement < 12 months	\$780,824
Capital - Buildings/Grounds < 12 months	\$502,615
Maintenance - Buildings/Grounds < 12 months	\$21,838
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$5,984,464

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.