

# 2023 Annual Report to the School Community

School Name: Red Cliffs Secondary College (8260)



- 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 08 March 2024 at 03:04 PM by Justin Matt (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 12 March 2024 at 02:20 PM by Phil Gourlay (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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').

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## 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

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## School context

### Vision

Red Cliffs Secondary College is committed to developing lifelong learners who are confident and capable of achieving their full potential. We foster a cooperative and supportive learning environment that is inclusive and responsive to the needs of all students. We aim to develop independent learners who have a strong sense of self-worth and compassion for others. Our vision will be realised through an enduring partnership involving all members of the Red Cliffs Secondary College community.

### Values

The Red Cliffs Secondary College motto is Resilient Compassionate Successful Citizens. These terms are defined as:

- Resilient: a person who is able to bounce back when things don't go quite to plan;
- Compassionate: a person who is caring and considerate of others;
- Successful: a person who is able to realize their hopes and aspirations; and a
- Citizen: a person who will be a positive member of their community.

### Purpose

- To improve student learning outcomes in literacy and numeracy.
- To improve student engagement in learning.
- To improve student health and wellbeing.

Workforce Composition Red Cliffs Secondary College is a 7-12 government school located 13km from Mildura in NW Victoria. In 2023 a total of 403 students were enrolled at this school in 2023, 186 female and 217 male. 2 percent of students had English as an additional language and 17 percent were Aboriginal or Torres Strait Islander.

Red Cliffs Secondary College is the only Year 7-12 Government Secondary College in the Mildura area and caters for students from a variety of socio-economic backgrounds. Whilst many families represent the agricultural and horticultural development of the surrounding areas, others reflect the range of professions living in the district. The College provides comprehensive and sequential courses for all years in the key curriculum areas. At senior year levels, students can select courses which guarantee pathways to further studies at University, TAFE, apprenticeships and employment. A range of VET subjects are available for students both onsite and through our education providers.

The College has a very successful Arts program, particularly Music, Drama, Dance and Media Studies. All students have frequent opportunities to perform publicly at such events as Speech Night, Mildura Eisteddfods, or at our annual performance at the Mildura Arts Centre and community functions.

Red Cliffs Secondary College is dedicated to developing and caring for the whole student, which is why we have a comprehensive curriculum, a broad co-curricular activities program, a clear student management policy and a dedicated well-being team. All areas work together to provide the best outcomes for all students.

Red Cliffs Secondary College is also the auspicing school for the area's Flexible Learning Option program, FLO Connect, which is located in Mildura. FLO provides alternative educational options for students from the schools across Mildura. FLO Connect works closely with a number of partners to ensure the student's health and wellbeing needs are supported with their educational plan.

With large grounds, new and refurbished buildings and located next to sporting ovals, the school has a positive working and learning setting. The school has total staff of 70 made up of: 1 Principal, 3 Assistant Principal, 3 Leading teachers, 2 Learning Specialists, 1 Learning Tutor, 40 teachers, Paraprofessional and 20 Teaching Support Staff, including a Business Manager. Two staff members identify as Aboriginal and Torres Strait Islander. Red Cliffs Secondary College ended its International student accreditation in 2021, but has one International student, who remains supported by the international student system until the conclusion of their schooling in 2024. Enrolment has been steadily declining over the past five years, however in 2023 we have retained more yr 11 students for 2024 and had greater enrolments into yr 7 for 2024. The school has a second site - FLO Connect, which is located at 78 Pine Avenue in Mildura. This is a reengagement setting for young people who have disengaged from mainstream education. FLO Connect opened in 2014. In 2023 there were 41 students enrolled at FLO Connect. The staffing at FLO Connect consists of one Assistant Principal, two teachers and 2 integration aide. 1 Case Management that are employed supporting students and families.

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

## Learning

In 2023 a high priority from our school was to engaged students 'as' learners in the learning sequence. Ensuring our students are ready for the learning journey and engaged in its process will be key aspects of our ongoing effort. Our results in Literacy and Numeracy are the catalyst behind our AIP goals with an ongoing focus on Literacy and Numeracy across the school.

English · Years 7-10 indicate 49.6% of students at or above the expected level in comparison to similar school's average showing 64.7%

Mathematics · Years 7-10 indicate 59.8% of students at or above the expected level in comparison to similar school's average showing 60.5%

NAPLAN While we seen some growth in 2023 with our NAPLAN results, there is still room for improvement when comparing to similar school averages.

Year 7 Reading – School percentage in top 3 bands at 62.1% comparative to 58.2% for similar school's average.

Year 7 Numeracy – School percentage in top 3 bands at 43.9% comparative to 54% for similar school's average.

Year 9 Reading – School percentage in top 3 bands at 56.7% comparative to 52.2% for similar school's average.

Year 9 Numeracy – School percentage in top 3 bands at 56.1% comparative to 50.7% for similar school's average.

Our VCE data was slightly below our 4-year average, with an average study score of 21.2. We had a completion rate of 91% of students who satisfactorily completed their VCE in 2023

## Wellbeing

The wellbeing team at the beginning of the year was relatively new providing many different skills and qualities which has in turn provided benefits to a large range of students in 2023. It has been a year which focused on building relationships and trust within the student cohort, as well as building on relationships that were already strong. Wellbeing focused on providing students with opportunities they may have unfortunately missed throughout remote learning, such as external service programs which took a focus on positive mental health, strong relationships, empathy and mindfulness. Our ongoing commitment to working with external agencies to ensure our students have access to all required supports has been a priority. 2023 was an incredible year working with the students, their families, staff and the greater Red Cliffs community. During 2023, Eddy our wellbeing dog was introduced to our school community and his frequency of attendance also increased as did his maturity. A core group of staff have undertaken the Dog Connect training to aid in the introduction of Eddy during 2023. In 2022 we began our partnership with The Resilience Project. TRP Curriculum to be delivered to students in 2023, connecting to SWPBS as a Tier 1 preventative strategy and improving student health and wellbeing. We have continued our approach to having a greater understanding with staff of the Tiered approaches to learning and wellbeing in our secondary college. Whilst our data in 2023 for Sense of Connectedness and Management of Bullying didn't really shift across the college as whole, however the Data from the yr7's was extremely pleasing at 51% which correlated with the Yr 7 transition data 61%.

## Engagement

Our 2023 student attitude to school data indicates improvement required to enhance school connectedness with 31.3% of students selecting 'agree' or 'strongly agree' to feeling connected to our school. Our AIP goals around engagement outline specific strategies/actions that have been implemented in 2023 to boost our data around student engagement and feeling connected to our school. In 2023 our school began the process of engaging in the training with School Wide Positive Behaviour and this was completed at the end of 2023. This process of training has highlighted this need for a whole school pastoral care, capacity building action as a strategy to impact all students. In 2023 we have continued with Morning Check-In to all classrooms to foster safe an inclusive learning environment to boost student engagement. By introducing the principles of GEM and the introduction of Tier 1 strategies from the SWPBS plan we begin our journey to ensure we engage the wellness of our school community. In 2023 we have continued to refine our in-school FLO Program called LENS (Literacy Engagement Numeracy Support). LENS catered for students who are disengaged, or do not have the academic capabilities to cope in mainstream classrooms. Our school benefited greatly with this program, with an increased attendance, engagement and student outcomes for students involved in our LENS (FLO) room. Planning and development of Flexible Friday was introduced in 2023 term 1. The purpose of Flexible Friday was to run pertinent workshops for students and catch-up opportunities for assessments at senior level. Flexible Fridays was meant to allow meaningful and valuable sessions to be ran on Fridays however to maximise staffing resources and to ensure students obtained enough face to face instruction Flexi Friday was abolished at the start of term 2. Forming PLC teams in 2023 and conducting inquiry cycles, implementing greater voice and agency within the learner experience. Building staff capacity to collect, analyse, monitor and respond to student engagement data. Engage with the CORWIN project to develop KLA leader capacity in student voice and agency. To aligned with our ongoing development of the SWPBS Framework, the school reviewed key documents including the behaviour flow chart, exit process, student support role clarity. This is to ensure that all student support staff are following correct

process and provided the right support of our students. Attendance follow up process – YLC's receiving a weekly attendance summary to ensure all absences are followed up to mark appropriate reason for absence, ultimately aiming to provide more support and increase attendance rates. Staff conducted Leading with Strength professional development to revisit expected staff behaviours as to our expectations of each other.

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## Other highlights from the school year

We were able to provide some fantastic opportunities for our students to attend camps throughout 2023. This included Year 7's going to Halls Gap, Year 9 Surf Camp, Year 10 Snow Camp, Tertiary trip to Adelaide, Year 8's to Adelaide, Arts Camp in Melbourne and Theatre Study trip. We were able to run all school sports days and have many students participate in inter-school events. We ran our Athletics Carnival, Cross Country and Swimming sports. Our SRC have been extremely active in our school running multiple events such as Book week, Fun Run, Ice Challenge, Fairy Bread & PJ day, Halloween and a memorial for Jessika Halfpenny. The awards ceremony at the end of 2023 was a highlight as we had our student leaders host and run the event at the MAC. The college has also launched a sports academy in 2023 which has created a lot of interest in the community as the program is linked directly into a student's timetable and students have access to expert coaches.

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## Financial performance

The Financial Performance and Position report shows an end of year SRP deficit of \$163,857. Extraordinary expenditure this year were items that were unplanned and urgent maintenance works not funded by DET i.e., Roof repairs in the Activity Centre \$76,716.05, demolition and replacement of the Retaining Wall outside the Library \$8,900.00, Coat and seal Car Park \$21,590.91 and replace and repair Shade Sails \$3,580.00. Other expenditure items not funded through DET were building works and equipment purchased related to the Sports Academy, purchase of iPads and Charging cabinet for FLO Connect \$12,625.65 and Custom Chemical Storage Cupboard \$7,045.00 for Science. The school paid out the IT Operating Lease \$24,626.96 and the Ride-On Lawn Mower Operating Lease \$6,581.45. A new Ride-On Mower Operating Lease commenced in December. The College worked hard to reduce cash expenditure during the year whilst ensuring negligible impact on the delivery of the 2020 Implementation Plan.

**For more detailed information regarding our school please visit our website at**  
[red.cliffs.sc@education.vic.gov.au](mailto:red.cliffs.sc@education.vic.gov.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 403 students were enrolled at this school in 2023, 186 female and 217 male.

2 percent of students had English as an additional language and 17 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

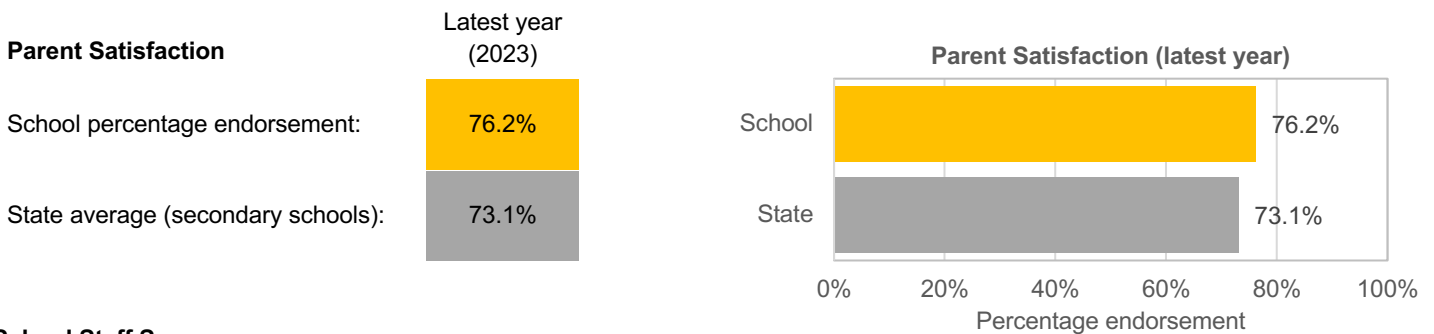
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

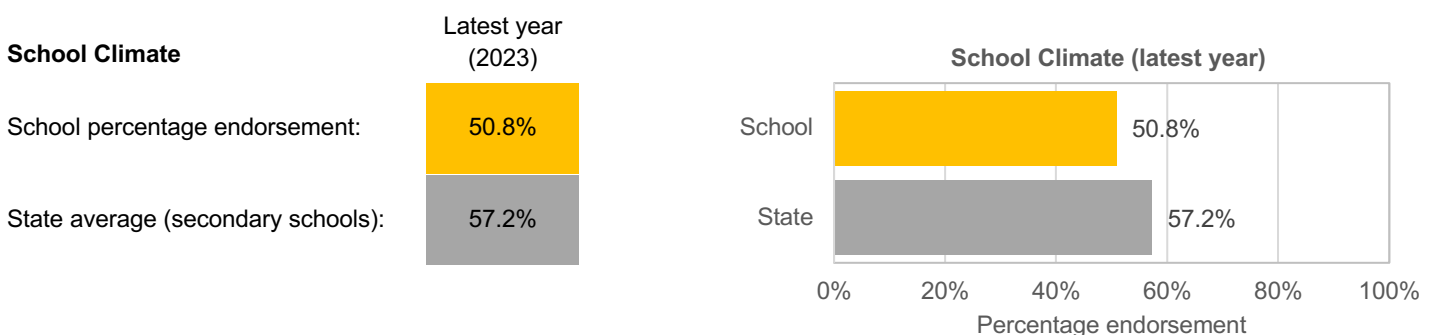


### School Staff Survey

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

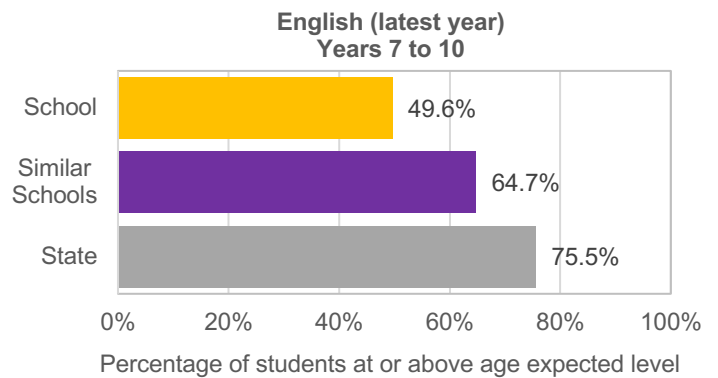
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

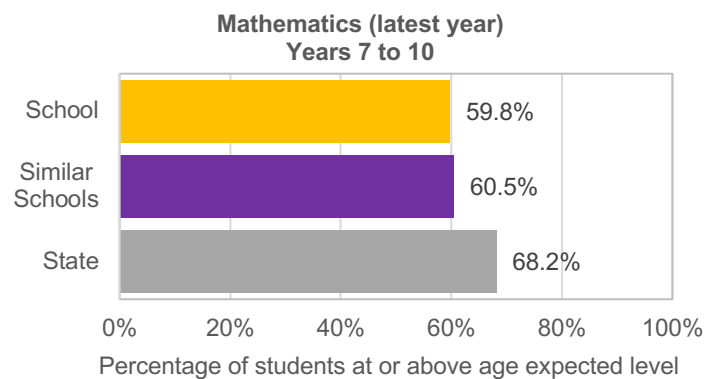
#### English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	49.6%
Similar Schools average:	64.7%
State average:	75.5%



#### Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	59.8%
Similar Schools average:	60.5%
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 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

62.1%

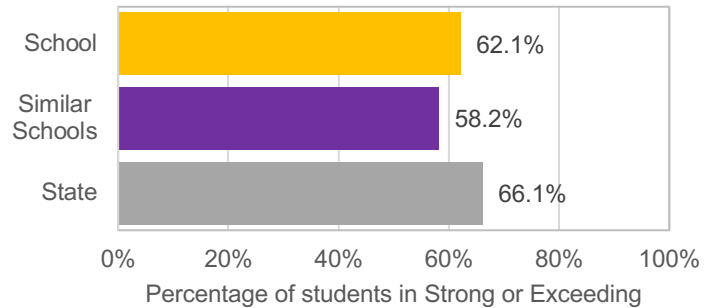
Similar Schools average:

58.2%

State average:

66.1%

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



#### Reading Year 9

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

56.7%

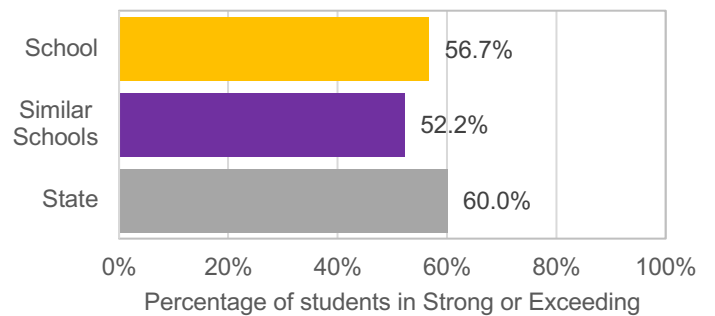
Similar Schools average:

52.2%

State average:

60.0%

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



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

43.9%

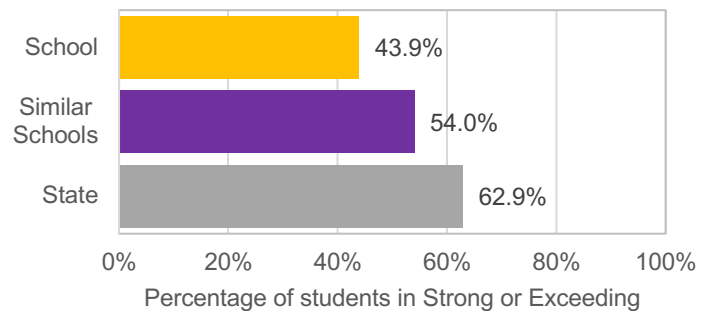
Similar Schools average:

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:

56.1%

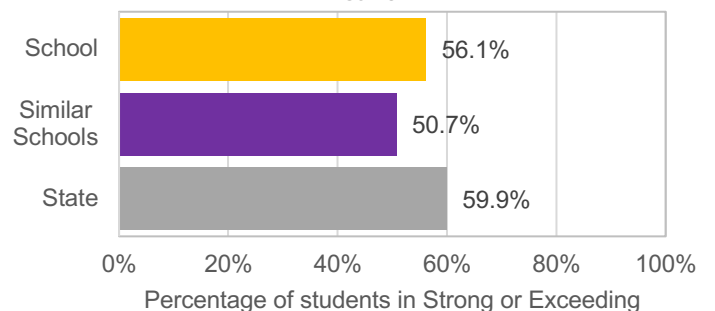
Similar Schools average:

50.7%

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:

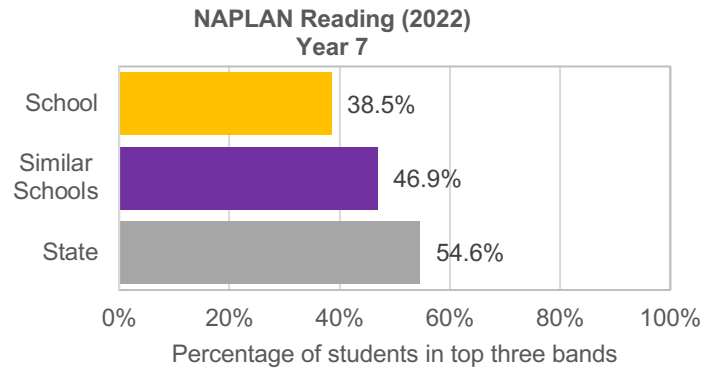
38.5%

Similar Schools average:

46.9%

State average:

54.6%



#### Reading Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

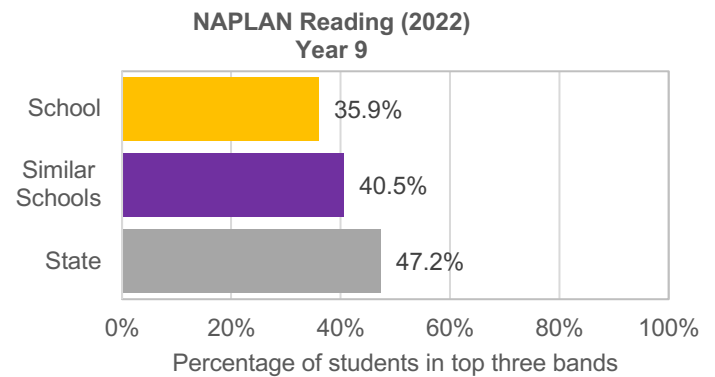
35.9%

Similar Schools average:

40.5%

State average:

47.2%



#### Numeracy Year 7

Latest year  
(2022)

School percentage of students  
in the top three bands:

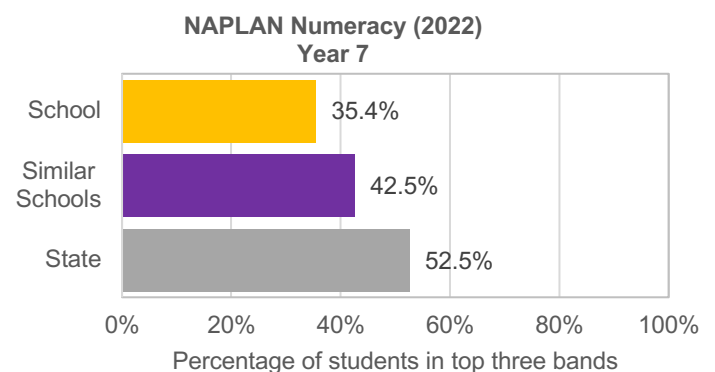
35.4%

Similar Schools average:

42.5%

State average:

52.5%



#### Numeracy Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

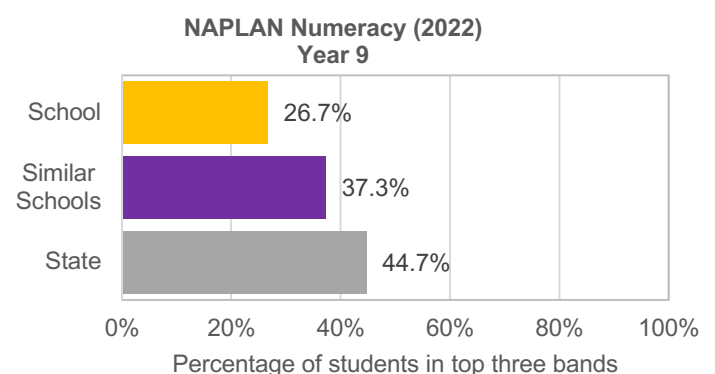
26.7%

Similar Schools average:

37.3%

State average:

44.7%



## 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

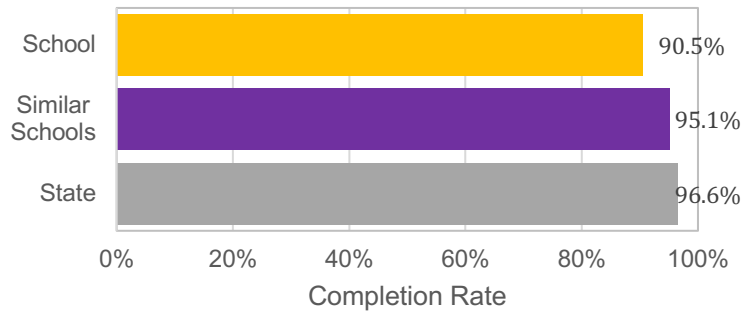
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	90.5%	91.7%
Similar Schools completion rate:	95.1%	95.9%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

21.2

Number of students awarded the VCE Vocational Major

NDP

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:

43%

Percentage VET units of competence satisfactorily completed in 2023:

76%

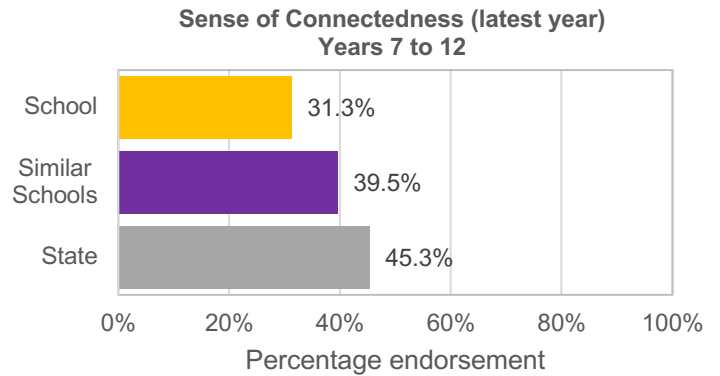
## WELLBEING

**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).

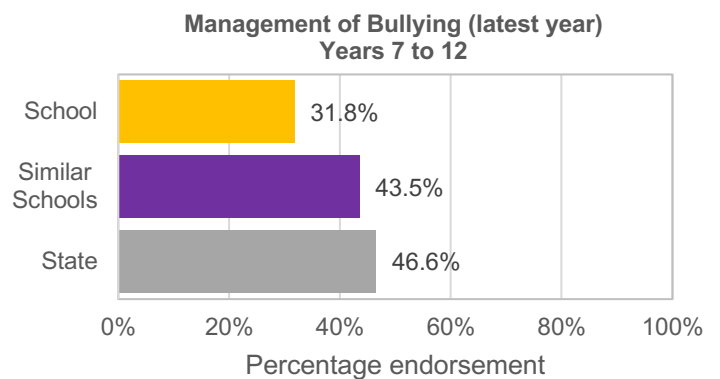
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	31.3%	33.4%
Similar Schools average:	39.5%	44.6%
State average:	45.3%	49.9%



### 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:	31.8%	35.0%
Similar Schools average:	43.5%	47.3%
State average:	46.6%	51.0%



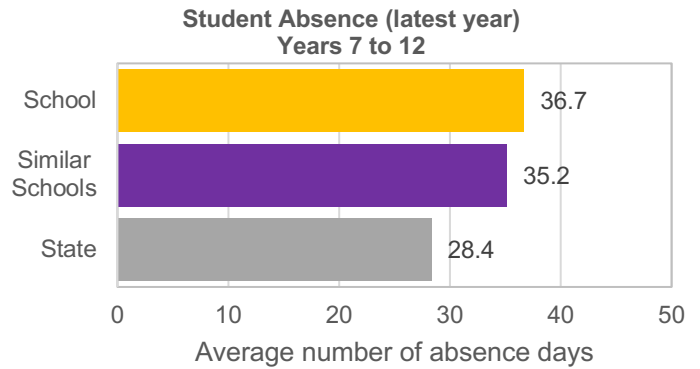
## ENGAGEMENT

**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 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	36.7	31.1
Similar Schools average:	35.2	30.6
State average:	28.4	23.8



### Attendance Rate (latest year)

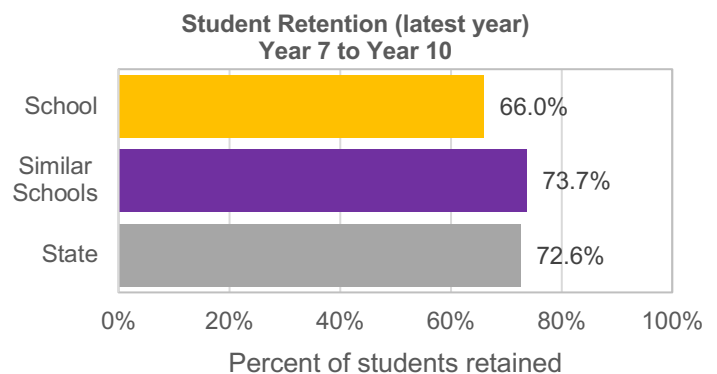
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	84%	82%	83%	80%	79%	80%

### 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:	66.0%	69.2%
Similar Schools average:	73.7%	75.2%
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.

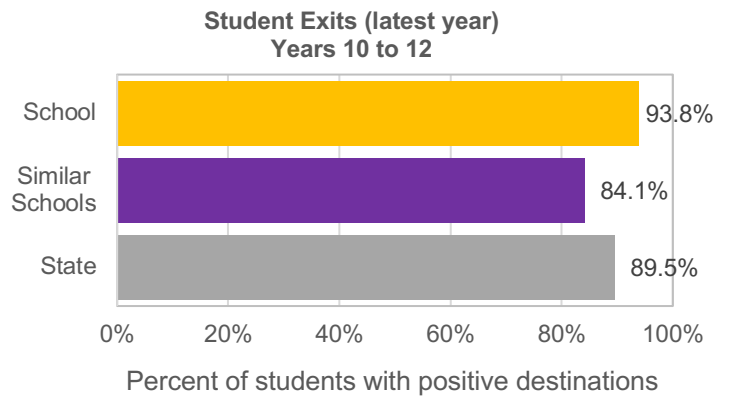
### Students exiting to further studies or full-time employment

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:	93.8%	92.6%
Similar Schools average:	84.1%	83.8%
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	\$6,894,184
Government Provided DET Grants	\$1,587,981
Government Grants Commonwealth	\$2,500
Government Grants State	\$26,761
Revenue Other	\$84,833
Locally Raised Funds	\$499,083
Capital Grants	\$60,824
<b>Total Operating Revenue</b>	<b>\$9,156,165</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$569,568
Equity (Catch Up)	\$47,261
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$616,829</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,027,169
Adjustments	\$0
Books & Publications	\$2,968
Camps/Excursions/Activities	\$123,848
Communication Costs	\$13,603
Consumables	\$274,037
Miscellaneous Expense <sup>3</sup>	\$60,761
Professional Development	\$34,695
Equipment/Maintenance/Hire	\$347,426
Property Services	\$479,751
Salaries & Allowances <sup>4</sup>	\$171,290
Support Services	\$298,222
Trading & Fundraising	\$151,764
Motor Vehicle Expenses	\$57,925
Travel & Subsistence	\$12,021
Utilities	\$142,367
<b>Total Operating Expenditure</b>	<b>\$9,197,848</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$102,507)</b>
<b>Asset Acquisitions</b>	<b>\$73,617</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 20 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$371,379
Official Account	\$38,234
Other Accounts	\$32,166
<b>Total Funds Available</b>	<b>\$441,778</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$314,836
Other Recurrent Expenditure	\$11,472
Provision Accounts	\$0
Funds Received in Advance	\$51,729
School Based Programs	\$63,436
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,124
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$526,597</b>

*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.*