

2023 Annual Report to the School Community

School Name: Copperfield College (8799)



- 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 13 March 2024 at 03:32 PM by Nick Adamou (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 13 May 2024 at 11:15 PM by Mandy El Ali (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

Copperfield College is a multi-campus school situated in Melbourne's North-West, approximately 25 kms from Melbourne's CBD. The College comprises two Junior, (Years 7 – 10) campuses; Kings Park and Sydenham, and a specialised Senior (Years 11 & 12) campus at Delahey. In 2023, Copperfield served a student population of approximately 1900, with 172 EFT teaching staff, 59 EFT Education Support Staff, 7 EFT Principal Class Officers and 11 Leading Teachers. Copperfield College's mission is *'to empower every student to aspire and achieve'*, which is supported by our values of *Collaboration, Inclusiveness and Growth*.

Our major focus in student learning is underpinned by the collaboration of our teachers within our Professional Learning Communities, supported by a consistent delivery of the curriculum within our Teaching and Learning Framework, and implementation of HITS. Copperfield College is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. The Senior Campus maintains a federally funded Technical Trade Centre specialising in Automotive Studies, Electrotechnology, Allied Health Assistance, Community Services, Hospitality, and a range of other VETiS. Furthermore, we emphasise the importance of robust co-curricular offerings, including instrumental music, STEM 'maker spaces' on each junior campus, debating, public speaking, mindfulness, writing, robotics, fitness, chess, craft and games clubs, and student leadership programs. The College provides many opportunities to student leadership through a Years 7 to 12 SRC program and six school Captains (2 School Captains per campus).

An English as an Addition Language (EAL) withdrawal program is provided from Years 7 to 12. The College provides two Languages other than English (LOTE); Japanese and Italian. Japanese is the LOTE most commonly pursued, in post compulsory years which is supported by a long term (21 years) sister school relationship with Fuji Junior High School in Japan. The College has a strong international student program and in 2023, we had more than 30 international students across the three campuses. The SFOE for the College in 2023 was 0.58, in the 'High' school level band, which represents a high level of socio-educational disadvantage. In 2023, 39% of the students came from a Language Background Other than English (LBOTE), approximately 3% of the students were part of the EAL program and 1% of students were Aboriginal or Torres Strait Islander.

In 2023, the College mean VCE study score was 27.1. 71 students were awarded the VCE Vocational Major Certificate. 47% of the Year 12 undertook at least one VET unit of competence and 72% of students have satisfactorily completed VET units of competence. The College places significant importance on literacy and numeracy, directing a substantial portion of its resources to reading and writing intervention at all levels. The staffing profile in 2023 represented a significant level of experience, with approximately 70% of teachers in the Classroom 2 band and 9 Learning Specialists. The Learning Specialists' areas of expertise were in Literacy, Numeracy and Building Practice Excellence. The 9 Leading Teachers roles and responsibilities were linked to leading change and improvement as detailed in our 2023 AIP and current SSP. The six Campus Principals were all employed at the same level, with their roles being divided between running their campuses on a day-to-day basis and supporting the realisation of the SSP goals. The parent satisfaction endorsement was 65.4% which is below the state average for secondary schools. The staff School climate endorsement was 42.2% which is below the state average. The College will prioritise these areas in order to, improve the perception and reputation of the College in the future.

Progress towards strategic goals, student outcomes and student engagement

Learning

In relation to the 2023 NAPLAN results, the Year 7 results demonstrate the performance of our incoming students which is the work of mainly their respective primary schools. Bearing this in mind, the 2023 Year 7 cohort performed as follows; Reading: percentage of students in Strong or Exceeding 54.9%, below similar schools (61.5%) and state (66.1%) average. Numeracy: percentage of students in Strong or Exceeding 53.8% below similar schools (56.7%) and state (62.9%) average.

The percentage of Year 7 students in the top three bands; Reading: School percentage of students in the top three bands was (50.3%), which is above, Similar Schools average (47.7) and below State average (54.6%). Numeracy: School percentage of students in the top three bands was (40.4%), which is below, similar schools average (44.5%), and below State average (52.5%). This indicates that our enrolling Year 7 cohort in both Literacy and Numeracy needed attention to improve in both areas. Copperfield College will aim to fill the gaps and hopefully the value added will be higher by Year 9 NAPLAN, as students rise to their potential.

The Year 9 NAPLAN results are as follows; Reading: percentage of students in Strong or Exceeding 52.3% just above similar schools (51.3%), and below state (60.0%) average and Numeracy: percentage of students in Strong or Exceeding 49.8% below similar schools (51.9%) and way below state (59.9%) average. There are major concerns in relation to both Literacy and Numeracy NAPLAN Year 9 results and the College will focus on the evaluation of the existing Literacy programs as well as the evaluation of the Literacy and Numeracy consultants employed. The focus will be to identify and implement effective and efficient strategies and programs, ensuring improvement in student outcomes.

The percentage of Year 9 students in the top three bands: Reading: School percentage of students in the top three bands was (32.5%) which is below similar schools average (38.9%) and below State average (47.2%). Numeracy: School percentage of students in the top three bands was (26.7%) which is below similar schools average (34.5%), and below State average (44.7%). This indicates that Copperfield College needs to refocus in both Literacy and Numeracy programs provided, evaluate, and proceed with strategies to improve the value added in the percentage of students attaining the top three bands. The Learning Specialists together with the English/Literacy, Mathematics/Numeracy and Curriculum Leading Teachers will proceed to a thorough evaluation of our English/Literacy and Mathematics/Numeracy programs to ensure building teacher capacity and a consistent delivery of a Years 7 to 10 curriculum, within our Learning and Teaching instructional framework.

In 2023, the school's mean study score was (27.1%) indicating a decline in a 4-year average. The school VCE completion rate was 93.6%, below similar schools 96.6% and state completion rates 96.6%. The 4-year average 95.2%, is also below both similar schools (97.1%) and state completion rate (97.1%). Our strategic plan has and will continue to incorporate further VCE Improvement foci including but not limited to increasing the number of students achieving study scores above those predicted by their GAT performance and increasing the percentage of students achieving study scores above 40. 71% of students were awarded the VCE Vocational Major Certificate. The percentage of Year 12 students that undertook at least one VET unit of competence was 47% and the percentage of VET units of competence satisfactorily completed in 2023 was 72%.

Wellbeing

Copperfield College employs a team of wellbeing officers (3.8 EFT Psychologists/Social Workers, 1.1 EFT MHP). These staff members are placed on the three sites, working as a team to implement the Student Management and Wellbeing policies of the College. Predominantly, they work with students with mental health or other wellbeing issues. They also work closely with external providers such as SSSOs, The Orange Door and others. The College provides a Breakfast Club on each site feeding a number of students, creating a social environment, aiming at strengthening teacher-student relationships and connecting them with the College.

Student Wellbeing as reflected in the Connectedness to School measure in the Attitude to School Survey (AtSS) showed a decline and is below similar and state schools average in the last four years. In 2023, the sense of connectedness in Years 7 to 12 (42.8%) was below similar (46.6%) and state (45.3) schools average. The school will need to focus on identifying the reasons and implement strategies to improve the student connectedness to the College, by introducing whole College activities, including common SRC days and school Captains meetings.

The student perception on Management of Bullying (40.4%) was below similar schools (47.7%) and state (46.6%) schools average. Also, the 4-year average has declined and is below similar and state schools' average. This is certainly of concern, and the College will work on evaluating the Student Management and Wellbeing processes, providing more support to students where necessary. A Leading Teacher, Student Wellbeing and Engagement will be introduced to work closely with the three campuses and the Campus Principals on improving these results, connecting, and promoting the College as one, and ensuring students are proud to be part of this school. The work during 2023 with students and staff, focusing on defining an aspirational learning environment aimed, and continues to aim to redress the declining perception about the learning environment and increase connectedness to school by providing many opportunities for student agency, and consistent, effective and engaging teaching practice.

Engagement

Engagement as expressed through student attendance has improved in 2023 compared with the year before. However, the school average number of absence days (30.1) was above similar (28) and state (28.4) averages. Also, the 4-year average is above both similar and state school averages. The most alarming figures are the number of students who were absent for more than 30 days. While the College has a number of students visiting relatives overseas during the school year, this level of absence impacts on

learning outcomes for those individuals. The rate of illness post COVID has had an impact in the increase in the number of absences. The most concerning trends were among students in Years 9 and 10 and that is the area the College will focus through an investigation as to the reasons why and plan to implement strategies to improve student attendance. These year levels are where we traditionally see a decline in student attitude to school as well, which confirms our focus on strengthening an aspirational learning environment and increasing social and emotional wellbeing. The attendance of students in Years 11 and 12 is also concerning as it was below 90%. The College will aim to implement strategies to improve senior student attendance.

The student retention in Years 7 to 10 was 75.2% which was just below similar schools (76.0%) and above the state average (72.6). The College's 4-year average is 78.9%, which is above similar schools (77.4%) and way above the state average (73.6%). This is a pleasing result because we interpret this result as students choosing and wanting to be part of Copperfield College. The percentage off student exits in Years 10 to 12 to further studies or full-time employment (latest data in 2022) is 80.3%, which is below similar schools (90.2%) and below the state schools average (89.5%). The 4-year average is also below similar and state school averages. This is a concern and an area the College will need to focus, in particular, working closely with the Pathways and Transitions team to evaluate programs and supports provided to our students aiming at improving the student destination data.

Other highlights from the school year

Other school highlights in 2023 are:

- 42 students in receipt of a Western Chances Scholarship. While it is a reflection of disadvantage, it is also a reflection of the dedication of staff who sponsor students, and it means those students are exposed to the wonderful support and mentoring provided by the organisation. These students demonstrated resilience and excellence during their studies at Copperfield College
- The VEX Robotics clubs progressed to the National Finals in Adelaide
- A number of Music students from Year 12 in 2023 have been selected to perform in Victorian Top Acts
- One of the Year 12 School Captains received a substantial scholarship for full board at Trinity College to study at the University of Melbourne

Financial performance

Copperfield College retained a relatively stable financial position. The College continued to invest its equity funding in people to provide direct support to students and families. There was a decline in student numbers which is reflected in the SRP, providing less revenue to the College. The staff profile is high, in terms of the percentage of teachers on the highest salary range and that is placing pressure on the school's credit line. In 2023, staff absences and teacher shortages meant our spending on Casual Relief Teachers and ES was in excess of \$1.5 million which diminished the SRP cash component. Locally raised funds dropped dramatically because of the new DoE Parent Payment policy.

For more detailed information regarding our school please visit our website at
<https://www.copperfieldcollege.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 1890 students were enrolled at this school in 2023, 897 female and 992 male.

39 percent of students had English as an additional language and 1 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).

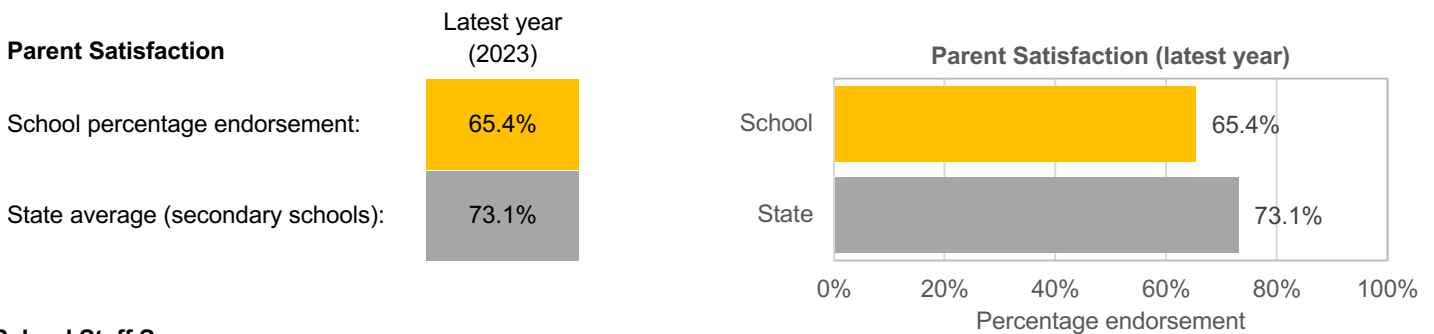
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

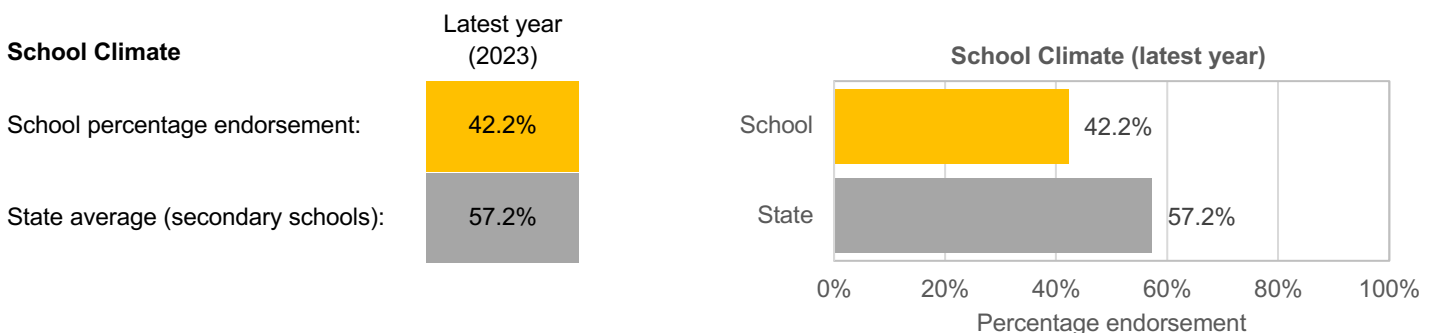


School Staff Survey

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

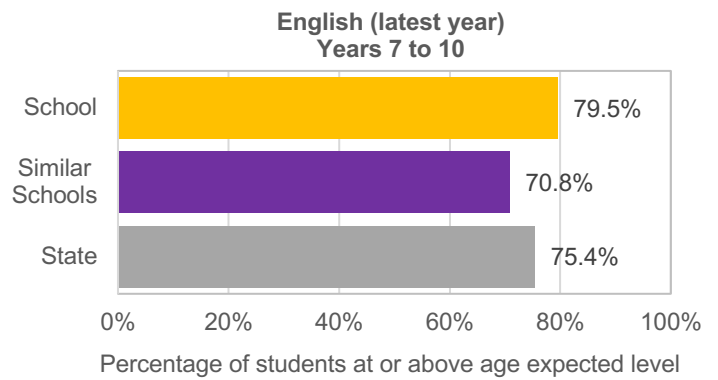
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

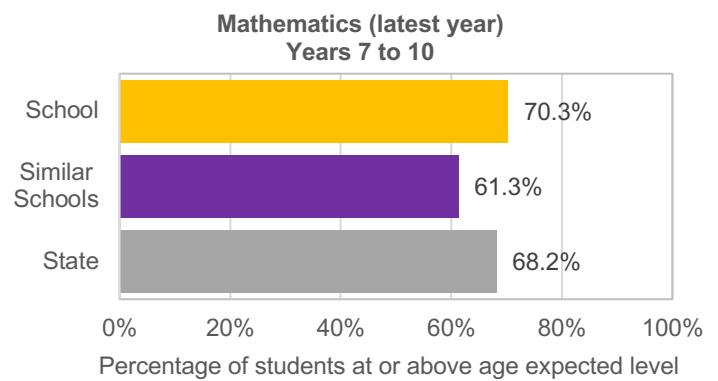
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	79.5%
Similar Schools average:	70.8%
State average:	75.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	70.3%
Similar Schools average:	61.3%
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:

54.9%

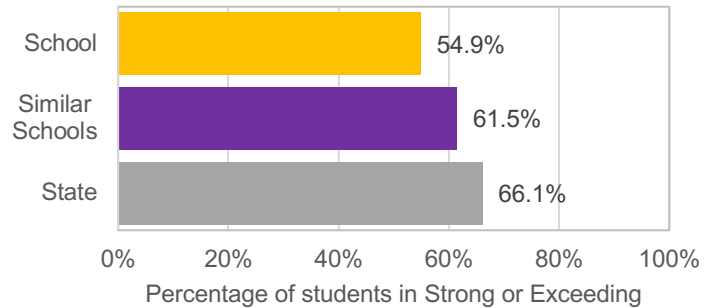
Similar Schools average:

61.5%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

52.3%

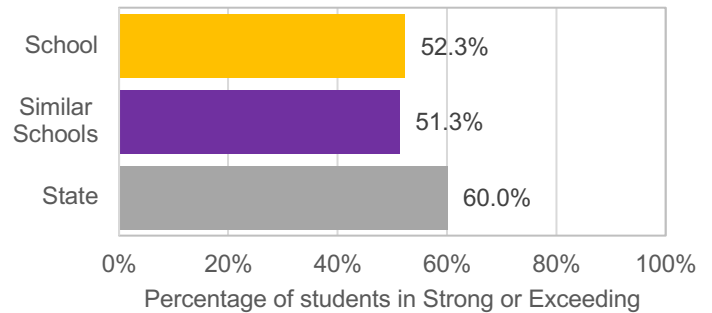
Similar Schools average:

51.3%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

53.8%

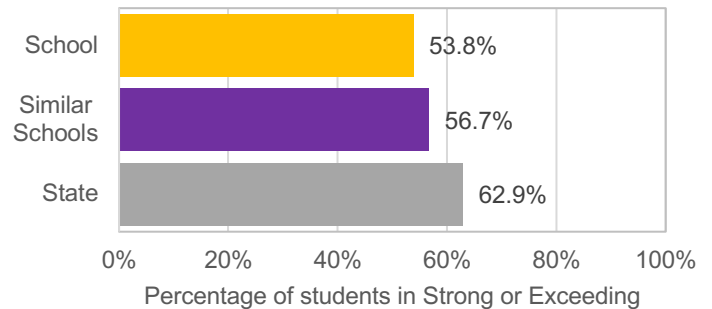
Similar Schools average:

56.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

49.8%

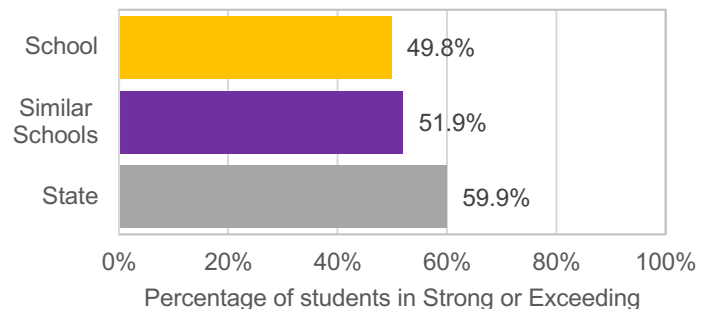
Similar Schools average:

51.9%

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:

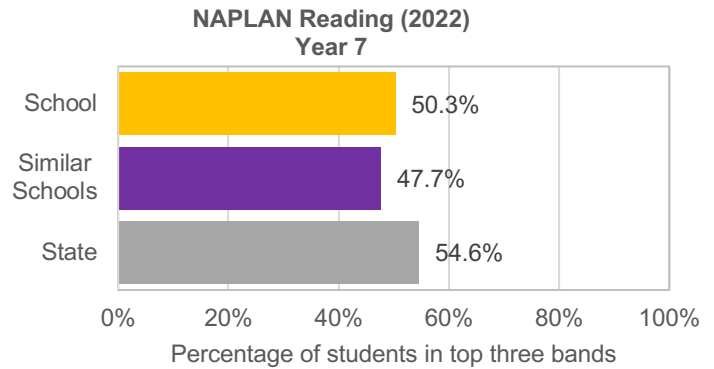
50.3%

Similar Schools average:

47.7%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

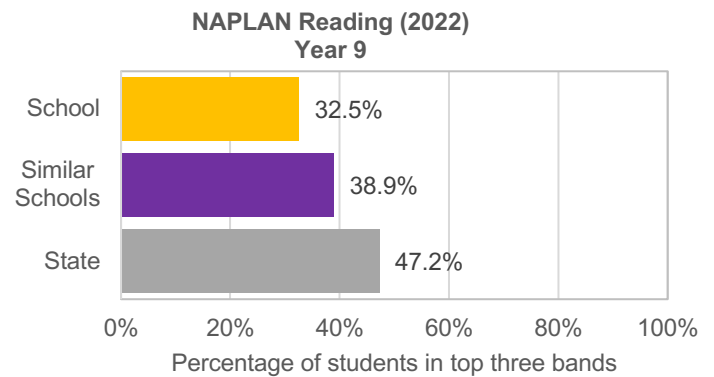
32.5%

Similar Schools average:

38.9%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

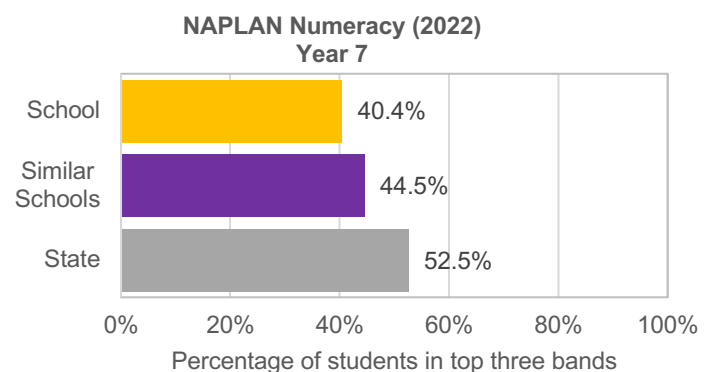
40.4%

Similar Schools average:

44.5%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

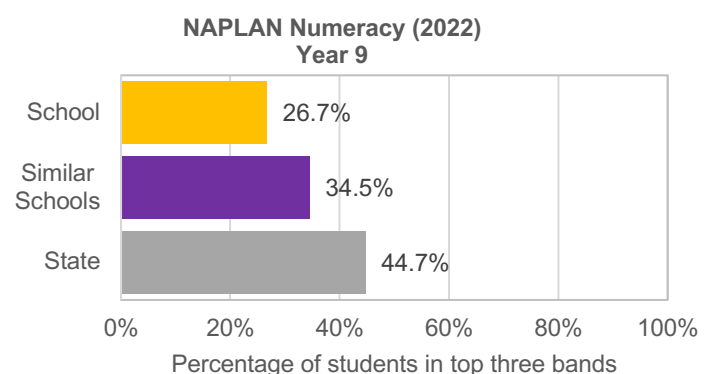
26.7%

Similar Schools average:

34.5%

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

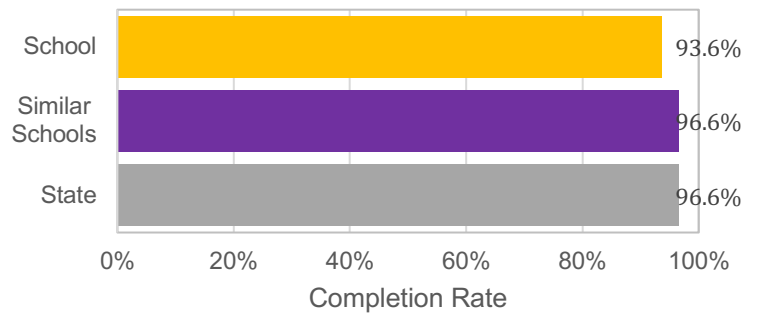
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	93.6%	95.2%
Similar Schools completion rate:	96.6%	97.1%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

27.1

Number of students awarded the VCE Vocational Major

71

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:

47%

Percentage VET units of competence satisfactorily completed in 2023:

72%

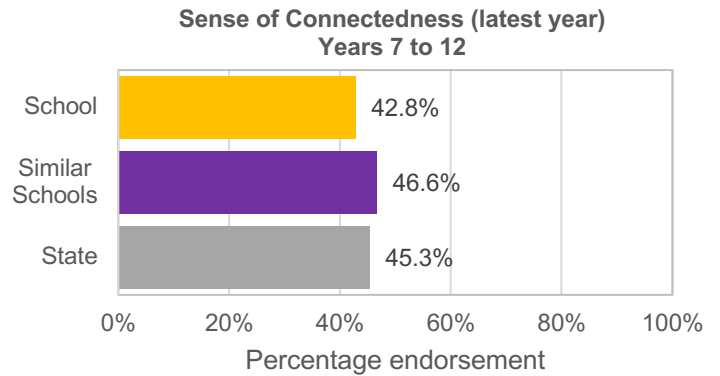
WELLBEING

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).

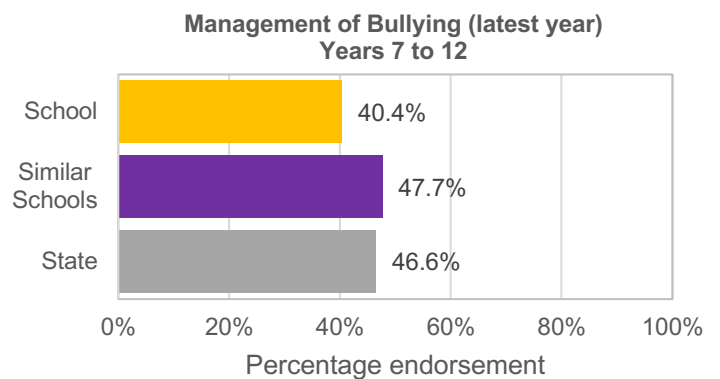
Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	42.8%	46.7%
Similar Schools average:	46.6%	51.3%
State average:	45.3%	49.9%



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:	40.4%	46.7%
Similar Schools average:	47.7%	52.2%
State average:	46.6%	51.0%



ENGAGEMENT

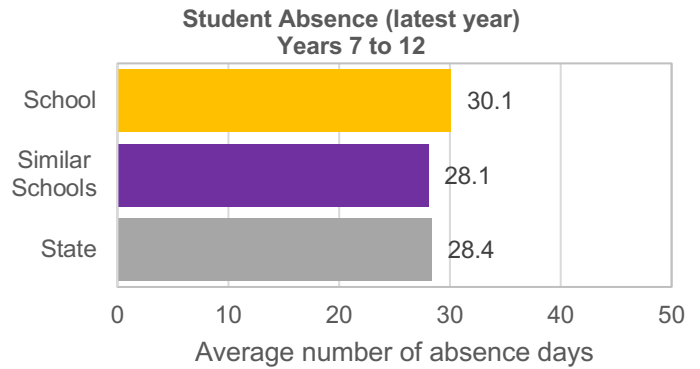
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.1	26.3
Similar Schools average:	28.1	23.0
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.

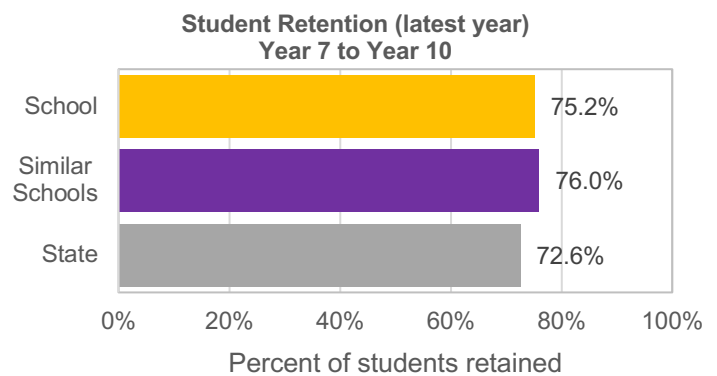
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	85%	84%	82%	86%	87%

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:	75.2%	78.9%
Similar Schools average:	76.0%	77.4%
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.

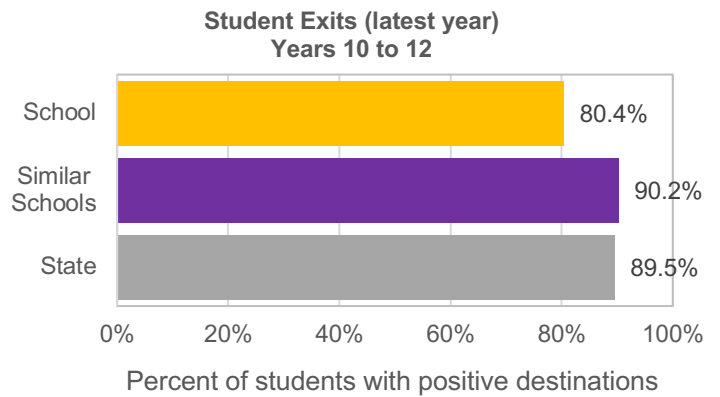
Students exiting to further studies or full-time employment

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:	80.4%	82.4%
Similar Schools average:	90.2%	90.4%
State average:	89.5%	89.5%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource Package	\$25,971,255
Government Provided DET Grants	\$4,082,339
Government Grants Commonwealth	\$0
Government Grants State	\$35,760
Revenue Other	\$591,242
Locally Raised Funds	\$582,702
Capital Grants	\$0
Total Operating Revenue	\$31,263,298

Equity ¹	Actual
Equity (Social Disadvantage)	\$3,591,937
Equity (Catch Up)	\$196,241
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,788,179

Expenditure	Actual
Student Resource Package ²	\$25,679,891
Adjustments	\$0
Books & Publications	\$37,908
Camps/Excursions/Activities	\$413,810
Communication Costs	\$75,763
Consumables	\$517,669
Miscellaneous Expense ³	\$827,955
Professional Development	\$173,609
Equipment/Maintenance/Hire	\$559,537
Property Services	\$766,145
Salaries & Allowances ⁴	\$955,222
Support Services	\$1,295,226
Trading & Fundraising	\$39,091
Motor Vehicle Expenses	\$34,478
Travel & Subsistence	\$1,783
Utilities	\$191,435
Total Operating Expenditure	\$31,569,522
Net Operating Surplus/-Deficit	(\$306,224)
Asset Acquisitions	\$36,252

- (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 03 Jun 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$1,364,829
Official Account	\$87,111
Other Accounts	\$0
Total Funds Available	\$1,451,940

Financial Commitments	Actual
Operating Reserve	\$871,900
Other Recurrent Expenditure	\$10,999
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$882,898

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.