

# 2022 Annual Report to the School Community

School Name: Northern Bay P-12 College (8901)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 05 May 2023 at 11:35 AM by Scott Diamond (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 10 May 2023 at 10:30 AM by Antony Vriesen (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

#### Learning

- English and Mathematics for Teacher Judgements against the 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)

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### 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.

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### 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.

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### 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

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### School context

Northern Bay College is a comprehensive Prep – Year 12 school spread across five campuses in the Geelong suburbs of Corio and Norlane. We are also fortunate to host the Geelong Industry Trade Training Centre (GITTC), manage our own Family and Early Learning Centre, have our own School Camp site – Staughton Vale Outdoor Education Centre and be part of the Our Place initiative through the Korayn Birallee Community Centre

Northern Bay College offers a comprehensive curriculum program for all students where Student Voice and Agency (the understanding and capacity to manage your own learning) is held in high regard and used as the stimulus for the planning and program development our staff complete. These curriculum programs are complimented by some excellent co-curricular programs such as SEED – our specialist sports program; IMPACT – an immersive and experiential program that covers all aspects of the Arts; Extended School Day program – which provides our students with after school experiences that enhance their classroom experiences, to name but a few.

At Northern Bay College our best asset without doubt are our amazing and inspiring students. Students who work to uphold and demonstrate our school values of Growth, Persistence, Collaboration and Kindness in everything they do.

The College embraces growing cultural diversity and has a long and proud history of welcoming families from refugee and asylum seeker backgrounds. As such the college is extremely proud of the ethnic diversity that exists in harmony across our school. Currently 34.0 % of students have a first language other than English with 12.0 percent of our students being of Middle Eastern origin and 9.0 % Karen / Karenni and 8.5 % of our students are First Nation students. The College supports the needs of these students through a structured EAL program (English as an Additional Language) and through the implementation of initiatives included in the Marrung Strategy.

The college has a steady enrolment of 1735 students. At Northern Bay College 144 students are funded under the Program for Students with Disabilities now the Disability Inclusion Profile (DIP). The college has an SFOE of 0.71 with 67.9 students attracting social disadvantage equity funding. The college has 276.04 equivalent full-time staff; 12.6 principal class members, 144.5 teachers (including 6.4 tutors) and 118.94 Education Support Staff.

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

#### Learning

Northern Bay College is extremely proud of the progress that continues to be made towards the attainment of improved student learning outcomes. As is evident in the data that accompanies this report the college has had an outstanding year in terms of improved learning outcomes for students with all-bar-one data set relating to Learning achieving an uptick on the 2021 result.

Of particular note are the outstanding results achieved through the senior end of the college. The VCE study score and the VCAL completion rates were both exceptional results for the college. These results truly are a reflection of the work that is completed across all year levels at our school and provide a prominent and encouraging affirmation of combined efforts across the school, as much work has been done over the previous Strategic Plan period to ensure that the learning and teaching program in place at the college is rigorous and is informed by agreed and evidence-based teaching practices.

One such agreed teaching practice that came to life in 2022 was the final rollout of the college writing program, VCOP. This work, expertly tailored by college staff to ensure relevance from Prep - Year 12, enabled

the college to finalise an agreed language and teaching approach related to writing along with professional development of staff aimed at understanding the assessments and assessment practices related to this approach. This program has enabled classroom teachers to be better placed to perform moderation and work collaboratively to improve student outcomes in forums such as Stage of Learning Communities of Practice. The college looks forward to embedding this P-12 practice in 2023 and completing a similar roll out related to numeracy teaching practice.

Additionally, the ongoing commitment to the implementation of PLCs across the college is seen as a strong driver of improved student learning outcomes. The opportunity for staff teams to dig into their own learning data and work together to implement informed teaching responses has had an impact on staff survey results such as the increase in academic emphasis and collective responsibility. This approach has had a positive effect on the overall use of student learning data to inform practice. The elucidated data literacy that emanates from our PLCs will be an important tool for future work in improving student learning outcomes. The college looks forward to further refining this work in 2023 with the aim being to better distribute the responsibility and autonomy of this work to individual teams.

## Wellbeing

Overall, the college has achieved solid results across the area of wellbeing. Additional to the data available in the Annual report the DE also prepares the Wellbeing Supplementary Report. This report provides a comparison of all student survey result responses to 'similar schools' and state-wide. Within this space the college can be proud that for a number of outcomes, the college was as excelling (best possible result) and embedding (second best possible result). These areas include Respect for Diversity, Student Voice and Agency, Management of Bullying and Advocate at School.

These results can be interpreted to indicate that there is a positive level of wellbeing for students across Northern Bay College with areas highlighted above providing some reassurance that students feel they have a positive relationship with staff at the school and that the school is a safe environment. On reflection, structures within the school that support these results include;

- the Learning Community model in place at NBC whereby students are connected to key staff members with a responsibility for their wellbeing;
- a highly competent and well-resourced wellbeing team which includes 11 Wellbeing Coordinators, Inclusion Workers, School Chaplains, and Mental Health Practitioners – this team work hard to ensure students have the tools to manage the daily happenings of a student's life and are also there to lend a helping hand and supportive ear when things don't quite go as planned.
- there is generally a positive rapport between teachers and students. The strong focus on embedding Berry Street practices and ensuring that a positive strength-based approach to acknowledging student behaviour is key to the PL and expectations that staff at NBC have upon them.

Whilst there is general satisfaction with the overall state of this data there certainly is 'opportunity' for the college to look more explicitly at practices that overtly inform students of the supports and services available to them at our school. As such work will continue within this space with student voice and leadership opportunities seen as a key driver of any improvement strategy related to these outcomes.

## Engagement

Consequently, much work and effort was put into initiatives and responses last year. The ultimate result of this work has been a continued 'steadying' of attendance data at the college. It would be safe to conclude that attendance across similar schools and the state through 2022 decreased meaning the steady result NBC experienced sees our school move closer to both Network, Similar School and State-wide attendance results.

Included as a measure of Engagement are student exits. Pleasingly, within this space when we study the destination data of our Year 12 cohort the result of 55% attending further studies and 13% moving into full-time work are by far the highest the college has achieved in the past five years. This data also places the college in a very positive comparative position to State, Network and Similar School data and can be attributed to the

positive work that is completed in this space through a student Senior School journey. From the work completed by the careers team to the connection with student work placement providers to the course counselling support that occur following results day. This data would indicate that students are well supported to make positive choices on their 'next step.'

Within this space work will continue with regard to student retention. The college does lose a number of students to other local Government schools and as a college we must better place ourselves as a 'school of choice' within our immediate neighbourhood. We have a lot to be proud of in regard to the students and staff we work alongside every day, student outcomes continue to trend in a positive direction and the Goldsworthy facilities upgrade will help position the school nicely to really work hard in this space over the next few years.

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### Other highlights from the school year

As a school community the college was excited in 2022 that there was a gradual return to pre-pandemic life. This allowed the college to further explore the ongoing development of a number of engagement projects across the college.

Some of the projects and programs that evolved further in 2022 were; the Performing Arts program- the emergence of IMPACT where students are provided significant mentoring and learning opportunity in the arts as well as the return of the State School Spectacular event were two aspects of this program that really benefited from the cessation of lock down measures; the SEED program grew and utilised student voice to expand and offer a morning track club. This program involves students from across the college who come together one morning a week to train for all track-based events. The return of School Camps via the Department of Education Positive Start program saw students participate in great numbers through a very engaging camps program.

Two further programs that the school community were very proud of in 2022 were:

- The Campfire Conversation that was held for all First Nations students and families and focussed on the use of Self Determination to ensure students and families are engaged and supported in their schooling. We look forward to these practices further developing in 2023.
- The initiation of the College Wellbeing Camps program which runs through the school holiday period. These camps are used as a way of further rewarding our students and provide in-depth personal development programming throughout. Again, the college looks forward to this program further evolving in 2023.

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### Financial performance

Northern Bay College is currently in a stable financial position, ending the year with a surplus of \$6,939,107.55. We received \$6,462,026.40 in total (half in cash and half in credit) for Equity Funding along with various other grants including National Chaplaincy Funding, Community Hubs, Security Fence Grant, the Sports In Schools Grant and DET Bushfire Prep Grant for our Staughton Vale Outdoor Education Centre.

Our surplus is made up of \$1,054,866.26 as a cash reserve and the rest committed to various programs. This includes a \$2,807,059 planned SRP deficit which is primarily due to Equity funding expenditure and GITTC wages (approx. \$550,000).

Just over \$3 million make up our school-based programs including Swimming in Schools, STEAM and Community Hub programs and approx. \$100,000 is reserved for short Term Maintenance and Capital Works.

**For more detailed information regarding our school please visit our website at**  
<https://www.nbc.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 1683 students were enrolled at this school in 2022, 820 female and 863 male.

27 percent of students had English as an additional language and 8 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).

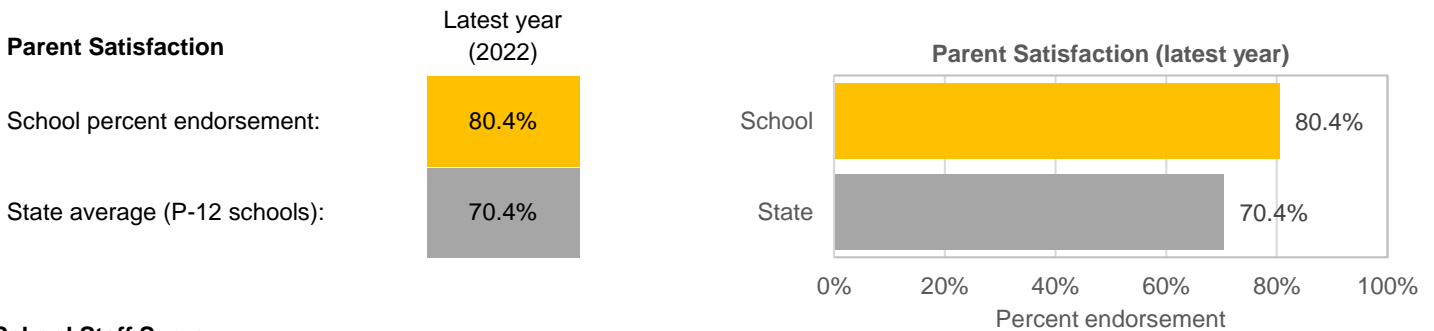
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

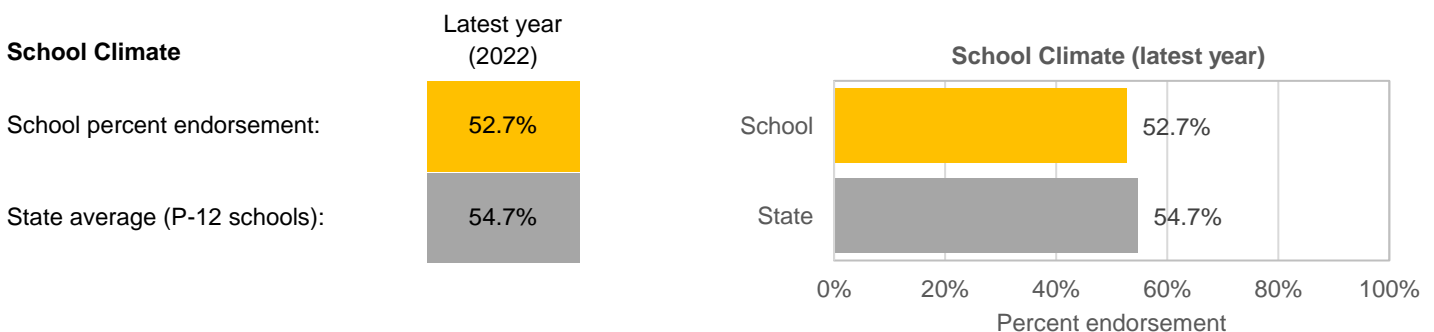


### School Staff Survey

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

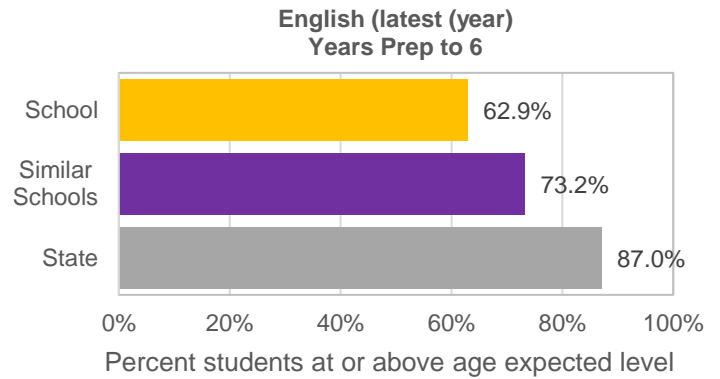
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

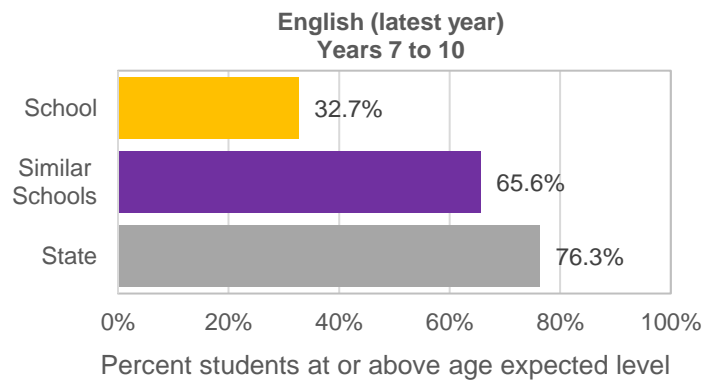
#### English Years Prep to 6

|  | Latest year<br>(2022) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 62.9%                 |
| Similar Schools average:                                       | 73.2%                 |
| State average:   | 87.0%                 |



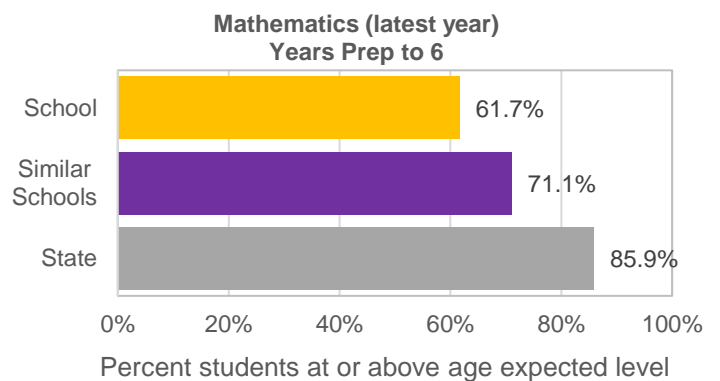
#### English Years 7 to 10

|  | Latest year<br>(2022) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 32.7%                 |
| Similar Schools average:                                       | 65.6%                 |
| State average:   | 76.3%                 |



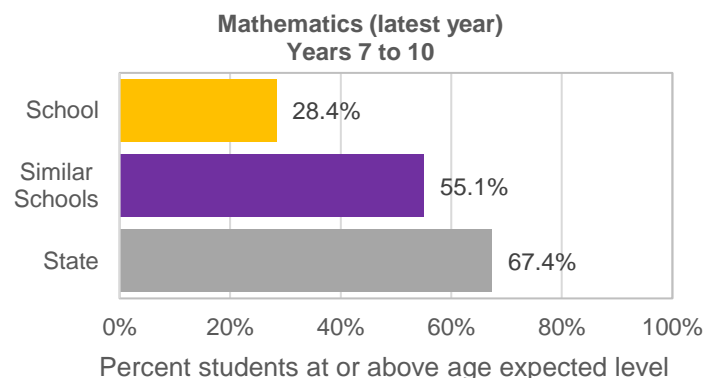
#### Mathematics Years Prep to 6

|  | Latest year<br>(2022) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 61.7%                 |
| Similar Schools average:                                       | 71.1%                 |
| State average:   | 85.9%                 |



#### Mathematics Years 7 to 10

|  | Latest year<br>(2022) |
|--|-----------------------|
| School percent of students at or above age expected standards: | 28.4%                 |
| Similar Schools average:                                       | 55.1%                 |
| 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.

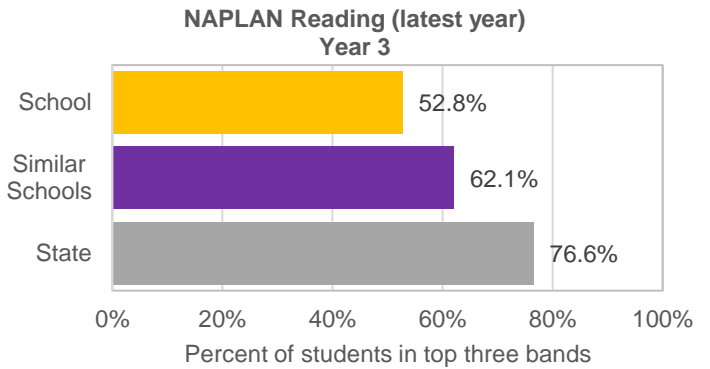
### NAPLAN

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.

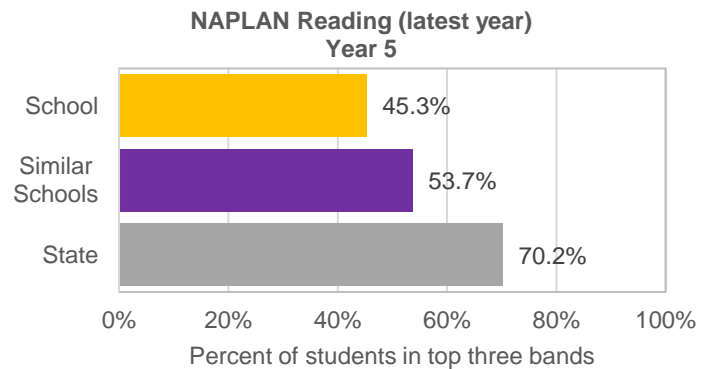
#### Reading Year 3

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 52.8%              | 49.2%          |
| Similar Schools average:                       | 62.1%              | 62.7%          |
| State average:                                 | 76.6%              | 76.6%          |



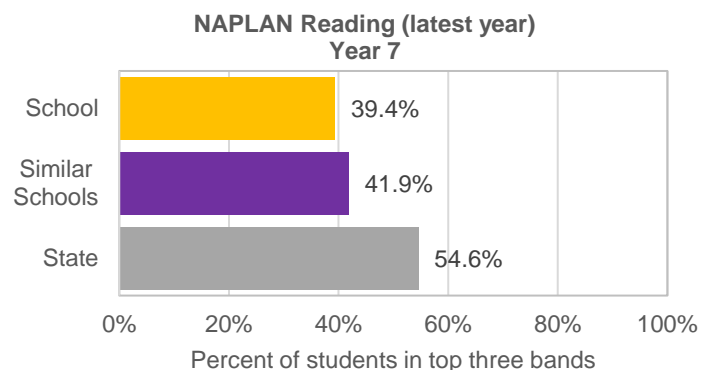
#### Reading Year 5

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 45.3%              | 38.1%          |
| Similar Schools average:                       | 53.7%              | 52.7%          |
| State average:                                 | 70.2%              | 69.5%          |



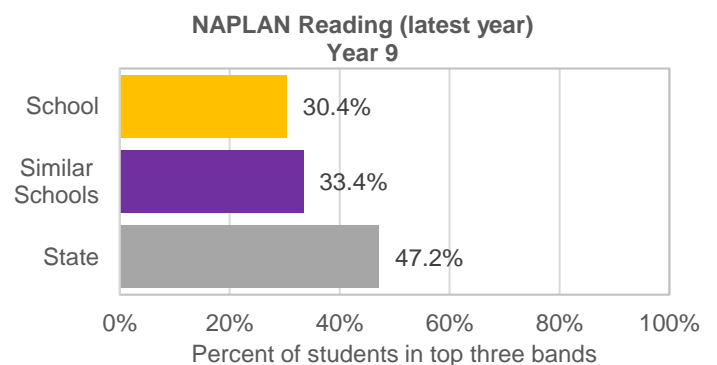
#### Reading Year 7

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 39.4%              | 27.9%          |
| Similar Schools average:                       | 41.9%              | 41.6%          |
| State average:                                 | 54.6%              | 55.3%          |



#### Reading Year 9

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 30.4%              | 24.7%          |
| Similar Schools average:                       | 33.4%              | 32.4%          |
| State average:                                 | 47.2%              | 46.0%          |



## LEARNING (continued)

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

### NAPLAN (continued)

#### Numeracy Year 3

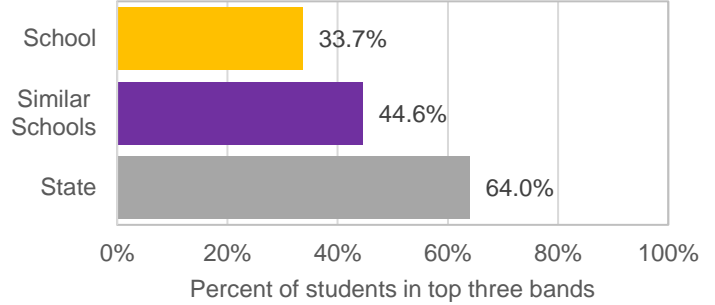
School percent of students in top three bands:

Similar Schools average:

State average:

| Latest year (2022) | 4-year average |
|--------------------|----------------|
| 33.7%              | 33.4%          |
| 44.6%              | 48.3%          |
| 64.0%              | 66.6%          |

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

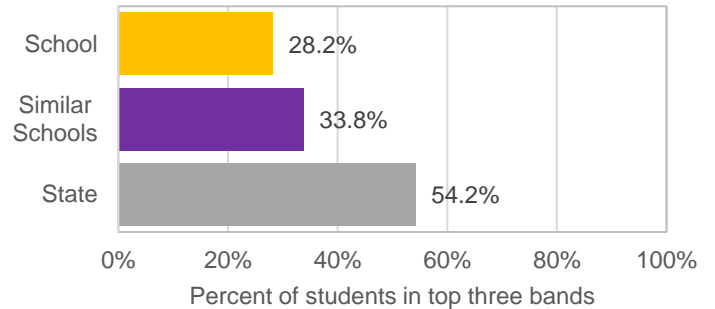
School percent of students in top three bands:

Similar Schools average:

State average:

| Latest year (2022) | 4-year average |
|--------------------|----------------|
| 28.2%              | 25.6%          |
| 33.8%              | 38.6%          |
| 54.2%              | 58.8%          |

#### NAPLAN Numeracy (latest year) Year 5



#### Numeracy Year 7

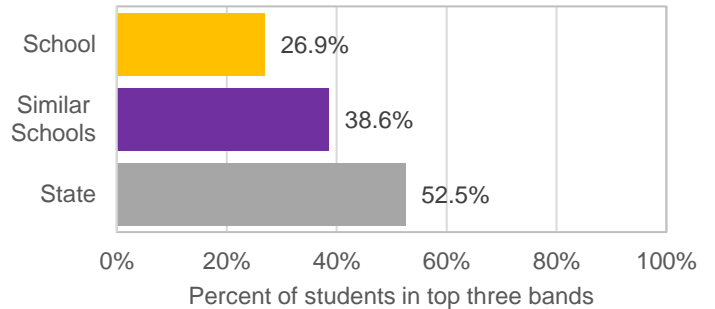
School percent of students in top three bands:

Similar Schools average:

State average:

| Latest year (2022) | 4-year average |
|--------------------|----------------|
| 26.9%              | 22.1%          |
| 38.6%              | 40.3%          |
| 52.5%              | 54.8%          |

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



#### Numeracy Year 9

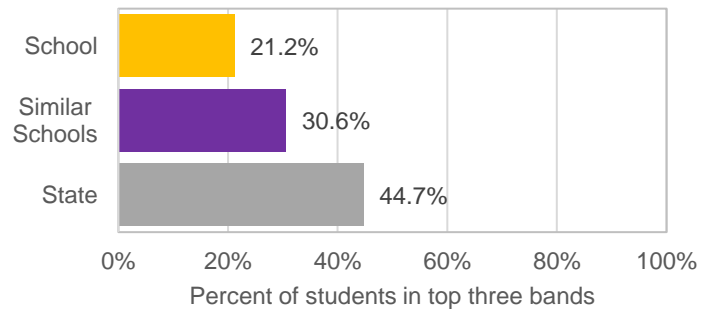
School percent of students in top three bands:

Similar Schools average:

State average:

| Latest year (2022) | 4-year average |
|--------------------|----------------|
| 21.2%              | 20.5%          |
| 30.6%              | 30.9%          |
| 44.7%              | 45.6%          |

#### 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.*

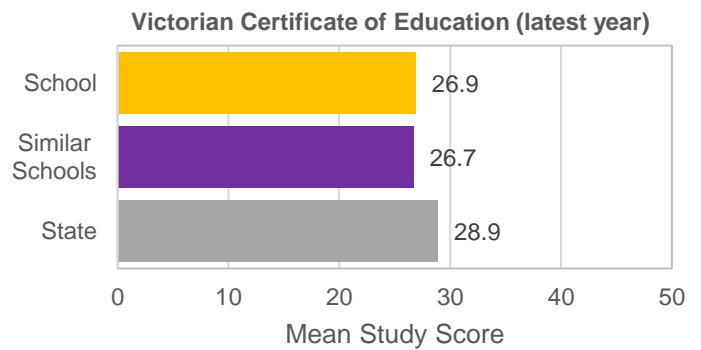
### Victorian Certificate of Education (VCE)

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  | 26.9               | 24.4           |
| Similar Schools average: | 26.7               | 26.9           |
| State average:           | 28.9               | 28.9           |



Students in 2022 who satisfactorily completed their VCE:

91%

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

55%

VET units of competence satisfactorily completed in 2022:

65%

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

83%

## WELLBEING

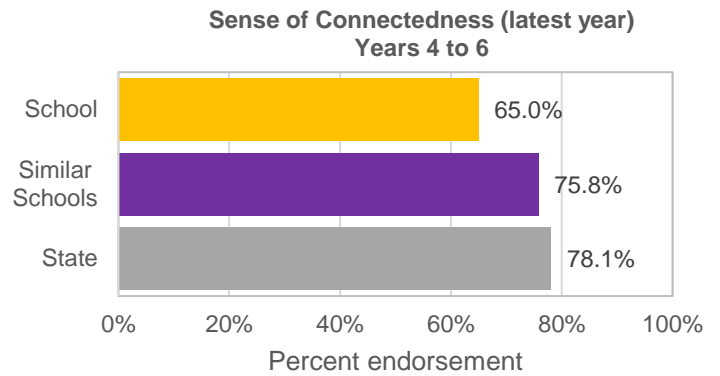
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

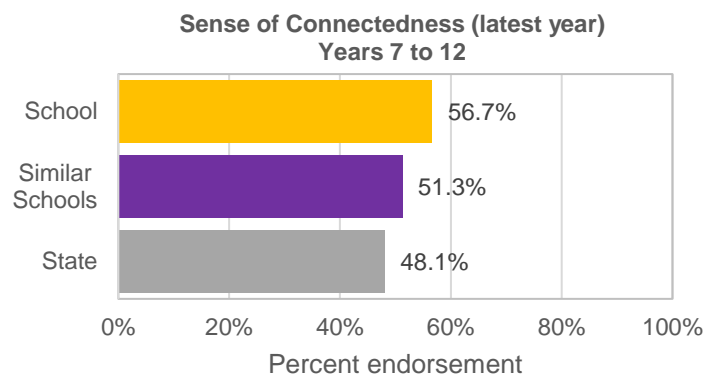
#### Sense of Connectedness Years 4 to 6

|                             | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 65.0%              | 68.3%          |
| Similar Schools average:    | 75.8%              | 77.7%          |
| State average:              | 78.1%              | 79.5%          |



#### Sense of Connectedness Years 7 to 12

|                             | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 56.7%              | 57.8%          |
| Similar Schools average:    | 51.3%              | 55.0%          |
| State average:              | 48.1%              | 52.5%          |



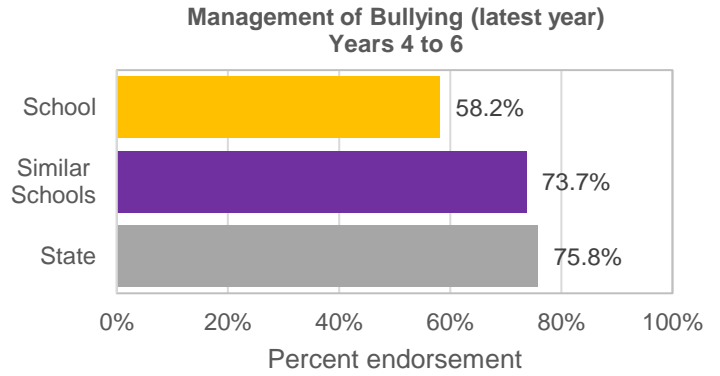
**WELLBEING (continued)**

**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).

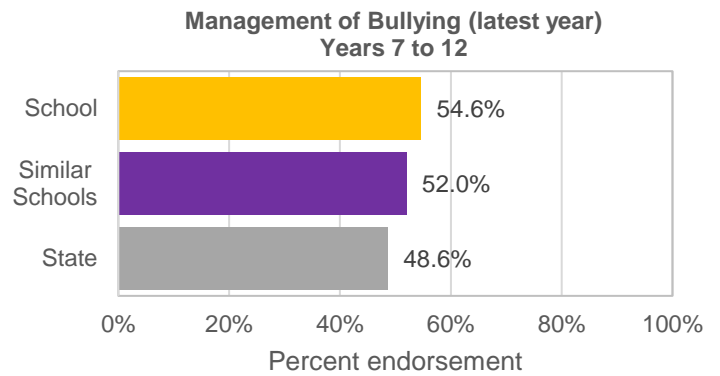
**Management of Bullying  
Years 4 to 6**

|                             | Latest year<br>(2022) | 4-year<br>average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 58.2%                 | 65.0%             |
| Similar Schools average:    | 73.7%                 | 76.3%             |
| State average:              | 75.8%                 | 78.3%             |



**Management of Bullying  
Years 7 to 12**

|                             | Latest year<br>(2022) | 4-year<br>average |
|-----------------------------|-----------------------|-------------------|
| School percent endorsement: | 54.6%                 | 56.6%             |
| Similar Schools average:    | 52.0%                 | 56.0%             |
| State average:              | 48.6%                 | 54.0%             |



## ENGAGEMENT

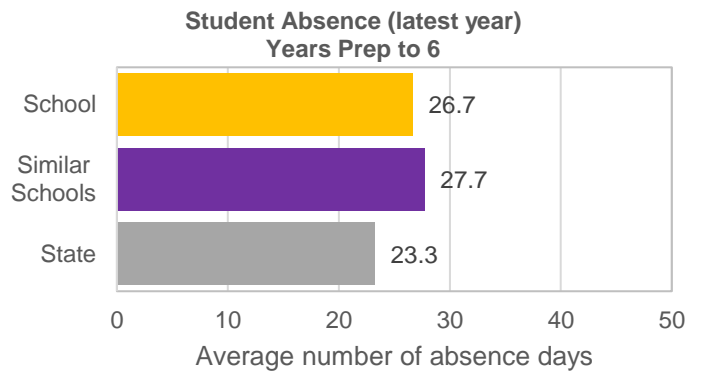
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

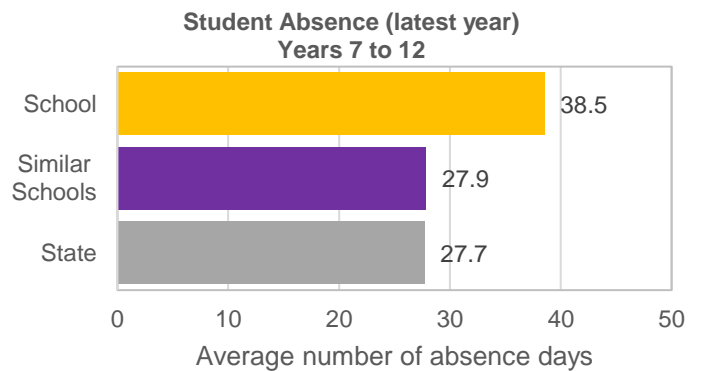
#### Student Absence Years Prep to 6

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 26.7               | 26.7           |
| Similar Schools average:               | 27.7               | 22.4           |
| State average:                         | 23.3               | 17.0           |



#### Student Absence Years 7 to 12

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 38.5               | 38.7           |
| Similar Schools average:               | 27.9               | 23.0           |
| 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.

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 86%  | 86%    | 86%    | 87%    | 87%    | 87%    | 87%    |

|                                       | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---------------------------------------|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2022): | 83%    | 83%    | 77%    | 75%     | 83%     | 87%     |

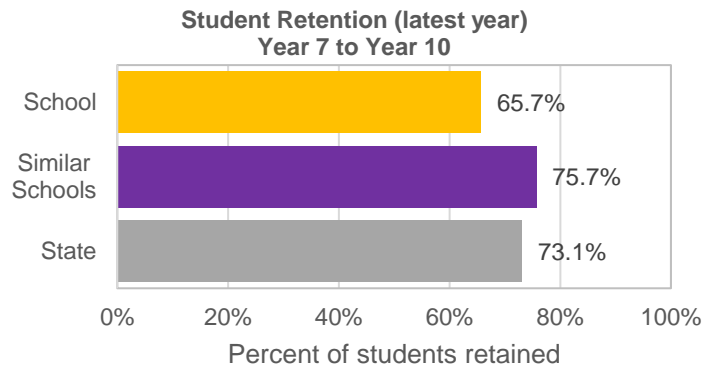
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

|                                      | Latest year (2022) | 4-year average |
|--------------------------------------|--------------------|----------------|
| School percent of students retained: | 65.7%              | 62.4%          |
| Similar Schools average:             | 75.7%              | 74.1%          |
| State average:                       | 73.1%              | 73.0%          |



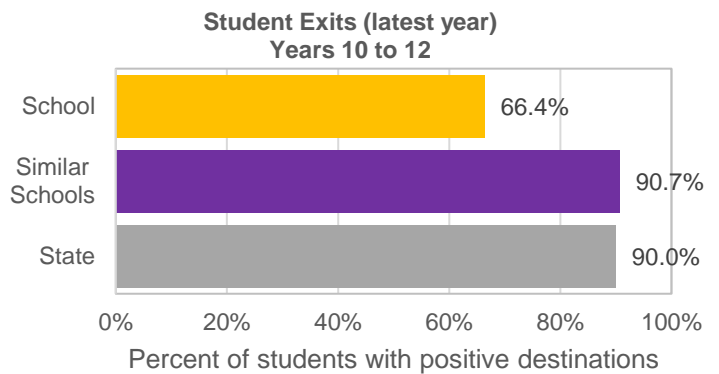
### Students exiting to further studies or full-time employment

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: | 66.4%              | 65.8%          |
| Similar Schools average:   | 90.7%              | 89.8%          |
| 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       | \$27,160,494        |
| Government Provided DET Grants | \$5,519,488         |
| Government Grants Commonwealth | \$0                 |
| Government Grants State        | \$81,632            |
| Revenue Other                  | \$703,322           |
| Locally Raised Funds           | \$617,964           |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$34,082,900</b> |

| Equity <sup>1</sup>                                 | Actual             |
|---|--------------------|
| Equity (Social Disadvantage)                        | \$6,462,026        |
| Equity (Catch Up)                                   | \$151,373          |
| Transition Funding                                  | \$0                |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0                |
| <b>Equity Total</b>                                 | <b>\$6,613,399</b> |

| Expenditure                           | Actual               |
|---------------------------------------|----------------------|
| Student Resource Package <sup>2</sup> | \$30,009,601         |
| Adjustments                           | \$0                  |
| Books & Publications                  | \$53,913             |
| Camps/Excursions/Activities           | \$377,714            |
| Communication Costs                   | \$126,721            |
| Consumables                           | \$772,005            |
| Miscellaneous Expense <sup>3</sup>    | \$124,830            |
| Professional Development              | \$112,591            |
| Equipment/Maintenance/Hire            | \$690,011            |
| Property Services                     | \$1,321,287          |
| Salaries & Allowances <sup>4</sup>    | \$1,306,180          |
| Support Services                      | \$1,755,062          |
| Trading & Fundraising                 | \$47,511             |
| Motor Vehicle Expenses                | \$23,834             |
| Travel & Subsistence                  | \$183                |
| Utilities                             | \$236,539            |
| <b>Total Operating Expenditure</b>    | <b>\$36,957,981</b>  |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$2,875,081)</b> |
| <b>Asset Acquisitions</b>             | <b>\$382,755</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 24 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

| <b>Funds available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$6,635,689        |
| Official Account              | \$303,419          |
| Other Accounts                | \$0                |
| <b>Total Funds Available</b>  | <b>\$6,939,108</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---|--------------------|
| Operating Reserve                           | \$1,054,866        |
| Other Recurrent Expenditure                 | \$8,665            |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$204,383          |
| School Based Programs                       | \$3,086,118        |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$834,616          |
| Asset/Equipment Replacement < 12 months     | \$42,000           |
| Capital - Buildings/Grounds < 12 months     | \$0                |
| Maintenance - Buildings/Grounds < 12 months | \$1,708,459        |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$6,939,108</b> |

*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.*