

2023 Annual Report to the School Community

School Name: Bendigo Senior Secondary College (7595)



- 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 29 February 2024 at 08:40 AM by Dale Pearce (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 30 April 2024 at 09:06 AM by Lahra Filsell (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

Bendigo Senior Secondary College (BSSC) is a Year 11 and 12 school located in the centre of Bendigo. In 2023 the college had a student enrolment of 1670 students, 137 teaching staff (113.5 equivalent full-time) and 56 Education Support Staff (46.7 equivalent full-time). It is the largest provider of the Victorian Certificate of Education (VCE) and Vocational Education and Training in Schools in the state.

Our college vision is to empower students for individual, community and global leadership. We seek to provide the best possible education for all students, irrespective of their ability or intended pathway. Our college values, developed through community consultation, are Respect, Optimism, Learning and Engagement.

The college provides quality instruction and a range of programs which attract enrolments from students in government and non-government schools across a broad geographic area. The college has a close relationship with the four government Year 7-10 colleges in Bendigo, with whom it works closely in student transition and, increasingly, on common approaches to teaching and learning. Underpinning the relationship with these schools is the belief that every child can achieve and has a right to high quality education that will provide them with the knowledge and skills necessary for success in life and work beyond school. BSSC and other schools share common strategic objectives.

The college provides a supported learning environment where sound work ethic, self-discipline and independent learning skills are fostered. Staff are committed to the academic progress and wellbeing of students, and all students are encouraged to interact closely with their teachers and seek help at any time. Students have high level access to ICT and the college operates a Bring Your Own Device (BYOD) model where students provide their own laptop or other device. An online portal is available which allows parents to monitor attendance, work completion and achievement in real time and to provide approval for absences.

Students can choose a pathway to meet their individual needs, whether that pathway is into university, some other form of further education, apprenticeship, trades or employment. Extensive careers and pathways advice is available to students and is complemented by the individual support provided through a structure in which each student is linked to an Advisor who monitors their progress.

A wide range of VCE and VET studies are offered and an accelerated learning program operates in conjunction with the 7-10 colleges whereby students can undertake VCE studies whilst in Year 10. Where capable, Year 11 students are encouraged to undertake a Unit 3/4 study in their first year at the College, and students are supported if they choose to undertake a first-year university subject in Year 12. The College is a Registered Training Organisation with many VET programs on its scope of registration. Strong relationships with other training providers in Bendigo and our Trade Training Centre provide our students with access to excellent vocational training facilities and pathways.

NETschool is a second campus of the College, providing curriculum access for 15 to 19 year-old students who have been outside mainstream schooling or training. NETschool provides both online and face to face delivery of VCE and VET units from its central city location.

A number of major building projects have recently taken place and students have access to a state-of-the-art Performing Arts centre and 1000-seat theatre, alongside foods and cafe areas, a Student Services Centre, new library, Business Centre, Multimedia Centre and outdoor recreation space. Refurbishment of the historic G Block Maths Centre was completed in 2023.

The college is proud of the work it does to promote inclusion. Intensive EAL support is provided to our non English speaking background students, who represent 9 per cent of our student cohort. The college also has a highly valued indigenous student population. These students are assisted by mentors and a range of additional support services which are closely linked to families and community. 4 per cent of students are Aboriginal or Torres Strait Islanders.

The international focus of the college is wide ranging and includes sister school relationships in Germany, Indonesia, France and China. Students can participate in curriculum-based trips to these countries and to Italy and Greece. The college for many years has benefitted from the presence of students from other countries who come to study as fee paying students or through exchange programs. These students, who access a wide range of VCE subjects, are supported in homestay arrangements with local families which provide an in-depth cultural and language experience for everyone concerned. These arrangements were significantly interrupted by COVID but started to build again in 2023. The college has an independent Confucius Classroom in partnership with a sister school in China. Through the Confucius Classroom Chinese language and cultural support is provided to over 20 schools in Bendigo and virtual classroom delivery is provided to primary schools in other regions of the state. Through the Confucius Classroom we have also successfully engaged many community members. The college also delivers VCE subjects to over 60 other schools around the state through its Victorian Virtual Learning Network.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our student achievement goals were to improve the All Study mean, which rose from 26.1 to 26.6. VCE completion fell from 95.8% to 94.8% and VET completion rose from 85% to 88%. It was particularly pleasing to see improvement in student performance in English and in the performance of equity funded students.

In 2024 our learning focus will be supporting all students to achieve continuous learning growth, a goal shared with the Year 7-10 colleges. Key strategies will include establishing collaborative working groups of teachers and leaders across the BEP cluster schools, reinforcement of our instructional model and alignment of teaching practice with cluster schools and further development of the disability inclusion program.

In 2023 the college provided a range of support to students with disabilities. Individual students with funding support were assisted to develop and work towards the goals of their individual learning plan, supported by an aide and support group meetings involving parents and staff. The needs of these students were communicated to teachers who made the necessary accommodation in their teaching and, where necessary, in assessment. Students sitting VCAA exams were provided with special examination arrangements. In addition to these funded students, a significant number of other students were supported through adjustments made by classroom teachers with this work being guided by our approach to disability inclusion. The college is well connected to the deaf facility and provides a base for their staff who work directly with our students.

Our First Nations and EAL students continue to be supported by a range of programs and community connections. Our NETschool program is also successful in engaging learners with over 90% of learners transitioning to sustainable pathways.

Consistently high levels of parent satisfaction with the college reflect the positive view of the college with families and in the broader community. We continue to seek ways of communicating positively with parents, via positive Compass messages and phone calls and increasing attendance at parent teacher interviews. We are also working with an external provider on development of portal which will provide families with a one-page snapshot of student progress. Our alumni program which develops ongoing engagement with our previous students continues to operate strongly.

Wellbeing

Our 2023 plan to support student wellbeing was focused on the development of a shared responsibility for student wellbeing and assisting staff to know and understand the needs of all students. Strategies included regular professional learning for student advisors, with an emphasis on their pastoral and learning support roles and training for all staff in understanding the impact of trauma which included staff undertaking days 3 and 4 of training in the Berry Street Education Model.

Student wellbeing is a high priority and is essential for student success. It also underpins positive student/teacher relationships that enhance student learning. When compared to other secondary schools, our parent and student satisfaction levels are above state averages in most indicators which include behaviour management, classroom behaviour and student safety. Students at BSSC indicate they feel very safe at school.

Improving student connectedness is a high priority at the college. Our Year Level and Advisor systems have a student engagement focus and we have a strong commitment to providing wellbeing support for all students. Referrals can be made to our Student Wellbeing team, which consists of a Mental Health Practitioner, a Student Wellbeing Coordinator, Student Wellbeing Advisors and a Youth Health nurse. Our breakfast program provides students with a free healthy breakfast each weekday. These supports all help ensure every student has ongoing access to the physical, social and emotional support they require. Our organisational structure includes separate Year 11 and Year 12 Student Engagement Teams, with each team comprising an Assistant Principal, three Leading Teachers/Coordinators and an Education Support staff member. Students are supported by the same team during their time at the college.

To further build on our culture of inclusion, student inclusion ambassadors have been trained to lead our community in creating a culturally inclusive environment. Our LGBTIQ+ Ally network was established with 70 BSSC trained as Allies, and this program won a state award in 2019. A defined space is available for our First Nations students to foster an increased sense of community and belonging and we offer a range of support for these students including a dedicated First Nations Coordinator.

In 2024 our focus will be on embedding the Berry Street Education Model, professional learning for staff around implementation of this model, building the capacity of all staff to support student wellbeing and supporting the development of student agency in managing their own wellbeing.

Engagement

In 2023 the engagement focus was on improving transition into and beyond the college and building staff knowledge of post-school pathways. Our key strategies included collaborative work with Year 7-10 school colleagues and further sharing of data to improve decision making.

The college has traditionally enjoyed very positive student responses to the student attitudes to school survey and this was evident again in 2023, where responses were generally above state and similar school means. Student absences fell in 2023 but not to pre-pandemic levels. Through our online Portal (Compass) we monitor student attendance for each period of the day which is available to parents in 'real-time', which is part of our proactive approach to following up concerns with attendance early and putting in place intervention strategies for students who start to record low attendance. However, attendance continues to be a focus of our work and the message that 'it's not OK to be away' is one we continue to emphasize.

The percentage of students exiting to further studies and full-time employment appears to be below the state average but BSSC data is compared with schools with Years 10-12 as opposed to Years 11 and 12 only and this data does not take into account the generally higher than average percentage of BSSC students who defer their university studies after completing Year 12. Each year we enrol over 900 students and some of these students, particularly those coming into Year 11, decide to undertake an alternative pathway at the beginning of the year or soon after. Each student is followed up by the college and their destinations are recorded. We continue to work closely with our partner Year 7-10 schools, students and families to encourage all students to continue their education. We have a comprehensive careers and pathways program which supports all students to access pathways information to enable them to make informed choices regarding their transition from secondary schooling. In 2023 every Year 12 student had a scheduled 1:1 meeting with our careers staff.

In 2024 we will continue to allocate equity funding to support to our Student Engagement Team, with attendance follow up being a significant component of this role. Ongoing conversations with students and parents emphasize that success is largely underpinned by attendance in class.

Other highlights from the school year

The college continues to play a significant role in supporting other schools in Bendigo and around the state. The Victorian Virtual Learning Network provided access to VCE subjects for students in over 60 schools around Victoria, broadening their curriculum options and expanding pathway opportunities. The college also employed staff and facilitated collaboration between over 20 other schools to support Chinese language programs.

In addition to the Outdoor Education camps conducted by the college, we were also able to support a highly successful Kakadu trip by 9 students in 2023. The learning and life experiences for these students were outstanding.

One of the highlights of student life at the college is the many special events and lunchtime activities which are available to students, most often involving food! The culture of participation and appreciation for these events permeates our Term 4 Year 12 Graduation and Final Day celebrations which are a highlight of the year.

Financial performance

The financial report shows a net surplus for the year of \$109,475 which is attributable to the fact that while the college received 100% of its anticipated budget revenue, expenditure was below budget. The chief source of funds are the Student Resource Package and other Department of Education grants. The college received \$622,564 of equity funding which was targeted at student engagement and wellbeing as well as support for learning programs. The \$27,994 of commonwealth funding noted in the financial report relates to payment for student teachers via universities and also Centrelink funding to support booklist and other items for students. The college pays a commercial rental fee for the NETschool premises in Williamson Street.

The college is in a strong financial position, with significant reserves to support supplementation of teaching and learning programs in 2024 along with further enhancement of grounds and facilities.

For more detailed information regarding our school please visit our website at

<https://www.bssc.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 1652 students were enrolled at this school in 2023, 858 female and 780 male.

9 percent of students had English as an additional language and 4 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).

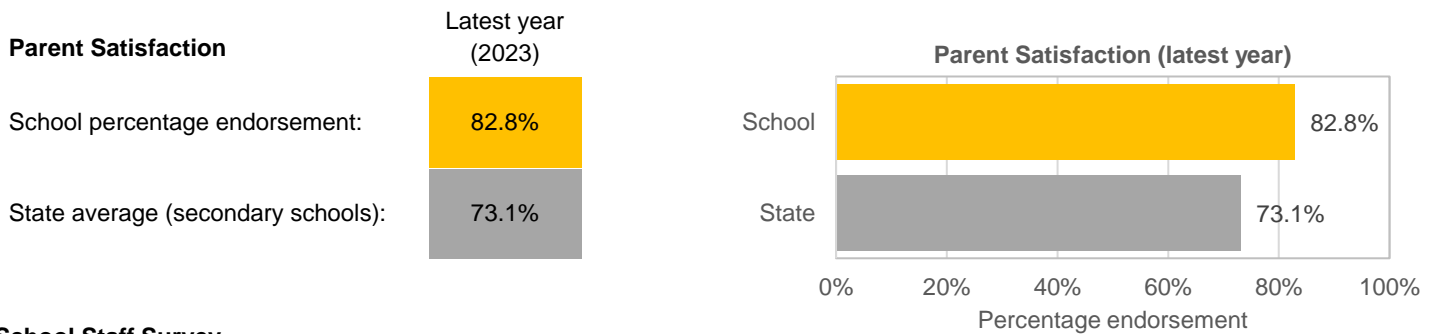
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

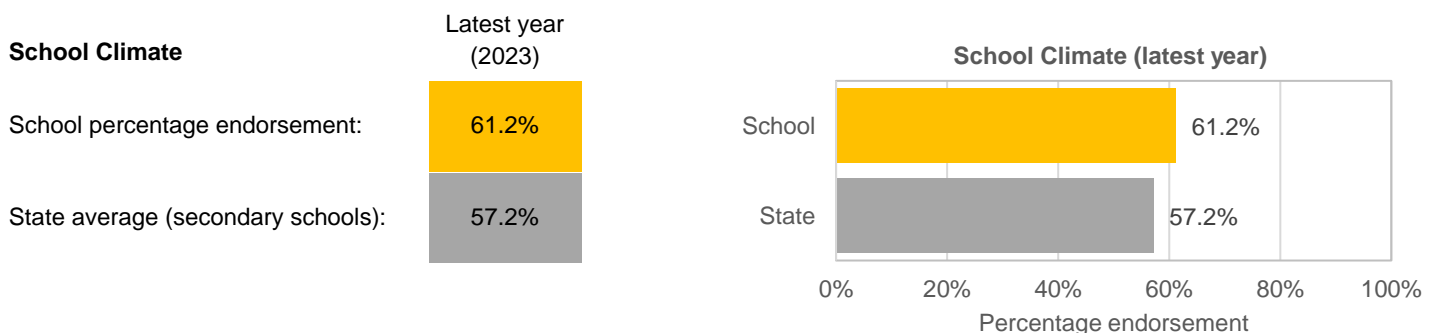


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

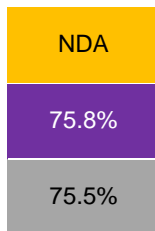
English Years 7 to 10

School percentage of students at or above age expected standards:

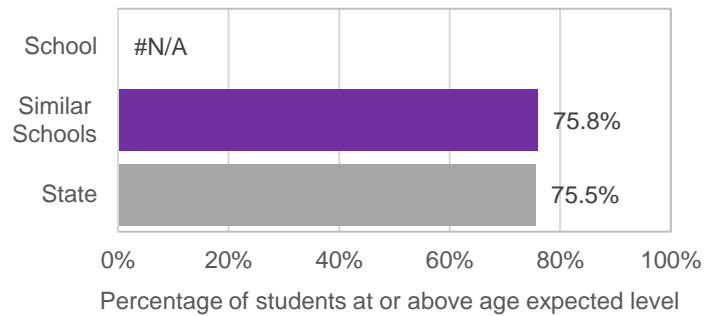
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years 7 to 10



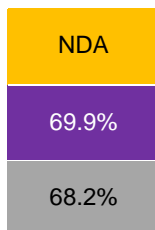
Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

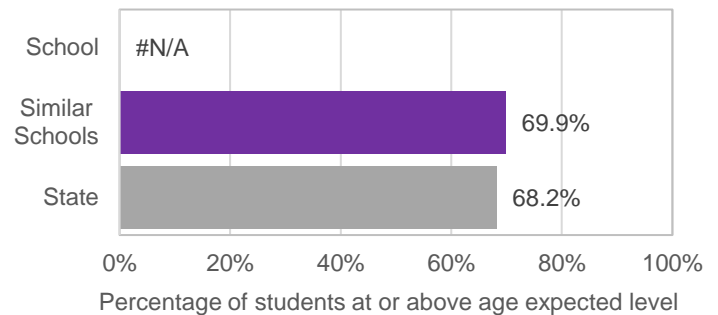
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years 7 to 10



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:

NDA

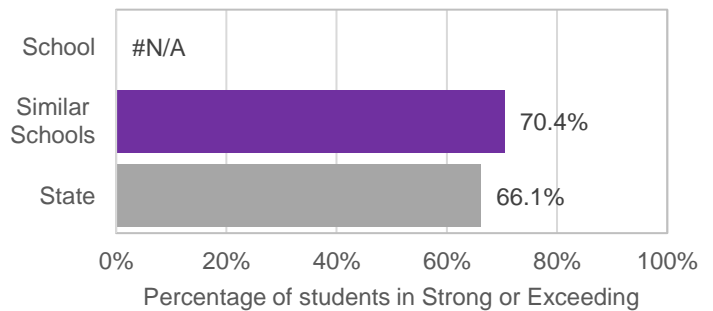
Similar Schools average:

70.4%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

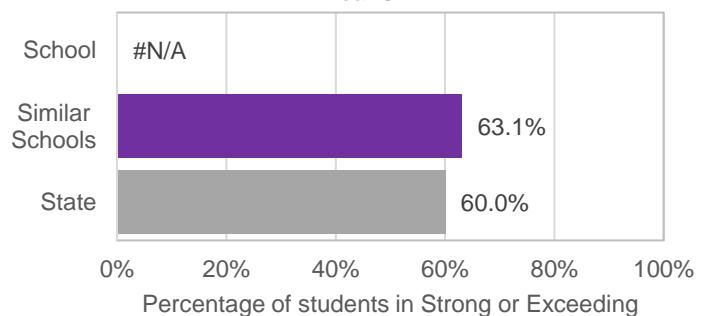
Similar Schools average:

63.1%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

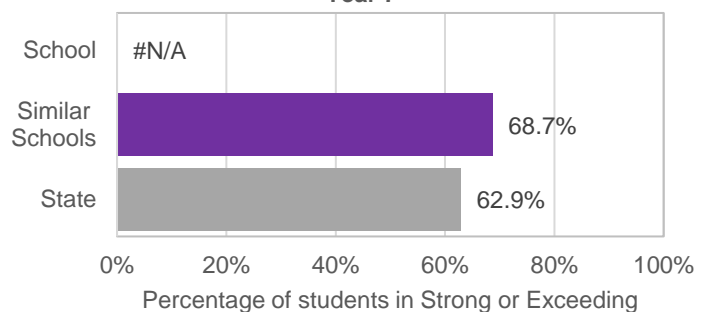
Similar Schools average:

68.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDA

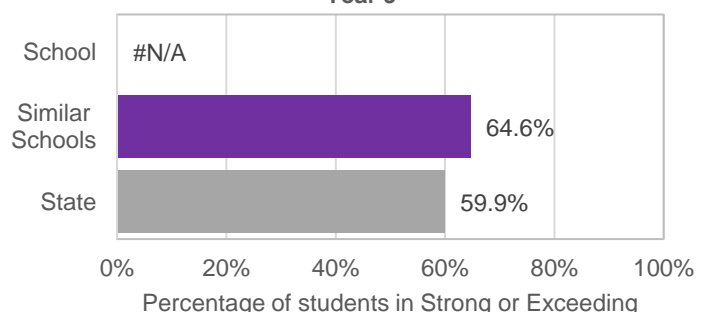
Similar Schools average:

64.6%

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:

NDA

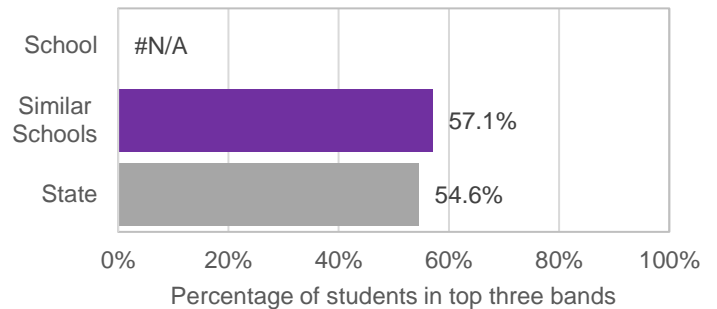
Similar Schools average:

57.1%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year
(2022)

School percentage of students in the top three bands:

NDA

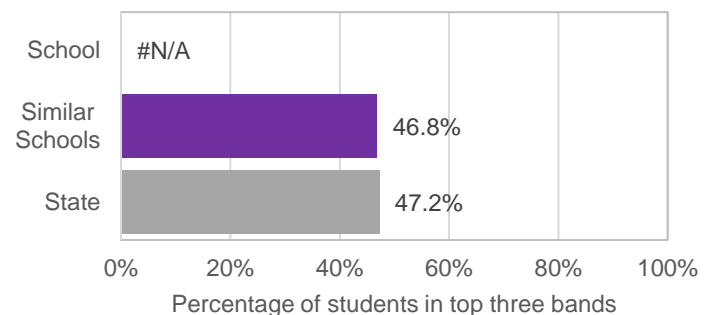
Similar Schools average:

46.8%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

Latest year
(2022)

School percentage of students in the top three bands:

NDA

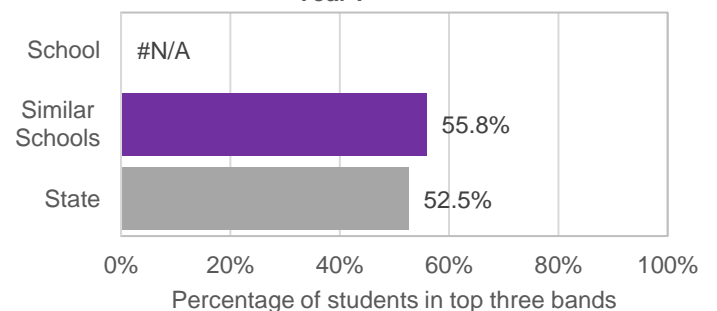
Similar Schools average:

55.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

Latest year
(2022)

School percentage of students in the top three bands:

NDA

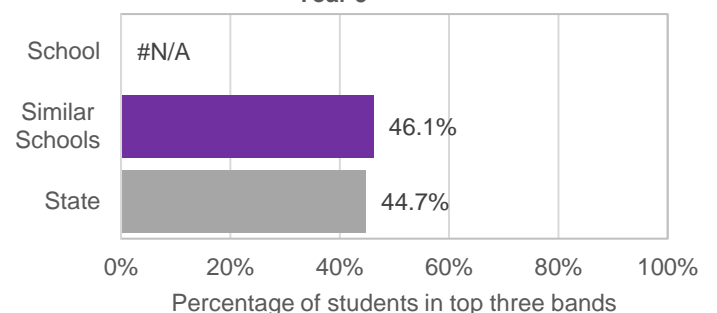
Similar Schools average:

46.1%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

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

Victorian Senior Secondary Certificate

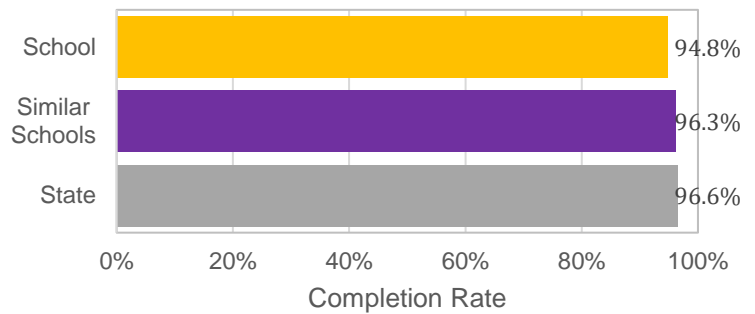
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.8%	95.7%
Similar Schools completion rate:	96.3%	96.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.6

Number of students awarded the VCE Vocational Major

84

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:

42%

Percentage VET units of competence satisfactorily completed in 2023:

88%

WELLBEING

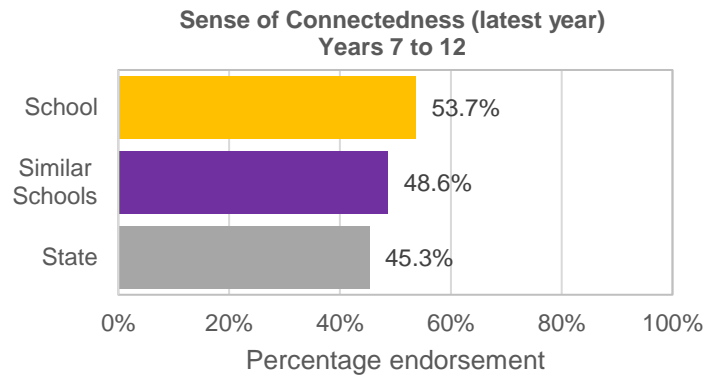
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	53.7%	60.1%
Similar Schools average:	48.6%	52.4%
State average:	45.3%	49.9%

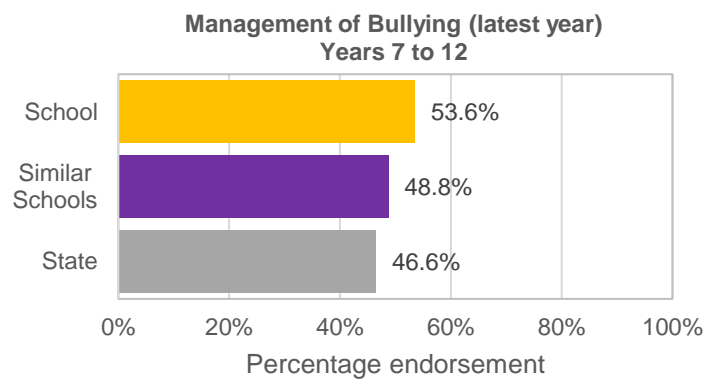


Student Attitudes to School – Management of Bullying

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:	53.6%	59.9%
Similar Schools average:	48.8%	53.2%
State average:	46.6%	51.0%



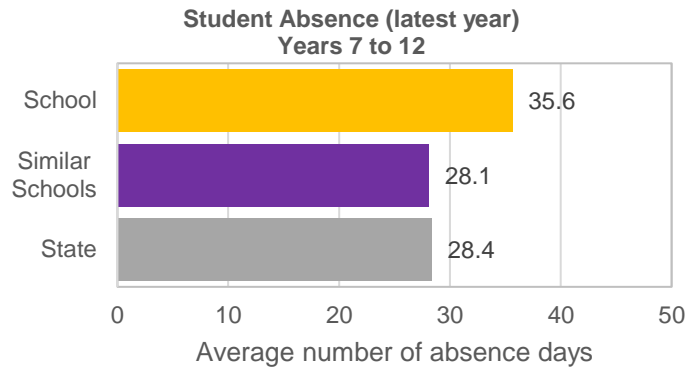
ENGAGEMENT

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:	35.6	25.1
Similar Schools average:	28.1	23.1
State average:	28.4	23.8



Attendance Rate (latest year)

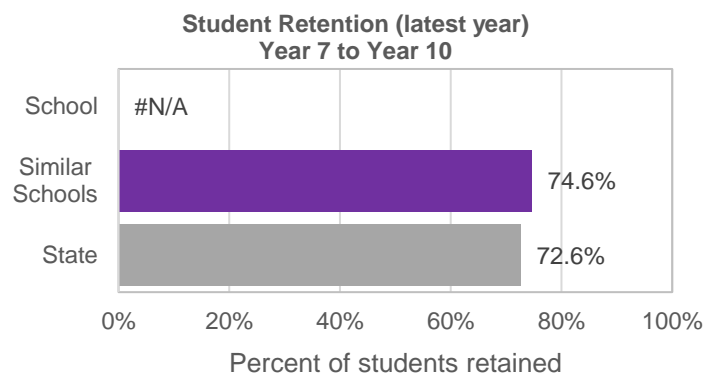
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	NDA	NDA	NDA	65%	81%	84%

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:	NDA	NDA
Similar Schools average:	74.6%	75.9%
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.

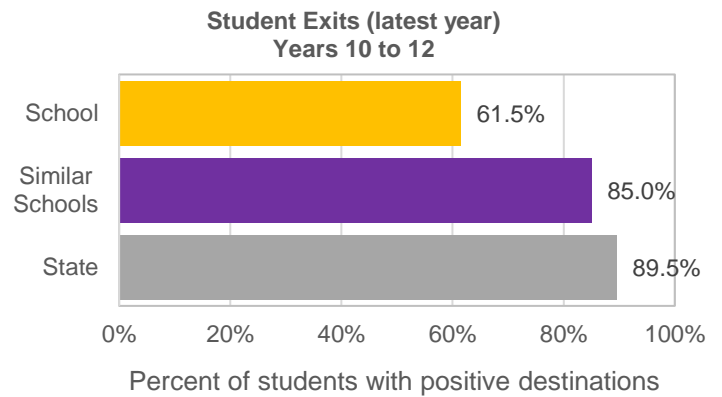
Students exiting to further studies or full-time employment

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:	61.5%	63.0%
Similar Schools average:	85.0%	85.4%
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	\$19,276,316
Government Provided DET Grants	\$4,504,603
Government Grants Commonwealth	\$27,994
Government Grants State	\$602
Revenue Other	\$450,258
Locally Raised Funds	\$999,387
Capital Grants	\$0
Total Operating Revenue	\$25,259,160

Equity ¹	Actual
Equity (Social Disadvantage)	\$524,204
Equity (Catch Up)	\$98,360
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$622,564

Expenditure	Actual
Student Resource Package ²	\$19,768,720
Adjustments	\$0
Books & Publications	\$35,214
Camps/Excursions/Activities	\$316,496
Communication Costs	\$112,948
Consumables	\$798,292
Miscellaneous Expense ³	\$822,776
Professional Development	\$139,693
Equipment/Maintenance/Hire	\$821,046
Property Services	\$813,513
Salaries & Allowances ⁴	\$510,745
Support Services	\$489,069
Trading & Fundraising	\$101,282
Motor Vehicle Expenses	\$28,229
Travel & Subsistence	\$26,810
Utilities	\$364,368
Total Operating Expenditure	\$25,149,202
Net Operating Surplus/-Deficit	\$109,958
Asset Acquisitions	\$820,475

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 19 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$4,196,945
Official Account	\$74,348
Other Accounts	\$56,518
Total Funds Available	\$4,327,811

Financial Commitments	Actual
Operating Reserve	\$826,158
Other Recurrent Expenditure	\$0
Provision Accounts	\$44,695
Funds Received in Advance	\$1,340,922
School Based Programs	\$888,117
Beneficiary/Memorial Accounts	\$170,121
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$161,623
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$896,176
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,327,811

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.