

# 2023 Annual Report to the School Community

School Name: Wodonga Middle Years College (8851)



- 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 18 March 2024 at 05:12 PM by Steven Fouracre (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 28 April 2024 at 09:39 AM by Paul Thorpe (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 Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

### The Victorian Curriculum

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

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

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

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

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

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

# About Our School

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## School context

Wodonga Middle Years College – Every Student, Every Opportunity, Success for All Our Vision - Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship. Wodonga Middle Years College is a secondary school catering to about 1060, students, 507 at the Huon Campus, 478 at the Felltimber campus and 58 at the Flying Fruit Fly Circus School, mainly in years 7, 8 & 9. Wodonga Middle Years College has 1 Executive Principal, 1 Campus Principal, 4 Assistant Principals, 9 Leading Teachers, 3 Learning Specialists, 67 Classroom Teachers and 56 Education Support Staff. There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFCS). The Flying Fruit Fly Circus School has students in year 3-9. The college operates a Neighbourhood Campus Policy. Students attend their closest campus. The Student Family Occupation Education index is 0.52 (Huon Campus), 0.554 (Felltimber Campus) and 0.2409 (Flying Fruit Fly Circus School). The college was established in 2006 and is in its nineteenth year of operation. The college is set up in Houses. There are 3 Houses at each campus. Houses are named using local aboriginal names for animals. School Wide Positive Behaviour Support and Restorative Practices form the basis for our student management and wellbeing. Students complete a core of studies: Years 7 & 8, English, Maths, Humanities, Science, Health, Physical Education, Arts, Technology and Languages. Year 9, Maths, Science, English, Humanities, Health and Physical Education plus a range of electives in the Arts, Technology and Languages. Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Student leadership groups, and the Flying Fruit Fly Circus School. Students from Year 7-9 are involved in a BYOD program and the college has chosen Desire to Learn as its learning management system. The College operates an extensive co curricular program including instrumental music, a camp week, activity afternoon, sport and cultural activities. Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

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

### Learning

During 2023 Professional Learning Communities (PLCs) within the College focused on ensuring staff were using the inquiry cycle to improve teaching and learning. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement. Victorian Curriculum results at the primary levels are performing very similar to the state average across all areas. At the secondary levels, Maths and English Victorian Curriculum results are well below the state median, and well below similar schools. NAPLAN results indicate that our Primary students are at or above state level in all areas. NAPLAN results indicate that we are below state average in all areas but have similar results in reading at Year 7. At Year 9 we are lower than similar schools in both reading and numeracy but not significantly. Our Learning Specialist in literacy along with the Tutor Learning Initiative teachers continued to focus on building student capabilities in 2023. Their focus was on students performing in the bottom two bands. Teachers are continuing to be provided professional learning in reading to learn strategies. There is also a focus on teachers being reflective of their practice to create improvement in student results. There is a continued focus on building a positive climate for learning in the College. The Tutor Learning Initiative was implemented in 2021 and continues in 2023 despite the workforce shortages to support students who fell behind in remote and flexible learning, this continues in 2024 when staffing allows.

### Wellbeing

Our school values - Respect, Resilience and Aspiration continue to build a positive, safe and orderly learning environment within the College. It has been a focus in 2023 to ensure that our values signage is clearly displayed across the campuses of Wodonga Middle Years College. Student management processes and documents were updated. This ensures a common and consistent approach across the College. We have worked with Wodonga Senior Secondary College to ensure that there is a common classroom management approach across the two school so that it eases transition for students. The House structure continues to ensure that staff purposefully build positive relationships and respect as well as understanding students and how they learn. Student support in 2023 included structured House teams with student advocacy, a wellbeing team with case managers, a Defence Transition Mentor and a Careers counsellor. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices. Recruitment of a Mental Health Practitioner occurred at the end of 2020 and was in place for the 2023 school year, this further supported our Wellbeing team. WMYC developed close relationships with many wellbeing agencies in 2023, including North East

Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space. Many wellbeing programs are offered within the college by the Wellbeing Team.

## Engagement

Classroom observations, forums with teachers, and students, document analysis and a parent survey conducted during the review, informed the panel's assessment of the school's practices against FISO 2.0 core element, Engagement. Teacher forums and system data informed the panel that there were low levels of trust in parents and students. The 2023 School Staff Survey data demonstrated a 24 per cent positive rating for Trust in parents and students. The school had changed its daily organisation to focus on wellbeing and connectedness during 2023. The school mandated that period one was to be focused on relationship building. Students also commented that relationships with staff were affected by the staff changes. Several students stated that they had at least six teachers for several subjects this year. The panel was made aware of several school wide wellbeing and inclusion initiatives including regular Koori networking, a dedicated wellbeing team, Individual Education Plans for targeted students and the employment of Education Support staff in classrooms. Students who were involved in these groups spoke positively about the support and encouragement they received. The panel considered absence data and concluded that the related targets had not been met. Data indicated that there was an increase in greater than 30 days of absence from 29 percent in 2020 to 33 percent in 2022. The year to date data for 2023 was 23 percent of students with 30 or more days of absence. The percentage of students with unapproved absences had reduced from 18.4 in 2020 to 15.1 in 2022; however, the target of 12 percent was not reached.

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## Other highlights from the school year

Some significant highlights at the school in 2023 were the Camps Week held in Term 1. The Camps Week is an opportunity for all students in the school to choose a camp or daily activity for the 3 days of Camps Week. All students are involved and can either choose to go on overnight camps or activity days held locally. This week is an opportunity for students and staff to build strong relationships early in the year and for students to build friendships across campuses and year levels while building their resilience. The activity afternoon is another opportunity for students to get out of their comfort zone and to try new activities. Students choose activities inside and out of the school and again build their resilience by trying something new. Despite facing significant workforce shortages in 2023, our staff worked tirelessly to provide a safe and calm learning environment for our students. The students showed outstanding resilience and adaptability in how they welcomed an extraordinary number of teachers to the college over the year.

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## Financial performance

*Wodonga Middle Years College endured a year of large staff shortages that required the need to employ CRT's from agencies to run the day to day school program at a large cost. This caused the need for a credit to cash transfer and all monies in the bank accounts were absorbed in this area. The School Strategic Plan (2020-2025) along with the 2023 Annual Implementation Plan provided the framework for school council allocation of funds to support the important school programs and the priorities of the School Strategic Plan. The Financial Performance and Position report shows an end of year surplus of annual result was a surplus of \$854511, with \$1600000 being spent on CRTs. The College received equity funding which was spent on staffing for programs for disadvantaged students. Some examples are the Wellbeing program inclusive of the Inclusion Program, the Koorie Art Club and intervention for students who are not coping socially and academically.*

**For more detailed information regarding our school please visit our website at**  
<https://www.wmyc.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 1006 students were enrolled at this school in 2023, 500 female and 504 male.

7 percent of students had English as an additional language and 10 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).

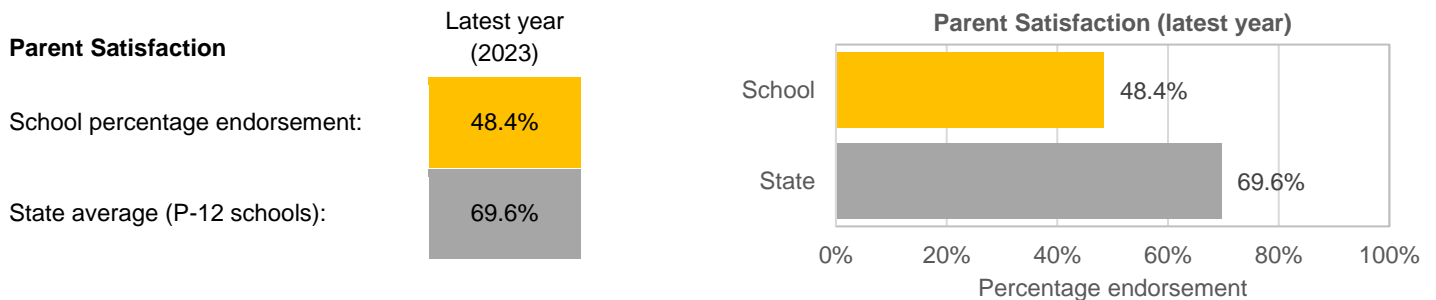
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

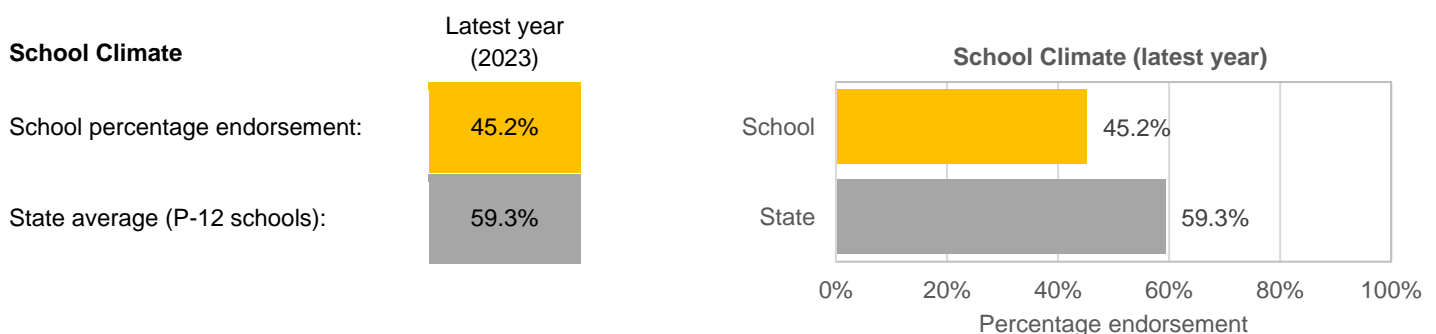


### School Staff Survey

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 Prep to 6

School percentage of students at or above age expected standards:

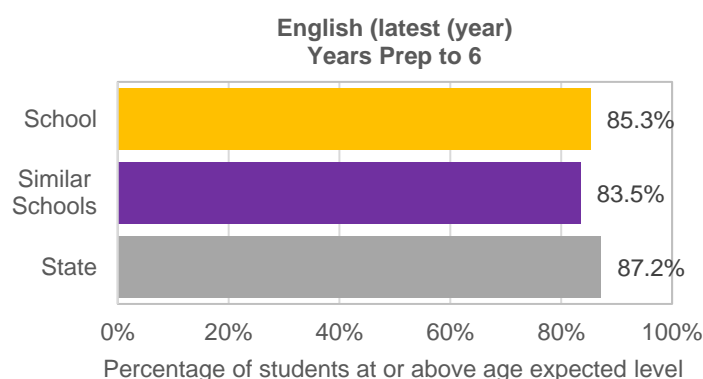
Latest year  
(2023)  
85.3%

Similar Schools average:

83.5%

State average:

87.2%



#### English Years 7 to 10

School percentage of students at or above age expected standards:

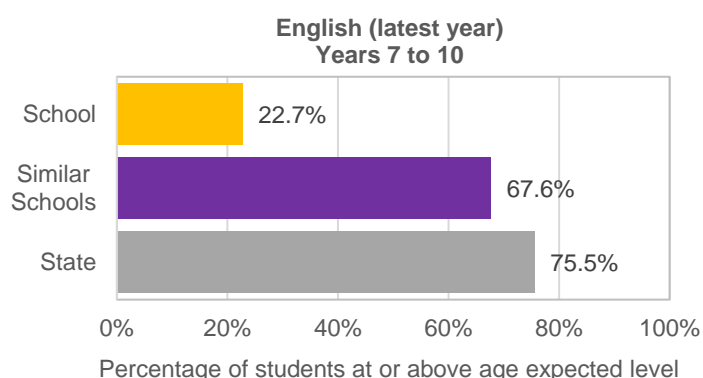
Latest year  
(2023)  
22.7%

Similar Schools average:

67.6%

State average:

75.5%



#### Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

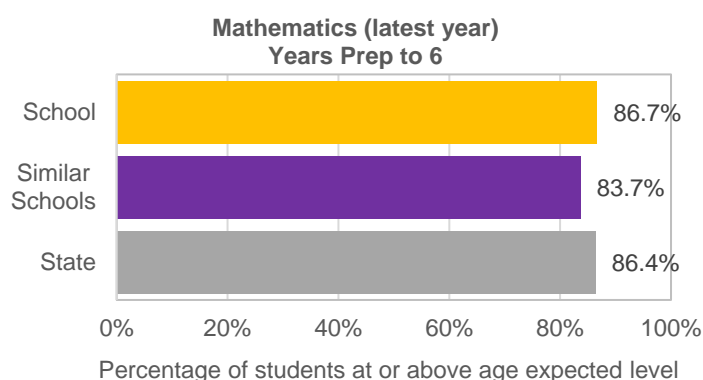
Latest year  
(2023)  
86.7%

Similar Schools average:

83.7%

State average:

86.4%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

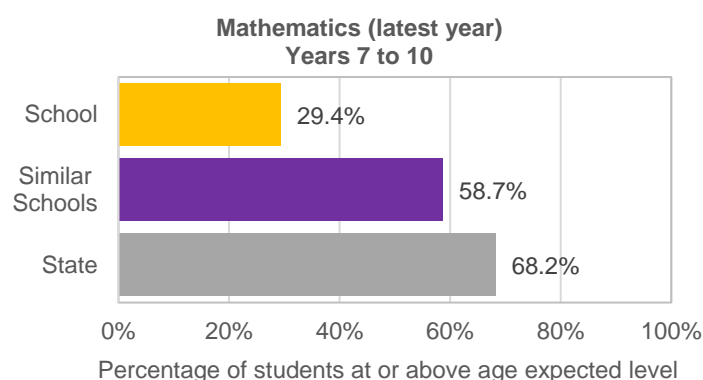
Latest year  
(2023)  
29.4%

Similar Schools average:

58.7%

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 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

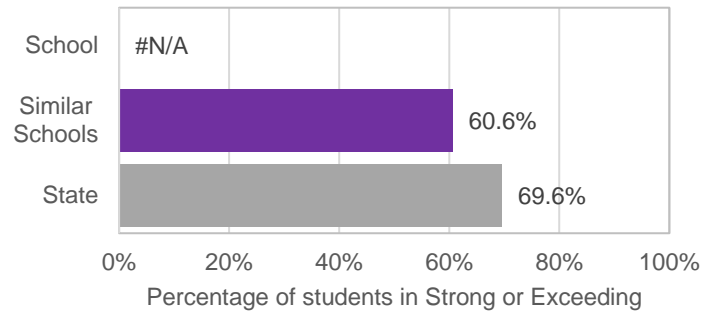
Similar Schools average:

60.6%

State average:

69.6%

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



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

100.0%

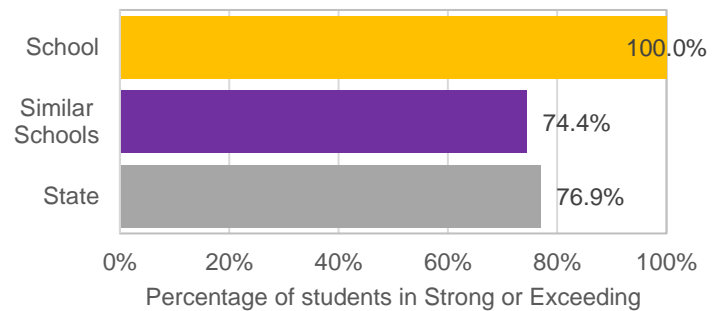
Similar Schools average:

74.4%

State average:

76.9%

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



#### Reading Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

53.4%

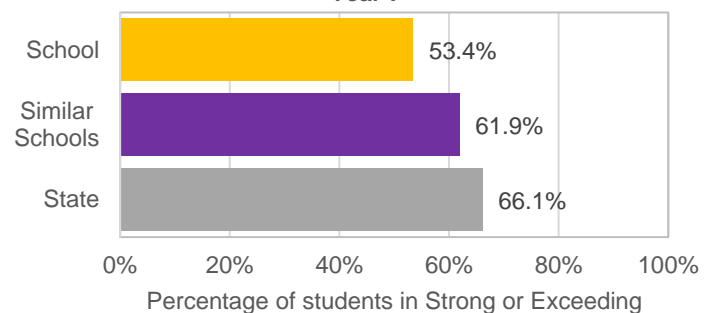
Similar Schools average:

61.9%

State average:

66.1%

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



#### Reading Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

51.9%

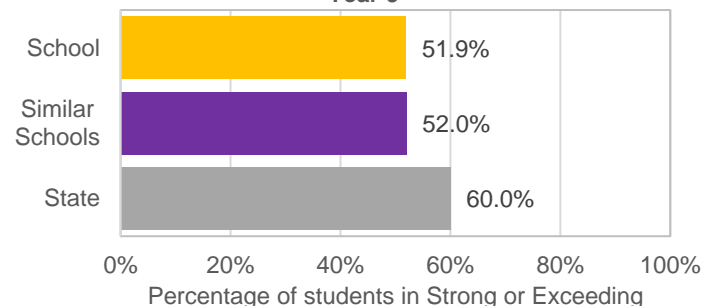
Similar Schools average:

52.0%

State average:

60.0%

#### NAPLAN Reading (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 (continued)

#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

NDP

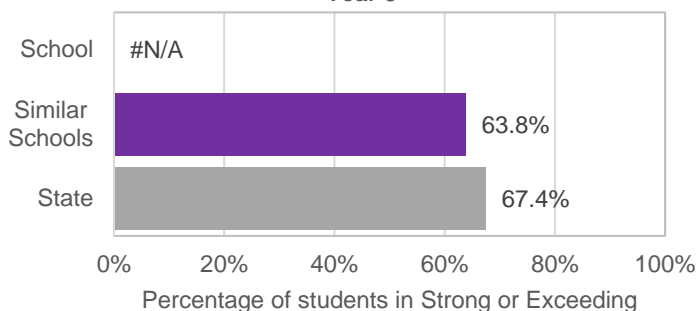
Similar Schools average:

63.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

90.0%

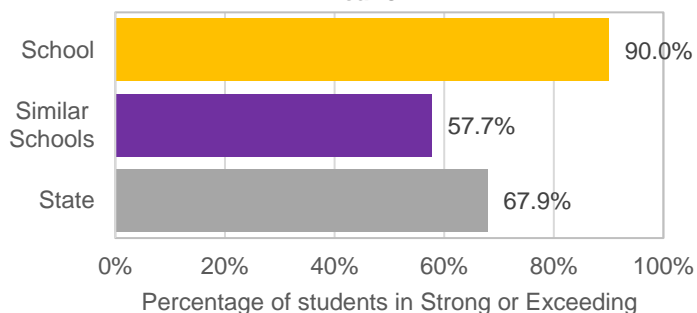
Similar Schools average:

57.7%

State average:

67.9%

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



#### Numeracy Year 7

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

46.3%

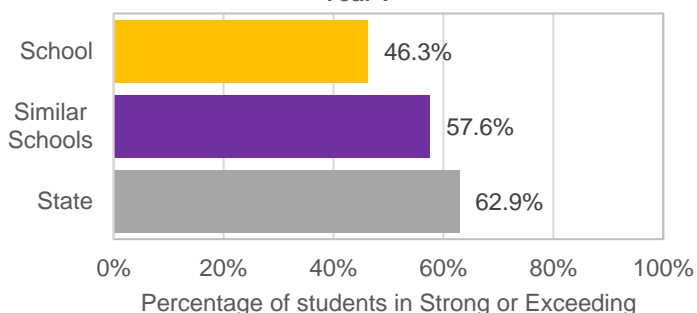
Similar Schools average:

57.6%

State average:

62.9%

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



#### Numeracy Year 9

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

52.2%

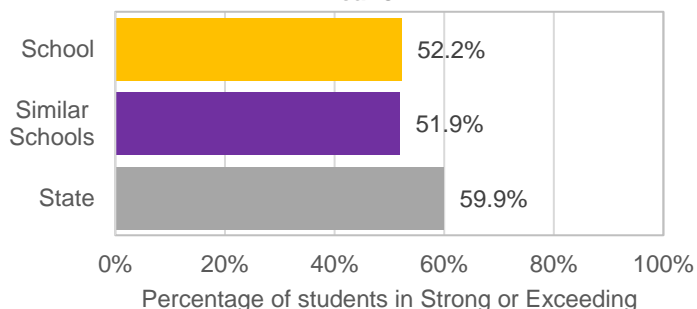
Similar Schools average:

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 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

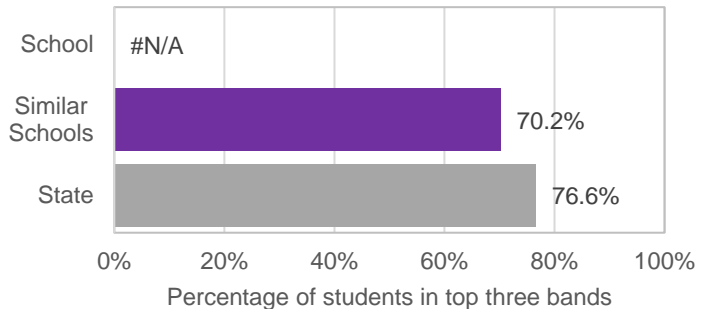
Similar Schools average:

70.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

90.0%

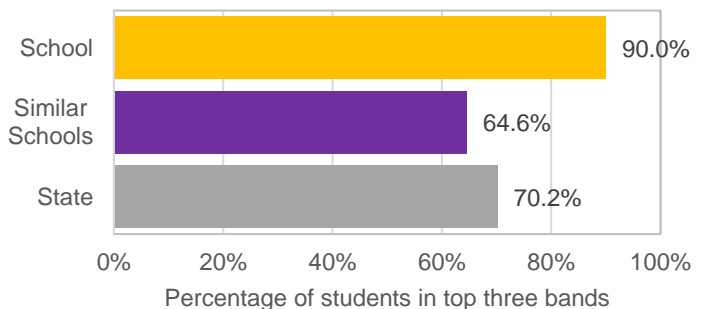
Similar Schools average:

64.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Reading Year 7

Latest year  
(2022)

School percentage of students  
in the top three bands:

43.8%

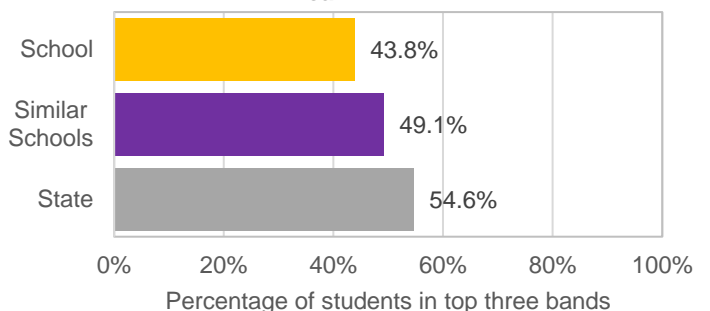
Similar Schools average:

49.1%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

37.2%

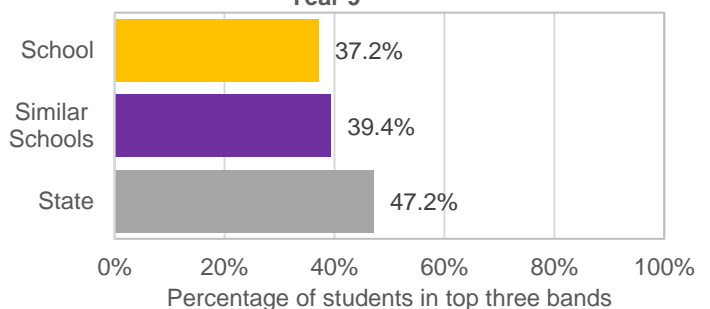
Similar Schools average:

39.4%

State average:

47.2%

#### NAPLAN Reading (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.

### NAPLAN (continued)

#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

NDA

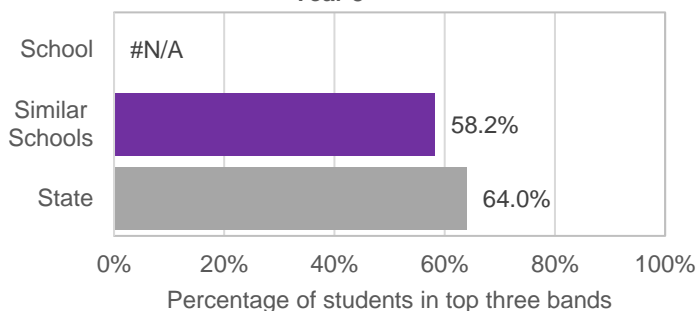
Similar Schools average:

58.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

90.0%

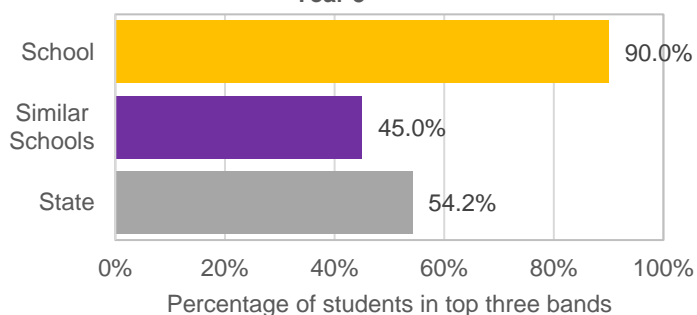
Similar Schools average:

45.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



#### Numeracy Year 7

Latest year  
(2022)

School percentage of students  
in the top three bands:

38.9%

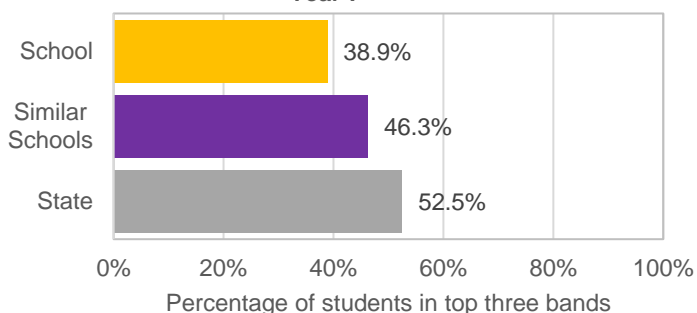
Similar Schools average:

46.3%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

Latest year  
(2022)

School percentage of students  
in the top three bands:

33.7%

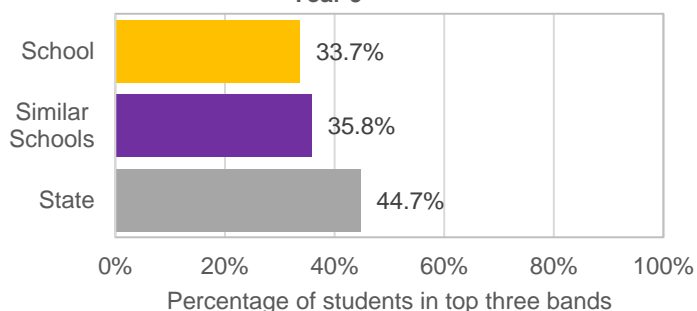
Similar Schools average:

35.8%

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

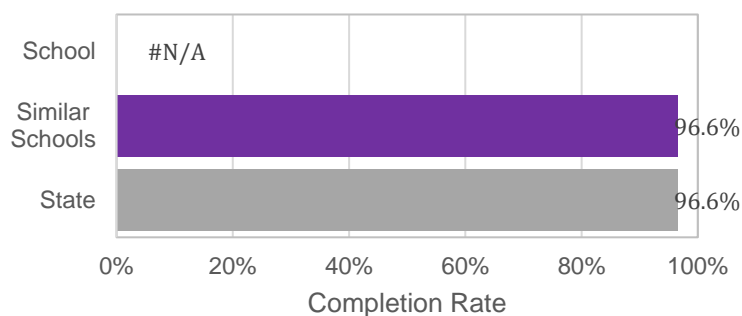
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	NDA	NDA
Similar Schools completion rate:	96.6%	96.9%
State completion rate:	96.6%	97.1%

#### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

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:

NDA

Percentage VET units of competence satisfactorily completed in 2023:

NDA

## WELLBEING

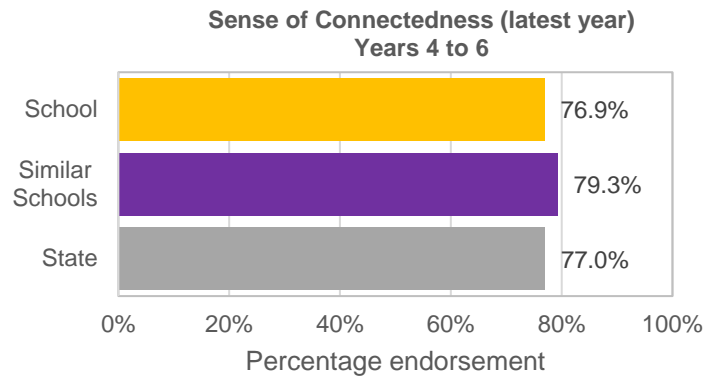
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

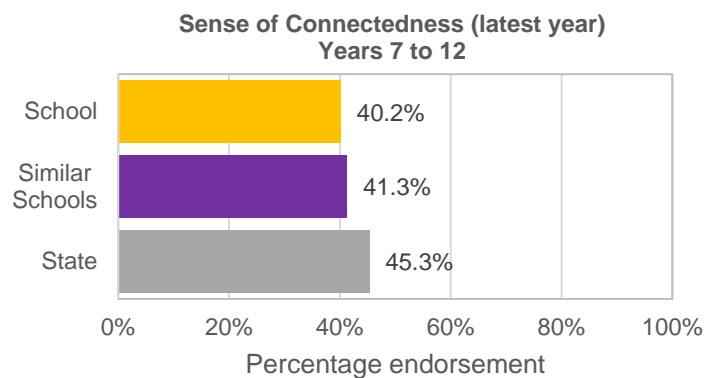
#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.9%	85.5%
Similar Schools average:	79.3%	79.8%
State average:	77.0%	78.5%



#### Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	40.2%	50.4%
Similar Schools average:	41.3%	45.8%
State average:	45.3%	49.9%



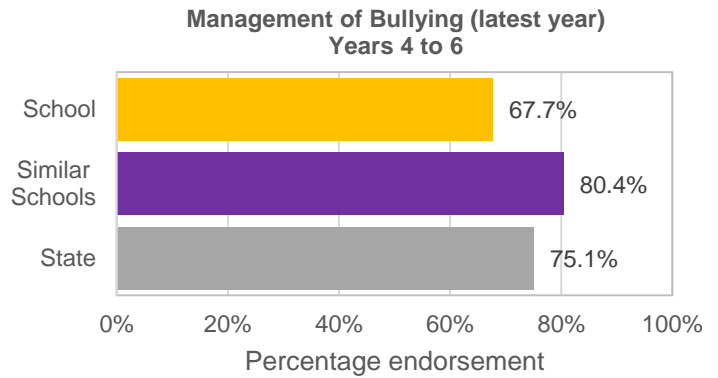
## WELLBEING (continued)

### 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).

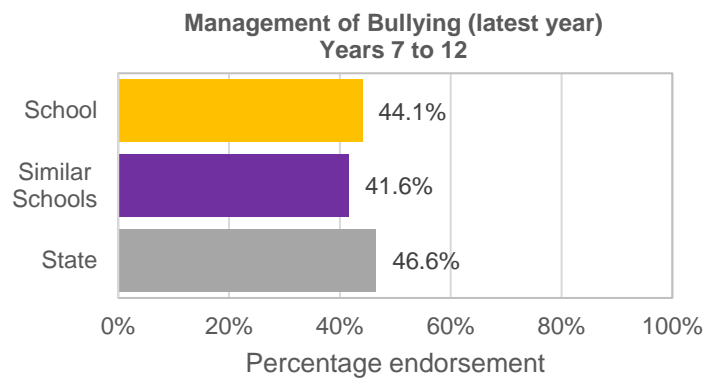
#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	67.7%	74.2%
Similar Schools average:	80.4%	81.6%
State average:	75.1%	76.9%



#### Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	44.1%	53.0%
Similar Schools average:	41.6%	46.1%
State average:	46.6%	51.0%



## ENGAGEMENT

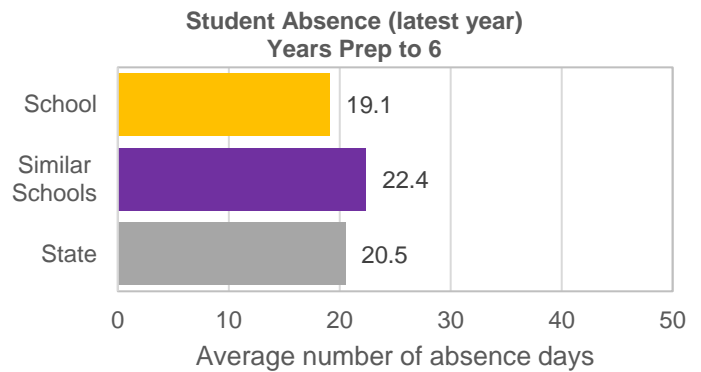
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

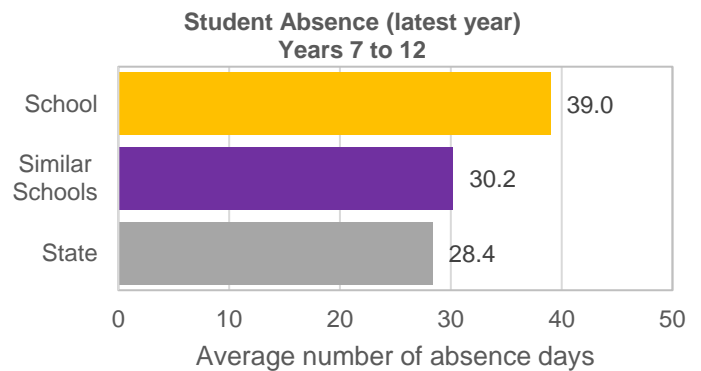
#### Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.1	11.5
Similar Schools average:	22.4	20.0
State average:	20.5	18.1



#### Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	39.0	31.7
Similar Schools average:	30.2	26.4
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDA	NDA	NDA	93%	NDP	93%	89%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	81%	78%	82%	NDA	NDA	NDA	



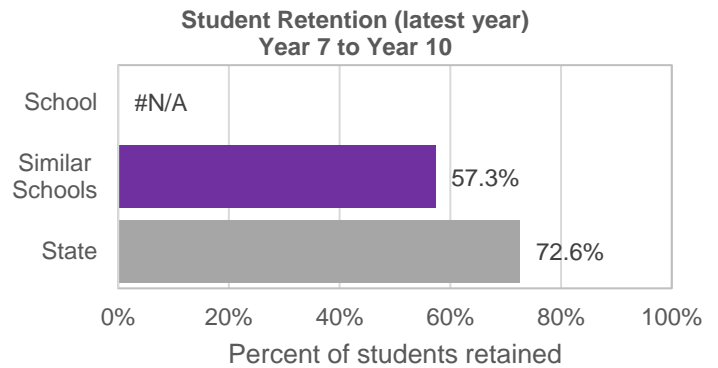
## ENGAGEMENT (continued)

### 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 (2023)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	57.3%	58.4%
State average:	72.6%	73.8%



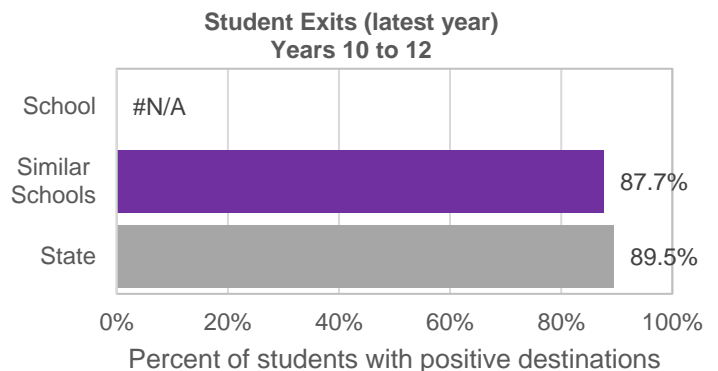
### Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	87.7%	87.1%
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	\$14,700,431
Government Provided DET Grants	\$2,416,739
Government Grants Commonwealth	\$157,241
Government Grants State	\$27,765
Revenue Other	\$193,461
Locally Raised Funds	\$316,131
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,811,768</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$888,933
Equity (Catch Up)	\$150,065
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,038,997</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,383,086
Adjustments	\$0
Books & Publications	\$7,544
Camps/Excursions/Activities	\$207,936
Communication Costs	\$28,251
Consumables	\$249,444
Miscellaneous Expense <sup>3</sup>	\$129,385
Professional Development	\$34,606
Equipment/Maintenance/Hire	\$383,482
Property Services	\$536,916
Salaries & Allowances <sup>4</sup>	\$302,877
Support Services	\$1,781,258
Trading & Fundraising	\$29,080
Motor Vehicle Expenses	\$17,637
Travel & Subsistence	\$4,519
Utilities	\$177,921
<b>Total Operating Expenditure</b>	<b>\$18,273,942</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$462,174)</b>
<b>Asset Acquisitions</b>	<b>\$65,038</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$335,178
Official Account	\$65,296
Other Accounts	\$10
<b>Total Funds Available</b>	<b>\$400,483</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$602,742
Other Recurrent Expenditure	\$63,364
Provision Accounts	\$0
Funds Received in Advance	\$152,543
School Based Programs	\$74,228
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,774
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$39,828
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,334,478</b>

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