

2023 Annual Report to the School Community

School Name: Buckley Park College (7670)



BUCKLEY PARK COLLEGE

- 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 April 2024 at 05:03 PM by Harold Cheung (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 06 May 2024 at 12:34 PM by Chris Wood (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

Buckley Park College (BPC) is a single campus, co-educational, Year 7 - 12 school, located in Essendon since 1963. The college is well regarded in the community and has zoned enrolment, which has resulted in the vast majority of our students attending the college living within walking distance. "Build Your Wings", the school motto, symbolises the important role the school plays in nurturing the academic and personal development that prepares young people for successful and happy futures. Every school member plays an important role in establishing the culture at Buckley Park College and is expected to live by a set of 4 College values of Aspiration, Kindness, Resilience and Community. These values guide us in our work, our learning and our relationships. The values also guide our approach to reinforcing positive behaviour and the expectations around us as learners.

The college is large enough to offer a challenging and diverse curriculum, yet the school is small enough to foster individual development. At Buckley Park College, students have a comprehensive and cohesive learning experience. The knowledge, skills and understandings they require to progress and go on to study successfully are systematically developed over the course of their secondary education. At every step, highly qualified and committed teachers and support staff challenge, encourage and support students to achieve high academic results in core and co-curricular programs while fostering their growth into adulthood and citizenship.

The school is committed to the ongoing professional development of teachers, which fosters a culture of lifelong learners. This ensures our students are exposed to innovative teaching and learning approaches, which ensures our students are prepared for the next stage beyond Buckley Park College. Through this work we have seen positive VCE and NAPLAN outcomes in comparison to state and our area,

Our school is well-maintained, and we commit our internal resources to ensuring our facilities can meet our students learning needs. The buildings are set amongst attractive gardens and green social spaces, with a central outdoor space that acts as a meeting point for the school community. The majority of the school buildings are over 60 years old and consequently continue to require ongoing renewal, which is also an opportunity for development.

The demand for places at the college is high, with many applications for places in Year 7 each year, while the numbers of students seeking enrolments in other levels continue to grow. While growth has been relatively orderly, there are physical limitations in our campus site that disallows any further significant growth, meaning this is an ongoing planning challenge for our school. Due to the previous reinforcement of the Department of Education enrolment policy the student numbers at the college has declined to a sustainable level which has now allowed the college opportunities to enrol students outside of zone commencing in Year 7 2025. The vast majority of our Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school. We continue to have strong links with Essendon North PS, Aberfeldie PS and Moonee Ponds West PS, our 'main feeder primary schools. We actively collaborated with them and all other primary schools from where our Year 7 students were enrolled.

At Buckley Park College, in 2023, we had 4 Koori students enrolled full-time, and we were working closely with 16 students funded under the Program for Students with Disabilities. In 2023 the school employed 71 EFT teachers, including 3 Principal class officers and 18.5 EFT education support staff.

The college has an active 'friends' group who play a major role in the social life of the college. Attendance at college community events is excellent, demonstrating our community's attachment to the college. The college focused on 2023 on student learning - targeting our development of literacy and numeracy supports. Our student wellbeing focus continues to be the development of the College Student Wellbeing and Engagement Framework, expansion of student support services as well as our Pastoral Care Program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 our students achieved exceptional NAPLAN and VCE outcomes. Within NAPLAN with the introduction of the new measures our Year 9 students performance were above the state and network schools in reading, writing and numeracy outcomes. Within the top two categories of Exceeding and Strong categories in NAPLAN, 68% of students in Year 9 achieved in two categories for Reading, 73% for writing and 73% of Numeracy were in the top two bands.

Equally at the VCE level, the school obtained pleasing results and was once again well-placed when measured against government schools. In 2023, our median study score was 31, with over 6.8% of study scores above 40. 25% of our students achieved an ATAR of 90, and 45% achieved an ATAR above 80. The number of students with an ATAR below 30 was again minimal, only representing

2.2% of the cohort. The college also saw 99.2% of our students who applied through VTAC been offered a first round University offer.

The college throughout 2023 focused on working on the development of the GVC Improvement cycle which will ensure that our curriculum is evaluated, robust and reflects our students needs to achieve their personal excellence. We have also reviewed our reporting processes so that it is a more accurate reflection of student progression promoting students to set more explicit learning goals and provision to receive more fine grain feedback for improvement.

Additionally, the college continue to embed the lesson structure and define in detail the "structured learning activities" phase using the gradual release of responsibility model which fosters group work/student collaboration. Furthermore, this approach continues to articulate the reduction in the amount of time committed to teacher instruction and a focus on student application of learning. So our staff receive continual feedback, we have also introduced PIVOT surveys to allow staff to reflect on their practice and identify personal goals for development.

A significant project was a holistic review of the college curriculum, offerings and time allocations ensuring it has direct link to our college learning priorities. Through active consultation with all stakeholders, it has resulted in the development of new period structure, curriculum provision and timetable to be implemented in 2024. We are excited by this development which will allow the time in classes for students to apply their learning and be have multiple exposures towards a concept.

Wellbeing

Our school values sit at the core of our wellbeing provision, placing the student at the centre of our decision making. At Buckley Park College, we have continued to explore innovative solutions to extend our wellbeing support provisions across the college. In 2023, the college has continued to refine our College wellbeing and engagement model incorporating the theories of SWPBS so there is consistency in language and process in working with our students.

The college also have completed in 2023 the Berry Street Education Model training which has provided us with the foundation and scaffolds which underpins the supports for our students, professional learning for staff to extend their toolbox of strategies to work with students. The college has also continued to evaluate and refine our Pastoral Care Program which provides students at Year 7-12 with the skills to reflect, respond and seek support.

Through this work and the tweaking of processes in the approach we manage students lateness, absences and misbehaviour, we have seen a significant reduction in escalated behaviours, number of student behavioural referrals and suspensions. Additionally we have also seen an improvement in the number of students which have been flagged on the significant absence list.

In 2023, we have also committed to the introduction of the Disability Inclusion processes and have worked with staff in up skilling staff so they can support the introduction of the Disabilities Inclusion Profile processes. The college has seen an increase in the students identified on NCCD and increasing number of students requiring Tier 3 support.

In collaboration with our sub-schools, our wellbeing team support our effective year 7 transition program to ensure students have the best possible start at BPC. Our preventative and early intervention programs which compliment the Life Ed school-wide wellbeing program ensures that students receive age and stage-appropriate education around personal, social and emotional wellbeing. We work in partnership with families to ensure adequate support and external services are connected to the family to better support the student engage.

Engagement

Student Engagement at Buckley Park College continues to be a foundation stone to positive learning and wellbeing outcomes. The college has continued to offer extension and support literacy/numeracy programs so our students are engaged. Within our extension programs we have seen an increasing interest from our community even though they operate before/after school which has resulted in increase numbers of students enrolling in Methods and Specialist Maths as well as for the first time Literature running at the college.

Through the redevelopment of the timetable we have also developed an innovative Year 7/8 Literacy and Numeracy program where students have four teachers are assigned to three classes running at the same time. This allows for targeted point of need teaching to a specific skill without streaming students based on ability.

Student Leadership opportunities continue to be a pivotal at the college where we encourage our students to get actively involved. The college offers diverse opportunities in leadership of a specific area or represent their Year Level. Our student leaders not only are consulted on school wide changes, policies, student activities and represent the college in our community. We are proud of our students in their active engagement in ensuring our students have an optimal learning environment.

The college continues to sustain a vibrant Camps program and actively works to reduce costs. The college operates an annual camp at Year 7-10 with the Year 7 Camp deemed compulsory to foster engagement. Six Year 9 students attended the School for

Student Leadership - Don Valley Campus for 8 weeks away from home where they developed their independence and developed a community project implemented at our 60th Anniversary.

In addition to our camp program, students on site have an array of options for engaging lunch time, extra-curricular activities and clubs to pique their interests, including:

- Video Augmented Reality (VAR) Club
- Chess / Library
- Japanese Kana
- German
- Debating
- PRIDE
- Art
- Music / Band
- Sport / Inter-school Sport

A capstone event at the college is our Annual Production. In 2023, "Night Lights" involved a 170 of our students and a 1/3 of our staff. The production is performed on three evenings and a matinee performance is also provided for our Year 7 students.

Through the commitment and dedication of our staff has ensured our students receive a vibrant program which allows for our students the opportunities to get involved in a variety of activities based on a students' individual interests.

Other highlights from the school year

The college celebrated our 60th Anniversary in 2023 marked with a number of community events. The highlight was the College Fete which saw our community past and present come to the college especially to see the changes at the school over the last 60 years.

2023 also saw the State Government announce \$2 million dollars for the Master Planning in the facilities modernisation and redevelopment of Buckley Park College so we can provide our students with 21st century learning environments.

The college was also excited to complete a number of minor works projects including beautification of our grounds, Multimedia signage and the construction of undercover pathways and ramps which connects the whole college. This has ensured our facilities are accessible to all students at the college.

It has been wonderful to see the continued positive support for the college and growing interest from the wider community in enrolling their children at Buckley Park College. 2023 has also seen continued work in the design and development of the upcoming Buckley Park College STEAM Academy program which will provide interested students with a targeted curriculum working with Industry Partners so our students will develop the skills required for the 21 century workforce.

Financial performance

The college has long operated with a staffing credit deficit, which is offset in cash by user-pays extra-curricular opportunities and Family contributions. At the end of the 2023 school year, the reconciliation reported a deficit of -\$75,745.00. This will be recovered in the 2024 Term 3 quarterly grant and offset by funds set aside in the SRP Contingency budget.

The school manages its finances effectively though our cash position has decreased significantly over the past two years. 2023's family contributions continue to be negatively affected (like many schools) by the change in the Parent Payment Policy. We continue to struggle to raise sufficient funds to support the colleges offerings. The booklist raised \$127,535.00 and COMPASSPay raised \$147,888.00. This is approximately 40% collection which has decreased from 80%.

On 8/9/2023 the college marked its 60th anniversary which was a self-funded event and broke even.

The canteen provider Chalkboard Catering went into liquidation as of 9/12/2023, with unpaid License fees of \$14,630.83.

A process of effective forward planning has ensured all activities with costs are managed appropriately. The school received \$45,998.00 in equity funding targeted to student wellbeing. \$49,061.00 of Middle Years Literacy and Numeracy Support (MYLNS) was received, which has decreased by \$113,222.00. Over 95% of this funding was applied to the employment of Learning Specialists in Literacy and Numeracy. \$43,224.00 Career Education Funding (CEF) was received to employ staff to support students plan for their future.

For more detailed information regarding our school please visit our website at
www.buckleyparkco.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 896 students were enrolled at this school in 2023, 408 female and 488 male.

20 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

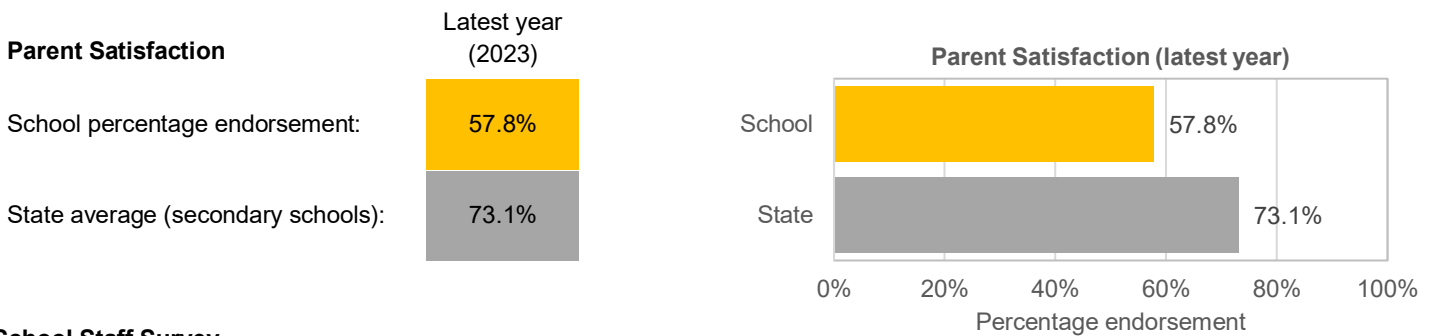
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

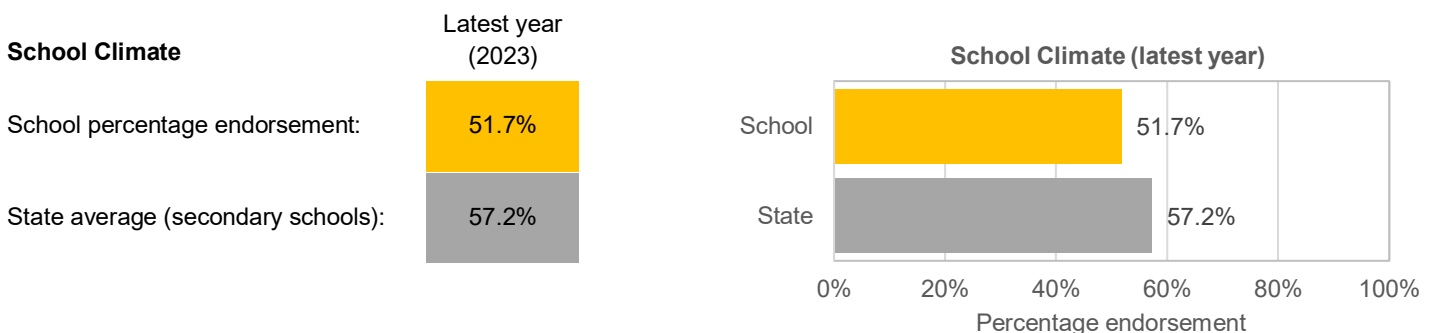


School Staff Survey

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

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

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



LEARNING

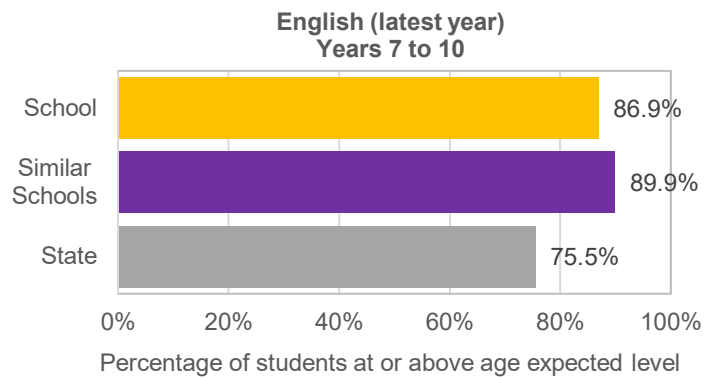
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

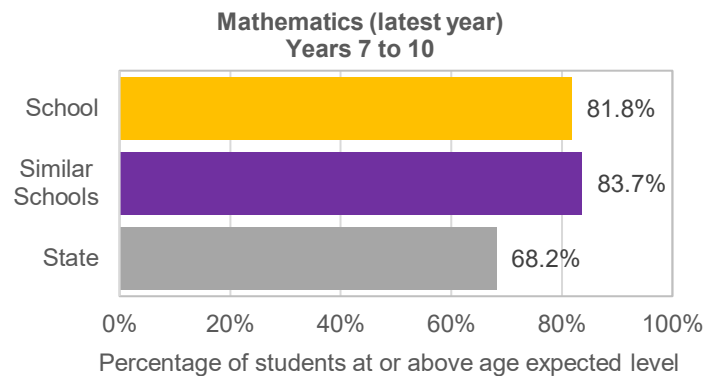
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	86.9%
Similar Schools average:	89.9%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	81.8%
Similar Schools average:	83.7%
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 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

73.0%

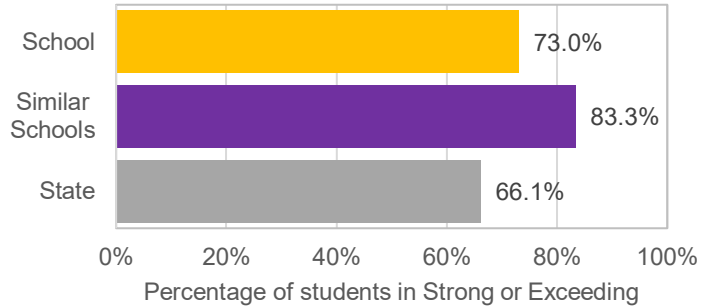
Similar Schools average:

83.3%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

68.1%

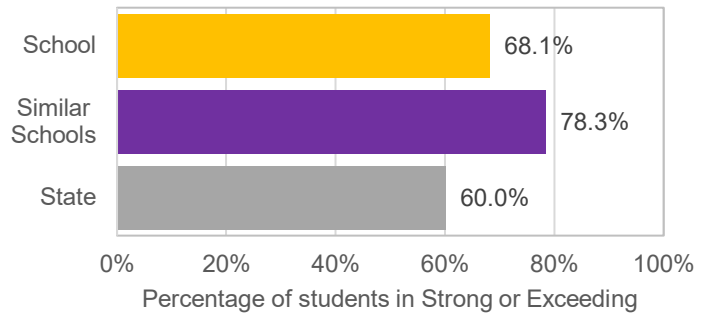
Similar Schools average:

78.3%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

71.6%

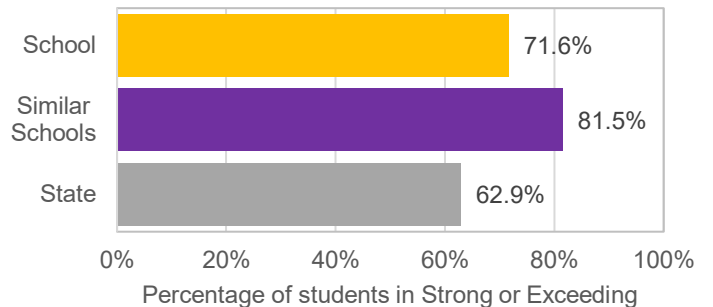
Similar Schools average:

81.5%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

73.2%

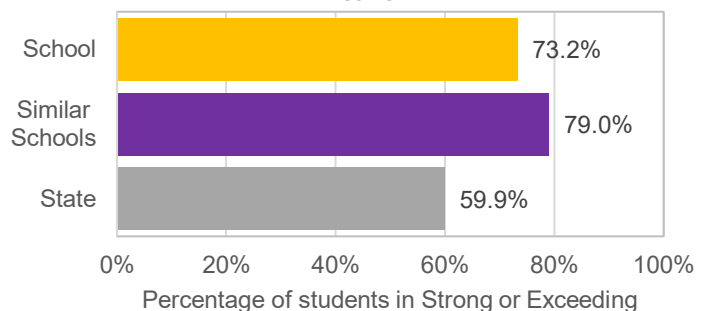
Similar Schools average:

79.0%

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:

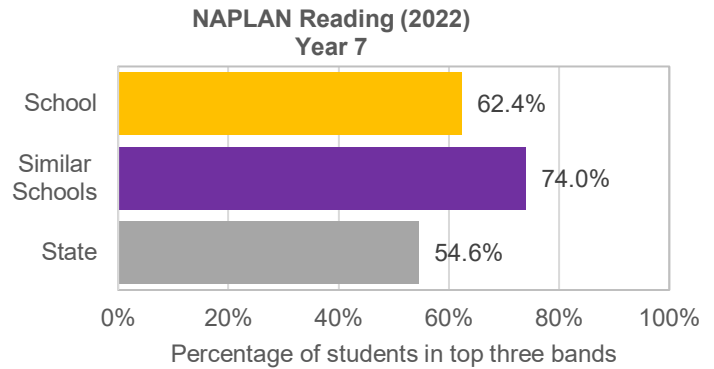
62.4%

Similar Schools average:

74.0%

State average:

54.6%



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

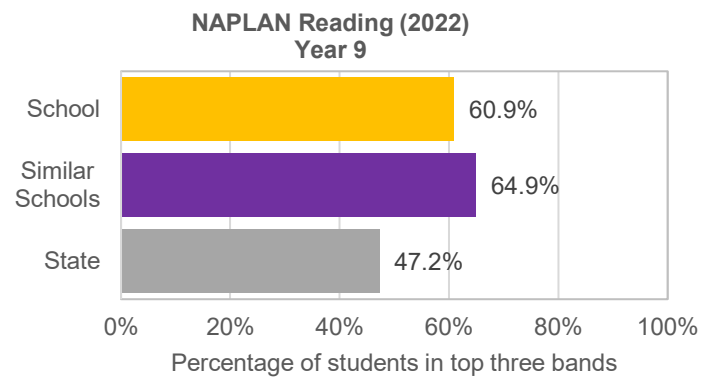
60.9%

Similar Schools average:

64.9%

State average:

47.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

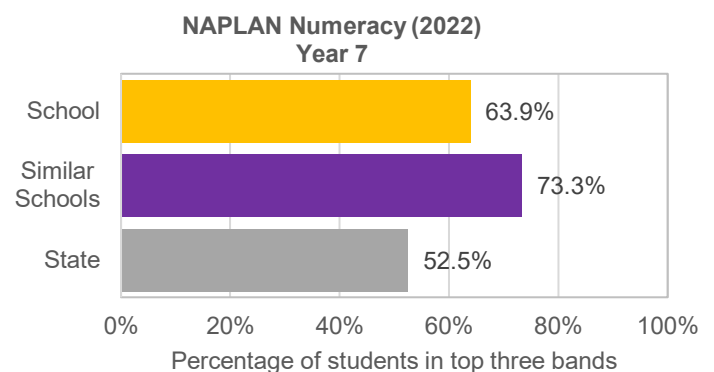
63.9%

Similar Schools average:

73.3%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

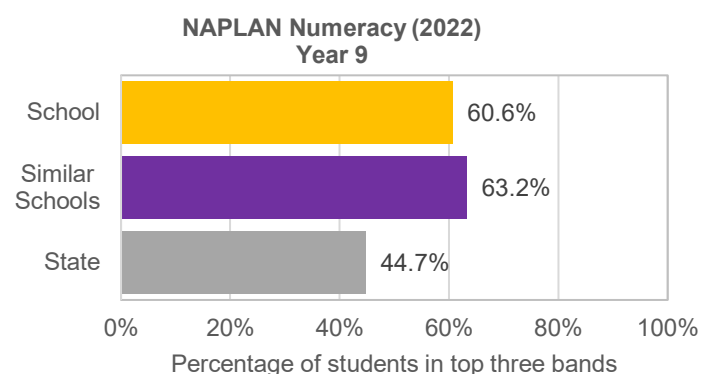
60.6%

Similar Schools average:

63.2%

State average:

44.7%



LEARNING (continued)

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

Victorian Senior Secondary Certificate

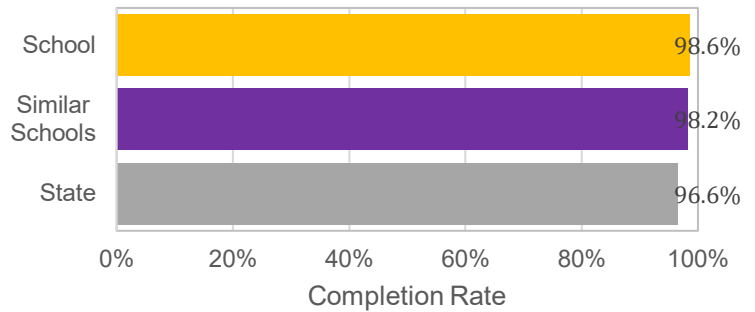
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	98.6%	98.9%
Similar Schools completion rate:	98.2%	98.5%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

31.1

Number of students awarded the VCE Vocational Major

14

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:

16%

Percentage VET units of competence satisfactorily completed in 2023:

58%

WELLBEING

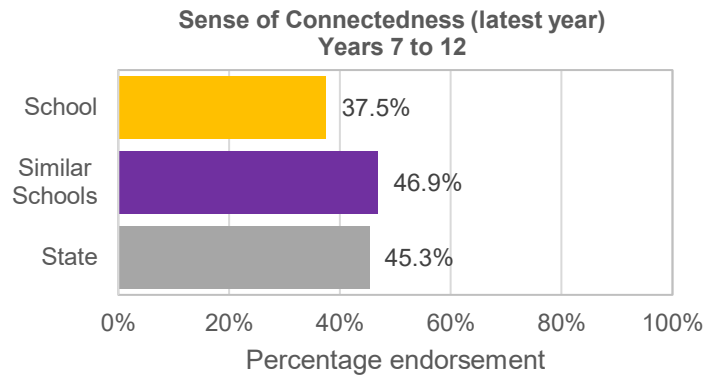
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	37.5%	44.0%
Similar Schools average:	46.9%	51.6%
State average:	45.3%	49.9%

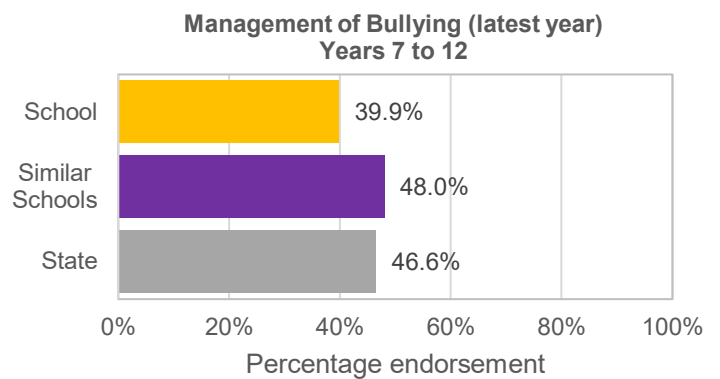


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	39.9%	46.1%
Similar Schools average:	48.0%	52.7%
State average:	46.6%	51.0%



ENGAGEMENT

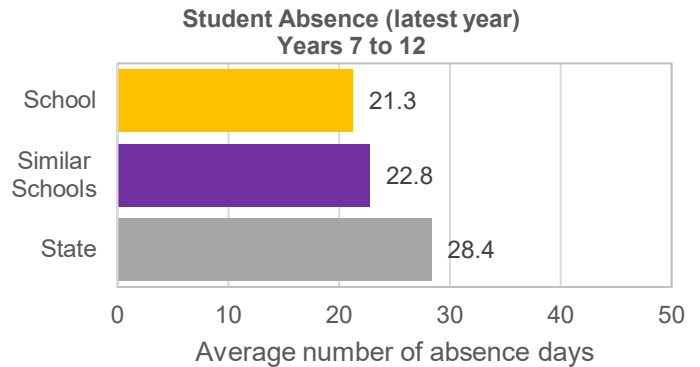
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.3	18.4
Similar Schools average:	22.8	18.3
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.

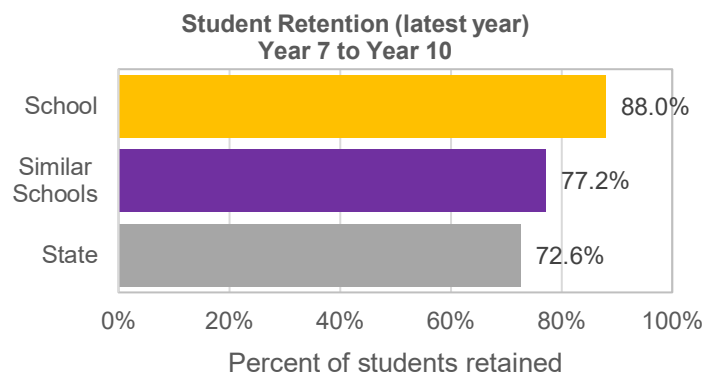
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	89%	89%	87%	87%	91%	92%

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:	88.0%	86.1%
Similar Schools average:	77.2%	79.2%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

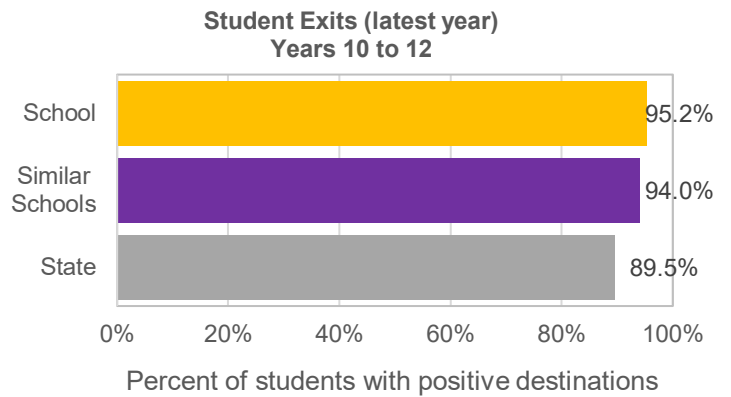
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	95.2%	96.8%
Similar Schools average:	94.0%	95.0%
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	\$10,025,230
Government Provided DET Grants	\$1,100,554
Government Grants Commonwealth	\$24,632
Government Grants State	\$46,399
Revenue Other	\$60,195
Locally Raised Funds	\$898,151
Capital Grants	\$0
Total Operating Revenue	\$12,155,160

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,327
Equity (Catch Up)	\$35,026
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$88,353

Expenditure	Actual
Student Resource Package ²	\$10,065,975
Adjustments	\$0
Books & Publications	\$9,074
Camps/Excursions/Activities	\$311,892
Communication Costs	\$47,287
Consumables	\$190,617
Miscellaneous Expense ³	\$93,626
Professional Development	\$42,420
Equipment/Maintenance/Hire	\$148,044
Property Services	\$245,946
Salaries & Allowances ⁴	\$295,022
Support Services	\$381,067
Trading & Fundraising	\$59,779
Motor Vehicle Expenses	\$961
Travel & Subsistence	\$97
Utilities	\$91,957
Total Operating Expenditure	\$11,983,763
Net Operating Surplus/-Deficit	\$171,397
Asset Acquisitions	\$80,802

- (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	\$1,289,305
Official Account	\$25,594
Other Accounts	\$134,143
Total Funds Available	\$1,449,042

Financial Commitments	Actual
Operating Reserve	\$285,482
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$160,029
School Based Programs	\$137,723
Beneficiary/Memorial Accounts	\$6,647
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$73,844
Repayable to the Department	\$586,705
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$92,819
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,343,249

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.