

2023 Annual Report to the School Community

School Name: Robinvale College (8276)



- 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 06 May 2024 at 01:28 PM by Lyn Coulter (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 16 May 2024 at 02:42 PM by Toneea Watson (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 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').

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

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. The vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide "great learning for a thriving community", expresses our commitment to making a valuable contribution to the community's social and economic growth. Robinvale is situated on the Murray River in North-Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (89 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea, and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location. The College roll reflects this diversity, and it celebrates its vibrant multiculturalism. A total of 255.6 students were enrolled at this school in 2023, 107 Primary and 148.6 Secondary. 6.9 PSD funded students, 23 percent of students had English as an additional language and 38 percent were Aboriginal or Torres Strait Islander. This school's SFOE band value is: High at 0.68. The college provides additional support for its Aboriginal and Torres Strait Islander (ATSI) students. This includes the *Koorie Girls Academy* which operates on site to provide learning and wellbeing support for Year 4-12 female students. The college provides the *Clontarf* program which engages Aboriginal and Torres Strait Islander male students in a diverse range of activities designed to help develop self-esteem, confidence, and provide education and employment support. The 10-year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor, and a Community Facilitator at Robinvale College, including approximately \$300,000 per annum, for 10 years, to support successful implementation of the Our Place model. Our Place will help integrate early childhood, school, and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people, and their families. The funding provides for a Partnership Manager, a Community Development Advisor, and a Community Facilitator. These personnel are all based at the college and drive the implementation of the partnership. In progressing the achievement of this aim during the last strategic planning period, the college commenced operation of an Early Years Centre and onsite maternal health and medical services. The Robinvale Learning and Community Hub is operating successfully in collaboration with Swan Hill Rural City Council. The *Hub* comprises a shared college/community library space, public meeting rooms, learning areas, a cultural exhibition space and cafe. The college has developed ongoing partnerships with many community organisations. This includes the sharing of a *Community Liaison Officer* role with St Mary's School in Robinvale. A partnership is established with *SuniTafe* to provide senior students with access to a weekly *Jobs and Skills Centre*. The centre provides students, parents/carers and college staff with careers, pathways and transition information and support. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered on-site including Tradies Pack and Small Business Operations. The college employs a total of 46.2 Full Time Equivalent (FTE) staff. The staffing profile comprises three principal class officers: a principal and two assistant principals. There are two FTE leading teachers, 21.9 FTE teachers, 7.6 FTE para-professional teachers, 1.2 FTE learning tutors and 33.1 Education Support (ES) staff. Three staff provide support to the *Our Place* community hub. There are nine additional staff either employed by the school or non-school staff working on the site that provide services to the *Koorie Girls Academy*, *Clontarf Academy*, Early Learning Centre, Maternal Child Health, Early Family Intervention and Secondary School Nurse Program. A doctor funded by the *Doctor in Schools* program attends the college 0.5 days each week, and a nurse, one day per week.

Progress towards strategic goals, student outcomes and student engagement

Learning

To support student progress the following actions were implemented: Professional learning to develop teacher capacity in teaching independent reading was delivered in professional learning and coaching. The Literacy Governance team continued to work with leadership team to develop an organisational structure and consistency of practice across the school. Weekly literacy meetings scheduled with a higher level of accountability within literacy meetings. Document beginning to be drafted on roles and

responsibilities across the school, Increased use of assessment data being used and collected by all teachers - as evidenced by the data collected. Literacy and Numeracy meetings were also timetabled into the week for selected teachers who worked with literacy and numeracy learning specialists to target areas of identified need, based on PAT Reading and Numeracy results. Teacher training in PAT-R and F&P training has continued with the high turnover of staff. Homework Club attendance continued to expand to support students who required additional learning opportunities in smaller settings, and additional supervised study time was provided for VCE students.

Wellbeing

To support student and staff wellbeing the following actions were implemented: A consistent communication and referral process was set up utilising internal supports and services for referring students. Teachers were supported to strengthen the use of ISEPs, through the role of the behaviour coach. Teachers reviewed and updated ISEPs once a semester, in collaboration with students and their parents/carers. An audit of the ISEPs show that the goals, profile, data and strategies are current. To help students be more engaged with their learning and feel safe in the classroom. The wellbeing team commenced work on implementing a SWPB program across the school. Referral process was streamlined and centralised for all staff. A dedicated staff member was appointed and trained in DNI. Learning Through Connections was trialled to improve the engagement of Indigenous boys in the middle school. A change in Clontarf staff at the end of 2022 caused a lot of anxiety amongst all students however, the transition with the new team was smooth. The students continue to have high absence rates - illness, families asking students to undertake care and familial responsibility at home, cultural business. Continued collaboration with the Swan Hill Rural City Council Empowerment Program led to increased support for students at risk of disengagement from school.

Engagement

Teacher mental health due to unstable staffing, student conflict continues to contribute to absences. Student attendance continues to be a significant issue across the school. Students in years 7-12 have an average number of days absence of 65.5 days compared to similar schools of 35.9 days absent. This number can partly be explained by a small number of school refusers who have not attended on any regular basis. Navigator and the wellbeing team are working with families to support students return to school. The Primary Team made it a part of their practice to contact home to follow up on absences. Engagement in the Breakfast Program has increased numbers of students attending. Embedded use of Schoolzine (online platform) with parents to translate full newsletter and access the newsletter via multiple platforms. Berry St routines of greeting students, using brain breaks embedded across school, were evidenced through observations. Library JUA implemented including booking process for external organisations and community groups. Junior playground completed from a successful funding application 2022. All students have an ISEP that was reviewed twice in the year, with opportunities for parent feedback being provided at least twice in the year. Student Led Conferences, Parent teacher interviews and relevant SSGs were held twice in the year. Whole school events continued this year with increased student attendance.

Financial performance

The financial section of this report indicates Robinvale College continues to maintain a sound financial position with a net operating surplus of \$371,106. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals, and the intent/purposes for which funding was provided or raised. Extraordinary revenue items include Active School funding for Extracurricular activities, Place Based Partnerships, \$3,000 Sporting Schools fund, \$5,000 Grant funding from Euston Club for KGA excursion, \$4,600 Pool hire, \$14,000 Donations for Achievement night, \$18,00 Indigenous Youth Leadership Program funding. Surplus was reflective to Staffing, budgets not being fully expended, and materials and trade services unavailable for planned projects and maintenance. The Duke of Ed program was discontinued this year due to staff shortages. There were unusually high expenditure areas being \$497,257 CRTs (Casual Relief Teachers), this was a result of continuing state-wide teacher shortages and the necessity of utilising agency staff provided by Randstad, Tradewind, Interchange Bench, and Free Agency, due to not being able to secure full time teachers to the college. High staff absence rates also contributed to higher expenditure. Allocated funding to support significant expenditure in the following areas, professional development for all staff, further new screens in classrooms replacing the data projectors, Primary and Secondary literacy resources were further updated.

For more detailed information regarding our school please visit our website at
<https://www.robinvale.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 256 students were enrolled at this school in 2023, 128 female and 128 male.

25 percent of students had English as an additional language and 39 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

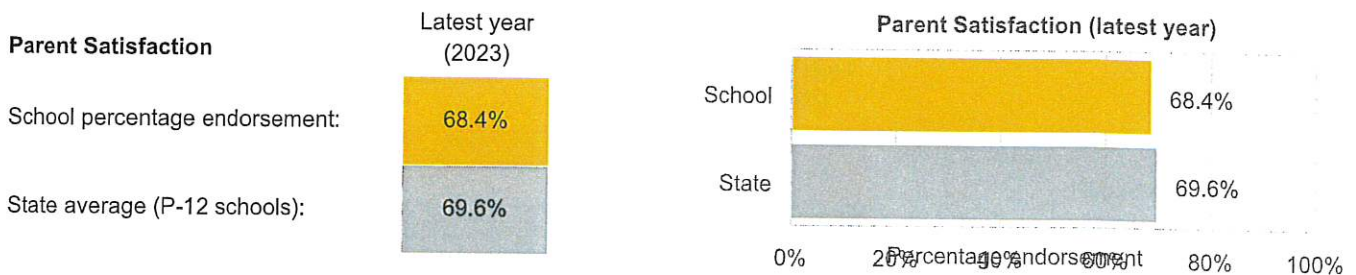
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

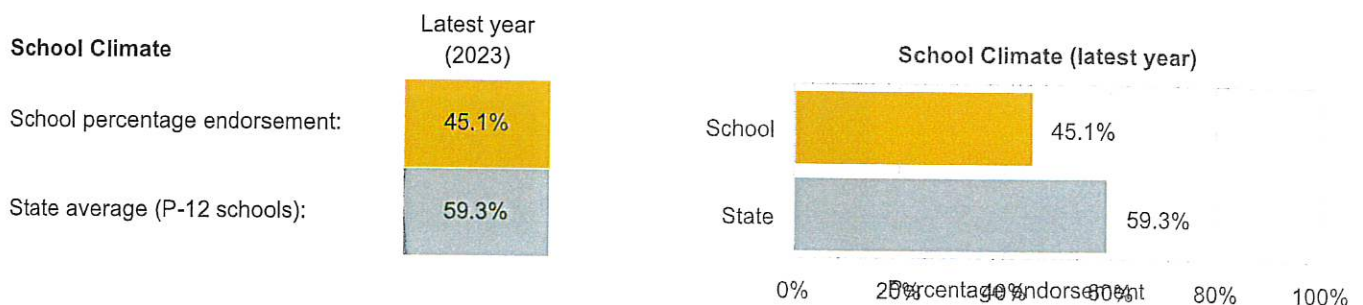


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

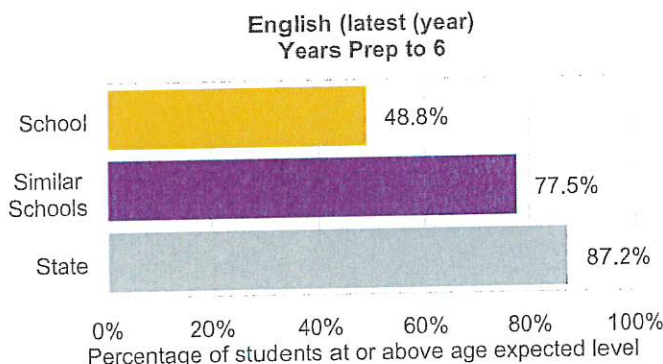
48.8%

Similar Schools average:

77.5%

State average:

87.2%



English Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

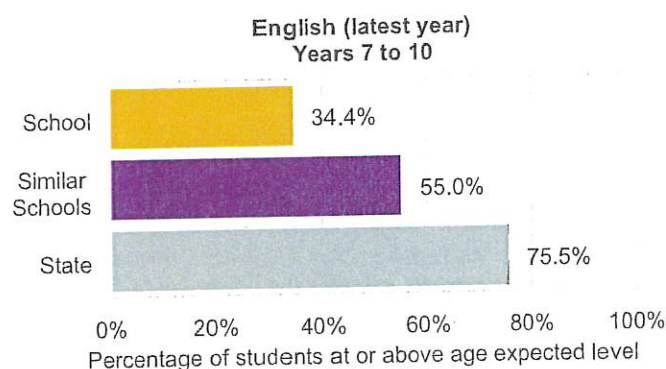
34.4%

Similar Schools average:

55.0%

State average:

75.5%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

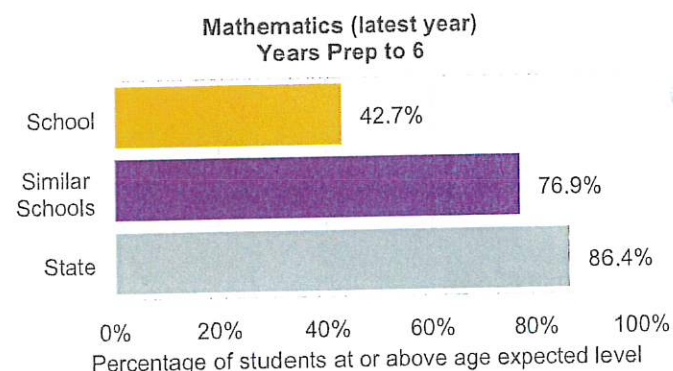
42.7%

Similar Schools average:

76.9%

State average:

86.4%



Mathematics Years 7 to 10

Latest year
(2023)

School percentage of students at or above age expected standards:

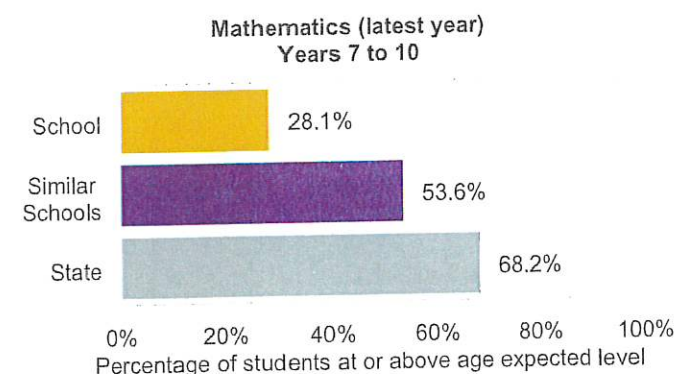
28.1%

Similar Schools average:

53.6%

State average:

68.2%



LEARNING (continued)

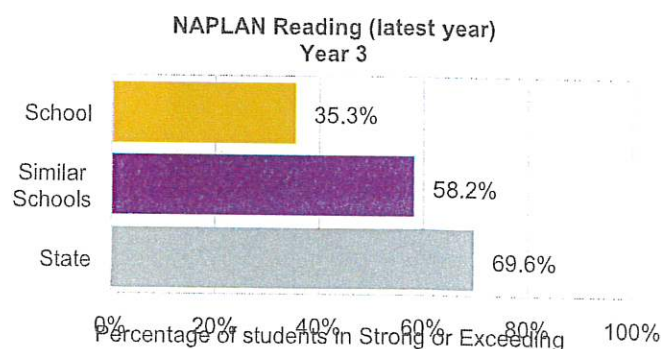
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

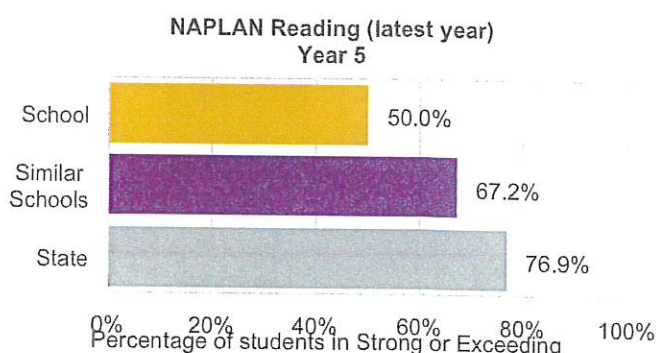
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

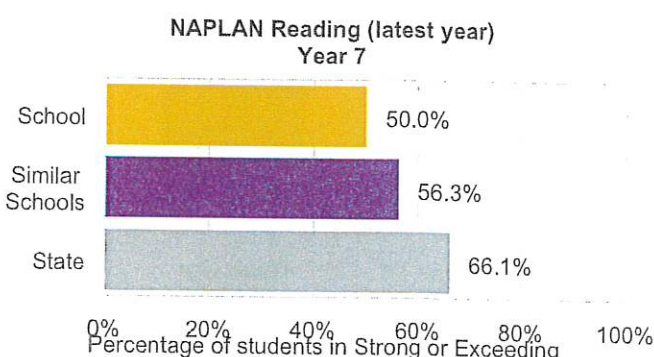
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	35.3%
Similar Schools average:	58.2%
State average:	69.6%



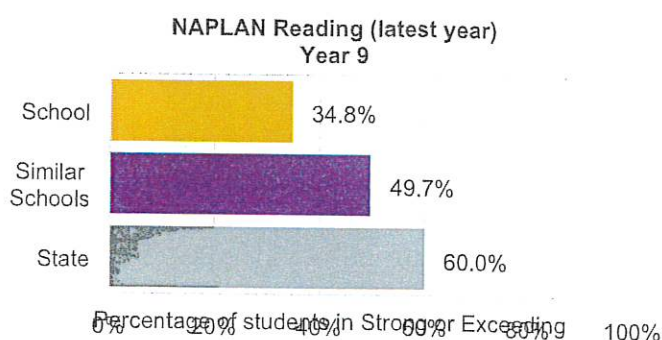
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	67.2%
State average:	76.9%



Reading Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	56.3%
State average:	66.1%



Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	34.8%
Similar Schools average:	49.7%
State average:	60.0%

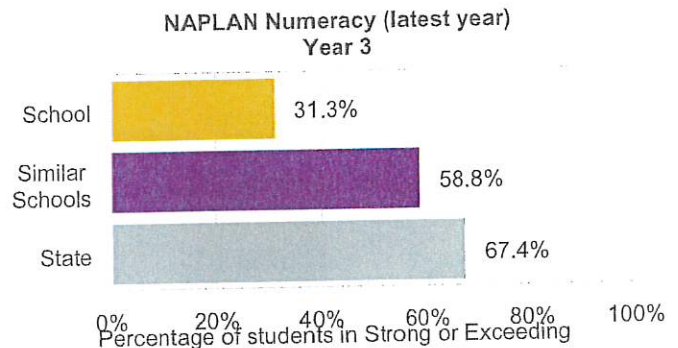


LEARNING (continued)

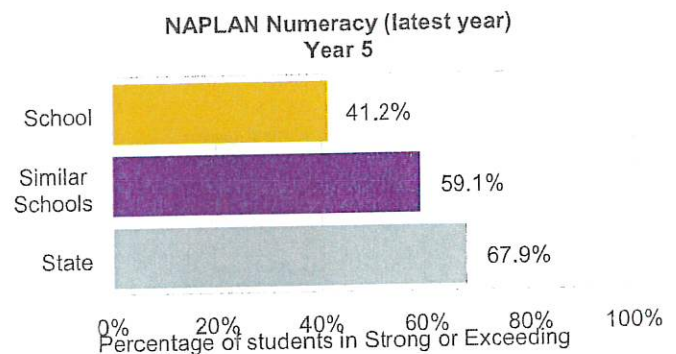
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

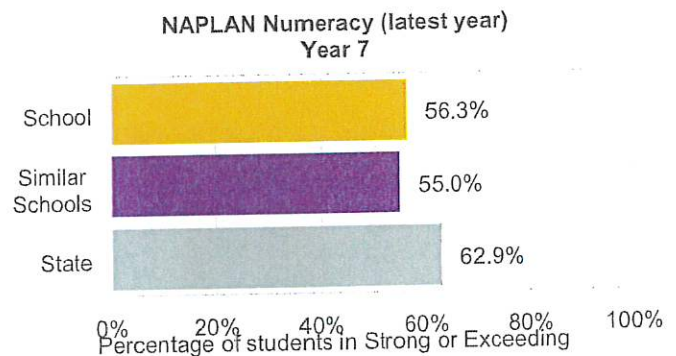
Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	31.3%
Similar Schools average:	58.8%
State average:	67.4%



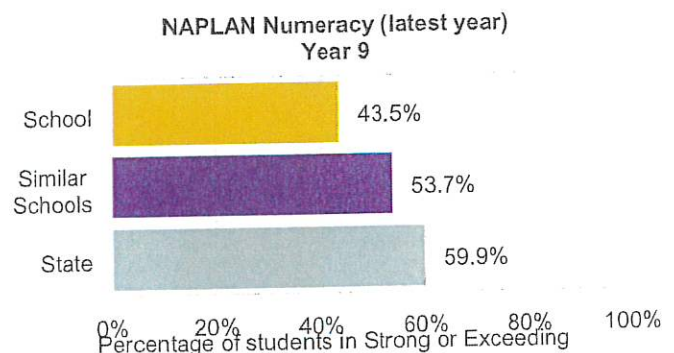
Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	41.2%
Similar Schools average:	59.1%
State average:	67.9%



Numeracy Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	56.3%
Similar Schools average:	55.0%
State average:	62.9%



Numeracy Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	43.5%
Similar Schools average:	53.7%
State average:	59.9%



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

School percentage of students
in the top three bands:

Latest year
(2022)

38.9%

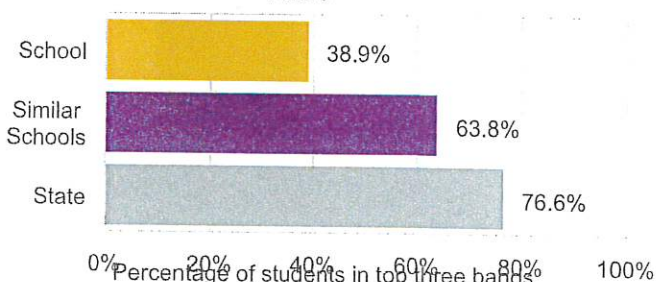
Similar Schools average:

63.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

School percentage of students
in the top three bands:

Latest year
(2022)

16.7%

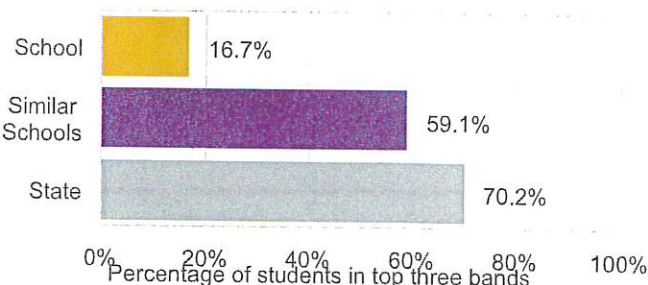
Similar Schools average:

59.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

School percentage of students
in the top three bands:

Latest year
(2022)

17.2%

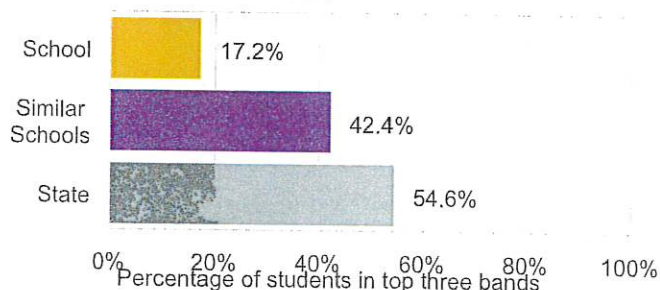
Similar Schools average:

42.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

School percentage of students
in top three bands:

Latest year
(2022)

17.1%

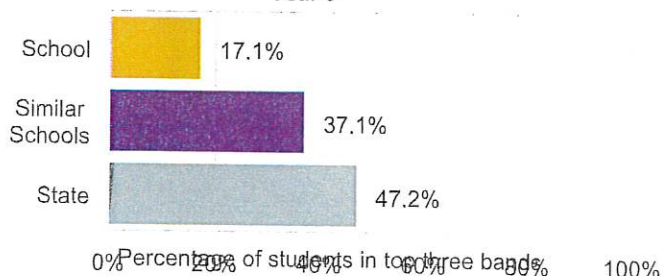
Similar Schools average:

37.1%

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:

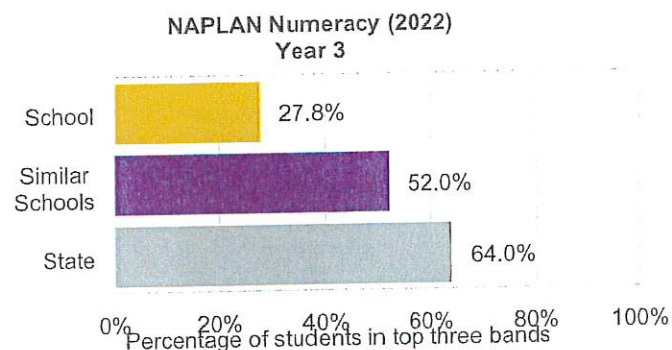
27.8%

Similar Schools average:

52.0%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

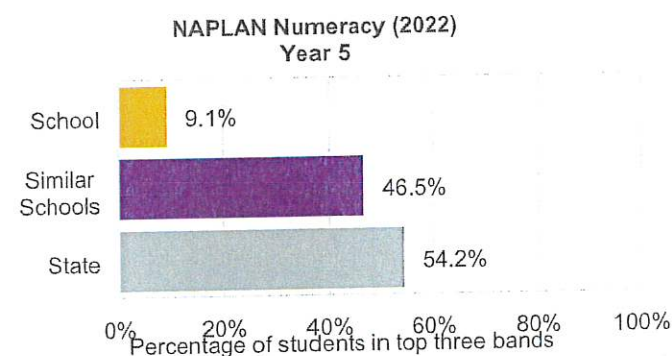
9.1%

Similar Schools average:

46.5%

State average:

54.2%



Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

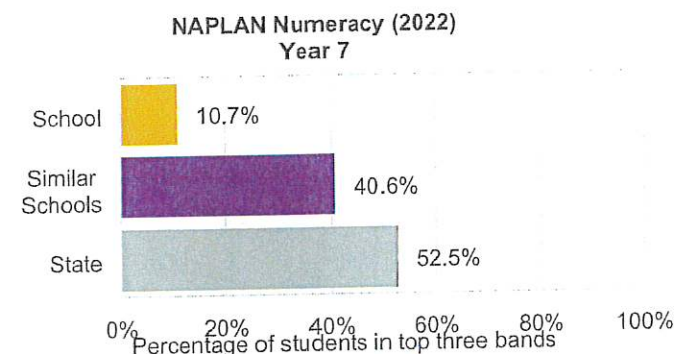
10.7%

Similar Schools average:

40.6%

State average:

52.5%



Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

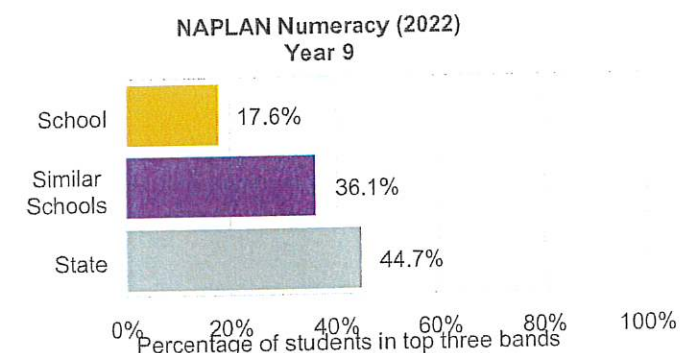
17.6%

Similar Schools average:

36.1%

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

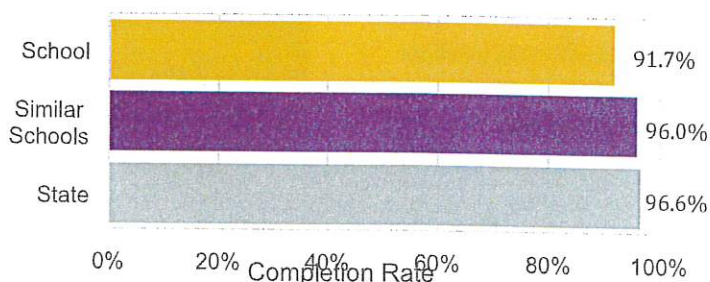
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	91.7%	95.3%
Similar Schools completion rate:	96.0%	96.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

22.3

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

47%

Percentage VET units of competence satisfactorily completed in 2023:

80%

WELLBEING

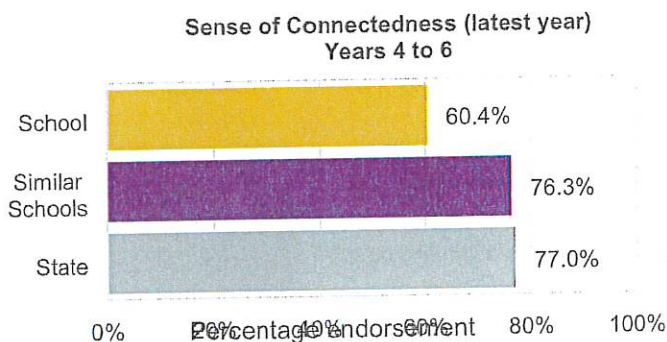
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

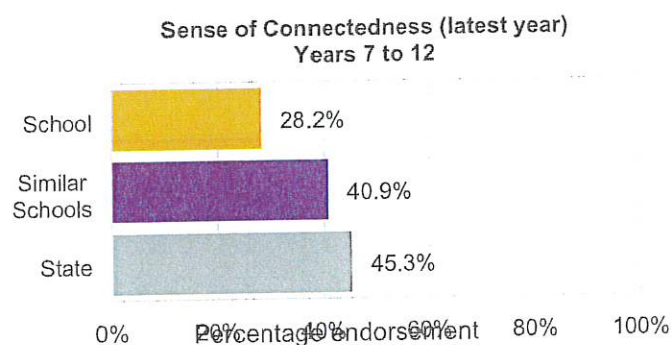
Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	60.4%	65.1%
Similar Schools average:	76.3%	77.2%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	28.2%	32.3%
Similar Schools average:	40.9%	46.7%
State average:	45.3%	49.9%



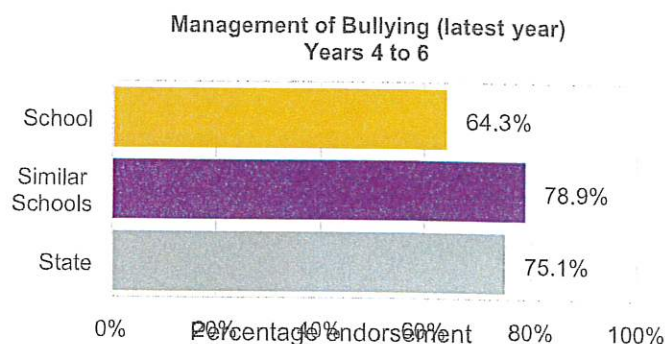
WELLBEING (continued)

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).

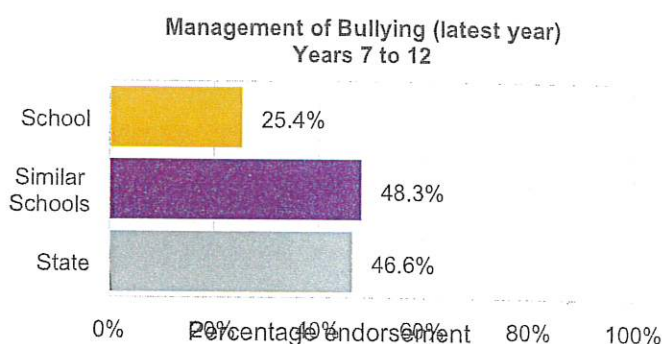
Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.3%	60.4%
Similar Schools average:	78.9%	78.9%
State average:	75.1%	76.9%



Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	25.4%	33.7%
Similar Schools average:	48.3%	53.2%
State average:	46.6%	51.0%



ENGAGEMENT

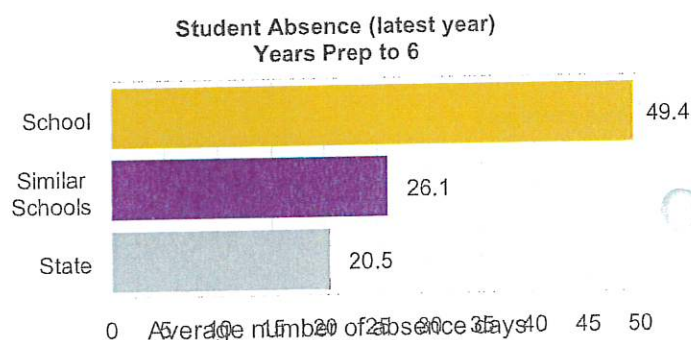
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

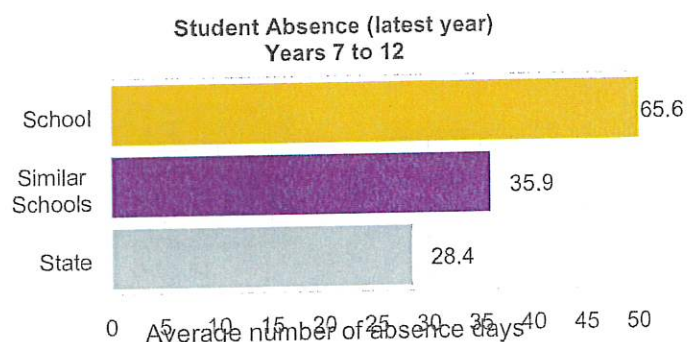
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	49.4	36.5
Similar Schools average:	26.1	23.3
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	65.6	46.7
Similar Schools average:	35.9	29.7
State average:	28.4	23.8



Attendance Rate (latest year)

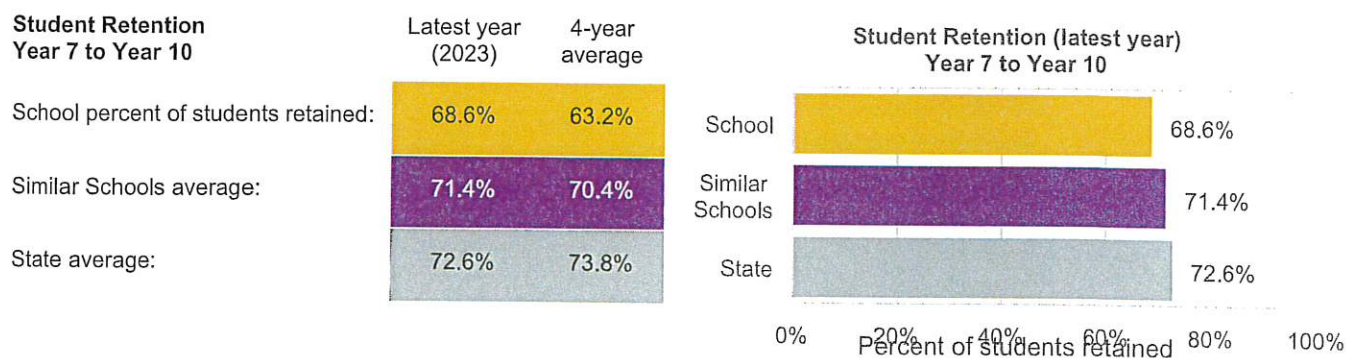
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	72%	67%	75%	87%	76%	72%	75%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2023):	79%	76%	63%	57%	64%	71%	

ENGAGEMENT (continued)

Student Retention

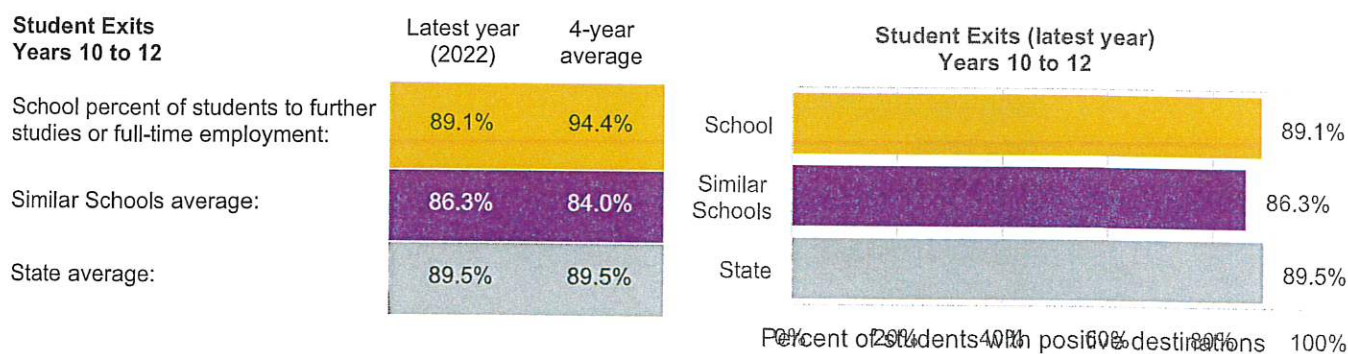
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,183,368
Government Provided DET Grants	\$1,507,583
Government Grants Commonwealth	\$5,000
Government Grants State	\$6,306
Revenue Other	\$139,996
Locally Raised Funds	\$159,612
Capital Grants	\$0
Total Operating Revenue	\$7,001,864

Equity ¹	Actual
Equity (Social Disadvantage)	\$710,404
Equity (Catch Up)	\$31,787
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$742,191

Expenditure	Actual
Student Resource Package ²	\$4,747,092
Adjustments	\$0
Books & Publications	\$8,067
Camps/Excursions/Activities	\$192,373
Communication Costs	\$5,819
Consumables	\$156,290
Miscellaneous Expense ³	\$119,215
Professional Development	\$25,089
Equipment/Maintenance/Hire	\$206,945
Property Services	\$439,736
Salaries & Allowances ⁴	\$130,485
Support Services	\$571,031
Trading & Fundraising	\$39,956
Motor Vehicle Expenses	\$20,512
Travel & Subsistence	\$3,778
Utilities	\$167,236
Total Operating Expenditure	\$6,833,624
Net Operating Surplus/-Deficit	\$168,240
Asset Acquisitions	\$216,748

- (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	\$1,757,362
Official Account	\$67,551
Other Accounts	\$0
Total Funds Available	\$1,824,913

Financial Commitments	Actual
Operating Reserve	\$311,964
Other Recurrent Expenditure	\$75,619
Provision Accounts	\$0
Funds Received in Advance	\$85,158
School Based Programs	\$117,806
Beneficiary/Memorial Accounts	\$10,093
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$473,110
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,073,750

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.

