

2023 Annual Report to the School Community

School Name: Geelong High School (7855)



- 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 19 April 2024 at 02:53 PM by Davin Reid (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 19 April 2024 at 03:07 PM by Fiona Chipperfield (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

The Geelong High School vision and values are as follows: Geelong High School is a positive and creative learning community that embraces its history and prepares students for life. We are committed to:

- Developing caring and respectful relationships;
- Empowering people to realize their potential through effort, responsibility and teamwork; and
- Building healthy, resilient and productive global citizens

Our Values:

Our values are summarized by the acronym and core value of RESPECT. They are: Responsibility Effort Service Positivity Excellence Creativity Teamwork.

Student numbers in 2023 sit at 932 with .03 teaching and 36 ES staff (21.42EFT). There are no staff members that identify as Aboriginal or Torres Strait Islander. Forty two students identify as indigenous.

With 111 years of history, Geelong High School is the oldest government secondary school in the provincial city of Geelong. Geelong is a community transitioning from a traditional manufacturing based economy to a more diverse technology and service based community. The largest industry sector remains the health and community services sector.

Geelong High School enrolls students from up to 45 primary schools across the city and surrounding area. Enrolment is consistently above 950 students (max. 975). Demographically and socio-economically the school population is diverse. The SFO is .4906 and SFOE of .4356 indicating the community is in the moderately low socio-economic quadrant.

2022 has seen a continuation of the impact of the Covid-19 virus. The school implemented Tutor Learning Initiative (TLI) as its key priority in combatting the impact of covid on student learning with very worthwhile benefits evident for students in the program whether that be improvement in literacy and/or numeracy or engagement.

Attendance remains a priority. This will be reflected in the school's 2023 AIP.

We have made the switch to Google drive; given our assessment and reporting a facelift and put in place our GHS Instructional Model. Programs to support specific at risk cohorts of students such as Koorie, EAL and OOHC (out of home care) have commenced operation though the disruptions caused by remote learning have meant that efforts have been disjointed. These programs will continue to be a focus in the 2023 AIP.

In the context of our aboriginal and Torres Strait Islander students the Marrung Aboriginal Education Plan needs to be given increased attention. As an initial step, an audit of current action and links to the curriculum needs to occur and attention given to opportunities for making links to indigenous culture in all learning areas.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student data and opinions on their schooling experience is very influential in terms of the ongoing direction the school will take with learning programs. Teachers at Geelong High are encouraged to regularly receive feedback from students relating to their experiences in the classroom. This approach is seen as important if we as a school are to truly engage students in the learning process. Work has continued to focus on the development of positive and relevant pathways for our Year 10-12 students. In 2023 Geelong High continued to achieve good student learning outcomes. VCE results in 2023 were once again pleasing, with our results in line with the Victorian Government School mean study score. Our mean study score was 26 which has slightly declined from 2022 but continues the upwards trend over the last four years. We had 1 student in the 90's but large number in the 80's and 70's. Pleasingly all students have a pathway for 2023 whether that be university or further employment/ training. Our completion rate for VCE is at 96% compared to state at 97%. Students are extensively supported by the Careers team. The school has 32 funded students as part of the Program for Students with Disabilities / Disability Inclusion. All students showed satisfactory progress in achieving their individual goals. All students had Parent Support Group meetings and associated learning plans. In 2023 19 students successfully complete the Vocational Major program with 76% of VET units completed satisfactorily. Staff were supported in modifying student work to cater for individual needs of students.

At Geelong High for 2023 the Year 9 NAPLAN Reading results were .1% behind the state average but above similar schools with students achieving strong or exceeding. In Numeracy results in Year 9 were above similar schools and network but below the state by .9 %. This is something that should be celebrated. The Geelong High mean study score for all VCE subjects in 2023 was lower than 2022 results, sitting just below the state score. In 2023, 94% of students satisfactorily completed their VCE studies which is just below the state. Our VCE results has some positives with a number of very strong results above expected level. The trend over the

last four years is positive, with 1 student in the 90's and a dux of 94 and one student with a 50 in Theatre Studies. Teacher assessment 7-10 against the Victorian Curriculum indicates results in English and Mathematics were lower than the state average in year 7-10. Work needs to be done to ensure teachers are making informed and accurate judgements about student performance. Geelong High School Staff were supported in modifying student work to cater for their individual needs of students. Disability Inclusion students have demonstrated a broad range of progress. Pathways for these students continue to be facilitated through Student Support Group conversations with parents and students. A specific Disability Inclusion manager is employed to support families and students and that all ILP's are provided and are up to date with regular SSG meetings.

In 2024 Geelong High will continue to focus on Formative assessment and with Bronwyn Ryrrie Jones on our Instructional playbook and effective teaching strategies. We met some of our goals in relations to the student survey and staff survey. The tutor program has been successful in that students have been well supported, there has been some improvement in literacy and numeracy data for selected students and there has been significant process with the development of ILP's. The staff opinion survey is at 50% which is 7% below the state and similar schools, however it has improved significantly by over 10% in 2022. Our goals in relation to using student feedback continues to improve, and we are meeting our goals in relating to planning differentiated activities which is a positive. The school performance report has seen us move out of the transform section in many sections and now we are Stretch which indicates the desire for continuous improvement across the school.

Wellbeing

Overall wellbeing data for students across the school is very positive. Students feel a positive Sense of Connectedness with the school, and this has been a trend for the past three years. The support provided by the Student Wellbeing Team and has gone a long way to supporting students at the school. This has extended to our staff with this team delivering quality professional learning aimed at increasing the capacity of staff to respond and support student wellbeing matters. In 2024 the school will look to work on issues such as a more inclusive environment for our LGBTQIA+ students. The school always has and will continue to pride itself on having student wellbeing as a priority. This is supported within the school by the Assistant Principals, House Leaders and School Counsellors who all provide excellent support for students and families. The wellbeing programs offered to the students include Life Changer, Wellio, Pos Ed and Love Bites Programs as well as a number of other practical based programs that are supported by outside agencies such as Nurse, police, CAHMs and Brophy. Student leadership is valued at the school, with opportunities available at all year levels. Our School Captains continue to be the face of the school, running whole school assemblies and MCing prominent events. The school will continue to listen to the views of the student body through forums, positive recognition programs and restorative practices. With the support of a team of a Welfare Team, and focused Home Group program the school will continue to actively support all students. The continued use of Compass has allowed for greater parent contact and feedback around absence. Transition programs offered to Primary schools continue to build positive relationships with the school allowing students to connect further through visits as they progress through their education. Leadership opportunities continue to develop capacity in staff and students at all levels. Student safety continues to be a focus for the school as we support all students to feel connected, valued and safe in our community. In 2023 the introduction of the breakfast club was a great success, and it has seen large numbers of students having breakfast each Monday.

Student connectedness at Geelong high is extremely strong and this is due to a number of factors in particular the House system. Connectedness is at 55% compared to the state at 45% and similar schools at 51%. The management of Bullying at Geelong High continues to be a focus and we will work on how we better support students and families can. In 2024 we have increased and improved training for staff. We are significantly above the state and similar schools in this area.

Engagement

The school provided and will continue providing a wide range of extra-curricular activities including an extensive interschool sporting and performing arts program. The SRC continues to have a strong presence.

Maintaining a high level of student engagement and connectedness and further reducing student absences continues to be a school priority. House Leaders and classroom teachers and administrative staff maintain regular contact with families to ensure all students are supported to attend school on a regular basis. Our Student Absence Data indicates that we have slightly lower attendance than the State median with 27 days compared to 24 across the state. This will be a focus of the school over the coming 12 months. The continued use of Compass has allowed for increased parent interaction and student connectedness to the school. Excursions and school events are publicized along with student feedback to parents about progress and participation. Absences are also followed up through this online system. The role of the Leading Teacher Student Voice and Agency has been to upskill staff to support them in engaging students.

The introduction of the Hands On Learning program at Year 8 /9 has improved the engagement of targeted students throughout the school with regards to pathways, classroom application and connectedness to the wider school program. Student 7-10 retention

data indicated the school sits above the state median which is a positive; however, it is also acknowledged that meaningful pathways are facilitated for all students exiting the school. Percentages of students undertaking full time work or further studies place the school above the state median for the 4-year period. The percentage of students into fulltime studies or employment is 95 % compared to the state at 89%. Staff opinion survey results are improving with the endorsement of School Climate. Parent satisfaction levels in 2023 were at 79% and this is well above the state average and should be celebrated. While school pride and confidence is at 86 %. There are always areas to improve, we should still celebrate these successes.

Financial performance

Financial performance and position – Summary Report

Summary

The 2023 year saw Geelong High School return a very comfortable cash surplus, underpinned by an almost break-even SRP credit result. This cash result, in combination with the cash surplus from 2022 operations, had enabled the school to redirect our focus towards maintenance programs and capital spending on some of the much-needed areas that were not covered by the major rebuild that was completed in 2020.

The final cash surplus result of \$467,279 was a very pleasing outcome.

SRP Credit funding

The school has generated a SRP credit funding deficit of only (\$2,754) which is the best result for the school since 2007. The result was even more pleasing given expectations at the commencement of the year was for a substantial SRP credit deficit to occur.

This continues a 4-year downward trend, and has been achieved through a combination of additional funding streams coming to fruition, namely the Disability Inclusion program and the Tutoring program; and the continued focus to consolidate subject choices, by removing costly to run classes with low student numbers.

With the final adjusted 2022 result coming in at a deficit of only (\$9,047), this meant our SRP cash funding for 2023 was barely impacted, enabling the school to direct all of our SRP cash funding to budgeted needs and capital improvement outcomes. The same focus can now be achieved in 2024 given the very small 2023 SRP deficit result.

Cash funding & Locally Raised funds

With the expectation of continuing reductions in parental payments income, the cash budget was further tightened in 2023 with the focus to continue to achieve a surplus large enough to ensure coverage of the initially anticipated large SRP credit deficit.

However, as the year progressed and the SRP credit result was improving, we were able to redirect funds toward the maintenance program, and capital spending. For the full year of 2023, asset acquisitions totaled \$491,556.

Despite the changes to the DET Parent Payment Policy introduced in late 2021, the school was able to marginally improve our parent payment collections in 2023, with total locally raised funds improving by \$61,000. The school's successful delivery of VET programs (Dance & Sound Production) has helped to contribute to this result.

However, we anticipate reductions in parent payment contributions will continue to occur over the coming years which will necessitate continual budget review, alongside the need to further diversify our funding via other grants and support from external sources, in particular, improved fundraising.

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

<https://www.geelonghigh.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 936 students were enrolled at this school in 2023, 420 female and 514 male.

4 percent of students had English as an additional language and 3 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).

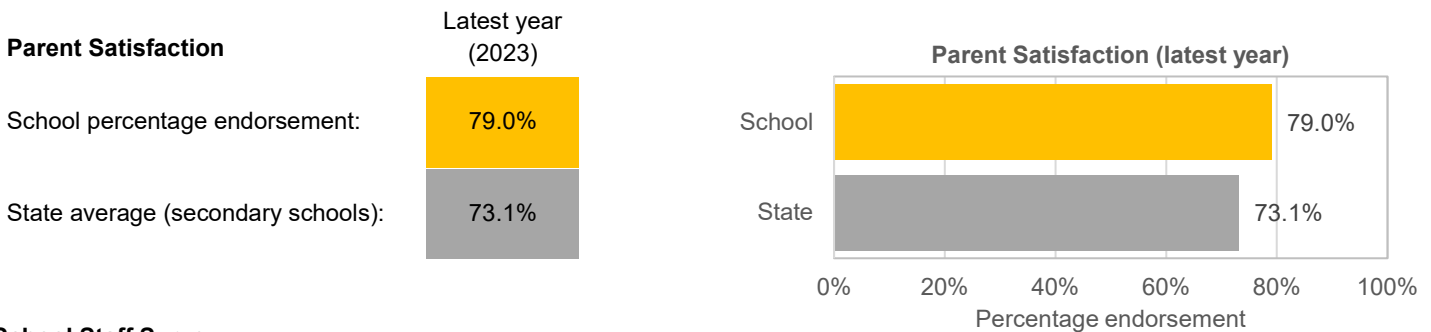
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

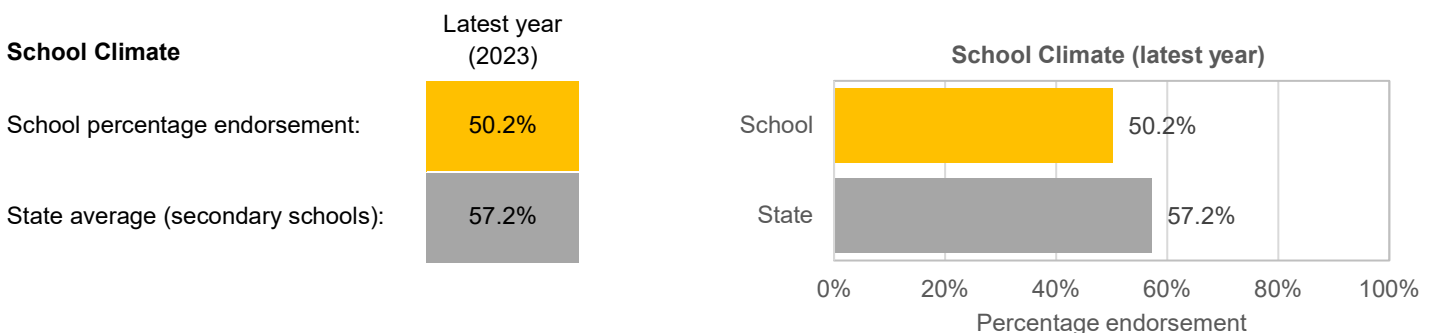


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

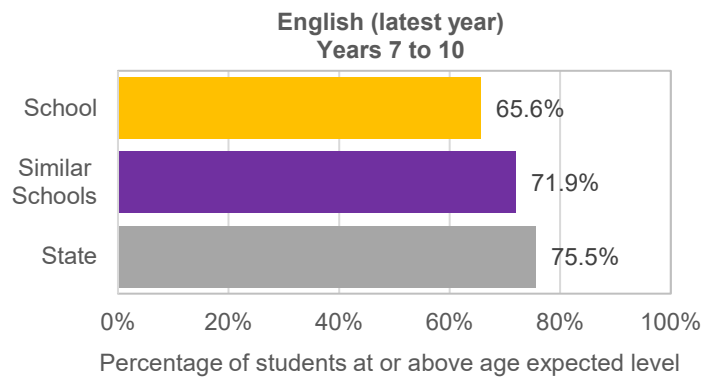
Latest year
(2023)
65.6%

Similar Schools average:

71.9%

State average:

75.5%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

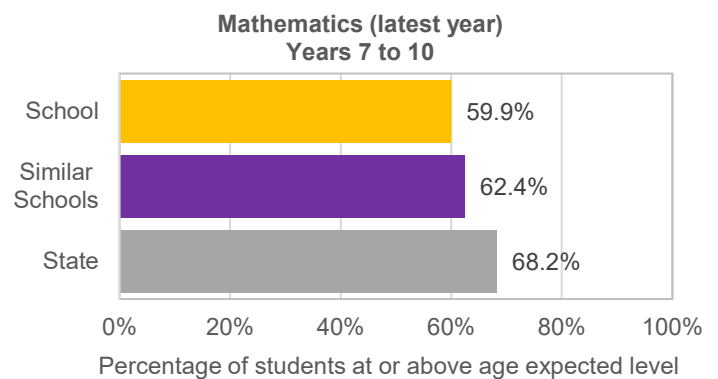
Latest year
(2023)
59.9%

Similar Schools average:

62.4%

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:

64.8%

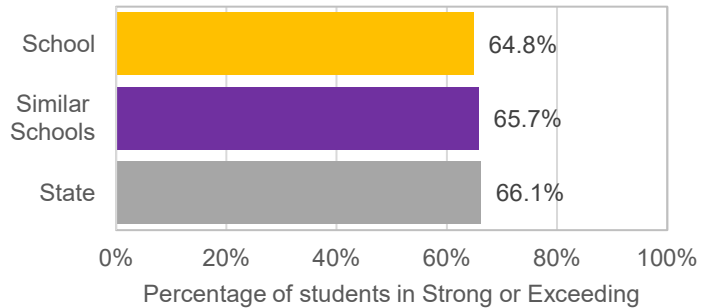
Similar Schools average:

65.7%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.9%

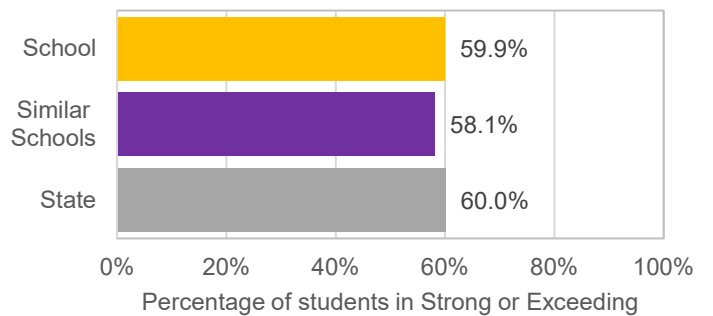
Similar Schools average:

58.1%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.4%

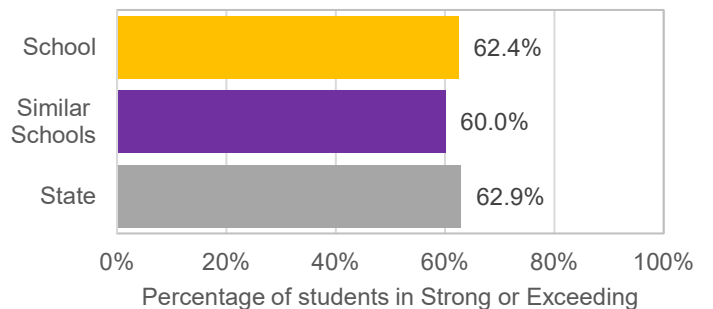
Similar Schools average:

60.0%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

59.0%

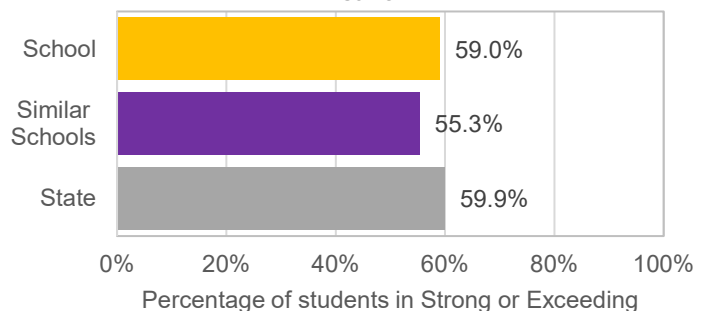
Similar Schools average:

55.3%

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:

55.6%

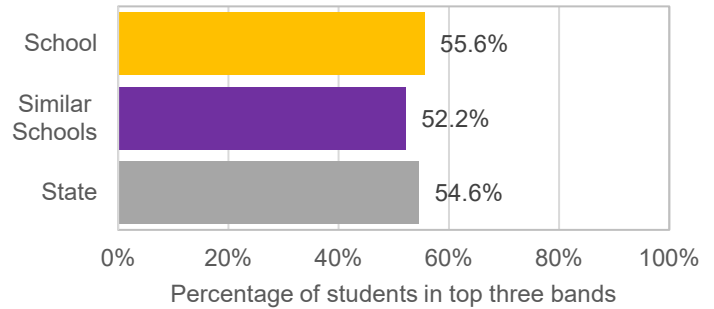
Similar Schools average:

52.2%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

49.6%

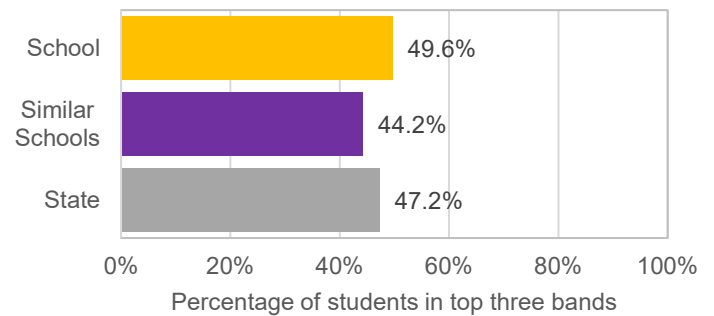
Similar Schools average:

44.2%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

51.4%

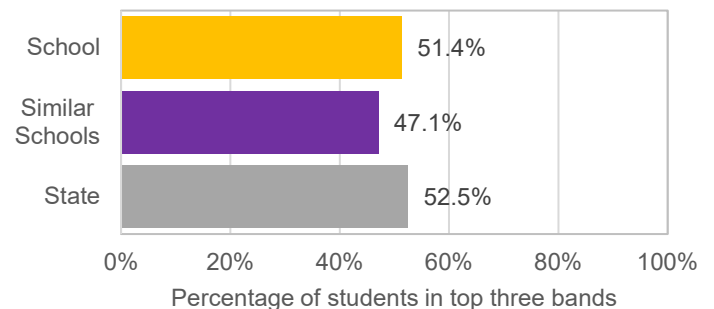
Similar Schools average:

47.1%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

40.2%

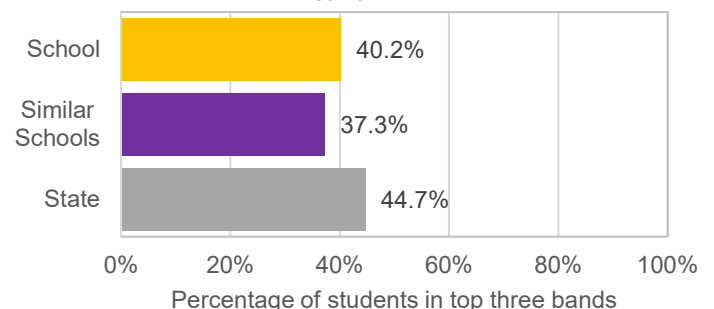
Similar Schools average:

37.3%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

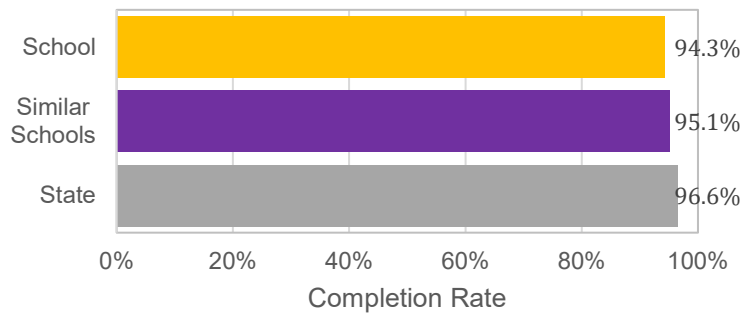
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	94.3%	95.2%
Similar Schools completion rate:	95.1%	96.4%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.2

Number of students awarded the VCE Vocational Major

19

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:

17%

Percentage VET units of competence satisfactorily completed in 2023:

76%

WELLBEING

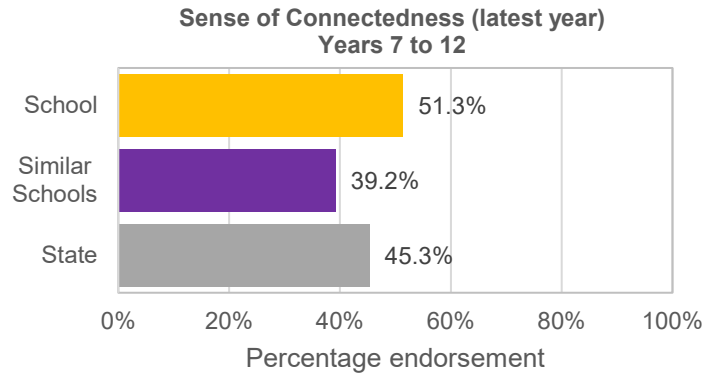
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	51.3%	55.0%
Similar Schools average:	39.2%	43.9%
State average:	45.3%	49.9%

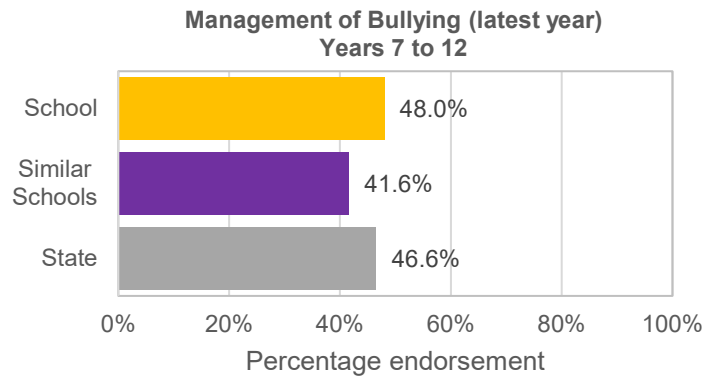


Student Attitudes to School – Management of Bullying

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:	48.0%	52.6%
Similar Schools average:	41.6%	46.4%
State average:	46.6%	51.0%



ENGAGEMENT

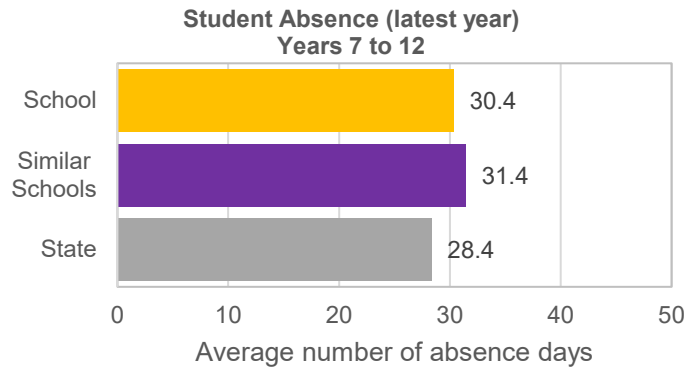
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.4	27.1
Similar Schools average:	31.4	25.9
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.

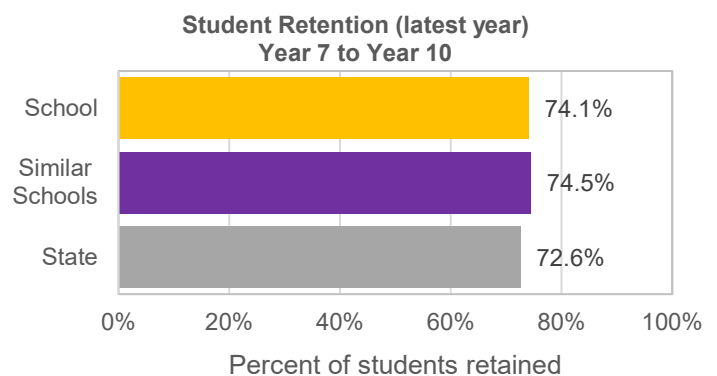
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	87%	83%	82%	83%	86%	89%

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:	74.1%	76.0%
Similar Schools average:	74.5%	75.9%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

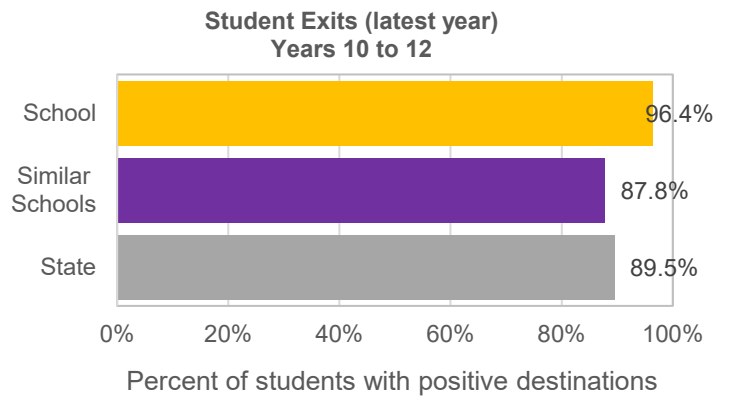
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	96.4%	94.7%
Similar Schools average:	87.8%	87.3%
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	\$11,845,222
Government Provided DET Grants	\$1,751,821
Government Grants Commonwealth	\$10,517
Government Grants State	\$10,072
Revenue Other	\$103,232
Locally Raised Funds	\$837,360
Capital Grants	\$28,500
Total Operating Revenue	\$14,586,723

Equity ¹	Actual
Equity (Social Disadvantage)	\$357,872
Equity (Catch Up)	\$35,386
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$393,258

Expenditure	Actual
Student Resource Package ²	\$11,782,206
Adjustments	\$0
Books & Publications	\$5,885
Camps/Excursions/Activities	\$414,363
Communication Costs	\$32,260
Consumables	\$251,328
Miscellaneous Expense ³	\$122,827
Professional Development	\$45,427
Equipment/Maintenance/Hire	\$155,521
Property Services	\$392,403
Salaries & Allowances ⁴	\$349,795
Support Services	\$391,728
Trading & Fundraising	\$36,291
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$421
Utilities	\$110,429
Total Operating Expenditure	\$14,090,945
Net Operating Surplus/-Deficit	\$467,279
Asset Acquisitions	\$491,566

- (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	\$906,481
Official Account	\$116,135
Other Accounts	\$54,997
Total Funds Available	\$1,077,613

Financial Commitments	Actual
Operating Reserve	\$369,407
Other Recurrent Expenditure	\$110,393
Provision Accounts	\$12,033
Funds Received in Advance	\$13,036
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$207,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$350,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,101,869

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.