

2023 Annual Report to the School Community

School Name: Tyrrell College (5403)



- 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 30 April 2024 at 04:22 PM by Alan Coffey (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2024 at 04:31 PM by Matt Conlan (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

Tyrrell College is a Foundation to Year 12 school located in the small mallee town of Sea Lake which is about four hundred kilometres Northwest of Melbourne. The closest rural centre is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming.

The College vision is to provide our students with a high-quality education and support their pathways to further education, training, or work. The parents, community, staff, and students have “high expectations” of the College and the outcomes it provides for the students.

In 2023, 137 students were enrolled at the College, with Indigenous students making up 3% of the total enrolments. The College's SFOE measure of socio-educational disadvantaged derived from the educational and employment characteristics of parent/carers of students enrolled at the school is Medium.

The College employed the full-time equivalent of 19.6 teaching and 9.6 non-teaching staff in 2023. This small school context provides teachers with an opportunity to know students well, to spend more individual time with students, and to personalise learning for every student.

The College has excellent facilities set in a large, well-maintained precinct. This includes a community complex on site which provides for sporting and cultural activities, a modern primary wing, and more recently the opening of a new onsite Early Childhood Centre managed by Mallee Track, a local community organisation.

The Victorian Curriculum (VC) and VCE curriculum inform curriculum delivery and organisational structures for student learning, with many senior students opting to engage in VCE, VCE (VM) and VET pathways in the areas of Agriculture. This supports the College's determination to provide agricultural learning opportunities for students, which are additionally supported by the strong relationships the College nurtures with local farmers and industry partners. Moreover, the decision the College made just over a decade ago to become an agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake further provides students with unique and authentic hands-on agricultural learning opportunities.

In the primary and middle schools there is an emphasis on literacy and numeracy, School Wide Positive Behaviours, Respectful Relationships, and programs that integrate personal development. To enrich student learning experiences at the College, across all year levels, all students are encouraged to engage in an extensive range of extra-curricular cultural, academic, and sporting activities including visiting performances, drama workshops, college productions, camps and excursions, public speaking and inter college sports.

Relationships between all community members are embedded and aligned with the College values of Respect, Honesty, Aiming High and Responsibility. Essential to the success of the College, are the many partnerships with the school and wider community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the Priority Dimension for Learning was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. The continuation of an F-12 Literacy Leader and F-12 Numeracy Leader in the College Leadership Team supported the development of teacher capacity to improve student learning.

The 2023 NAPLAN student performance data, for the percentage of students in the Strong or Exceeding proficiency levels for Year 3 was slightly lower, than similar schools for Reading but well above both Similar Schools and State for Numeracy. The student performance data, for the percentage of students in the top three bands, for Year 3 Reading and Numeracy was lower than like schools.

The 2023 NAPLAN student performance data, for the percentage of students in the Strong or Exceeding proficiency levels for Year 5 exceeded similar schools for both Reading and Numeracy and was well above State for Numeracy. The student performance data, for the percentage of students in the top three bands, for Year 5 Reading and Numeracy was lower than like schools.

The 2023 NAPLAN student performance data, for the percentage of students in the Strong or Exceeding proficiency levels for Year 7 exceeded similar schools for both Reading and Numeracy and was above State for Numeracy. The student performance data, for the percentage of students in the top three bands, was higher for Year 7 Reading whilst slightly lower, than like schools for Numeracy.

The 2023 NAPLAN student performance data, for the percentage of students in the Strong or Exceeding proficiency levels for Year 9 exceeded similar schools for both Reading and Numeracy and was well above State for both Reading and Numeracy. The student

performance data, for the percentage of students in the top three bands, for Year 9 Reading and Numeracy was lower than like schools.

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.

All Tyrrell College, students enrolled in VCE completed their VCE, in 2023 and the 4-year average completion rate was above both similar schools and state averages.

In 2023, 26% of Year 12 students undertook at least one Vocational Education and Training (VET) unit of competence with 57% of VET units being satisfactorily completed.

The continued support of the DSSI (Differentiated Support for School Improvement) Teaching Partner with, the appointment of a Disability and Inclusion Leading Teacher in late 2023 and the continuation of the Priority Dimension for Learning will provide stability and clarity on the improvement work being undertaken in 2024.

Wellbeing

In 2023, the Priority Dimension for Wellbeing was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. 2023 saw the continuation of the College's Mental Health Practitioner and the expansion of the school's Wellbeing Team.

In the primary year levels, the Sense of Connectedness results on the student survey were higher than both comparable schools and state. School comparison data for Management of Bullying was also higher than both similar schools and state averages.

In the secondary year levels, the Sense of Connectedness results on the student survey were lower to comparable schools and the Management of Bullying results were similar to like schools and higher than state average.

In 2023, students and staff commenced to implement The Resilience Project, continue the whole school approach to student wellbeing using the School Wide Positive Behaviour model underpinned by the school values of Responsibility, Respect, Honesty and Aiming High.

With the Priority Dimension for Wellbeing continuing in 2024, the further implementation of The Resilience Project will provide evidence-based, practical wellbeing strategies to build the resilience of our students and staff.

Engagement

In 2023, the College aimed to re-engage all students with the return to full-time on-site classes, after the periods of remote and flexible learning.

Absence rates for the primary year levels were higher than schools with students with similar backgrounds. Attendance rates ranged from 84% to 93% for Year Prep to Year 6. Common reasons for non-attendance include illness and extended family holidays.

Absence rates for the secondary year levels were also higher than schools with students with similar backgrounds. Attendance rates ranged from 82% to 90% for Year 7 to Year 12. Common reasons for non-attendance were illness and extended family holidays.

The results for the percentage of Year 7 students who remain at the College through to Year 10 was higher than both similar schools and the state average. The 4-year average also displays our continued high performance in this area.

The College offered both the VCE and VCE VM pathways for senior students and students from Year 10 had the opportunity to commence their VCE studies by completing a VCE subject.

Our 4-year average results, for Student Exits data for students in Year 10 who go on to further studies or full-time employment, remains higher than both similar schools and state average.

The senior secondary results can be attributed to the range of courses/subjects available to students, the expertise and quality of instruction and our rigorous course counselling processes which provides personalised advice for every student.

Financial performance

Tyrrell College continued to maintain a sound financial position throughout 2023.

The Financial Performance and Position Report shows an end of year surplus of \$196,765 and after the end of year reconciliation process the school had a small SRP deficit of \$129,947.

Financial commitments include assets/equipment and resource replacement, building upgrades and for the continued development of the Agriculture Program.

A major refurbishment of the secondary student toilets was completed in 2023. Equity funding was spent on various strategies and staffing, equity funds were also spent on staff professional development which was centered around building staff's capacity to successfully work collaboratively in understanding students' strengths.

The 2020-2024 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for the allocation of funds, by school council, to support school programs and priorities.

For more detailed information regarding our school please visit our website at
<http://www.tyrrell.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 137 students were enrolled at this school in 2023, 65 female and 72 male.

NDP 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.

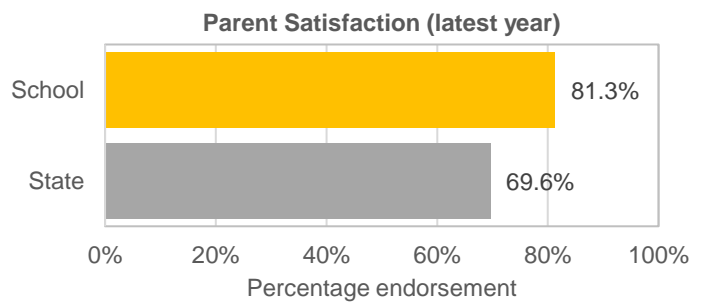
This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	81.3%
State average (P-12 schools):	69.6%



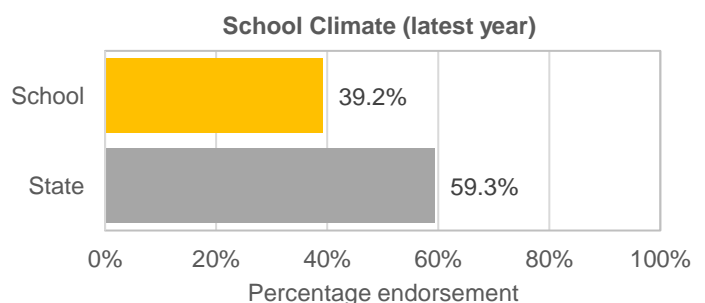
School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	39.2%
State average (P-12 schools):	59.3%



LEARNING

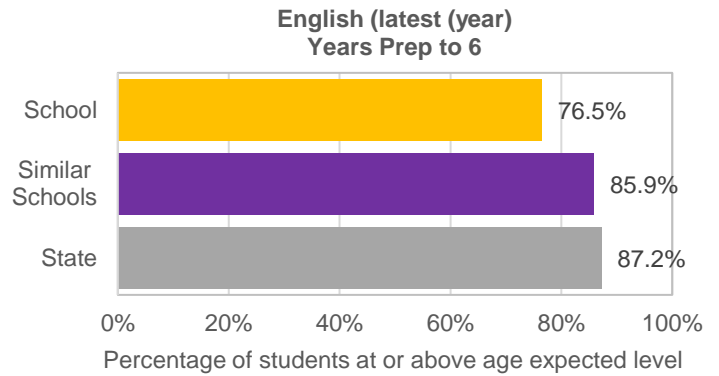
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

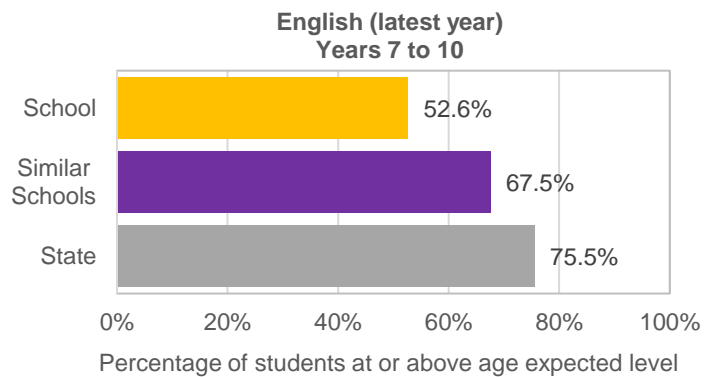
English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	76.5%
Similar Schools average:	85.9%
State average:	87.2%



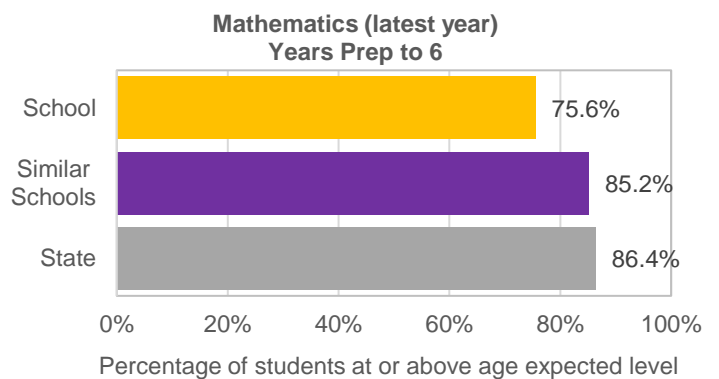
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	52.6%
Similar Schools average:	67.5%
State average:	75.5%



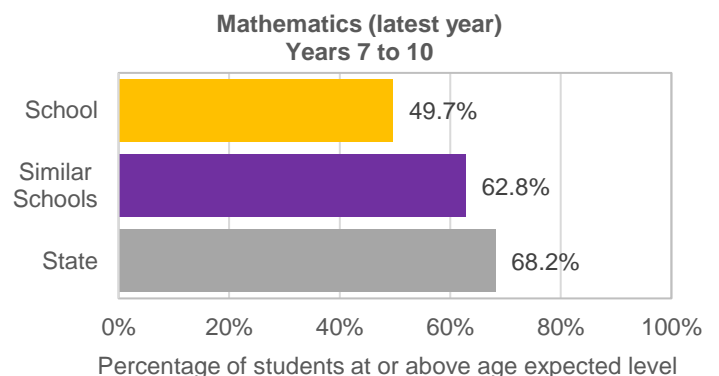
Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	75.6%
Similar Schools average:	85.2%
State average:	86.4%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	49.7%
Similar Schools average:	62.8%
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:

50.0%

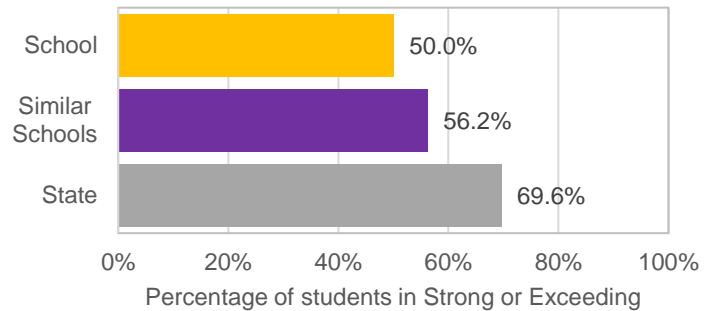
Similar Schools average:

56.2%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

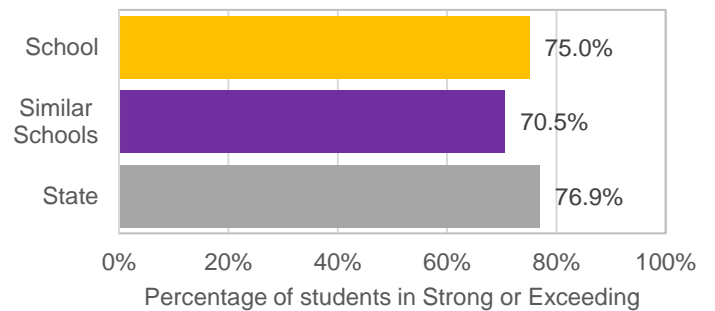
Similar Schools average:

70.5%

State average:

76.9%

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



**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

62.5%

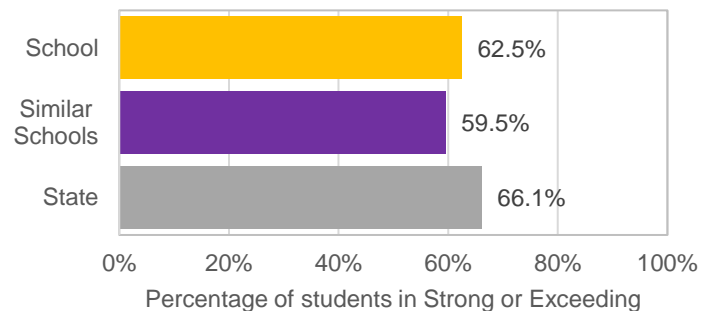
Similar Schools average:

59.5%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

70.0%

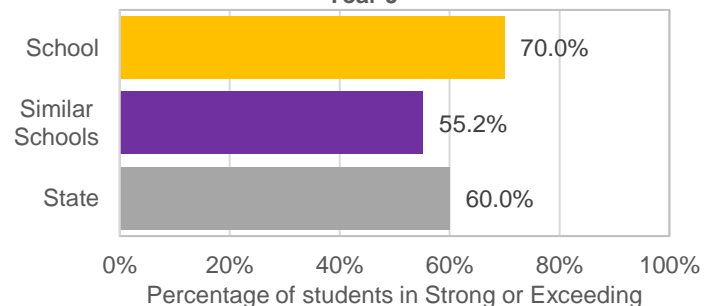
Similar Schools average:

55.2%

State average:

60.0%

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



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

75.0%

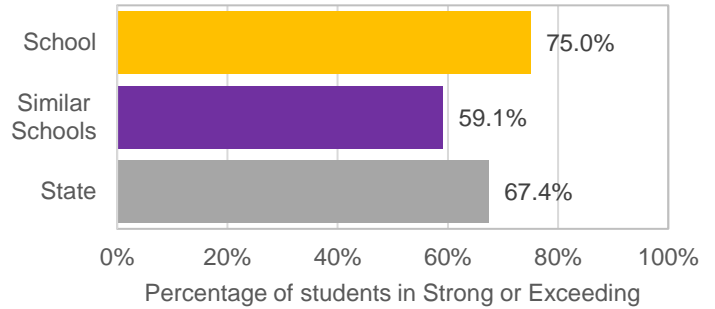
Similar Schools average:

59.1%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.5%

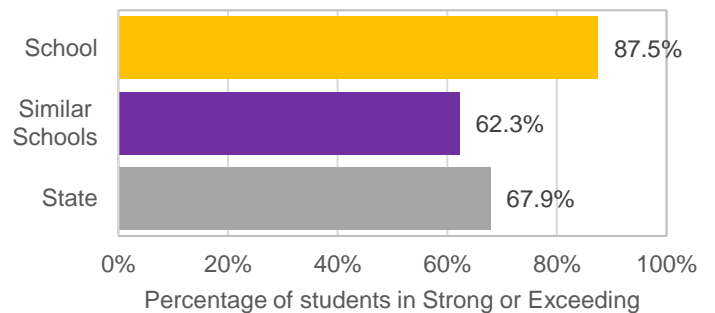
Similar Schools average:

62.3%

State average:

67.9%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

66.7%

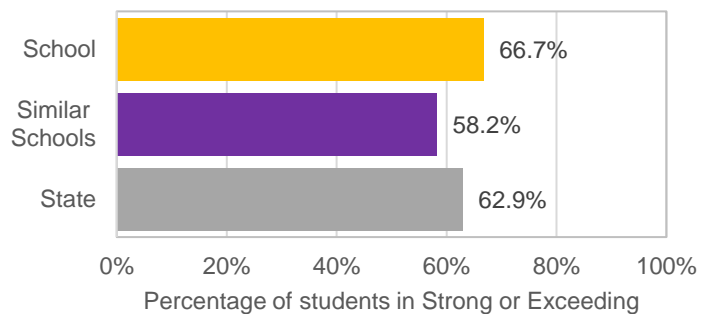
Similar Schools average:

58.2%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

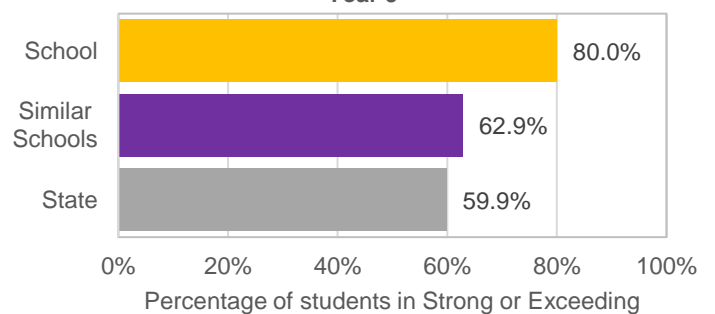
Similar Schools average:

62.9%

State average:

59.9%

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



LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

12.5%

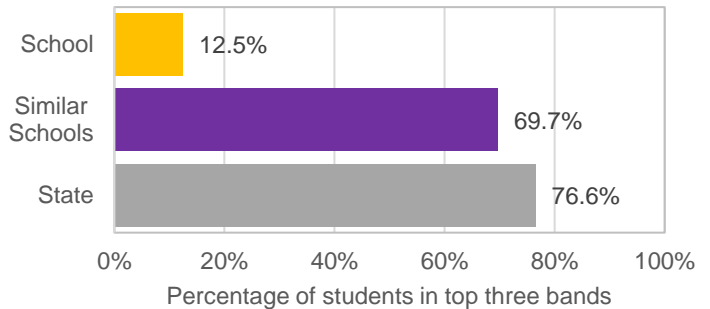
Similar Schools average:

69.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

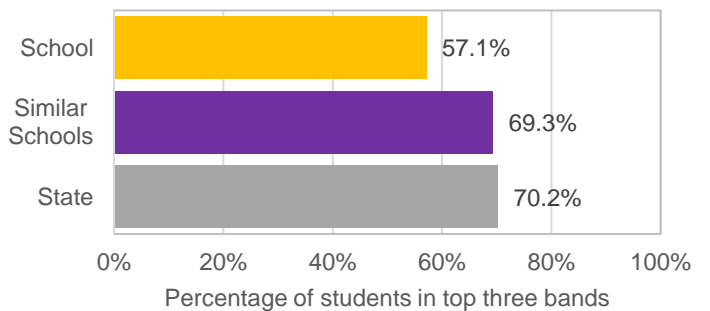
Similar Schools average:

69.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

50.0%

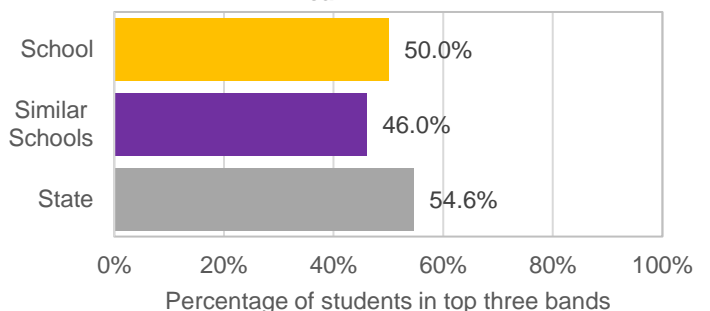
Similar Schools average:

46.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

29.4%

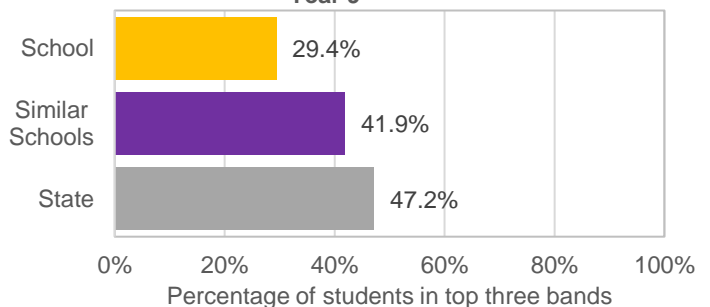
Similar Schools average:

41.9%

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:

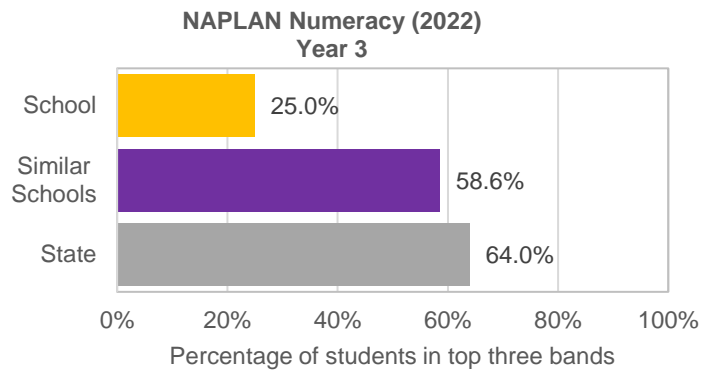
25.0%

Similar Schools average:

58.6%

State average:

64.0%



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students
in the top three bands:

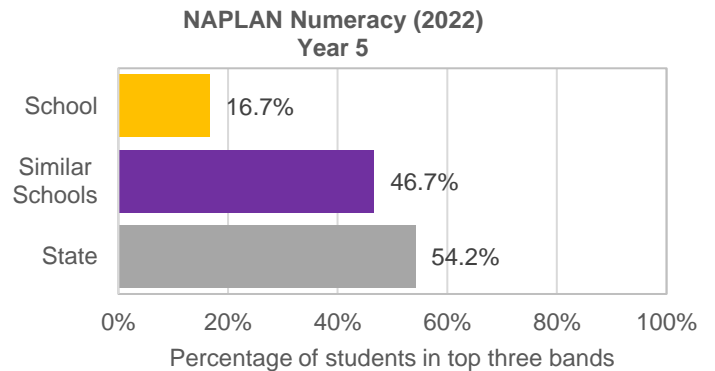
16.7%

Similar Schools average:

46.7%

State average:

54.2%



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students
in the top three bands:

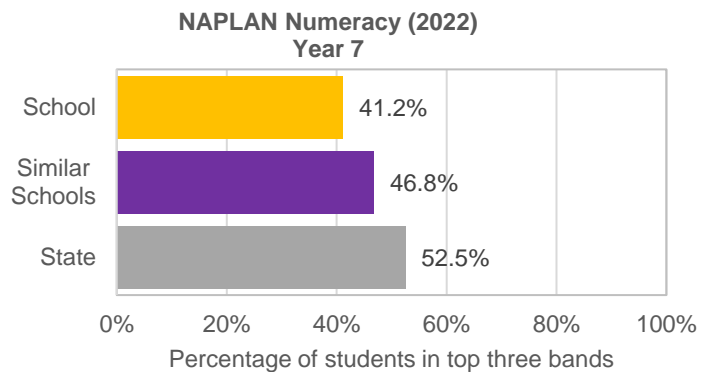
41.2%

Similar Schools average:

46.8%

State average:

52.5%



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students
in the top three bands:

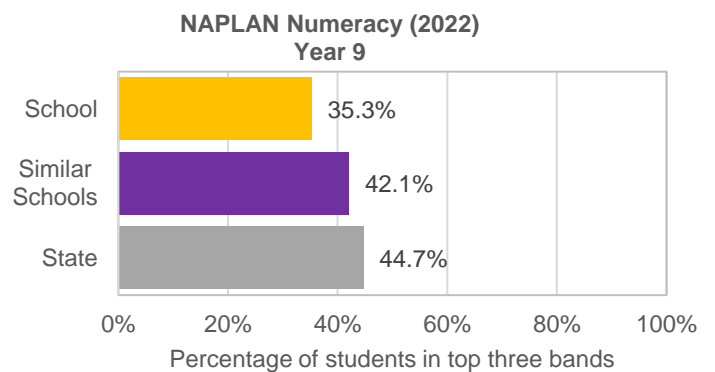
35.3%

Similar Schools average:

42.1%

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.*

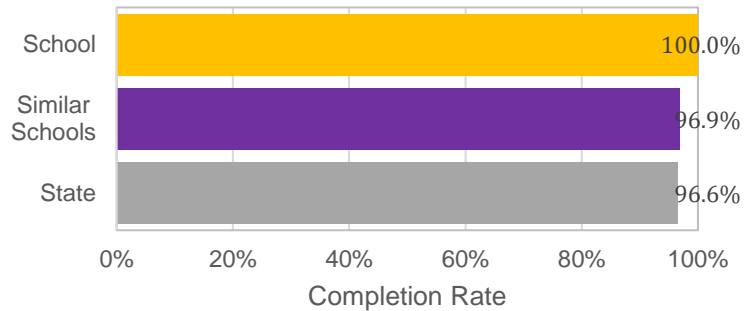
Victorian Senior Secondary Certificate

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:	100.0%	100.0%
Similar Schools completion rate:	96.9%	96.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

24.5

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

26%

Percentage VET units of competence satisfactorily completed in 2023:

57%

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

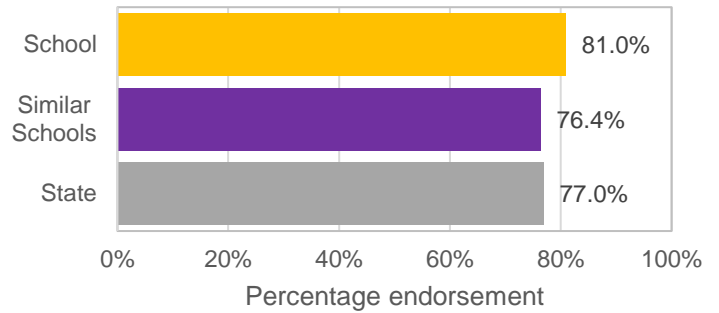
School percentage endorsement:

Latest year (2023)	4-year average
81.0%	74.2%
76.4%	78.7%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

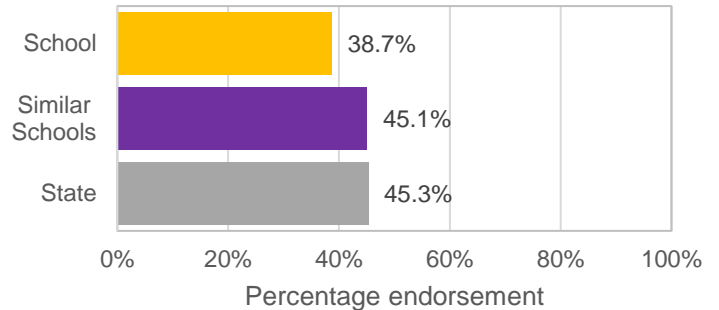
School percentage endorsement:

Latest year (2023)	4-year average
38.7%	54.7%
45.1%	50.9%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



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**

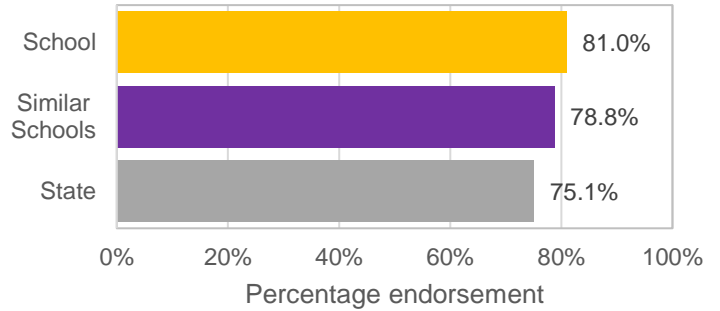
School percentage endorsement:

Similar Schools average:

State average:

	Latest year (2023)	4-year average
School percentage endorsement:	81.0%	79.7%
Similar Schools average:	78.8%	80.6%
State average:	75.1%	76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

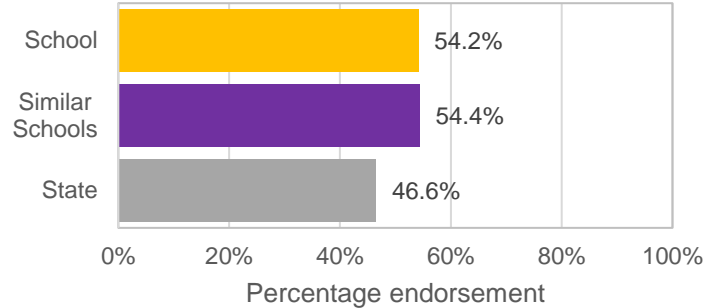
School percentage endorsement:

Similar Schools average:

State average:

	Latest year (2023)	4-year average
School percentage endorsement:	54.2%	67.7%
Similar Schools average:	54.4%	59.7%
State average:	46.6%	51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

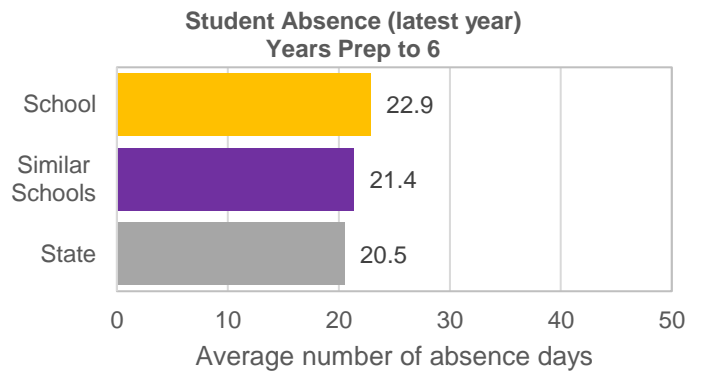
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

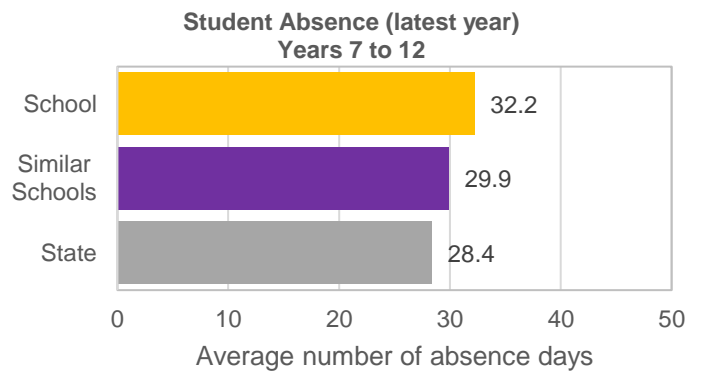
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.9	22.3
Similar Schools average:	21.4	19.2
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	32.2	25.4
Similar Schools average:	29.9	25.3
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	88%	90%	93%	89%	85%	90%	84%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	83%	82%	82%	82%	87%	90%

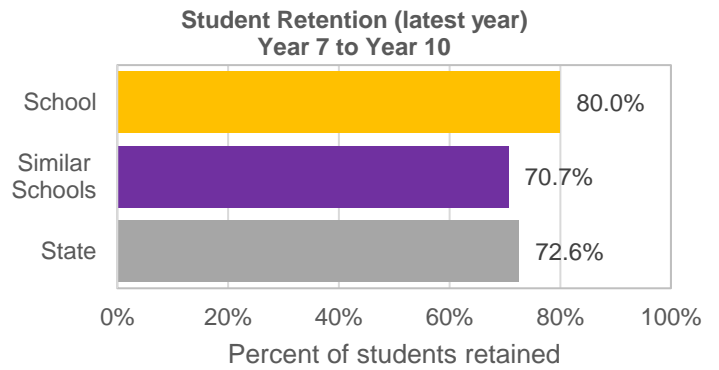
ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	80.0%	77.9%
Similar Schools average:	70.7%	72.2%
State average:	72.6%	73.8%



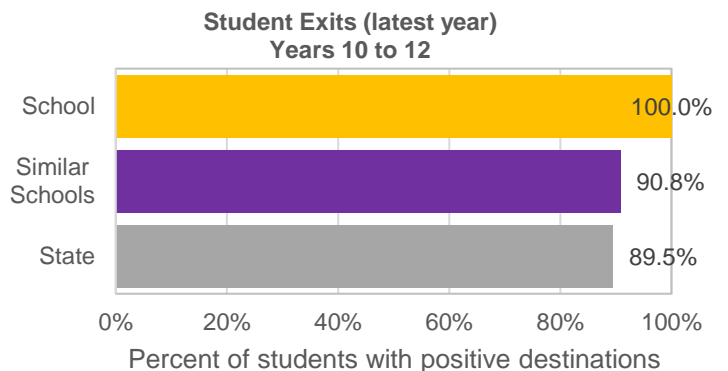
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	100.0%	93.5%
Similar Schools average:	90.8%	86.5%
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	\$3,232,591
Government Provided DET Grants	\$924,682
Government Grants Commonwealth	\$9,500
Government Grants State	\$5,000
Revenue Other	\$78,000
Locally Raised Funds	\$211,490
Capital Grants	\$0
Total Operating Revenue	\$4,461,263

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,687
Equity (Catch Up)	\$11,636
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$102,323

Expenditure	Actual
Student Resource Package ²	\$3,319,510
Adjustments	\$0
Books & Publications	\$6,724
Camps/Excursions/Activities	\$90,061
Communication Costs	\$6,628
Consumables	\$148,805
Miscellaneous Expense ³	\$29,675
Professional Development	\$23,988
Equipment/Maintenance/Hire	\$110,989
Property Services	\$273,009
Salaries & Allowances ⁴	\$131,520
Support Services	\$32,945
Trading & Fundraising	\$9,959
Motor Vehicle Expenses	\$16,351
Travel & Subsistence	\$0
Utilities	\$64,335
Total Operating Expenditure	\$4,264,498
Net Operating Surplus/-Deficit	\$196,765
Asset Acquisitions	\$188,382

- (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	\$1,786,895
Official Account	\$64,243
Other Accounts	\$0
Total Funds Available	\$1,851,138

Financial Commitments	Actual
Operating Reserve	\$125,394
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,500
Funds Received in Advance	\$0
School Based Programs	\$140,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$110,037
Repayable to the Department	\$217,786
Asset/Equipment Replacement < 12 months	\$42,000
Capital - Buildings/Grounds < 12 months	\$480,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$244,685
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,669,402

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.