

2022 Annual Report to the School Community

School Name: Edenhope College (5432)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 12 May 2023 at 05:32 PM by Trevor McClure (Principal)

- This 2022 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 2023 at 11:01 AM by David Bourne (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 curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Edenhope College had 115 students enrolled at the start of 2022. This was a drop in enrolment from the previous year, 2021 (118). The school's leadership structure changed in 2022 from a Principal, an Assistant Principal and one Leading Teacher to being comprised of a Principal and an Assistant Principal and two Leading Teachers (Teaching and Learning and Wellbeing and Student Engagement). The Leading Teacher roles have distributed and strengthened specific support areas for our students and staff. Our 2022 staff included 20 teaching staff, and 11 education support staff employees (ongoing, contract and part-time).

The vision of the College is: Edenhope College is part of the community where students will be educated as individuals for life; where we share a common sense of purpose and achievement; where we strive for excellence and support each other in a happy and cooperative environment from Foundation to Year 12. Our motto is 'Dare to be Curious', we're striving towards students being more engaged in their learning environment.

The values that the College embraces and celebrates are: We are Safe, Respectful and Willing to Learn.

Edenhope College is in the West Wimmera Shire, approximately 30 km from the border with South Australia. Edenhope is a rural centre with a declining population. The nearest primary schools are St. Malachy's Catholic School in Edenhope, and the government primary school in Apsley (20 km away). The nearest secondary college is Goroce P-12, approximately 50km from Edenhope. Based on the College's Student Family Occupation and Education Index, which takes into account parents' occupations and education, Edenhope College is assessed as having a 'Low-Medium' overall Socio-Economic Profile. We are building a cluster with Balmoral and Goroce to pool resources for curriculum and student-based activities. This also provides extra social interaction that has been missing through the COVID pandemic.

In 2022, our staffing remained consistent, with hardly any movement. We only had to replace our art teacher and two maternity positions. To help build student engagement we employed a Wellbeing and Student Engagement Leading Teacher and a Technology teacher (wood/metal). Many other schools were under staffed, due to fallout from the 2020/21 COVID pandemic. We have worked hard on building a supportive, professional, resilient, collaborative culture within our staff. We will continue this focus to have a passionate, energetic, committed staff that is looking to provide the best outcomes for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Edenhope College has continued to take directive from our 2020 school review and build a more collaborative culture as a staff. All staff input is valued and using a PLC (Professional Learning Community), approach we changed our meeting structure so data sharing and analysing became more prevalent. By implementing 'best practice' meeting processes, we're looking to help create an environment that involves whole staff collaboration, inquiry, critical analysis (data), and reflection of practice. The College is moving towards implementing consistent classroom observations across all teaching and staff levels. The process involves teachers observing each other's classes, looking at predetermined focusses and then reflecting together to improve practice. To help guide these observations staff will use the Edenhope College Instructional Model (IM). The IM was built by all Edenhope College staff collaboratively using student and staff ATOSS data as sources of evidence, as well as gathering best practice from within our teaching staff, other schools and the Education Department. Edenhope College achieved its 2021 goal by completing 2022 with an 'Evolving' status in the dimension of Teaching and Learning. Our goal moving forward will be to move to an Embedded status by the end of 2023. Programs like the Tutor Learning Initiative (TLI), F – 4 Sounds Write, Maths Pathways and Macq Lit were the introduced in 2022 to help with numeracy and literacy gaps in student learning. Staff were given PD in these programs for delivery to the classroom. Program delivery was overseen by a newly appointed Teaching and Learning Leading teacher. Student data was used to determine the type of programs needed and the curriculum areas to target.

The College follows the Victorian F - 10 Curriculum Continuum and Year 11 and 12 VCE/VCAL and VPC/VM curriculum. Extra support is available in numeracy and literacy for students via programs such as MYLNS, Tutor Learning Initiative, F - 3 Sounds Write, Multi Lit /Macq Lit, the Victorian High-Ability Program as well as classroom point-of-need teaching. Distance Education and Virtual subjects are offered in VCE Year 11 and 12, when subjects aren't available within our classrooms. Student input helps us refine and offer a Year 9 and 10 Elective Program inclusive of The Arts and Design (Multi-media, Photography, Ceramics/Sculpture, and Painting), Drama and Technology (Food, Textile, Wood, Metal). Senior pathways such as the Victorian Certificate of Education (VCE) and the Victorian Pathways Certificate (VPC), and Vocational Major (VM), are offered onsite. Students have access to Vocational Education and Training in Schools (VETiS) programs at the Wimmera Trade Training Centres, and are able to access

vocational programs such as School Based Apprenticeships, and Structured Workplace Learning. We offer Visual Arts, Performing Arts (Drama, Music and school productions) and Agricultural Studies (utilising the college farm). Extra curriculum programs include Respectful Relationships; Advance Year 9 - 10 (The Duke of Edinburgh's Award program runs in this elective). In 2022 we have reintroduced musical instrumental for all students who wish to play an instrument. We also ran an Equestrian program for interested students. At lunchtime we offered an activity-based program for both primary and secondary students, incorporating sport, the arts and relaxation (library). The school also offered sports program with opportunities for students to compete at a variety of levels within our local area and at state level.

Wellbeing

Edenhope College accesses support professionals from within and outside the Department of Education for its wellbeing program and this is directed by the Core Wellbeing team. Onsite, we have student counselling services available at all times and we have paediatric support available through the 'By Five' Program, supported by Grampians Health and the local Health and Wellbeing Centre. Edenhope College stopped using the chaplaincy program at the end of 2022 as all government funding was cut. Instead of using our money to continue this, we are self-funding a local wellbeing counsellor to attend school four days a week. Our wellbeing team is represented by a cross-section of staff and overseen by our Wellbeing and Student Engagement leading Teacher, who also oversees SSGs (student support group meetings), for students with extra learning needs. All stakeholders are involved in this process as needed, families, teachers, leadership and outside counselling services. Edenhope College has always supported student wellbeing. Wellbeing is intertwined with engagement within the learning environment and will remain a high focus alongside academia at Edenhope College.

To support student wellbeing we are continuing to rollout SWPBS (School Wide Positive Behaviour Support), and are completing Tier 1 level. Early in 2023 we will start rolling out Tier 2. SWPBS focusses on staff speaking supportively to students who show our school values. It is based on positive reinforcement and we are using the program to build a positive culture in learning environment. The trend of data from the school survey has improved and a focus on communicating with stakeholders will continue as we look to continue this positive trend. You will notice later on in the report (graphs), that we are trending behind the state and other similar schools in quite a few areas. The context I would like to add to this is, while the data looks low, there has been positive gains made in most of the areas the graphs represent. There are also areas we have finished in front of the state average. One trend we need family/community help with is student attendance. We ask families to help their children be resilient and attend school at all times, except when sick. This mindset builds character and resilience in your child, which is one of the greatest life skills!

Engagement

There has been a lot of proactiveness at Edenhope College to help improve student engagement. Towards the end of 2022 we appointed a leading teacher in Wellbeing and Student Engagement. A focus of this role was to increase student agency within Edenhope College, with the overall goal of increasing student engagement. The hiring of the leading teacher was due to two reasons; our Special Needs Coordinator left on maternity leave and at the time was heading wellbeing and student agency. The second reason was our student Attitudes to School Survey (ATOSS), data was telling us we needed to look at ways to engage our students further. Moving forward we have expanded student leadership opportunities with Edenhope College and concentrated on increasing student voice in the day to day running of our learning community. Students now have more voice in the SRC (Student representative Council), meeting regularly. There are three students on the school council. School for Student Leadership had three students attend the Gnurad-Gundidj campus in Term 4 2022, with another six accepted for School for Student Leadership opportunities in 2023. Three Year 10 students were successful in joining the Rural Youth Ambassador's Program (a twelve day program being run over 2023). The SRC have a day long leadership program planned for all 2023 SRC members.

To help further student engagement in 2022 at Edenhope College, we placed Agriculture across the F – 12 curriculum, to reflect the needs and demographics of the Edenhope and district area. All year levels up to Year 8 have Agriculture in their core curriculum and levels above that have it optional in subject choice. The college also planned and have put curriculum in place for the reintroduction of musical instrumental in 2023 for all students. An Equestrian program was introduced for interested students and has been a resounding success. At lunchtime staff offered an activity-based program for both primary and secondary students, incorporating sport and art activities. The school library was also opened at recess and lunchtime for relaxation and activities for students who wanted a quieter setting. The school offered sports program with opportunities for students to compete against other local schools at a variety of levels, up to state level.

Wherever possible opportunities will continue to be explored to further engage students at Edenhope College.

Other highlights from the school year

Other highlights in 2022 were the ability for students to reconnect socially with a multitude of camp and excursion opportunities. In 2020 and 2021 the opportunities for these experiences were limited or nil, due to COVID. Many students were also able to experience going on these trips with our cluster schools of Balmoral and Goroke. We were able to celebrate school formals, end of year graduation and awards evenings. Edenhope playgroup have commenced each Friday in the school stadium. The Parents and Friends group continued to grow.

Lots of little maintenance jobs that have been on hold have been completed; a new fence surrounds us on the lake side; a stadium ceiling has been repaired and re-plastered; a new classroom for PE has been re-furbished in the stadium and the school gym moved to take up residence in one of the squash courts; we have new shade sails in the area between the primary school and the science wing; the storm damage that took out the ceiling in the conference room was finally finished and the carpet in there and the centre was replaced.

Having a settled leadership, sub-school team and PLC team has also been a highlight. It has distributed the workload and is contributing to a more collaborative work culture where all staff have the opportunity to contribute and influence our learning environment in a positive way.

I thank people for taking the time to read this annual report and I hope you appreciate all the work, that staff, the school council, Parents and Friends, college families and students and our community supporters have contributed to our great school!

Financial performance

Edenhope College had \$ \$1,075,717 in the bank at the end of 2022. Maintenance projects were able to proceed over the year, unlike in 2021(due to COVID). \$448,251 is committed to School Based Programs and Short Term Maintenance and Capital works projects in 2022, the remaining balance has been allocated to the indicative budget for 2023.

The school finished with a Net Operating surplus of \$151,676 in 2022. The surplus will be absorbed and Edenhope College will operate with a deficit budget by the end of 2023. Running in deficit been advised by the departments visiting budget specialist, so we can attract more funding. When you run in a surplus it makes it harder to attract funding for school improvements.

Enrolments are low, but numbers are holding at around 115 students. The school will endeavour to retain similar staffing levels and offer the widest range of subjects available.

Equity revenue in 2022 was largely directed towards intervention programs such as QuickSmart Literacy and Numeracy, Muliti Lit, Read Write Inc, Sounds Write and student counselling services. In terms of general spending the school focused on improvements in; the secondary area with new chairs for all classrooms; replacing the ceiling in the Kowree Sports Stadium; 300m of boundary fencing on the lake side of the school; improvements to the Agriculture room; replacing outdated IT equipment in rooms and buying new student computers. In 2023 focus areas for spending/improvements are; beach volleyball court; Music Room upgrade; PE Theory room upgrade (in the stadium); relocation of the school gym & purchasing new equipment; academic programs and staff PD. OSHC - Edenhope College won a grant of \$75,000 to put towards Out of School Hours Childcare. The college jumped at the opportunity to support families in the local area. Big Childcare won the 'Out of School Hours Childcare' tender and are delivering that service with the money the grant supplied.

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

<https://edenhope.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 120 students were enrolled at this school in 2022, 60 female and 60 male.

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

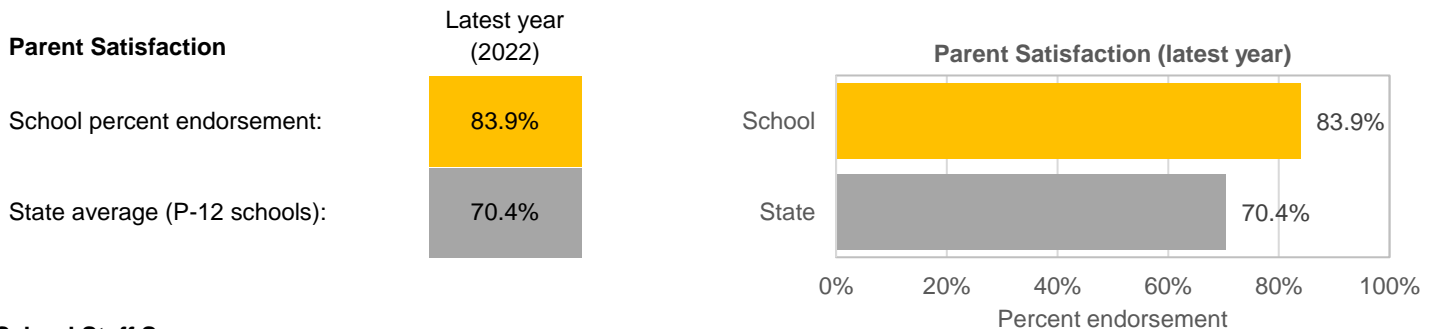
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

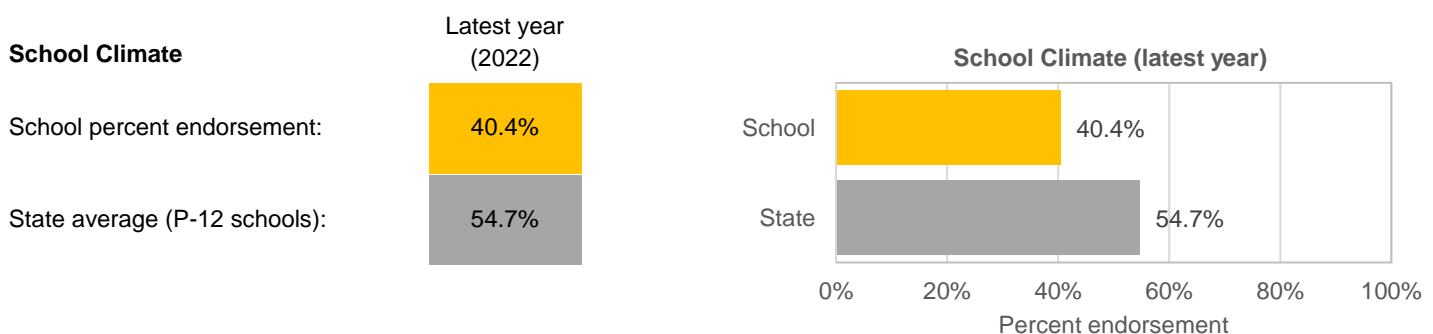


School Staff Survey

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

Percent 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

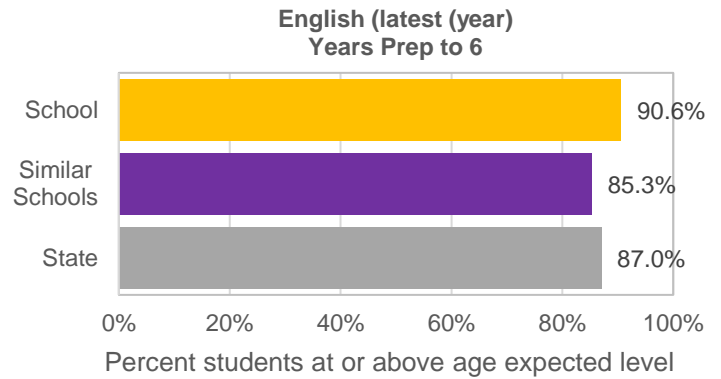
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

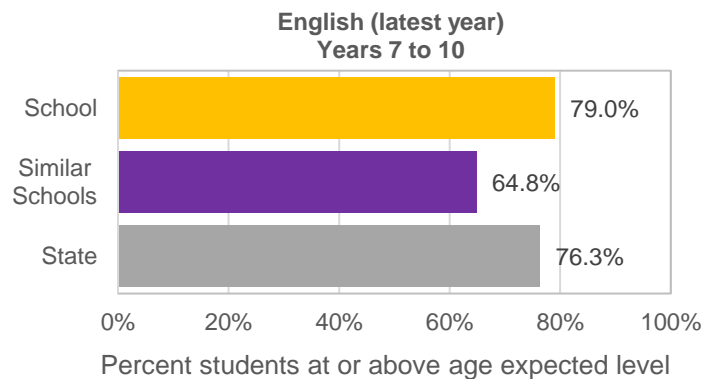
English Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	90.6%
Similar Schools average:	85.3%
State average:	87.0%



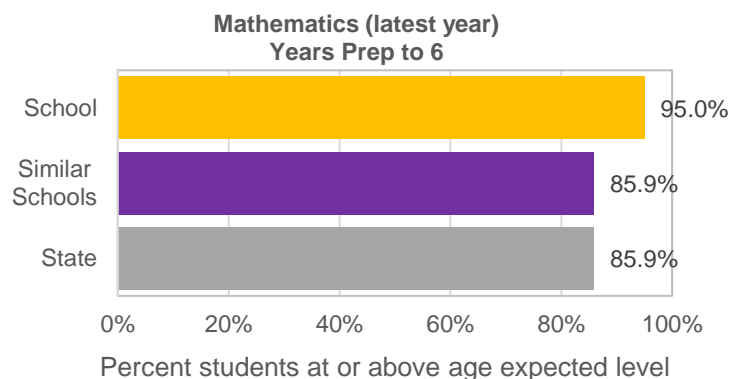
English Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	79.0%
Similar Schools average:	64.8%
State average:	76.3%



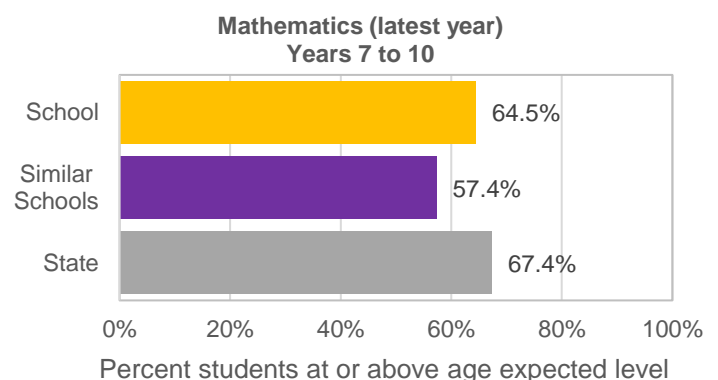
Mathematics Years Prep to 6

	Latest year (2022)
School percent of students at or above age expected standards:	95.0%
Similar Schools average:	85.9%
State average:	85.9%



Mathematics Years 7 to 10

	Latest year (2022)
School percent of students at or above age expected standards:	64.5%
Similar Schools average:	57.4%
State average:	67.4%



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.

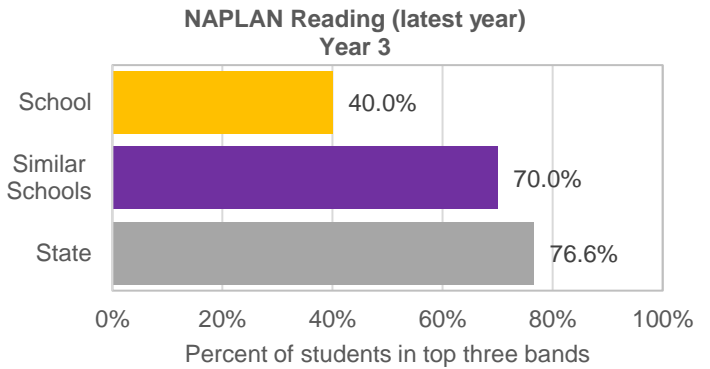
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

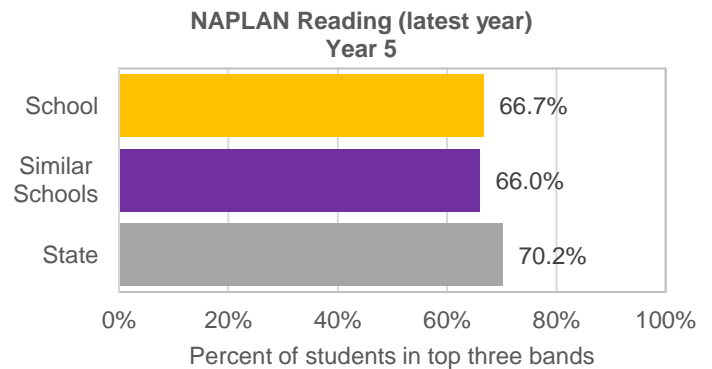
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	50.0%
Similar Schools average:	70.0%	71.2%
State average:	76.6%	76.6%



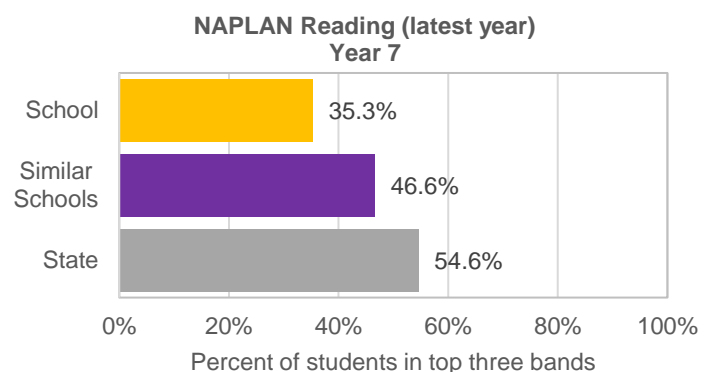
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	58.8%
Similar Schools average:	66.0%	65.1%
State average:	70.2%	69.5%



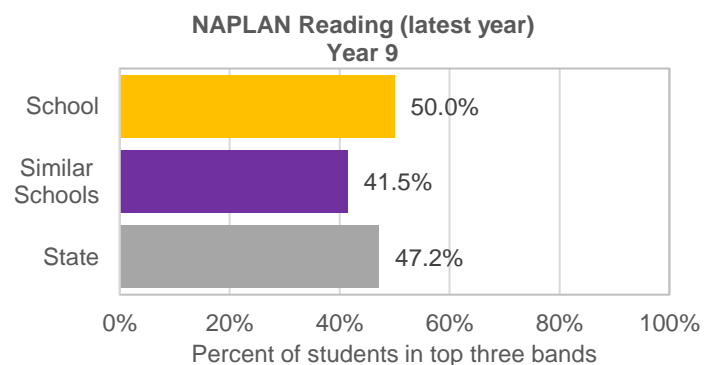
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.3%	41.9%
Similar Schools average:	46.6%	49.8%
State average:	54.6%	55.3%



Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	43.3%
Similar Schools average:	41.5%	42.0%
State average:	47.2%	46.0%



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

School percent of students in top three bands:

Similar Schools average:

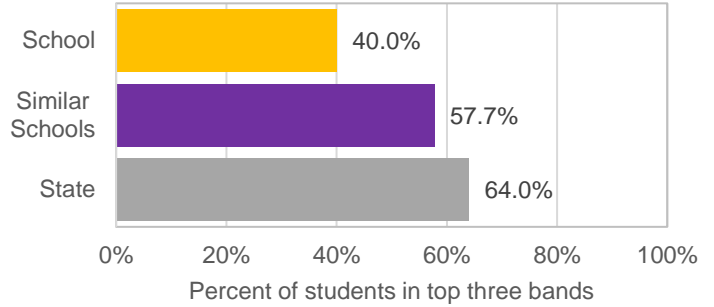
State average:

Latest year (2022)	4-year average
40.0%	50.0%

57.7%	64.4%
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64.0%	66.6%
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NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

School percent of students in top three bands:

Similar Schools average:

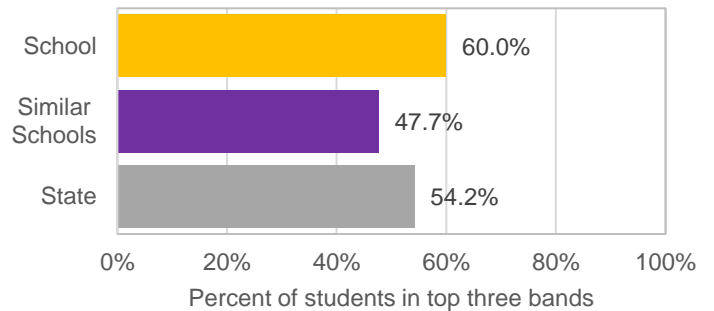
State average:

Latest year (2022)	4-year average
60.0%	43.8%

47.7%	55.1%
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54.2%	58.8%
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NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

School percent of students in top three bands:

Similar Schools average:

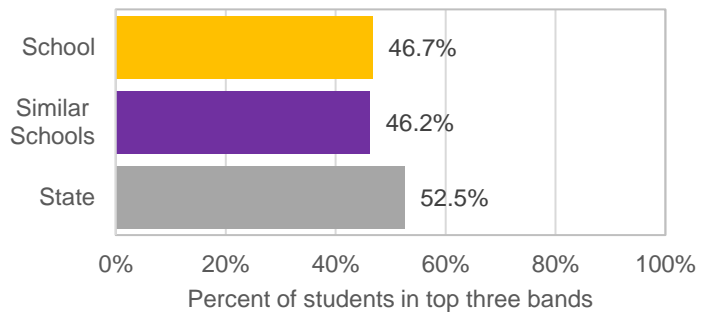
State average:

Latest year (2022)	4-year average
46.7%	50.0%

46.2%	53.6%
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52.5%	54.8%
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NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

School percent of students in top three bands:

Similar Schools average:

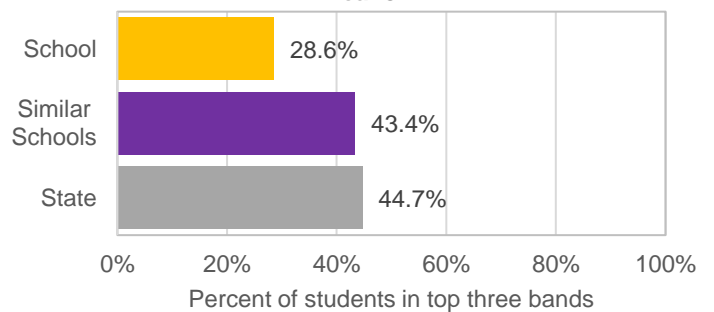
State average:

Latest year (2022)	4-year average
28.6%	35.7%

43.4%	45.2%
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44.7%	45.6%
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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.*

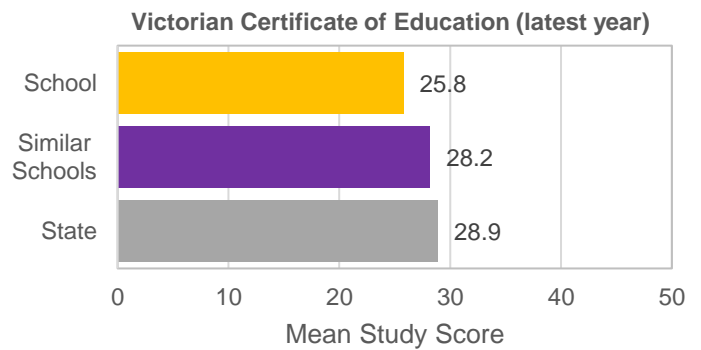
Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education

	Latest year (2022)	4-year average
School mean study score	25.8	25.9
Similar Schools average:	28.2	28.6
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

67%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

VET units of competence satisfactorily completed in 2022:

98%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

80%

WELLBEING

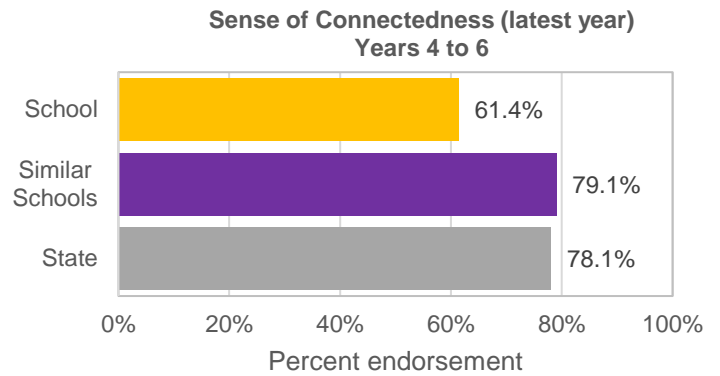
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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).

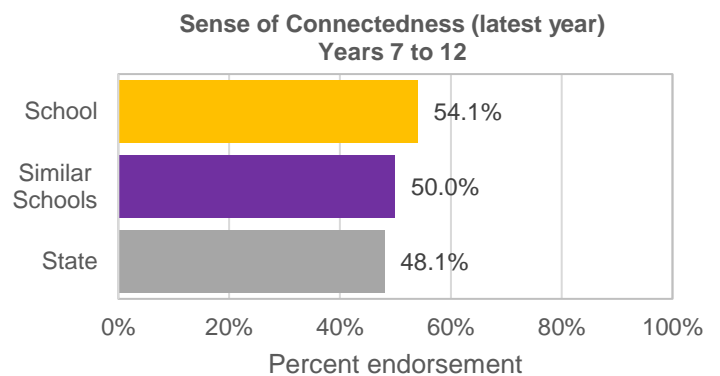
Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	61.4%	54.2%
Similar Schools average:	79.1%	78.9%
State average:	78.1%	79.5%



Sense of Connectedness Years 7 to 12

	Latest year (2022)	4-year average
School percent endorsement:	54.1%	38.6%
Similar Schools average:	50.0%	54.2%
State average:	48.1%	52.5%



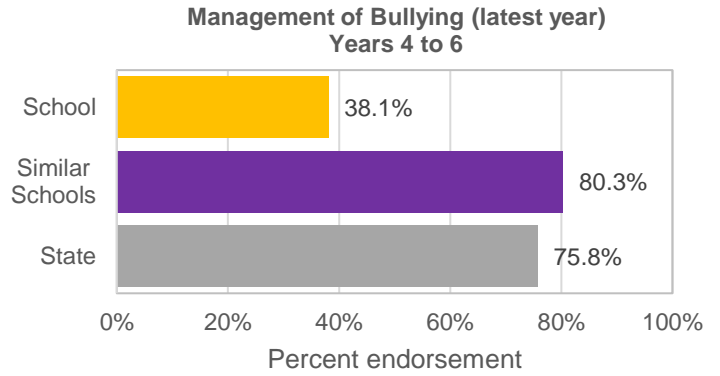
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percent 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).

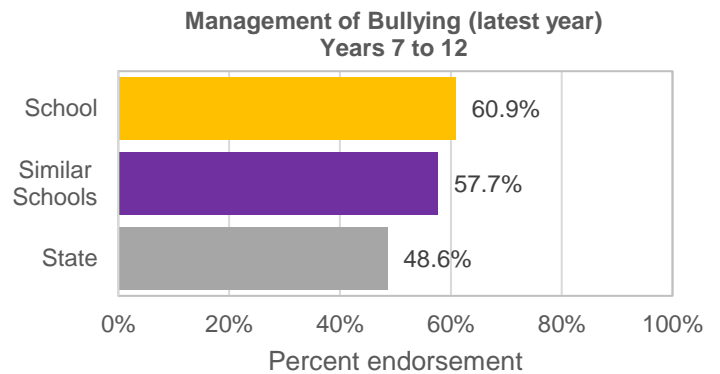
**Management of Bullying
Years 4 to 6**

	Latest year (2022)	4-year average
School percent endorsement:	38.1%	44.2%
Similar Schools average:	80.3%	80.4%
State average:	75.8%	78.3%



**Management of Bullying
Years 7 to 12**

	Latest year (2022)	4-year average
School percent endorsement:	60.9%	48.2%
Similar Schools average:	57.7%	62.4%
State average:	48.6%	54.0%



ENGAGEMENT

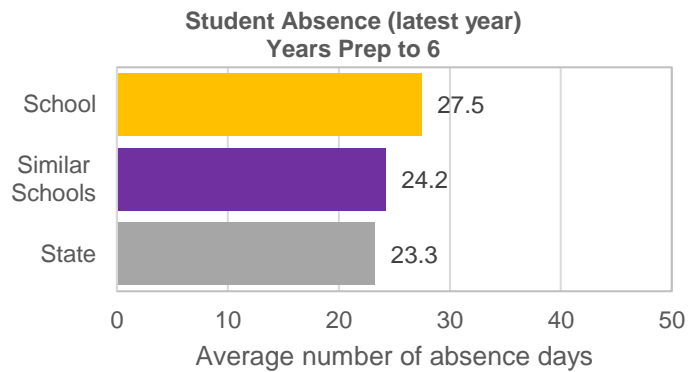
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

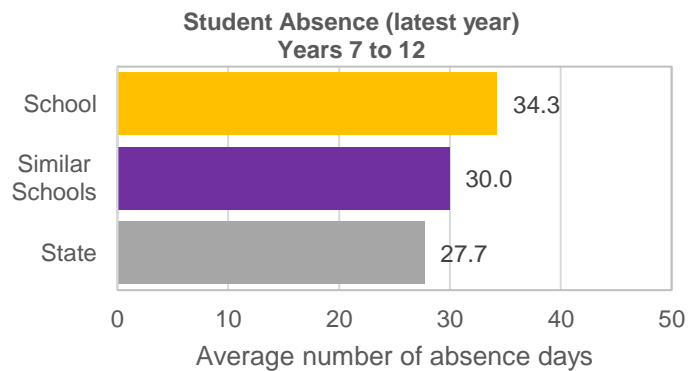
Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.5	19.9
Similar Schools average:	24.2	17.7
State average:	23.3	17.0



Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	34.3	33.6
Similar Schools average:	30.0	23.4
State average:	27.7	21.8



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 (2022):	88%	89%	87%	82%	85%	85%	88%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2022):	84%	83%	80%	81%	86%	80%

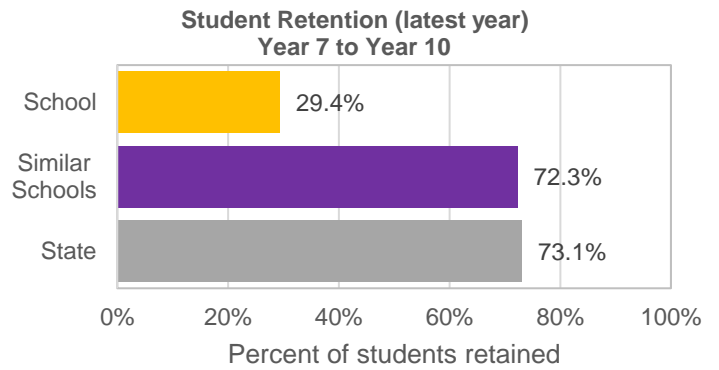
ENGAGEMENT (continued)

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 (2022)	4-year average
School percent of students retained:	29.4%	51.2%
Similar Schools average:	72.3%	72.4%
State average:	73.1%	73.0%



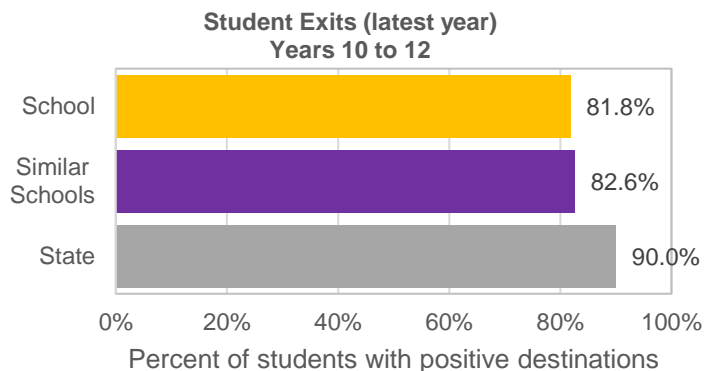
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	81.8%	89.7%
Similar Schools average:	82.6%	84.0%
State average:	90.0%	89.3%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,066,963
Government Provided DET Grants	\$762,302
Government Grants Commonwealth	\$19,100
Government Grants State	\$0
Revenue Other	\$29,717
Locally Raised Funds	\$124,377
Capital Grants	\$0
Total Operating Revenue	\$4,002,459

Equity ¹	Actual
Equity (Social Disadvantage)	\$92,924
Equity (Catch Up)	\$3,063
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$95,986

Expenditure	Actual
Student Resource Package ²	\$2,915,289
Adjustments	\$0
Books & Publications	\$2,267
Camps/Excursions/Activities	\$41,487
Communication Costs	\$5,873
Consumables	\$156,999
Miscellaneous Expense ³	\$36,744
Professional Development	\$14,233
Equipment/Maintenance/Hire	\$111,696
Property Services	\$177,683
Salaries & Allowances ⁴	\$90,665
Support Services	\$16,548
Trading & Fundraising	\$53,461
Motor Vehicle Expenses	\$12,126
Travel & Subsistence	\$461
Utilities	\$46,544
Total Operating Expenditure	\$3,682,076
Net Operating Surplus/-Deficit	\$320,383
Asset Acquisitions	\$80,649

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,010,706
Official Account	\$88,599
Other Accounts	\$0
Total Funds Available	\$1,099,305

Financial Commitments	Actual
Operating Reserve	\$110,489
Other Recurrent Expenditure	\$14,045
Provision Accounts	\$1,138
Funds Received in Advance	\$101,225
School Based Programs	\$36,488
Beneficiary/Memorial Accounts	\$8,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$44,818
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$242,038
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$558,741

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.