2023 Annual Report to the School Community

School Name: Collingwood College (6212)



- 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 26 April 2024 at 11:30 AM by Samuel Luck (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 26 April 2024 at 12:44 PM by Geoff Rundell (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

At Collingwood College, we inspire young people to be well-balanced, strong and creative individuals who make a positive difference to our community. We provide a rich and diverse curriculum. The College is committed to continuous improvement to maximise outcomes for all students. Collingwood College believes in providing diversity within the Victorian government schools system and our range of programs promote a sense of choice and inclusion for students. Our point of difference is our strength, and we are proud of our history of innovation and inclusiveness.

Collingwood College is a government P-12 school established in 1882 and is located in the inner-city suburb of Collingwood, close to Melbourne's CBD. In 2023 the school had an enrolment of around 740 students with this number reduced in part due to the COVID pandemic and a decline in the international student population. The school has moved from high socioeconomic disadvantage to the mid-range of the School Family Occupation Education (SFOE) Index and was 0.3704 in 2023. The school draws students from many different suburbs in and around Melbourne. Collingwood College remains a culturally diverse school with 25% of the student cohort having a language background other than English and 2% of our student cohort being Indigenous or Torres Strait Islander. The projected numbers of international students enrolled has increased and in 2023 Collingwood College held 69 international students coming from a range of countries, including Vietnam, Cambodia, China, Thailand, Indonesia and Korea.

Collingwood College offers innovative and progressive teaching approaches at all levels. The main campus is arranged into two sub-schools, Primary and Secondary. Each sub-school is organised to create the most appropriate setting and approach for children at the different stages of their development.

The college has a defined philosophy of education and has three main streams of learning, including a P-5 inquiry based mainstream learning approach, a secondary MYP IB mainstream program based on the Victorian Curriculum and a specialist P-9 Steiner Program. The College structures the Year 10-12 program to more intentionally prepare students for the VCE/VM/VPC pathways from Year 10.

The second campus to Collingwood College, The Collingwood Alternative School (CAS) enrols students from 14 years old and operates through a re-engagement approach. The curriculum is designed to provide students with appropriate challenges and educational opportunities and build their self-esteem. The program specifically focuses on numeracy and literacy development, the learning of social and behavioural skills, work/training readiness and the provision of the VM and VET options for senior students.

The college's partnership with Fitzroy High School, facilitated through the joint Wurun campus (established in 2022), enhances senior pathways for students. Through this collaboration, the range of subjects available has been expanded in 2023 to offer students a wider array of choices. The Wurun Campus provides a comprehensive selection of senior programs, including the Victorian Certificate of Education (VCE), Vocational Education Training (VET), Vocational Major (VM), and Victorian Pathways Certificate (VPC).

In 2023, the College (excluding CAS) had a full-time equivalent (FTE) teaching staff of 4 Principal Class, 3 Leading Teachers, 1 Learning Specialist, 59.7 teaching staff, and an Education Support Staff (ES) FTE of 19.5. Collingwood College offers a range of co-curricular programs, including the Stephanie Alexander Kitchen Garden, Instrumental Music, Visual and performing arts and outdoor education. There are integrated programs to support all students, including: extension, intervention, integration and English as an Additional Language (EAL) programs. The College's English Language Centre (ELC) re-opened again in 2022.

The College's Main Campus features exemplary learning, athletic, and arts facilities. It is home to a well-equipped theatre, a dance studio, modernised science and technology sections, and a premier sports centre with three gymnasiums. The college's grounds are thoughtfully designed with various play and relaxation areas, complete with shaded seating, manicured gardens, and designated outdoor learning spaces. Collingwood College is committed to the philosophy that all students are capable of learning and achieving excellence.

Collingwood College takes great pride in its strong ties and collaborative relationships with the surrounding local community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023 we continued to strengthen staff capacity to teach Literacy and Numeracy. We established processes and protocols for staff to be evidence-informed practitioners to more accurately understand and cater for individual students' learning needs, focusing on building staff capacity to accurately use achievement data to make informed decisions about student learning. Additional literacy support increased teachers' professional knowledge allowing teachers and Education Support (ES) staff to provide for a more differentiated curriculum within classes.

We continued to refine the Collingwood College Instructional Model and professional learning. This assisted and enabled teachers to build their pedagogical knowledge and their capacity to deliver quality learning programs aligned to our instructional model. The use

of High Impact Teaching strategies and embedding the instructional model has given teachers a common language to use in planning and a resource to guide reflection on their 'practice improvement journey'. Teachers actively shared and modelled strategies of student feedback as an essential component of the learning process. This has also been supported by a whole school professional reading.
Professional Learning Communities (PLCs) and our college Learning Communities (LCs), which span all levels from P-12, are used as vehicles to improve practice. In 2023 the refinement of the PLC structure supported teachers to develop greater understanding of the improvement cycle in order to analyse data and plan instruction to reflect a continuum of learning. The structured PLCs coupled with peer observations supported teachers to use constructive criticism to work together to improve their practice. Work with the Differentiated Support for School Improvement (DSSI) partners also assisted teachers to more accurately understand and cater for individual students' learning needs, enhancing the work of the PLCs.
The 2023 new NAPLAN measures showed some positive initial data with strongest results at Years 7 and 9 Reading and Writing. The school percentage of students for the measures of 'strong' or 'exceeding' levels of proficiency was similar to, or slightly lower than schools with similar characteristics. The Victorian Certificate of Education (VCE) mean study score in 2023 was 26.85, slightly higher than in the previous year and slightly below the state average. The percentage of students who successfully completed their VCE was 98%, higher than in 2022 and 64% of students satisfactorily completed their VCAL certificates, slightly lower than the previous year. The percentage of students exiting to further studies and full-time/part-time employment (85%), was higher than 2022 results and remains higher than the state median and higher than similar schools with similar characteristics.

Wellbeing

Over 2023 Collingwood College focused on refining a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs. Progress was made to build teacher capacity to manage student behaviour and to embed whole school approaches to wellbeing programs and strategies. We continued to implement a range of wellbeing programs, whole school agreements and expectations for behaviour to help build a respectful school culture. We prioritised support for both teachers and students to build the capacity of staff to consistently implement the Respectful Relationships and Berry St frameworks. These frameworks focused on the use of a common language and building the consistency in classroom and yard behaviour management processes, in order for all stakeholders to feel safe, confident and respected in the school setting. A range of strategies designed to guide students in conflict resolution were also integrated into behaviour frameworks and reinforced the school's agreements and values. Proposed future directions involve continued work to embed School Wide Positive Behaviours (SWPBS) and Respectful Relationships including MoRE to support deepening the consistency of behavioural expectations.
Pastoral Care is given priority and additional wellbeing staff, ensures student wellbeing concerns are able to be addressed in an effective manner. Professional learning for staff included LGBTQIA+, Indigenous perspectives and Cultural and Linguistic Diversity Services (CALDS) training. Open discussions about wellbeing and the visibility of gender identity using a shared language for all staff and students resulted in greater emotional awareness and intelligence.

Engagement

Throughout 2023 we continued to focus on building strong relationships with families and strengthening partnerships across the local community. Progress was made with several initiatives to improve the school's profile such as: ongoing partnerships with kindergartens and connections with the wider multicultural community and local organisations. This supported an increased presence in the local community. The culture at Collingwood College encourages social acceptance of diverse students and a diverse workforce, including LGBTQI members which promotes an inclusive college community. ES staff continued to enhance and support flexible teaching styles based around students' needs, adapting teaching methods and assisting students and staff to implement them. The college provides support through various intervention programs. This included provision of multi-cultural aides to support our EAL students through the tutoring initiative, and refining Place Based Partnerships, particularly with our three main African language communities and Vietnamese cohorts. The established roles of Cultural Liaison Aides enable us to better connect with families and to develop a deeper understanding of our diverse community. The Cultural Liasion Aides have worked to increase our communities and individuals in the school.
Our aim is to provide a stimulating learning environment for all students providing challenge and agency in learning. In 2023 we continued to focus on the engagement of students in their learning through the use of personalised learning and student feedback on learning. The newly established senior secondary campus (WURUN campus), allowed the college to offer more diverse and flexible learning. The Wurun campus boasts new technology for classrooms, including interactive whiteboards, lights, sound, projection and cordless microphones, allowing teachers to offer more diverse and enriched learning opportunities. Additional learning spaces enabled events such as theatre studies performances and arts shows, enhancing opportunities for students to showcase achievements for the community. The development and refinement of the Student Representative Council (SRC) also provided opportunities for students to give their opinions and organise events for their cohorts.

Collingwood College provides comprehensive transition programs at both Foundation and Year 6 levels. We provide 'taster programs' for those students transitioning to the secondary years, providing opportunities for students to engage in a range of subject areas. Regular visits to the College were also scheduled across the year (Kinder/Prep, 6-7 and 10-11). Careers advice was regularly scheduled for students in Years 9–12. Interaction with community groups such as Rotary and Interact over 2023 continued to provide students with information on career pathways and opportunities for community involvement.
The leadership at Collingwood College continued to monitor and promote attendance over 2023 through regular communications home and during student forums and discussions. The school made progress to reduce absences over 2023. Whilst absences remained similar to the previous year, absences at Years 7-12 were lower than similar schools with similar characteristics and network schools. Continuing to endeavour to reduce absences will remain a priority in 2024.

Financial performance

Collingwood College stands in a robust fiscal position due to ongoing investments in upgrading facilities, enhancing ICT infrastructure, and a targeted marketing approach. Although the reconciliation of staff salaries indicates a deficit, this is anticipated to be balanced by income from international student enrolment. With the cap on international students raised from 80 to 100 for the year 2024, the college expects a rise in these enrolments, which may lead to a financial surplus. Equity funding has been strategically employed to assist our most in-need student groups. Additional revenue streams have been bolstered by DE funding for initiatives like MYLNS and TLI. Looking ahead to 2024, Collingwood College is committed to further enhancing its buildings and grounds, reinforcing strong community alliances, and fostering educational excellence through professional development and resource support.

For more detailed information regarding our school please visit our website at
https://www.collingwood.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 727 students were enrolled at this school in 2023, 364 female and 359 male.

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

Overall Socio-Economic Profile

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

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

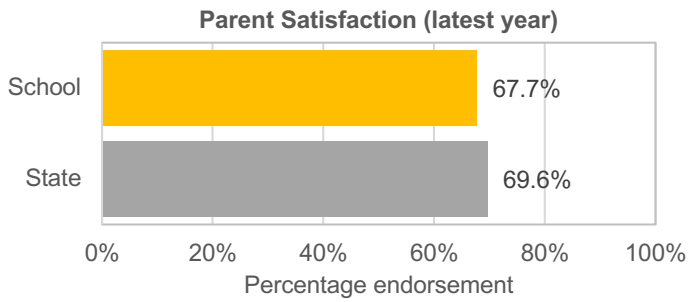
This school's SFOE band value is: Low - Medium

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:	67.7%
State average (P-12 schools):	69.6%



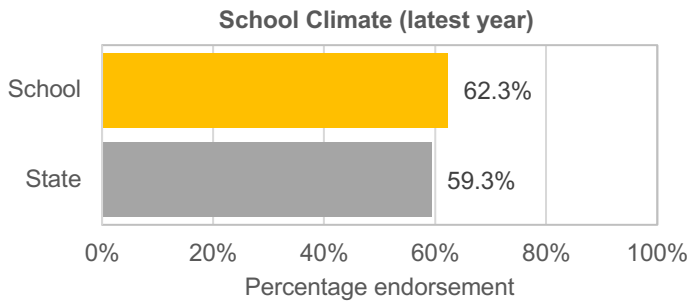
School Staff Survey

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:	62.3%
State average (P-12 schools):	59.3%



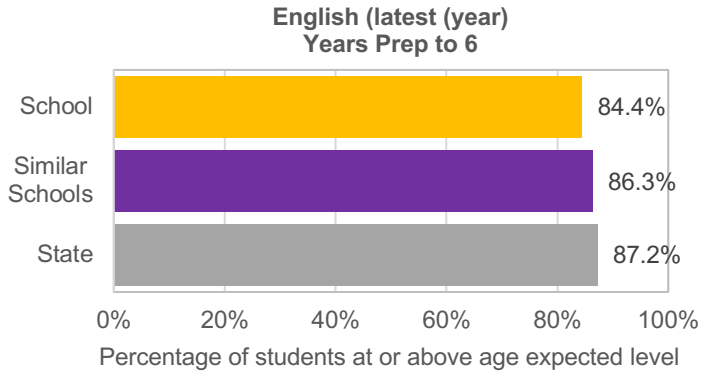
LEARNING

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.***

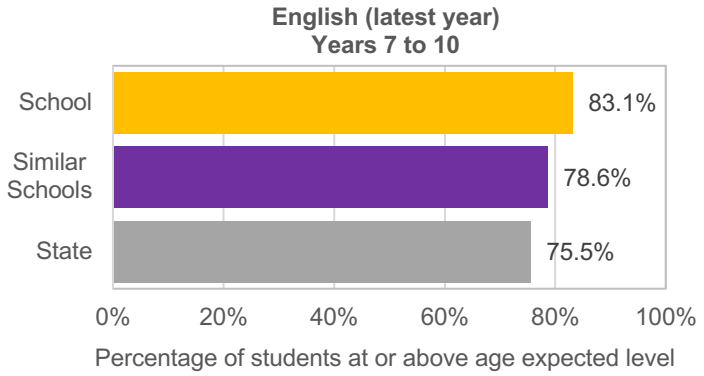
Teacher Judgement of student achievement against the Victorian Curriculum

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

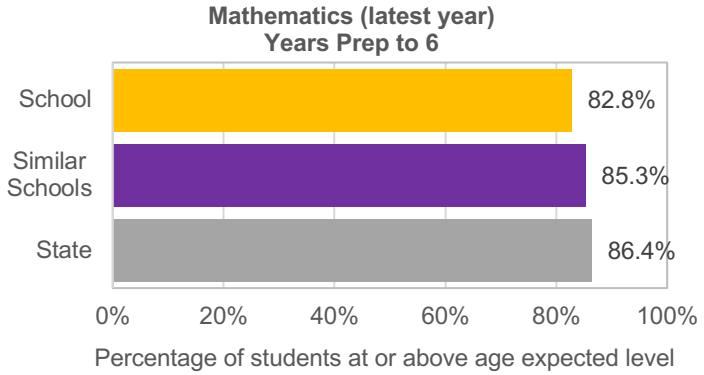
English **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	84.4%
Similar Schools average:	86.3%
State average:	87.2%



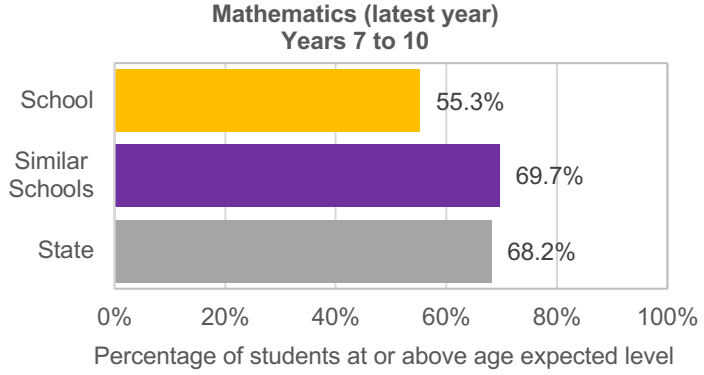
English **Years 7 to 10**	Latest year (2023)
School percentage of students at or above age expected standards:	83.1%
Similar Schools average:	78.6%
State average:	75.5%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	82.8%
Similar Schools average:	85.3%
State average:	86.4%



Mathematics **Years 7 to 10**	Latest year (2023)
School percentage of students at or above age expected standards:	55.3%
Similar Schools average:	69.7%
State average:	68.2%



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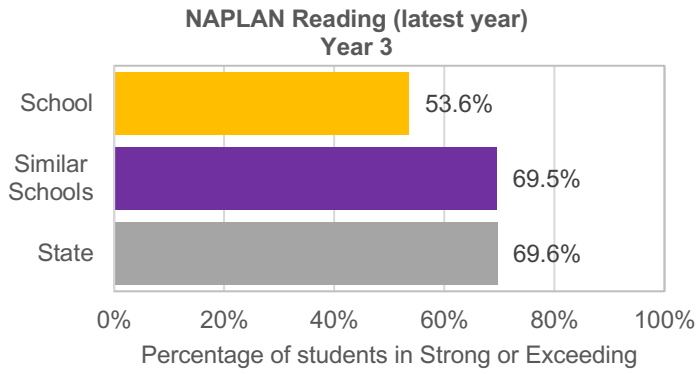
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NAPLAN

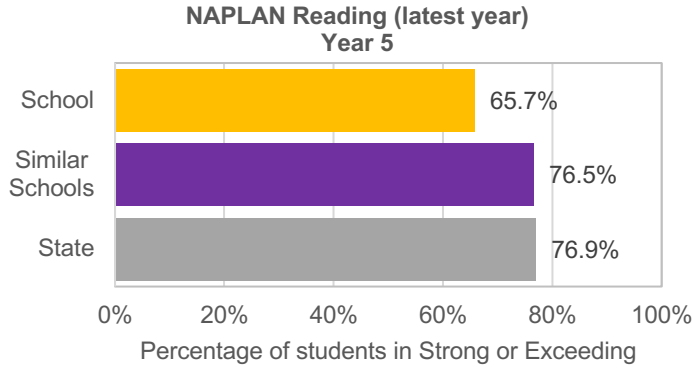
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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.

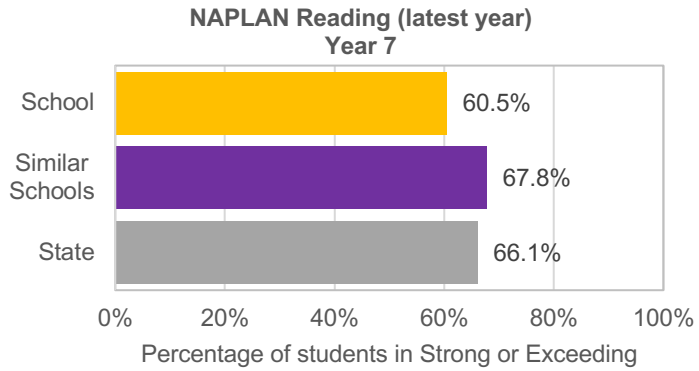
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	53.6%
Similar Schools average:	69.5%
State average:	69.6%



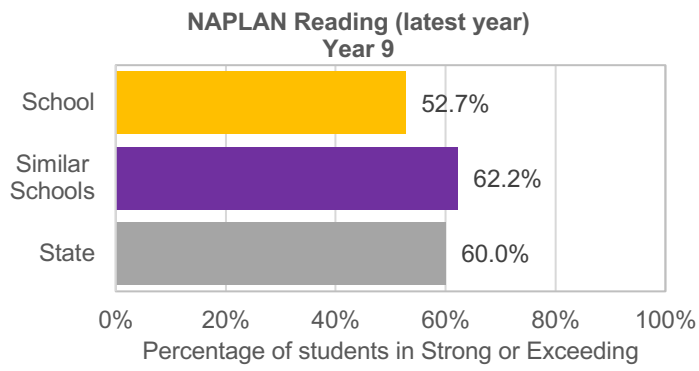
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	65.7%
Similar Schools average:	76.5%
State average:	76.9%



Reading Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding	60.5%
Similar Schools average:	67.8%
State average:	66.1%



Reading Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	52.7%
Similar Schools average:	62.2%
State average:	60.0%

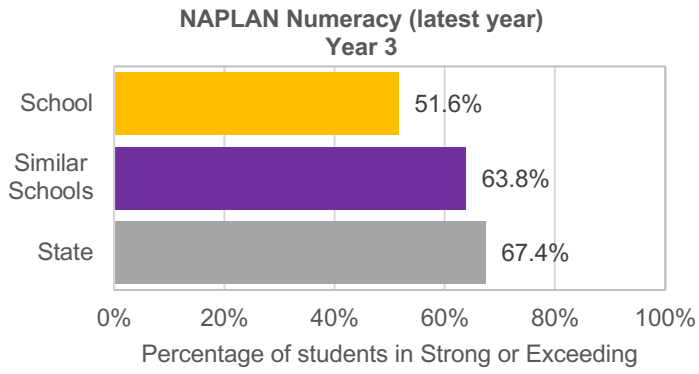


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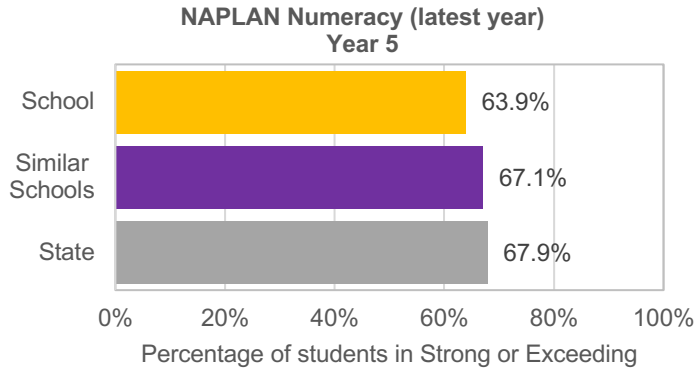
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NAPLAN (continued)

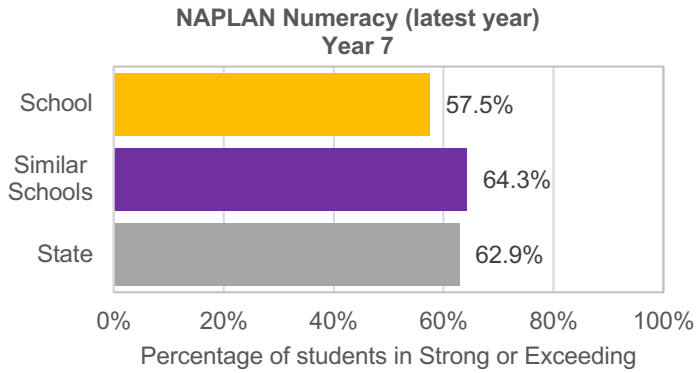
Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	51.6%
Similar Schools average:	63.8%
State average:	67.4%



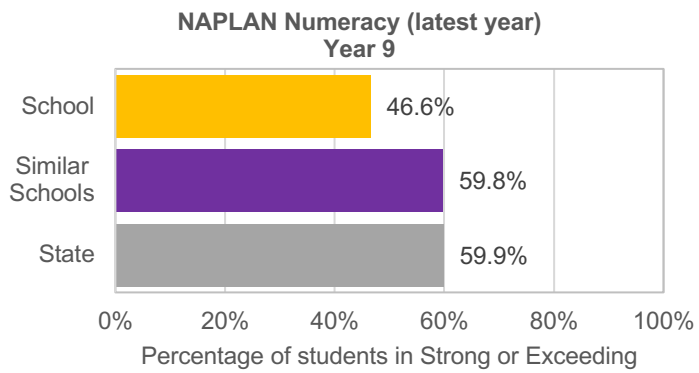
Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	63.9%
Similar Schools average:	67.1%
State average:	67.9%



Numeracy Year 7	Latest year (2023)
School percentage of students in Strong or Exceeding:	57.5%
Similar Schools average:	64.3%
State average:	62.9%



Numeracy Year 9	Latest year (2023)
School percentage of students in Strong or Exceeding:	46.6%
Similar Schools average:	59.8%
State average:	59.9%



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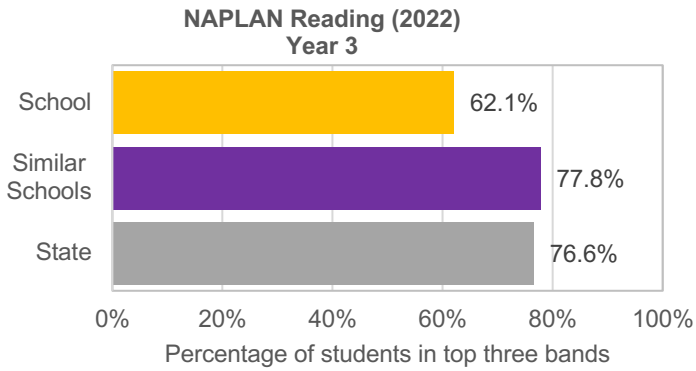
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NAPLAN

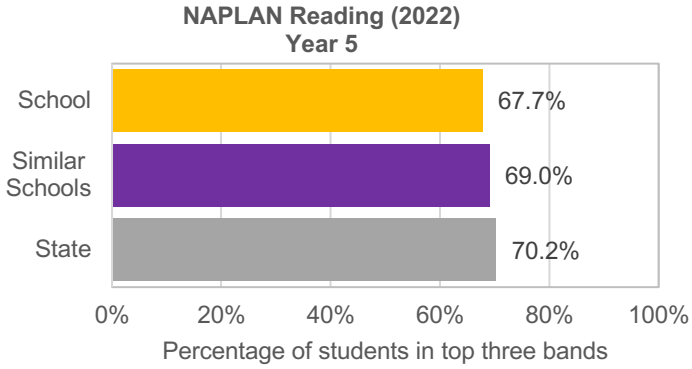
Percentage of students in the top three bands of testing in NAPLAN.

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

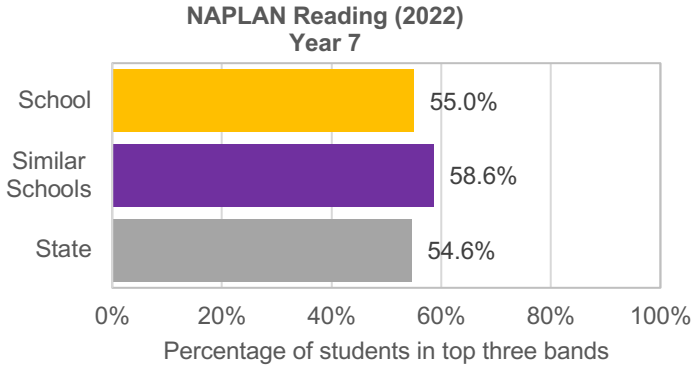
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	62.1%
Similar Schools average:	77.8%
State average:	76.6%



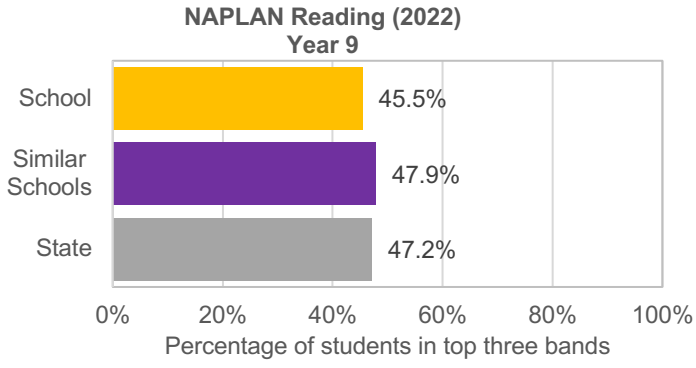
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	67.7%
Similar Schools average:	69.0%
State average:	70.2%



Reading Year 7	Latest year (2022)
School percentage of students in the top three bands:	55.0%
Similar Schools average:	58.6%
State average:	54.6%



Reading Year 9	Latest year (2022)
School percentage of students in top three bands:	45.5%
Similar Schools average:	47.9%
State average:	47.2%

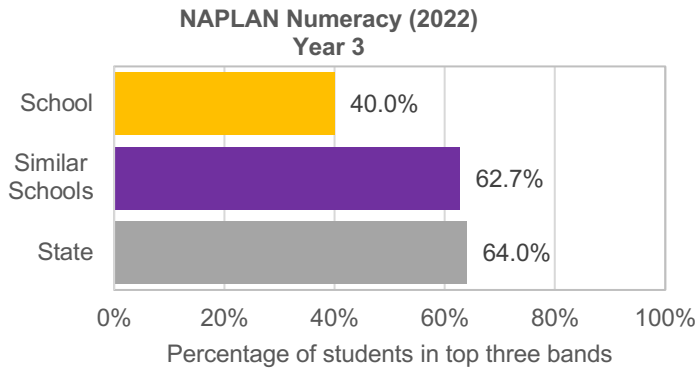


LEARNING (continued)

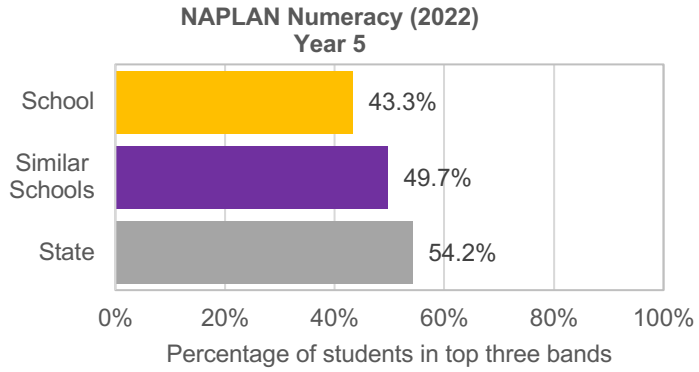
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN (continued)

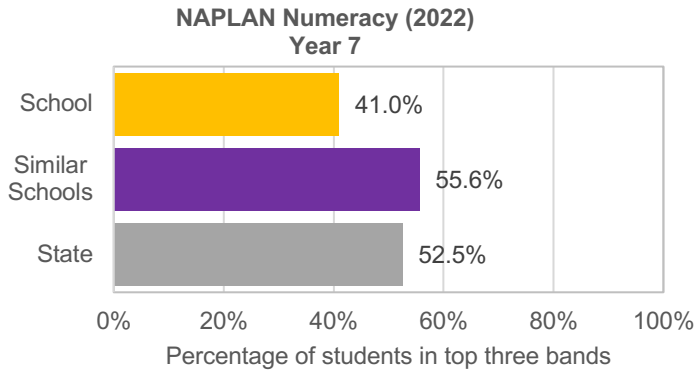
Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	40.0%
Similar Schools average:	62.7%
State average:	64.0%



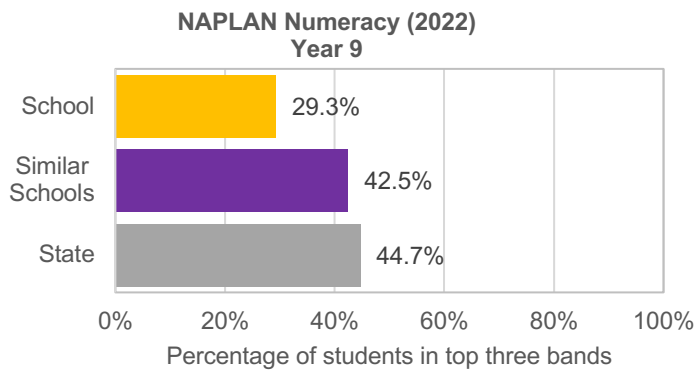
Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	43.3%
Similar Schools average:	49.7%
State average:	54.2%



Numeracy Year 7	Latest year (2022)
School percentage of students in the top three bands:	41.0%
Similar Schools average:	55.6%
State average:	52.5%



Numeracy Year 9	Latest year (2022)
School percentage of students in the top three bands:	29.3%
Similar Schools average:	42.5%
State average:	44.7%



LEARNING (continued)

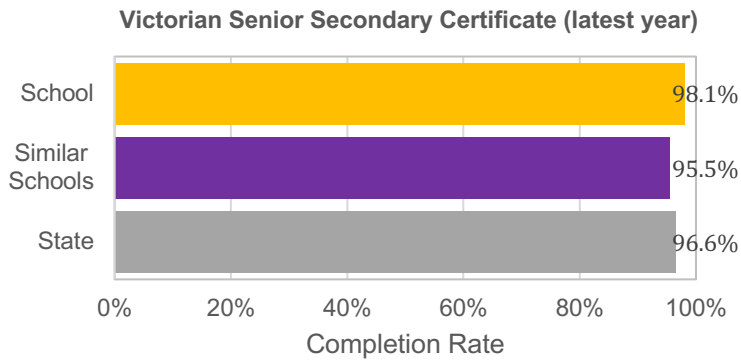
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2023)	4-year average
School completion rate:	98.1%	95.9%
Similar Schools completion rate:	95.5%	96.6%
State completion rate:	96.6%	97.1%



Mean study score from all VCE subjects:	26.8
Number of students awarded the VCE Vocational Major	4
Number of students awarded the Victorian Pathways Certificate	7
Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:	31%
Percentage VET units of competence satisfactorily completed in 2023:	84%

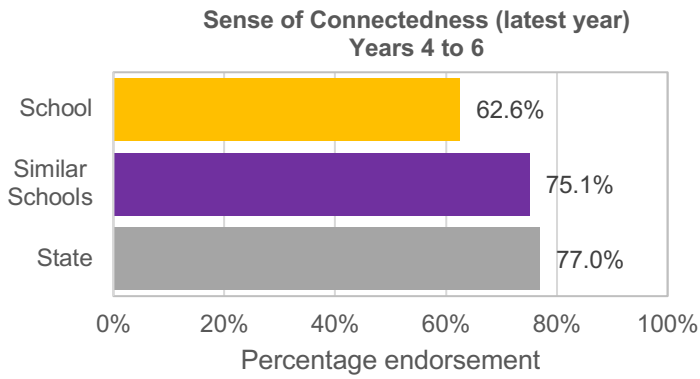
WELLBEING

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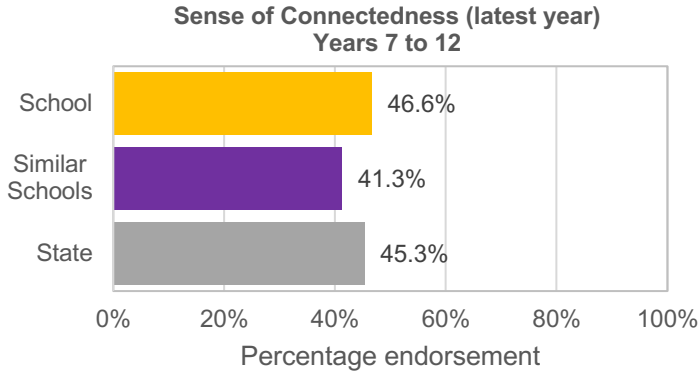
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	62.6%	64.7%
Similar Schools average:	75.1%	77.0%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	46.6%	52.4%
Similar Schools average:	41.3%	46.5%
State average:	45.3%	49.9%

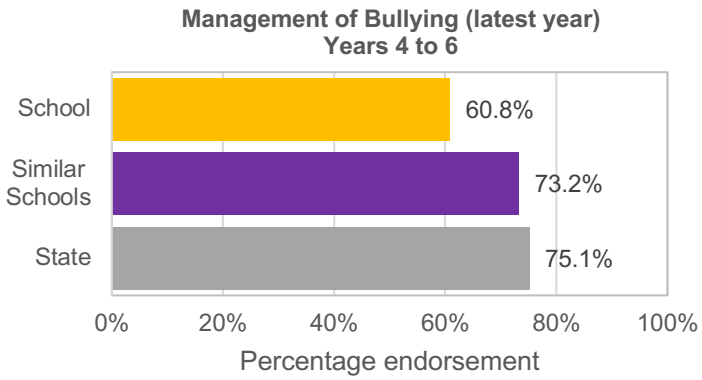


WELLBEING (continued)

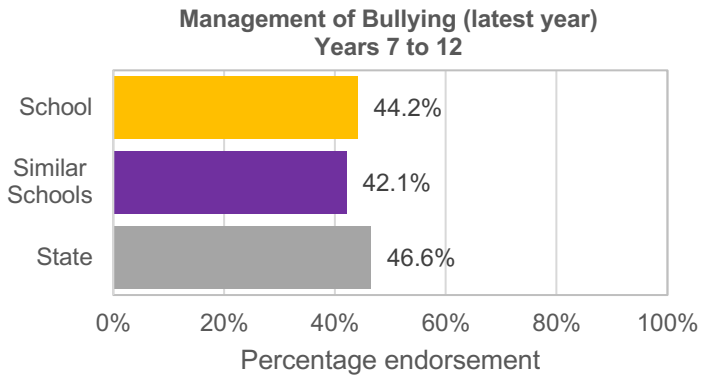
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	60.8%	62.1%
Similar Schools average:	73.2%	75.1%
State average:	75.1%	76.9%



Management of Bullying Years 7 to 12	Latest year (2023)	4-year average
School percentage endorsement:	44.2%	54.0%
Similar Schools average:	42.1%	47.7%
State average:	46.6%	51.0%



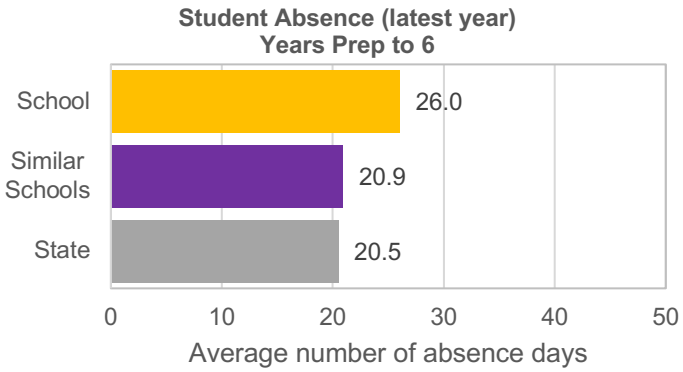
ENGAGEMENT

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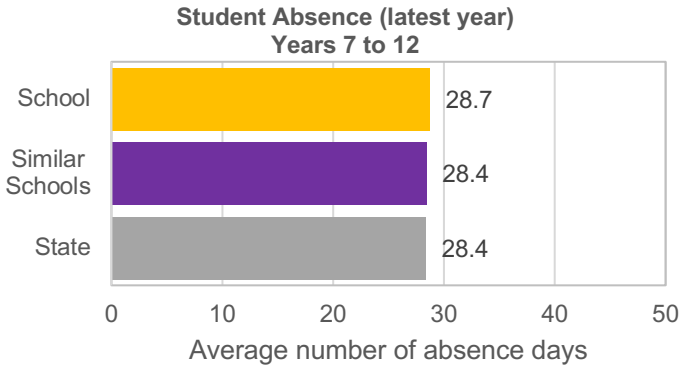
Average Number of Student Absence Days

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:	26.0	20.7
Similar Schools average:	20.9	18.2
State average:	20.5	18.1



Student Absence Years 7 to 12	Latest year (2023)	4-year average
School average number of absence days:	28.7	25.2
Similar Schools average:	28.4	23.3
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%	89%	89%	83%	89%	84%	86%

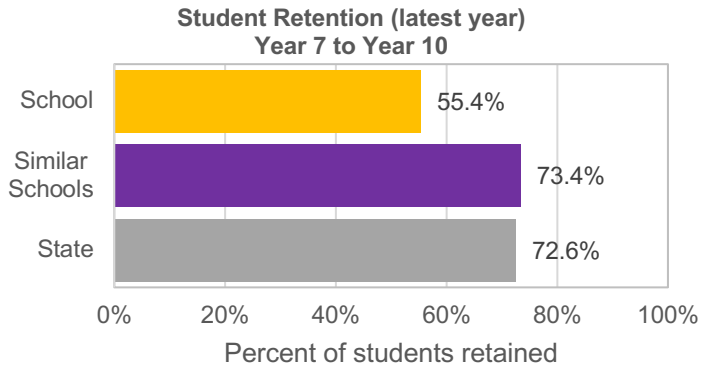
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	79%	80%	77%	79%	100%	100%

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:	55.4%	58.2%
Similar Schools average:	73.4%	73.4%
State average:	72.6%	73.8%

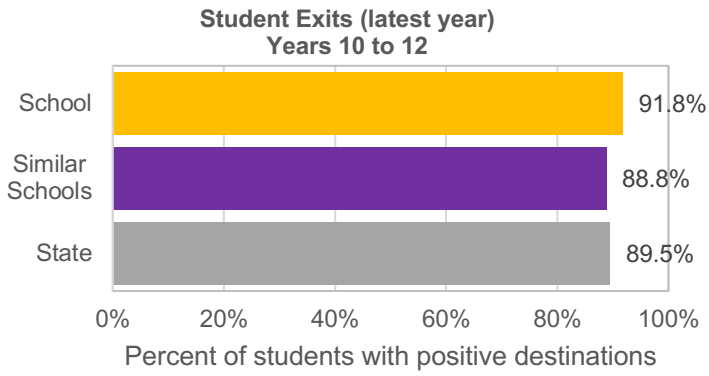


Students exiting to further studies or full-time employment

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:	91.8%	89.6%
Similar Schools average:	88.8%	89.9%
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	$9,345,117
Government Provided DET Grants	$1,850,151
Government Grants Commonwealth	$75,113
Government Grants State	$11,277
Revenue Other	$272,447
Locally Raised Funds	$578,870
Capital Grants	$0
Total Operating Revenue	**$12,132,975**

Equity [1]	Actual
Equity (Social Disadvantage)	$243,391
Equity (Catch Up)	$30,948
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$274,339**

Expenditure	Actual
Student Resource Package [2]	$9,638,534
Adjustments	$0
Books & Publications	$12,483
Camps/Excursions/Activities	$180,728
Communication Costs	$18,937
Consumables	$207,562
Miscellaneous Expense [3]	$148,000
Professional Development	$54,836
Equipment/Maintenance/Hire	$175,571
Property Services	$194,052
Salaries & Allowances [4]	$819,783
Support Services	$557,403
Trading & Fundraising	$17,774
Motor Vehicle Expenses	$5,153
Travel & Subsistence	$9,909
Utilities	$136,485
Total Operating Expenditure	**$12,177,210**
Net Operating Surplus/-Deficit	**($44,235)**
Asset Acquisitions	**$790,953**

(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	$1,984,792
Official Account	$109,807
Other Accounts	$54,653
Total Funds Available	**$2,149,252**

Financial Commitments	Actual
Operating Reserve	$400,439
Other Recurrent Expenditure	$20,190
Provision Accounts	$0
Funds Received in Advance	$133,550
School Based Programs	$576,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$700,000
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$200,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$2,030,179**

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.