

2023 Annual Report to the School Community

School Name: Kurunjang Secondary College (8718)



- 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 17 April 2024 at 02:44 PM by Aylin Gokmen (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 22 April 2024 at 03:05 PM by Brad Tellis (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

Kurunjang Secondary College is a multicultural, single campus, Year 7-12 school supporting families in the western suburbs of the City of Melton. We are located approximately 45 kilometres from Melbourne's CBD with public transport access with V/Line to and from the Melton Railway Station.

In February 2023 the college had 944 students including 1 International student. Our workforce consists of one Principal, three Assistant Principals, four House Assistant Principals, and six Leading Teachers/Learning Specialists, 71 Teaching staff and 54 Education Support staff.

As a community, our shared vision is to achieve success for our community through respect, responsibility, and collaboration. Our agreed set of values allow all members of the college community to demonstrate the values of Respect, Achievement and Responsibility. We meet the needs of students in each year level and area through a positive attitude, knowing each student well and having a comprehensive and engaging curriculum program. Our motto of 'Learn, Grow, Achieve Together' underpins the way we collaborate with all members of our community. All teachers at Kurunjang Secondary College actively work to develop their professional capability to provide the best possible learning experience for our students.

Accelerated learning opportunities are available for students in Year 10 to study a VCE subject. The college prioritises its use of ICT to underpin student achievement. We have a 'Bring Your Own Device' program across Year 7 with a view to growing at each level thereafter. We continue to encourage the use of Compass as a means of communication for use by teachers, students and parents. Teachers are required to attend Professional Learning programs designed to deepen their curriculum knowledge and in particular to hone their skills in the teaching of Literacy, Instructional Practices, the use of differentiated learning and the use of ICT. Moving into 2024, we will continue to concentrate much of our Professional Learning around the High Impact Teaching Strategies.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we embraced a new era of assessing student progress with the introduction of NAPLAN proficiency standards. These standards provide a clear framework, outlining four distinct levels of proficiency in each assessment area for every year level. This innovative approach has replaced the traditional numerical NAPLAN bands and national minimum standards, offering a more nuanced understanding of student achievement.

While our Year 9 NAPLAN results in Reading and Numeracy initially fell short of our expectations, we are committed to nurturing our students' growth and anticipate significant improvement by 2025.

Our teachers' assessments in English and Mathematics have indicated that there is room for growth when compared to similar schools. However, we take pride in our VCE students who have excelled, with many surpassing their predicted outcomes. And our Medians increasing across the board, the value added for the graduating class of 2023 is work we are very proud of.

The achievements of our students in the Program for Students with Disabilities (PSD) are commendable, aligning well with the progress seen in comparable schools.

At the heart of our educational approach is a steadfast commitment to teaching and learning excellence. Our educators, the majority of whom are AVID-trained, skilfully integrate the WICOR (Writing, Inquiry, Collaboration, Organisation, and Reading) methodology and High Impact Teaching Strategies (HITS) into their pedagogy.

Data analysis continues to be a cornerstone of our strategy, guiding our teachers and leaders to focus on targeted areas for improvement. Our Professional Learning Teams (PLTs) are instrumental in this process, collaborating with consultants and coaches to refine lesson planning and instructional delivery.

In 2023, we fortified our dedication to enhancing student learning outcomes with key initiatives:

VCE Improvement Plan: A comprehensive plan that includes a detailed analysis of VCE data, informing action plans for individual teachers and school-wide processes.

Professional Learning Teams (PLTs): Regular meetings focused on lesson documentation and delivery, leveraging our ELF template, formative assessment practices, and the WICOR and HITS strategies. These teams operate under the DuFour's Principles, with a special emphasis on constantly improving our **Guaranteed and Viable Curriculum**.

Literacy Program Support: Ongoing monitoring and assistance for staff implementing the Literacy Program in Years 7 to 9.

Numeracy Development: Continued collaboration within Numeracy teams to refine curriculum documentation and ensure a consistent and effective approach to learning in Years 7 to 10.

Data-Informed Practice: Utilising a diverse array of assessment data to inform and enhance teacher practice. The creation of Data Walls to facilitate the faces-to-data approach that enables targeted teaching to take place. We are confident that these focused efforts will lead to a brighter academic future for all our students.

Wellbeing

Wellbeing:

In 2023, Kurunjang Secondary College prioritized the enhancement of student wellbeing through dedicated attention to attendance, the implementation of intervention programs aimed at nurturing a sense of belonging, and the refinement of our inclusive education framework in anticipation of the forthcoming disability inclusion reforms.

Through the concerted efforts of our student support services team, we facilitated a comprehensive array of tailored interventions, including individual, group, year-level, and cohort programs. Our overarching aim was to augment social and emotional learning opportunities, thereby nurturing stronger connections, fostering a greater sense of belonging, and promoting optimal mental health outcomes. Notably, initiatives such as The Resilience Project, Respectful Relationships, and School Wide Positive Behaviours Whole of School approaches were instrumental in bolstering the wellbeing of both students and staff alike.

Tier 1 intervention initiatives are strategically designed to provide comprehensive social and emotional learning opportunities to all students within our educational framework. Notable programs encompassed within this tier comprise Tomorrow Man, Tomorrow Woman, Man Cave, Project Rock It, Flourish Girl, Brainstorm Production, Lovedrunk, the Pat Cronin Foundation, REACH, and Minus 18.

In parallel, Tier 2 intervention initiatives are tailored to deliver targeted support to smaller groups or classes, addressing specific needs identified within our student body. Among the programs administered in the preceding year are Blue Edge, social skills intervention, and wellbeing groups.

Complementing these tiers, Tier 3 interventions encompass our Flexible Learning Options, which encompass initiatives such as Flip and Calm Campus, tailored to cater to the diverse needs of our student populace. Additionally, this tier encompasses intervention and support programs like Hands on Learning and comprehensive wellbeing interventions such as counselling, referral services, and group support mechanisms.

Furthermore, our institution actively fosters a culture of holistic wellbeing through a spectrum of wellbeing events aimed at enriching social and emotional education. These events include but are not limited to IDAHOBIT, Multicultural Week, RUOK? Day, Body Confidence Day, and Mental Health Week, collectively contributing to the cultivation of a supportive and inclusive educational environment. In response to the implementation of the disability inclusion reforms, our staff strategically utilized the year 2023 for comprehensive planning. A central objective during this period has been the formulation of a robust model designed to guarantee the provision of learning support to every student. This entailed establishing a lead teacher tasked with spearheading inclusion efforts, alongside the facilitation of extensive professional development initiatives aimed at equipping staff with inclusive educational practices. In 2023, there has been a notable enhancement in overall student safety perception. Specifically, there has been a marked decrease of 5% in student-reported instances of LGBTIQ-phobic discrimination, signifying positive progress. Furthermore, our data reveals a commendable uptick in students' perception of inclusivity, reflecting an encouraging trend.

In terms of academic performance, our AtoSS data indicates a significant achievement, with self-regulation and goal-setting surpassing state averages by 60%, demonstrating a commendable level of student engagement and commitment.

Equally noteworthy are the findings concerning staff perceptions: there has been an impressive 11% increase in positive responses regarding school climate, indicative of an improved working environment. Moreover, staff-reported feelings of safety and wellbeing have seen a substantial 16% increase in positive responses.

Particularly commendable is the notable advancement in fostering a supportive atmosphere for our students, evidenced by a 10% increase. Additionally, staff confidence in their safety within the school environment has surged by an impressive 17%, underscoring our commitment to providing a secure and nurturing setting for all members of our school community.

Engagement

Engagement:

Throughout 2023, KSC maintained a steadfast commitment to fostering engagement among our student body. The ongoing evolution of our vertical house team structure was supported by augmented resources, enabling house assistants to concentrate on attendance, thereby affording coordinators the opportunity to further bolster our student voice and agency program. Notably, this initiative led to an expansion in the membership of our Student Representative Council, facilitating greater student participation and influence within our school community.

Quantifiable improvements underscore the efficacy of our efforts: the proportion of students with more than 30 days of absences decreased by 7%, while the number of students with perfect attendance more than doubled. These statistics are corroborated by

survey data indicating a 5% increase in positive student attitudes toward attendance. Moreover, the total number of absences decreased by 4 days, with unapproved absences plummeting by 50%, a testament to the efficacy of our house assistants' focuses on attendance.

In tandem with our commitment to student empowerment, the Student Representative Council underwent further development, equipping students with leadership skills through comprehensive training initiatives, including peer support training and representation of the college at various community events, such as assemblies, awards evenings, and student forums.

Parental feedback reflects our sustained efforts to cultivate a sense of connectedness within our school community: positive endorsements of our student connectedness increased by 6%, while overall parental satisfaction surpassed state averages, reaching 74%. Additionally, staff perceptions regarding parent and community involvement surged by an impressive 15%, affirming the collaborative nature of our educational endeavours.

2023 saw significant progress in the implementation of educational and behavioural support systems with our SWPBS approach, compared to 2022. The data showed an increase from 56% to 66% in overall implementation of in-place features, demonstrating notable enhancements in classroom settings where the percentage rose by 16% from the previous year. Particularly impressive are the strides in behavioural support, highlighted by a 25% increase in teams proficient in Functional Behavioural Assessment, and a substantial 29% rise in school principals' active engagement in the School-Wide Positive Behavioural Support (SWPBS) teams.

Further details reveal marked improvements in specific areas: the protocol for regular assessment of students with chronic problem behaviours saw a 28% increase in implementation, and there was a 19% improvement in local resources used for functional assessment-based behavioural support planning. Additionally, the school-wide acknowledgment of expected student behaviours grew by 14%, and the definition and application of consequences for problem behaviours were clarified, with a 10% improvement in clear communication of school-wide expectations.

Financial performance

Throughout 2023, the college maintained a strong and sound financial position with a surplus of \$4,198,476 with the intention to utilise these funds to relieve the understaffed pressure, improve the facilities and equipment, and contribute to the capital project in the following years. A new house building project is to be undertaken in 2024, aiming at improving the learning environment. Our student's learning experience will be enhanced by rolling out of our Student Device Program in 2024.

A significant number of equity fundings were received by the college in 2023. The money was used to recruit additional staff and provide excessive support to the students with additional needs; as well as provide a variety of support programs and additional help in many forms over the year, both within the classroom and outside.

Kurunjang Secondary College will continue to operate in a financially prudent manner throughout 2024. The college will continue to operate within the budget to support all of the improvement initiatives that have been identified in both its Strategic Plan and the corresponding 2024 Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
<https://www.kurunjangsc.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 915 students were enrolled at this school in 2023, 439 female and 474 male.

28 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).

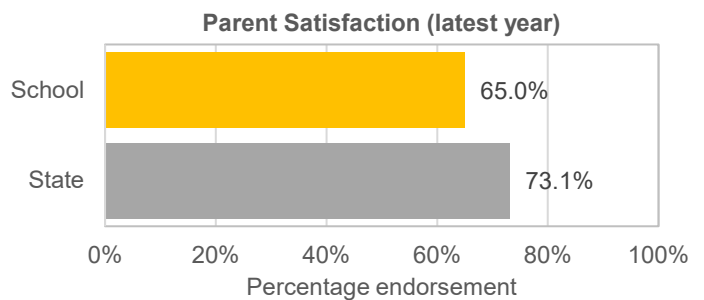
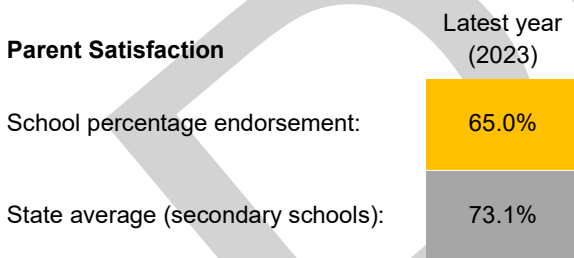
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

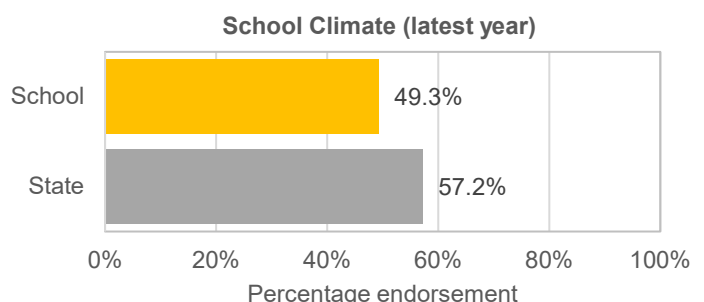
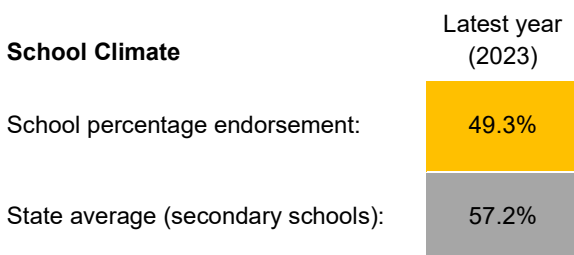


School Staff Survey

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

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

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



LEARNING

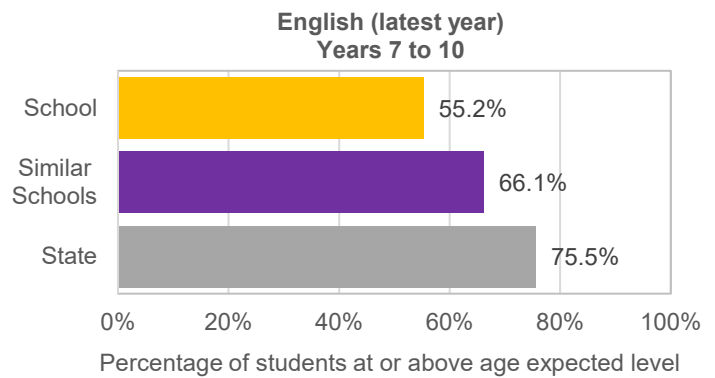
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement against the Victorian Curriculum

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

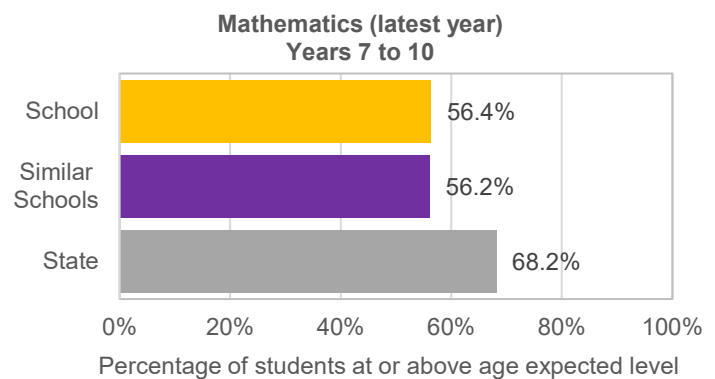
English Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	55.2%
Similar Schools average:	66.1%
State average:	75.5%



Mathematics Years 7 to 10

	Latest year (2023)
School percentage of students at or above age expected standards:	56.4%
Similar Schools average:	56.2%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

51.3%

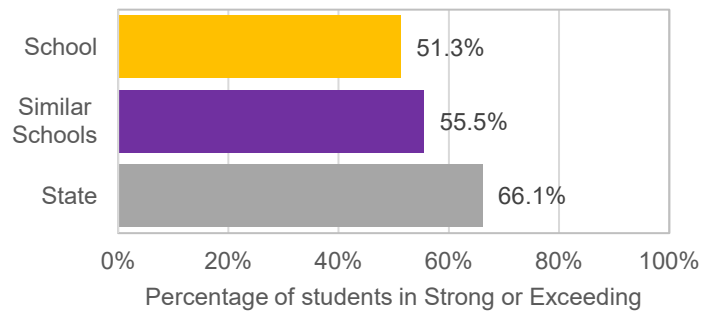
Similar Schools average:

55.5%

State average:

66.1%

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



**Reading
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

40.8%

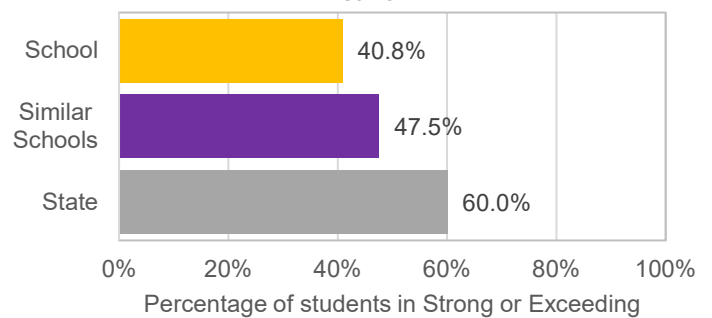
Similar Schools average:

47.5%

State average:

60.0%

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



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

46.8%

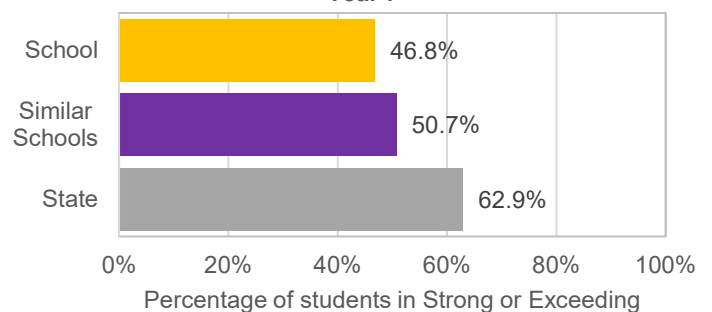
Similar Schools average:

50.7%

State average:

62.9%

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



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

37.4%

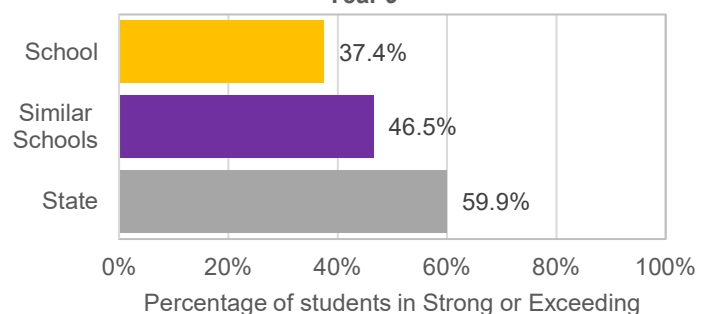
Similar Schools average:

46.5%

State average:

59.9%

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



LEARNING (continued)

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

NAPLAN

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

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

**Reading
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

37.0%

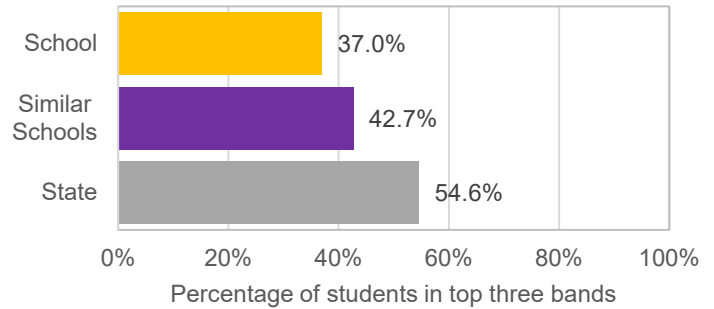
Similar Schools average:

42.7%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

31.4%

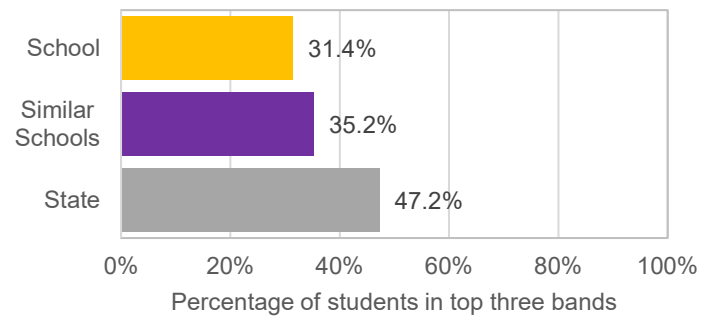
Similar Schools average:

35.2%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

29.5%

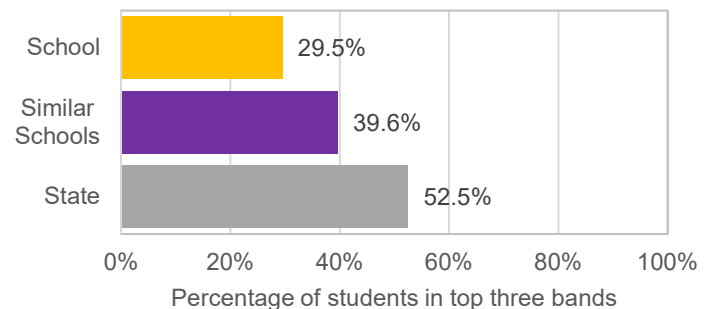
Similar Schools average:

39.6%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

29.8%

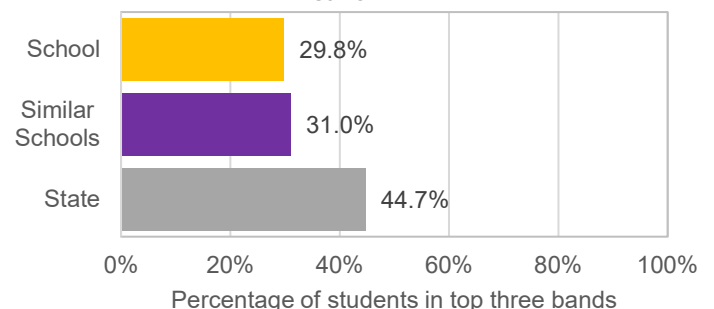
Similar Schools average:

31.0%

State average:

44.7%

**NAPLAN Numeracy (2022)
Year 9**



LEARNING (continued)

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

Victorian Senior Secondary Certificate

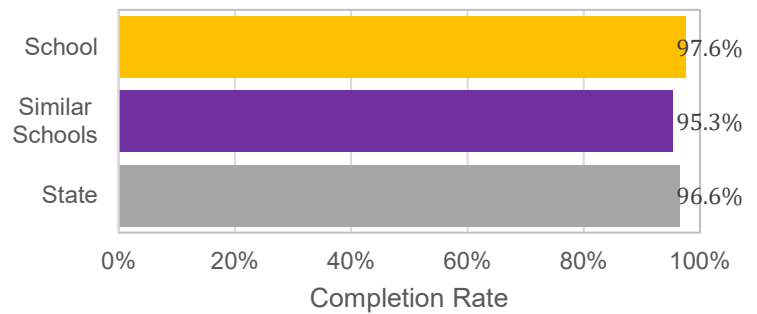
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	97.6%	94.7%
Similar Schools completion rate:	95.3%	96.0%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.2

Number of students awarded the VCE Vocational Major

15

Number of students awarded the Victorian Pathways Certificate

NDP

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

32%

Percentage VET units of competence satisfactorily completed in 2023:

79%

WELLBEING

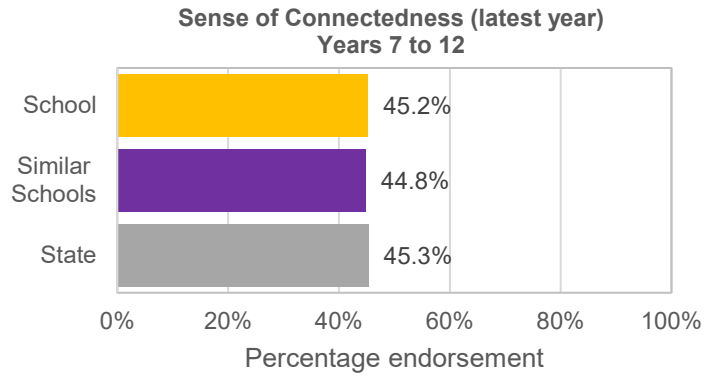
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	45.2%	45.4%
Similar Schools average:	44.8%	49.4%
State average:	45.3%	49.9%

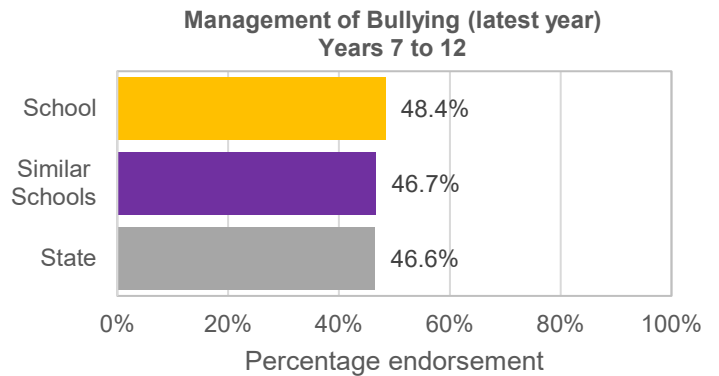


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	48.4%	47.7%
Similar Schools average:	46.7%	50.6%
State average:	46.6%	51.0%



ENGAGEMENT

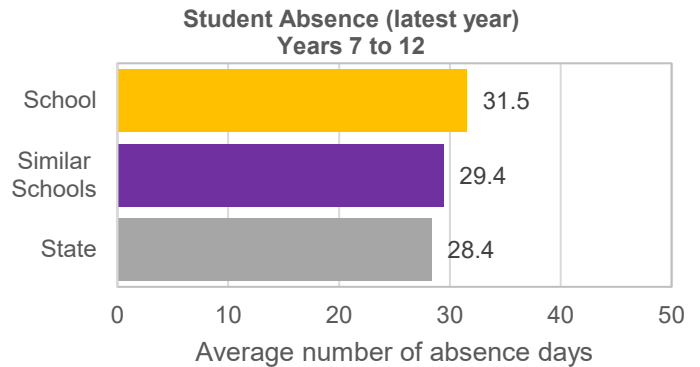
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	31.5	29.5
Similar Schools average:	29.4	25.0
State average:	28.4	23.8



Attendance Rate (latest year)

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

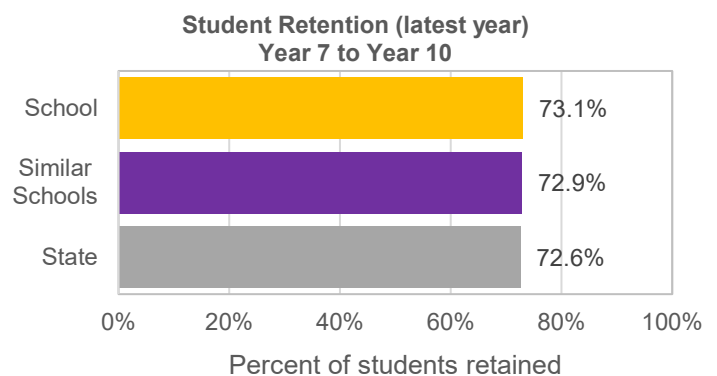
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	86%	82%	82%	83%	86%	89%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2023)	4-year average
School percent of students retained:	73.1%	75.6%
Similar Schools average:	72.9%	73.7%
State average:	72.6%	73.8%



ENGAGEMENT (continued)

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

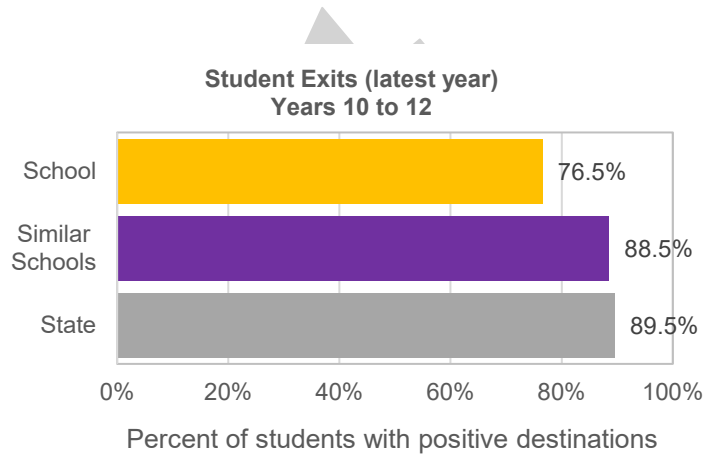
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	76.5%	82.3%
Similar Schools average:	88.5%	89.6%
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	\$15,564,558
Government Provided DET Grants	\$2,264,444
Government Grants Commonwealth	\$7,208
Government Grants State	\$16,516
Revenue Other	\$439,516
Locally Raised Funds	\$259,527
Capital Grants	\$0
Total Operating Revenue	\$18,551,769

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,729,579
Equity (Catch Up)	\$139,393
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,868,972

Expenditure	Actual
Student Resource Package ²	\$11,830,375
Adjustments	\$0
Books & Publications	\$6,806
Camps/Excursions/Activities	\$114,553
Communication Costs	\$17,376
Consumables	\$293,667
Miscellaneous Expense ³	\$477,673
Professional Development	\$60,199
Equipment/Maintenance/Hire	\$276,676
Property Services	\$218,309
Salaries & Allowances ⁴	\$278,052
Support Services	\$632,385
Trading & Fundraising	\$53,251
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$16
Utilities	\$93,892
Total Operating Expenditure	\$14,353,293
Net Operating Surplus/-Deficit	\$4,198,476
Asset Acquisitions	\$19,315

- (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 20 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	\$3,386,173
Official Account	\$74,678
Other Accounts	\$0
Total Funds Available	\$3,460,851

Financial Commitments	Actual
Operating Reserve	\$393,222
Other Recurrent Expenditure	\$33,368
Provision Accounts	\$0
Funds Received in Advance	\$420,167
School Based Programs	\$93,488
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,154
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,120
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,250
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,025,770

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.