

2023 Annual Report to the School Community

School Name: Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 05:51 PM by Vicki Minton (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 05 April 2024 at 09:40 AM by Warren Yates (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

Baden Powell College is a multi-campus College situated in the thriving City of Wyndham. We are proud to foster academic excellence, nurture social-emotional growth, and unlocking the unique potential within each student.

At Baden Powell College, our philosophy is rooted in the core values of respect, endeavour, integrity, and resilience. We believe in empowering minds and nurturing hearts, striving towards a holistic approach to education. Our goal is to foster academic excellence, recognising that true growth extends beyond the intellectual realm. We are dedicated to nurturing social-emotional development, understanding that a supportive and respectful environment is essential for the well-rounded development of each child. Our vision is centered on unlocking the unique potential within every individual, guiding them on a journey of discovery, self-realisation, and lifelong learning. Through a commitment to these principles, we aim to create an educational environment that not only imparts knowledge but also instills values, shaping individuals who contribute positively to the world around them.

We pride ourselves on offering a broad, innovative, and differentiated curriculum. We believe in the importance of a safe and friendly school environment, prioritising both academic and social needs. We collectively build the capacity of our staff, ensuring consistency and providing the best possible education for our students.

At Baden Powell College, collaboration is key. Our teams work together seamlessly, leveraging diverse perspectives to enhance the learning experience for our students. Our commitment to excellence is reflected in our great coaching culture. Our dedicated staff engages in effective coaching practices, fostering continuous growth and improvement. We believe in the power of continuous learning. Our robust professional development program ensures that our educators stay at the forefront of innovative teaching practices.

A Glimpse into Our Community:

Campuses: With two campuses – The Derrimut Heath Campus (P-6) in Hoppers Crossing and The Tarneit Campus (P-9) on Baden Powell Drive - we cater to students from prep to nine, providing a comprehensive education across primary and secondary years.

Staffing Profile: Our dedicated team includes a College Principal, Assistant Principals, Leading Teachers, Learning Specialists, a Mental Health Practitioner and a Counsellor. With over 100 staff, we ensure a diverse and supportive community.

Enrolment: In 2023, we had over 1000 students, representing a rich tapestry of cultures, experiences, and abilities. Our inclusive environment celebrates diversity and promotes a sense of belonging.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Baden Powell College focused on the following strategic plan goals:

- To maximise learning growth and achievement for all students.
- To improve student engagement and learner agency.
- To improve social and emotional wellbeing for all students.

The key improvement strategies to achieve the above strategic goals were:

- Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Literacy.
- Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.
- Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes.
- Embed consistent instructional practices across the college.
- Build teacher capacity to activate student voice and learner agency.
- Embed a culture of social and emotional wellbeing through the college community.

In 2023 the College made good progress against the strategic goals and priorities. Achieving many academic targets and making good progress towards achieving others. The College made excellent progress in developing instructional practices and consistency of practice across the college. The instructional model was implemented across all grade level and subjects across the college. School Leaders supported staff to implement this while planning lessons and in the classroom delivery. Documented Lesson Structures for Literacy, Numeracy and Big Ideas lessons are in place to ensure consistency across all primary and secondary classrooms. A whole college assessment schedule was implemented ensuring that students data is analysed and used to inform the

teaching and learning program. In 2023 staff had targeted professional development with well-regarded educational experts in the areas of Literacy, Numeracy, Assessment, Staff Wellbeing and SWPBS.

Wellbeing

In 2023 the college had 38 students funded under the Program for Students with Disabilities Program (PSD). The college worked very closely with these students and their families to provide a differentiated program and frequent communication. Baden Powell College has a well-resourced Wellbeing Team. The team consist of two leading teachers, a full-time student counsellor, Mental Health Practitioner 3 days per week and education support staff working with students in classrooms. The members of the Wellbeing Team support students and families to cater for the needs of students and work with school staff to ensure adjustments are in place to support students to make growth socially, emotionally, and academically. Our well-being team run proactive social skills groups for identified students. This has included session on the zones of regulation to regulate emotions, recovering from grief and loss and programs to develop their social skills based on identified concerns.

Engagement

In 2023 Baden Powell College staff continued a concentrated focus and priority to monitor and support student wellbeing across the college. The college made some significant progress against the goals outlined in the Annual Implementation Plan during the 2023 school year in student engagement. There was continued work to further develop clear and consistent practices across the college.

In 2023 the college enhanced its attendance practices and follow up. This includes higher level communication with parents regarding days absent and documented procedures internally to follow up on students with extremely high numbers of days absent from school. To support student engagement, our well-being team have run proactive social skills groups for identified students and individual counselling if required.

In 2023 we are focusing on developing students as active and empowered learners and engaging them in their learning. This is being achieved by students in all grade levels across the college knowing their learning goals and apply strategies to achieve these goals. In Primary classrooms, students inquire into a big idea as a class and develop a big question as individual learners. They then investigate the answers to this question and determine their way of presenting the information they have learned. Classroom libraries are developed in all classes across the college in partnership between the teacher and students. The aim is to build an engaging collection of high-quality texts for students to access. They include high interest and just right books for every learner. Writers Notebook, primary students have an opportunity to generate their own bank of ideas and then turn these ideas into published pieces following the writing process. Students have ownership of the presentation style and genre.

Other highlights from the school year

In 2023 Baden Powell College had a community celebration to recognise and celebrate the performing arts with students in years 3 to 6 putting on a concert. It was a fantastic evening of joy, singing and dancing and performing on stage. Students from all year levels also participated in a Colour Run event, which was a major fundraiser and as students reached targets selected teachers were covered in a bucket of slime.

In 2023 Baden Powell College continued to run a school camping program for years 4, 6, 7 and 9 and a swimming program for students in the primary years.

Each campus had new play equipment completed as part of the inclusive school's grant, these have been welcomed additions to each campus.

Financial performance

At Baden Powell College we are prioritising investment in professional development of staff and much needed investment in the buildings, grounds, and facilities at both campuses. We are very proud of the impact that we are seeing with this and improvements in the physical environment as it is well documented the impact that the environment has on student connectedness, school pride and self-worth.

The leadership and the School Council are working extremely hard to manage all funds to ensure that each year the annual budget

remains in a surplus while also prioritising college improvements across both campuses while also ensuring programs are further enhanced. The College Financial position at the end of the 2023 school year, saw the college operating in a surplus of funds. All funds received from the Department or raised by the school community, have been appropriately expended in accordance with the procedures and protocols developed for the Finance Committee and the School Council. The college hires out its facilities to community groups and this results in some locally raised funds. These funds are now used to enhance the programs and resources across the college.

The equity funding that the college receives has been used to target the goals outlined in the Strategic Plan. In 2023 this included the employment of external experts and consultants to build the capacity of staff in the areas of Literacy, Numeracy, SWPBS, Staff Wellbeing and Berry Street Trauma informed practices. The equity funding has also been used to enhance programs and the leadership profile for the college.

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

<https://www.bpc.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 964 students were enrolled at this school in 2023, 440 female and 524 male.

45 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.

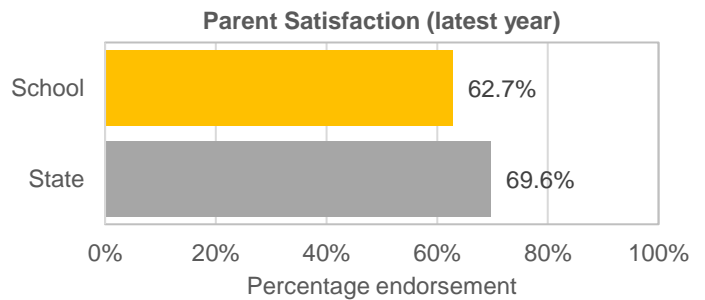
This school's SFOE band value is: Medium

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:	62.7%
State average (P-12 schools):	69.6%



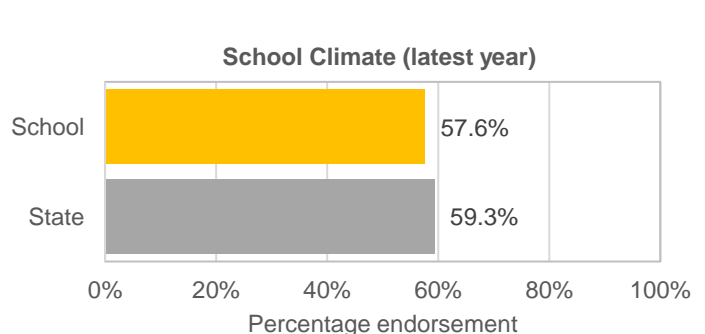
School Staff Survey

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:	57.6%
State average (P-12 schools):	59.3%



LEARNING

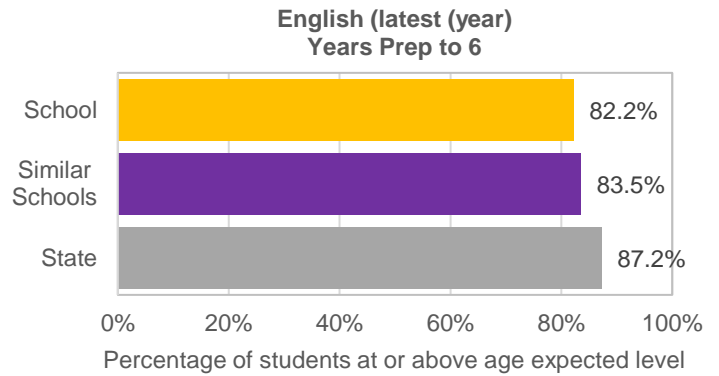
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

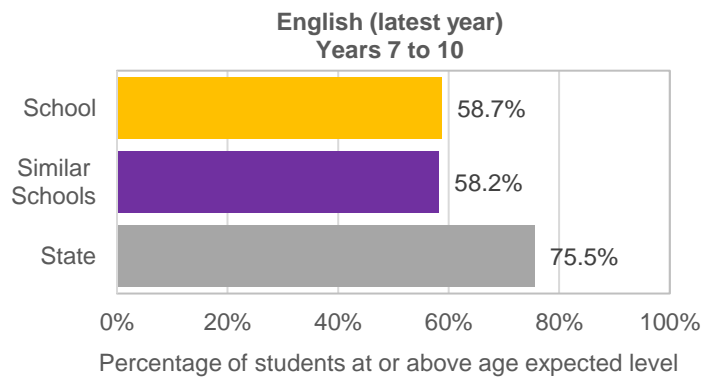
**English
Years Prep to 6**

	Latest year (2023)
School percentage of students at or above age expected standards:	82.2%
Similar Schools average:	83.5%
State average:	87.2%



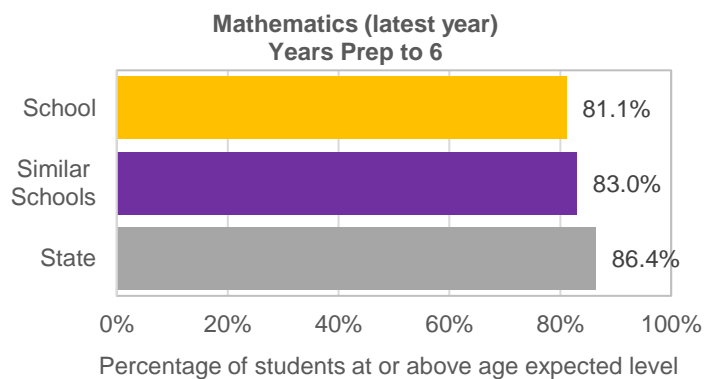
**English
Years 7 to 10**

	Latest year (2023)
School percentage of students at or above age expected standards:	58.7%
Similar Schools average:	58.2%
State average:	75.5%



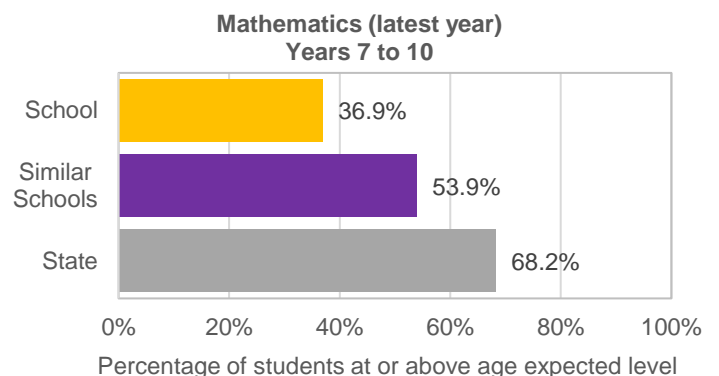
**Mathematics
Years Prep to 6**

	Latest year (2023)
School percentage of students at or above age expected standards:	81.1%
Similar Schools average:	83.0%
State average:	86.4%



**Mathematics
Years 7 to 10**

	Latest year (2023)
School percentage of students at or above age expected standards:	36.9%
Similar Schools average:	53.9%
State average:	68.2%



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.4%

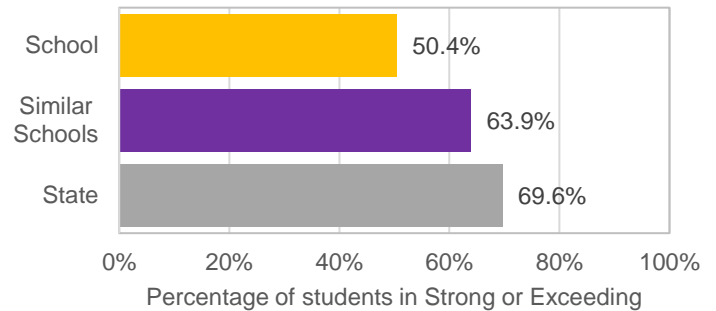
Similar Schools average:

63.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.5%

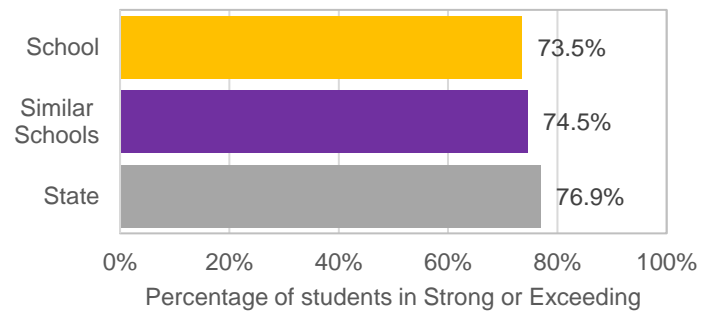
Similar Schools average:

74.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.6%

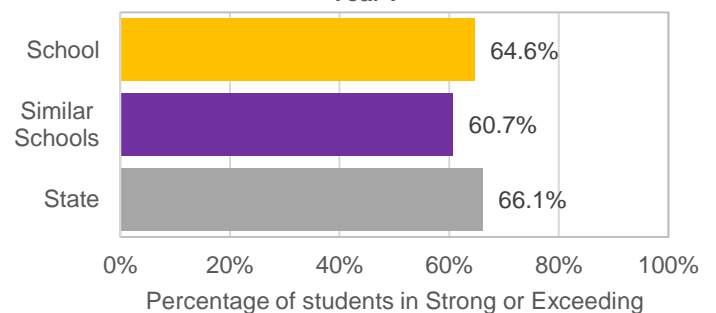
Similar Schools average:

60.7%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

34.8%

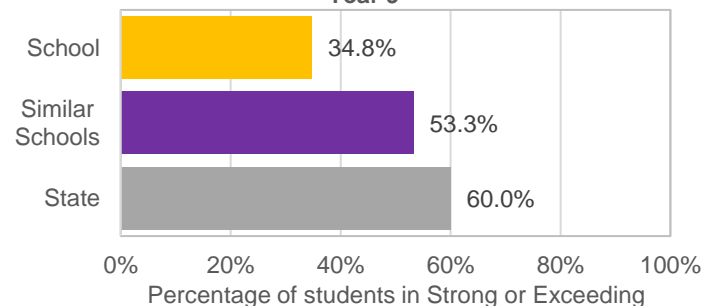
Similar Schools average:

53.3%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.3%

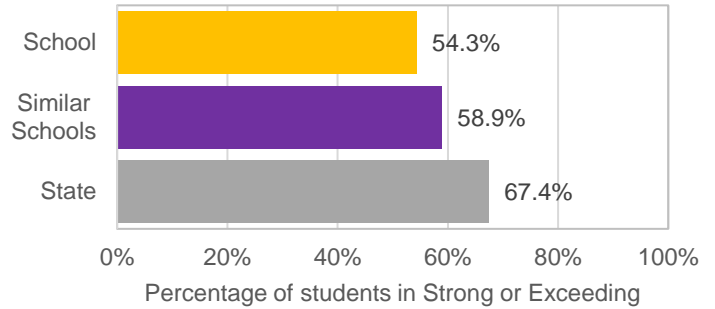
Similar Schools average:

58.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.1%

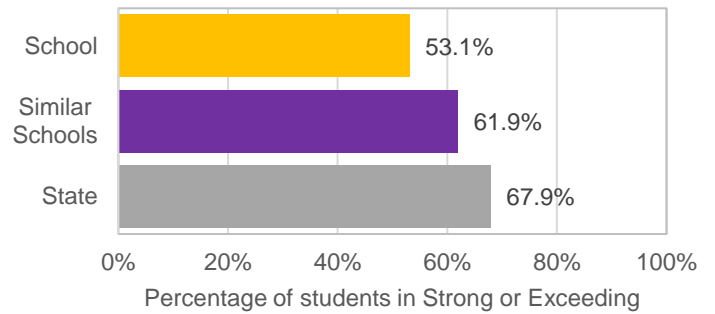
Similar Schools average:

61.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

59.0%

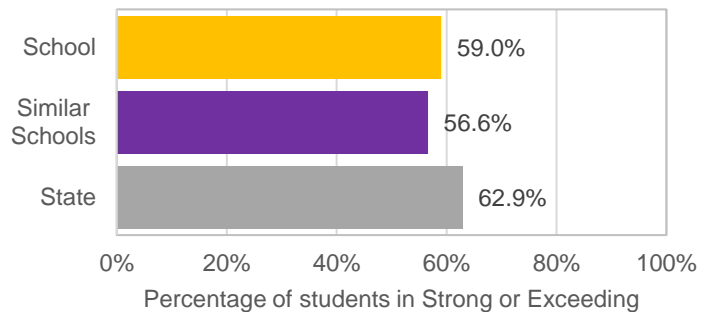
Similar Schools average:

56.6%

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.0%

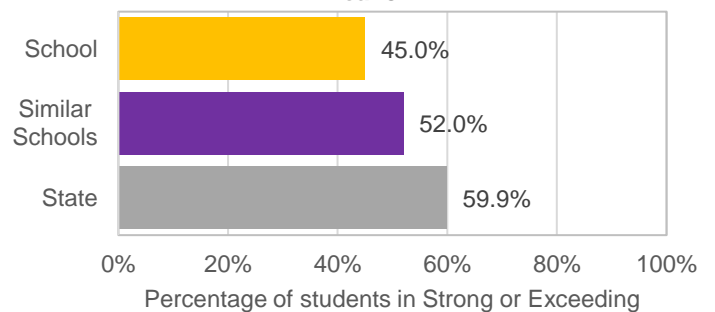
Similar Schools average:

52.0%

State average:

59.9%

NAPLAN Numeracy (latest year) Year 9



LEARNING (continued)

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

NAPLAN

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

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

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

72.7%

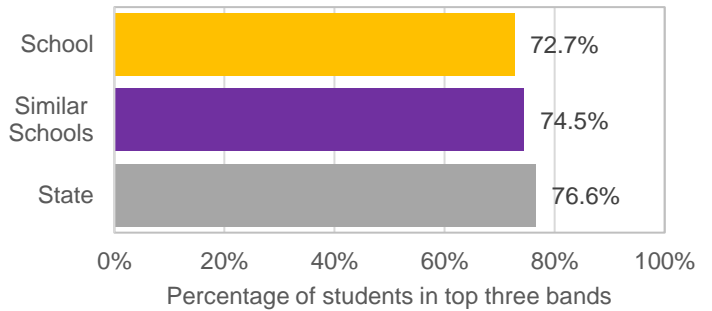
Similar Schools average:

74.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.3%

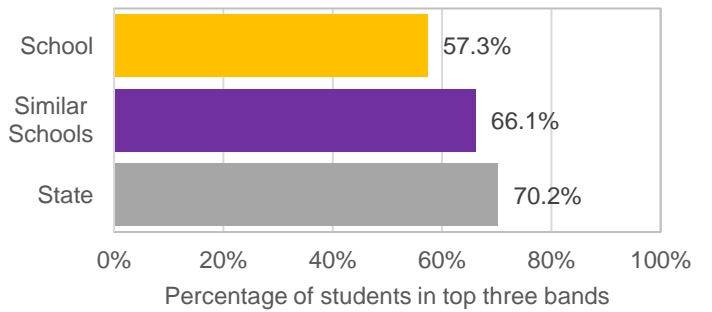
Similar Schools average:

66.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

37.0%

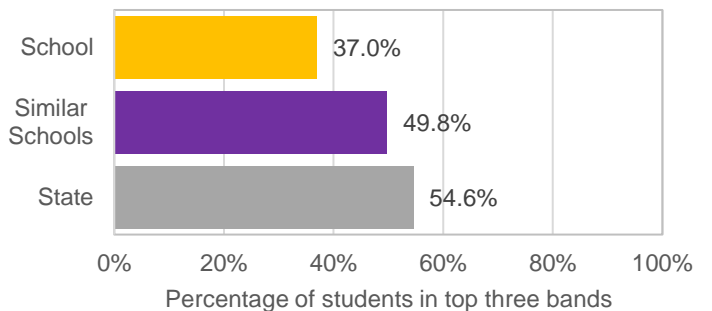
Similar Schools average:

49.8%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

47.1%

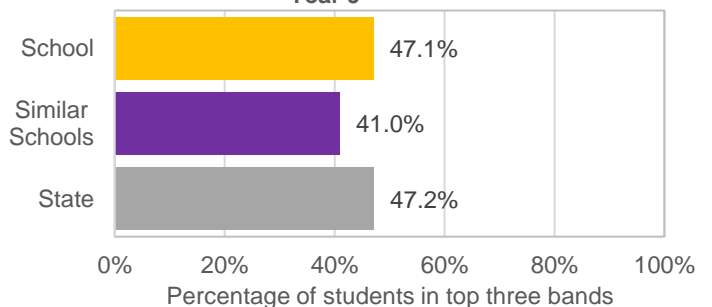
Similar Schools average:

41.0%

State average:

47.2%

NAPLAN Reading (2022) Year 9



LEARNING (continued)

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

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

44.3%

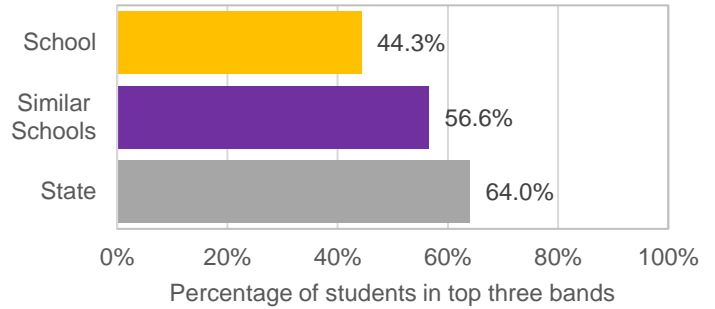
Similar Schools average:

56.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

37.9%

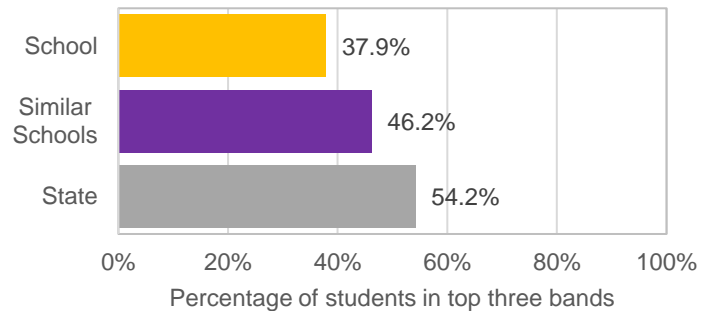
Similar Schools average:

46.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



**Numeracy
Year 7**

Latest year
(2022)

School percentage of students in the top three bands:

35.4%

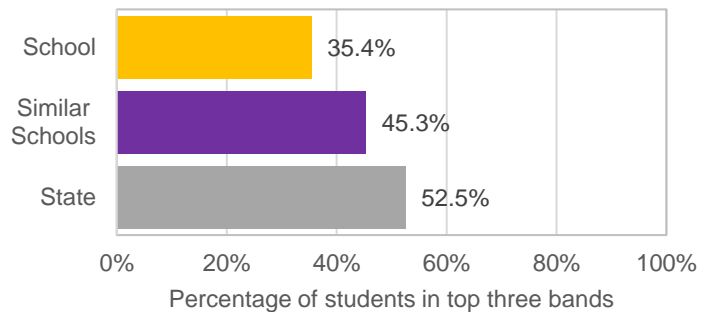
Similar Schools average:

45.3%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

School percentage of students in the top three bands:

32.7%

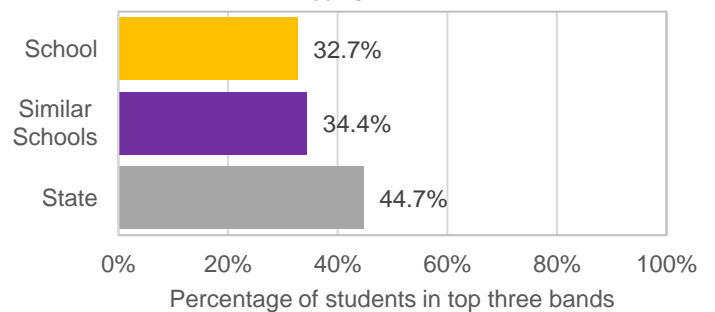
Similar Schools average:

34.4%

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

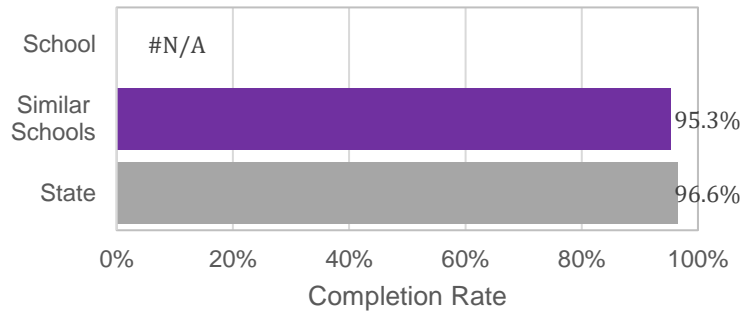
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	NDA	NDA
Similar Schools completion rate:	95.3%	96.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

NDA

Percentage VET units of competence satisfactorily completed in 2023:

NDA

WELLBEING

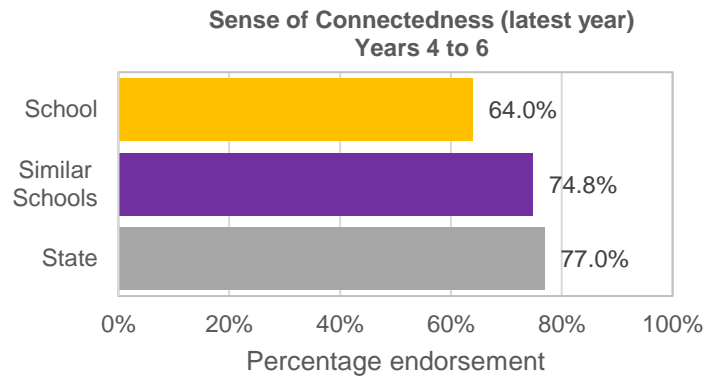
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

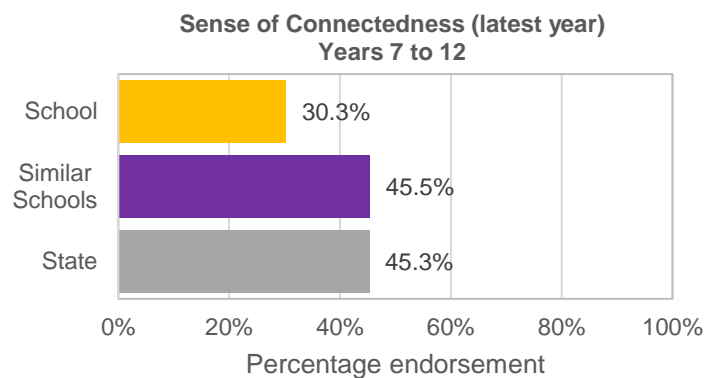
Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	64.0%	66.8%
Similar Schools average:	74.8%	77.8%
State average:	77.0%	78.5%



Sense of Connectedness Years 7 to 12

	Latest year (2023)	4-year average
School percentage endorsement:	30.3%	37.0%
Similar Schools average:	45.5%	49.6%
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**

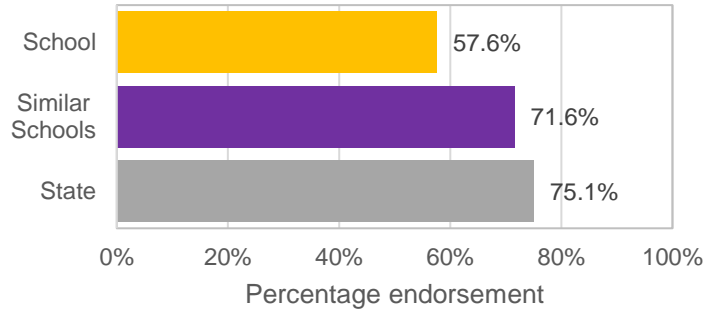
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
57.6%	61.2%
71.6%	75.0%
75.1%	76.9%

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



**Management of Bullying
Years 7 to 12**

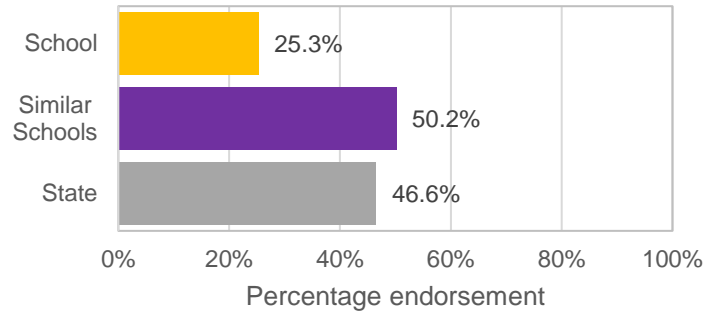
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2023)	4-year average
25.3%	32.5%
50.2%	53.5%
46.6%	51.0%

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



ENGAGEMENT

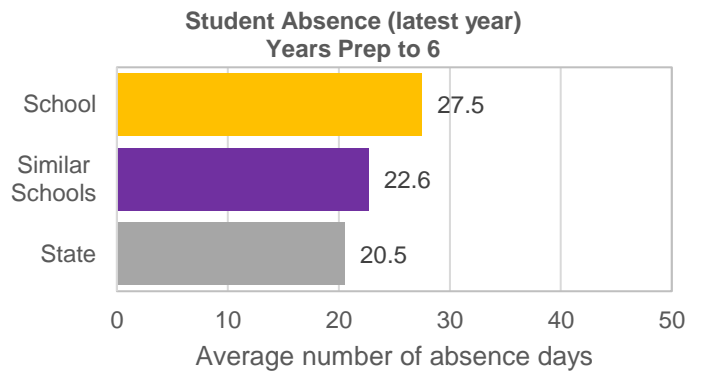
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

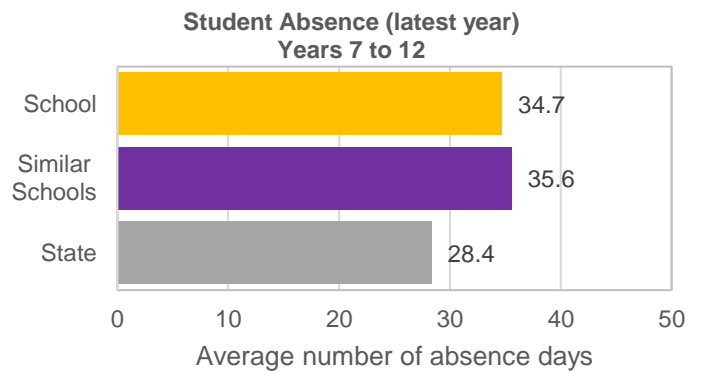
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.5	23.8
Similar Schools average:	22.6	19.7
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	34.7	34.4
Similar Schools average:	35.6	31.1
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):	87%	85%	86%	86%	86%	85%	87%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	88%	83%	76%	NDA	NDA	NDA

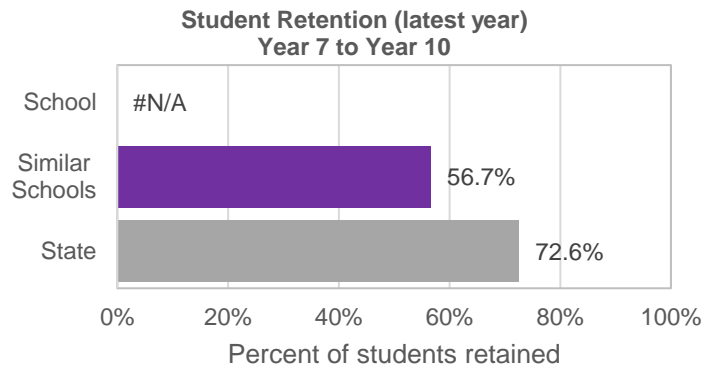
ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	56.7%	55.9%
State average:	72.6%	73.8%



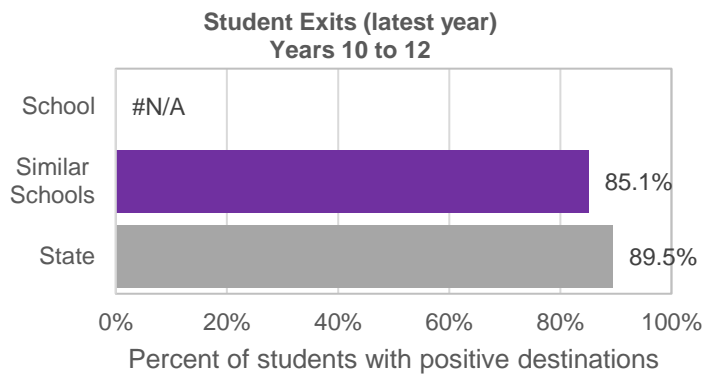
Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	85.1%	84.7%
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	\$10,936,918
Government Provided DET Grants	\$1,781,430
Government Grants Commonwealth	\$23,655
Government Grants State	\$0
Revenue Other	\$76,340
Locally Raised Funds	\$443,158
Capital Grants	\$0
Total Operating Revenue	\$13,261,502

Equity ¹	Actual
Equity (Social Disadvantage)	\$539,681
Equity (Catch Up)	\$25,790
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$565,472

Expenditure	Actual
Student Resource Package ²	\$10,391,824
Adjustments	\$0
Books & Publications	\$11,976
Camps/Excursions/Activities	\$180,364
Communication Costs	\$15,354
Consumables	\$167,850
Miscellaneous Expense ³	\$112,767
Professional Development	\$147,109
Equipment/Maintenance/Hire	\$437,747
Property Services	\$431,017
Salaries & Allowances ⁴	\$186,369
Support Services	\$452,205
Trading & Fundraising	\$48,080
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$0
Utilities	\$125,209
Total Operating Expenditure	\$12,707,938
Net Operating Surplus/-Deficit	\$553,564
Asset Acquisitions	\$181,899

- (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	\$461,996
Official Account	\$140,991
Other Accounts	\$0
Total Funds Available	\$602,987

Financial Commitments	Actual
Operating Reserve	\$324,180
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$88,204
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$40,000
Repayable to the Department	\$0
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	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$462,385

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.