**2022 Annual Report to the School Community**

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 05 April 2023 at 10:27 AM by Hilary Bland (Principal) |  |  | | --- | | * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 16 April 2023 at 02:55 PM by Louise Baker (School Council President) | |

School Name: Victorian College Of The Arts Secondary School (7384)

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)
* all subjects for Victorian Certificate of Education (VCE) examinations

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

Student attendance and engagement at school, including:

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

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

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

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

What does *‘NDP’* or ‘*NDA*’ mean?

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

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

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

**About Our School**

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| **School context** |
| The Victorian College of the Arts Secondary School aspires to be one of the finest schools for talented young dancers, musicians, visual artists and theatre artists internationally, through the provision of innovative, creative and excellent programs. Entry to our school is by audition only.  Students from the Victorian College of the Arts Secondary School will be resilient, self-confident, creative, passionate and compassionate individuals, who will have developed beyond their expectations. They will be significant contributors to the artistic and cultural life of Australia, as well as at an international level.  The Victorian College of the Arts Secondary School provides a nationally and internationally recognised specialist program for the training of talented young dancers, musicians, visual artists and theatre artists. Integral to this program is the provision of a high quality academic education that is also offered to other elite training organizations. Within our school community, students will be encouraged to develop a passion for learning and a sense of respect for themselves and others.  The school is committed to providing a safe and nurturing learning environment that recognises and caters for the different academic, artistic, cultural, health and pastoral needs of students.  Students entering the school come to understand that a serious study of music, dance, theatre and visual arts requires: a thorough technical training which begins at an early age, daily classes and many hours of practice, the nurturing of creativity, specialist teaching by highly skilled and experienced staff and high quality performance and exhibition opportunities.  In 2022, a total of 356 students were enrolled. 12% of students had English as an additional language and no students identified as Aboriginal or Torres Strait Islander. VCASS had 53.5 equivalent full time staff. This comprised 3 Principal Class, 3 Leading Teachers, 33 teaching staff (including ParaProfessional) and 14.5 ES staff.  The school’s location in Melbourne’s Southbank Arts Precinct provides opportunities for Masterclasses with visiting artists and partnerships with Arts organisations. The school continues to run classes in Theatre Arts at NIDA and The Lawler at the MTC. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The Victorian College of the Arts Secondary School Strategic Plan 2018-2022 was in its final year and had three goals aligned with the Framework for Improving Student Outcomes (FISO):To improve student learning outcomesTo develop and promote positive behaviours and attitudes across the school communityFor all VCASS students to be prepared and ready for multiple local, national and international post-school pathways. These goals are enacted each year through the Key Improvement Strategies that are set out in the school’s Annual Implementation Plan (AIP). In 2022, all schools were required to adopt two Department of Education Priorities:Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracyWellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable In November of 2022, VCASS undertook its scheduled School Review to develop the School Strategic Plan for 2022-2026.  Teachers continued to work on developing the Victorian Curriculum in Years 7-10 and documenting VCE Units 1-4 programs through the school’s curriculum repository, CourseTRACKER. Students were supported through the MYLNS (Middle Years Literacy and Numeracy Support) program, PAT-adaptive testing in numeracy, reading and eWrite and the TLI (Tutor Learning Initiative) to target catch-up in Music, Dance, EAL, English and Mathematics. Senior students participated in the Senior Health and Wellbeing (SHAW) Program, with a focus on wellbeing, and the Head Start Program, with a focus on VCE studies. Junior students benefited from participation in the Junior Camp and the Kerrupon Program.   In 2022, VCASS continued its partnership with the Melbourne Theatre Company (MTC), with Year 11 and 12 Theatre Arts students and staff accessing and using the Lawler Theatre three times per week. Moreover, the Year 11 Theatre Arts students were involved in the MTC On Stage course, delivered by the Theatre Arts professionals at the MTC.   In Dance, the Jazz dance curriculum was updated to include Years 7 and 8 which provides introductory knowledge, and greater continuity and depth of learning. Coaching classes and exams provided preparation for the performance of solos in Years 10-12. Repertoire studies were included across all year levels, providing experience to a variety of works by leading industry choreographers. In addition, the elective Jazz Year 10 delivering agency and advancement in various jazz styles and the Contemporary elective for all Senior students were introduced in 2022.  In Music, the students benefited from our community ties with a host of guest artists delivering incursions in performances, masterclasses, presentations and rehearsals.  Visual Arts students participated in a range of visiting artist workshops, gallery excursions and other opportunities in making and presenting including internal and external exhibitions.   Teacher Judgement of student achievement showed student outcomes in English and Mathematics to be Above similar schools. NAPLAN tests were not held in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data. The percentage of Year 7 and Year 9 students in the top three bands of Reading and Numeracy is higher than the average of similar schools.   Our 2022 VCE results remain consistently high. VCASS’ mean study score in 2022 was 32.6. Our four year average of VCE results is higher than similar schools in Victoria with many individual outstanding results; 9 scores of 50 were achieved in VCE VET Dance, Music Investigation and Studio Art. 30% of our Year 12 students received an ATAR above 90 and the percentage of study scores 40 and above was 13.18%. In 2022, 97% of VCASS students completed their VCE. 18 students from the 2022 cohort have been invited to participate, perform or exhibit in the VCAA Season of Excellence for 2022.  The high number of students exiting to further studies and full-time employment remains consistent over a number of years and continues to be a very good outcome for our students; 100% of our students went on to further studies of full-time employment. Our student pathways are predominantly in the arts stream that students have studied, although some students may opt for a variation to this through a tertiary course of their choice. Students at VCASS continue to undertake a range of diverse training, education and employment pathways within Australia and internationally.  Post-school destinations for the 2022 Year 12 cohort are as follows:University or further training:83.7%Work or gap year: 16.6% Pathways included: Fine Arts (Theatre or Visual Arts); Music; Engineering; Biomedical Engineering; Sport and Exercise Science; Physiotherapy; Science; Law; International Studies; Music Production; Production Design; Music Theatre; WAAPA; NZ School of Dance; Criminology; Primary Education; Cruise Ship; Media Communication; Animation and Interactive Media; Hamburg Ballet; John Cranko Schule. |
| Wellbeing |
| Our Student Services, Well-being Team and Mentors continued to work with the student body to provide support throughout the year.   Students participated in learning around the Respectful Relationships program with a focus on promoting and modelling respect, positive attitudes and behaviours. The program teaches students how to build healthy relationships, resilience and confidence. Our student leadership programs remain strong and this was evidenced in the successful student-led assemblies, performances and activities. Specialist Programs provided their students with many opportunities to engage with a range of alumni and arts professionals from within the broader arts community. The school's SHAW Program continued to deliver excellent outcomes for all students in Years 10-12. The school participated in Body Kindness Week and Wear It Purple day; two initiatives to create environments which support body kindness for all and to promote inclusivity.   The Year 12 Formal and the Junior Formal were highlights of the school year in 2022. Our annual Junior Camp for students in Years 7-9 was held at Iluka Camp and remained successful with a high participation rate amongst our junior students. Junior students were also able to participate in end of year activities including excursions to the Melbourne Zoo, Icehouse and ArtVo. |
| Engagement |
| Student engagement at VCASS is high, with students demonstrating commitment to their learning in their study and in their participation in the myriad events and performances.  Attendance at the school remained strong; we continued to enjoy low levels of student absenteeism throughout 2022. The average attendance rate for each year level ranges between 89% (in year 12) to 94% (in year 7). The continued impact of illness from COVID-19 accounted for the majority of absences. Our dedicated Year Level Coordinators and Heads of Junior and Senior School follow up on student absences with students and parents, and provide support to ensure a high level of attendance.  The students’ sense of connectedness as reported in the 2022 Attitude to School’s Survey remained higher than similar schools with an endorsement of 73.8%; with 80% reporting they ‘like this school’ and 79% that they are ‘happy to be at this school’. 76% of students surveyed reported being motivated and interested to learn  In relation to parent engagement, general satisfaction with the school as reported in the 2022 Parent Survey was high with an endorsement of 80.4%. Parents reported 88% satisfaction with ‘Stimulating learning environment’ and 80% satisfaction with ‘Effective teaching’.   Entry to the Victorian College of the Arts Secondary School is by competitive audition/interview. In this context, our retention is above the state average. Students undertaking the Theatre Arts and Visual Arts Programs completed the full two-year program. Students may exit this school to take up another excellent educational opportunity if their pathway focus moves from dance or music. After a hiatus imposed by the pandemic, a number of senior Dance students left in 2022 to pursue training overseas. |
| **Other highlights from the school year** |
| Performances and exhibitions remain an integral part of the VCASS experience for our students. 2022 saw a return to VCASS’ normal programming of its vast array of performance and exhibiting experiences.   In 2022, the Dance team presented: ‘Curtain up’, the Dance Major Season - ‘Petrushka’ and the two student-led creative seasons (Year 10 and Year 11). A new initiative of open Dance classes in Term One where VCASS families could attend Dance classes and view learning in the studio setting was well received.   The Music team continued to offer its outstanding range of performance opportunities, including the Celebration Concert, Winter Jazz, Solos and the Chamber Competition. The superb Music Major Performance at the Melbourne Recital Centre, ‘Magalu Gaangu: Beginning Here’, our first Major Season since 2019, was an opportunity for the VCASS community to celebrate and participate in large scale, elite music making. The commissioning of Deborah Cheetham Fraillon AO to compose for the VCASS Major Season created a memorable performance and learning opportunity for students. To our knowledge, this was the first time that VCASS students publicly performed a work in the local Boon Wurrung language. The Victoria Opera production of 'Il Mago Di Oz' provided a rare quasi-professional experience for 8 of our orchestral musicians who performed alongside professional players.   Year 12 Theatre Arts students performed their Music Theatre piece ‘Little Boxes’, their Theatre Studies play, ‘Love and Information’ and their 'Year 12 Showcase' to live audiences at the Lawler Theatre. Year 11 Theatre Arts students performed their Music Theatre show 'Fight' at the Lawler Theatre in December.   The Year 12 students in the Visual Arts program presented their Mid-Year Exhibition and their Graduate Exhibition 'The Last Supper’ at the VCA Arts Space. Year 11 Visual Arts students exhibited their work in the Kolarik Exhibition space at VCASS throughout the year culminating in their exhibition ‘Barbie Shrine’ at MUMA in October.The school’s commitment to Live Streaming continued throughout the year. In 2022, we completed approximately 40 Live Streams, including our Major Dance Season, 'Petrushka', and 17 On Demand Streams with audiences watching from around Australia and overseas. |
| **Financial performance** |
| The Victorian College of the Arts secondary school aims to use resources to ensure that expenditure best meets the needs of its students.  Throughout 2022, VCA Secondary School continued to focus on the maintenance and improvement of the highly specialised nature of the school setting. In 2022, the school will have been in the current premises for 14 years and funding has been put aside to ensure our facilities are kept up to date and fit for purpose.  The financial data indicates that we had a total of $2,166,513 available at 31 December 2022. This principally reflects capital held for current and future upgrades to the school facilities and our commitment to our shared building project, the Victorian Youth Arts Precinct located in Gasworks Arts Park.   The Science Prep Room underwent a major upgrade in 2022 in response to occupational health and safety issues; this included installing a portable fume cupboard for the technician to prepare chemicals for classes; the purchase of new chemical cupboards specific to each class of chemical with their own independent filtering system; a new storage cabinet installed at safe heights.  IT upgraded core networking switch equipment to replace an ageing fleet of hardware in order to improve our IT networking infrastructure across the school with a modern performative solution. VCASS also upgraded its firewall to provide web security and routing services for our dual internet connection. The installation of a help desk support window was also completed in order to provide an accessible user experience. |
| **For more detailed information regarding our school please visit our website at <http://vcass.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 356 students were enrolled at this school in 2022, 239 female and 117 male.

12 percent of students had English as an additional language and NDP 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

Parent Satisfaction Summary

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

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

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 80.4% |
| State average (secondary schools): | 68.7% |

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 56.5% |
| State average (secondary schools): | 52.0% |

LEARNING

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

Teacher Judgement of student achievement

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

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| --- | --- |
| **English**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 96.9% |
| Similar Schools average: | 91.4% |
| State average: | 76.3% |

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| **Mathematics**  **Years 7 to 10** | Latest year (2022) |
| School percent of students at or above age expected standards: | 93.4% |
| Similar Schools average: | 84.2% |
| State average: | 67.4% |

LEARNING (continued)

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

NAPLAN

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

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

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| --- | --- | --- |
| **Reading**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 92.9% | 93.3% |
| Similar Schools average: | 76.1% | 76.2% |
| State average: | 54.6% | 55.3% |

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| --- | --- | --- |
| **Reading**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 86.4% | 81.0% |
| Similar Schools average: | 67.4% | 66.2% |
| State average: | 47.2% | 46.0% |

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| **Numeracy**  **Year 7** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 78.6% | 86.9% |
| Similar Schools average: | 74.2% | 75.7% |
| State average: | 52.5% | 54.8% |

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| **Numeracy**  **Year 9** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 79.1% | 77.9% |
| Similar Schools average: | 64.3% | 65.8% |
| State average: | 44.7% | 45.6% |

LEARNING (continued)

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

Victorian Certificate of Education (VCE)

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

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

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| **Victorian Certificate of Education** | Latest year (2022) | 4-year average |
| School mean study score | 32.6 | 33.1 |
| Similar Schools average: | 30.4 | 30.4 |
| State average: | 28.9 | 28.9 |

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| Students in 2022 who satisfactorily completed their VCE: | 97% |
| Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence: | 14% |
| VET units of competence satisfactorily completed in 2022: | 85% |
| Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022: | 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 percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

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| **Sense of Connectedness**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 73.8% | 74.9% |
| Similar Schools average: | 49.8% | 54.4% |
| State average: | 48.1% | 52.5% |

Student Attitudes to School – Management of Bullying

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

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| **Management of Bullying**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School percent endorsement: | 67.5% | 68.6% |
| Similar Schools average: | 49.5% | 55.2% |
| State average: | 48.6% | 54.0% |

ENGAGEMENT

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

Average Number of Student Absence Days

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

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| **Student Absence**  **Years 7 to 12** | Latest year (2022) | 4-year average |
| School average number of absence days: | 17.8 | 12.7 |
| Similar Schools average: | 22.4 | 16.7 |
| State average: | 27.7 | 21.8 |

**Attendance Rate (latest year)**

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

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| Attendance Rate by year level (2021): | 94% | 92% | 91% | 92% | 91% | 89% |

Student Retention

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

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| **Student Retention**  **Year 7 to Year 10** | Latest year (2022) | 4-year average |
| School percent of students retained: | 77.4% | 77.2% |
| Similar Schools average: | 80.3% | 78.9% |
| State average: | 73.1% | 73.0% |

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'.

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| **Student Exits**  **Years 10 to 12** | Latest year (2021) | 4-year average |
| School percent of students to further studies or full-time employment: | 100.0% | 99.3% |
| Similar Schools average: | 95.2% | 95.8% |
| State average: | 90.0% | 89.3% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $6,986,474 |
| Government Provided DET Grants | $1,055,166 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $88,951 |
| Locally Raised Funds | $703,664 |
| Capital Grants | $0 |
| Total Operating Revenue | **$8,834,256** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $6,386 |
| Equity (Catch Up) | $3,063 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$9,449** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $6,286,917 |
| Adjustments | $0 |
| Books & Publications | $26,351 |
| Camps/Excursions/Activities | $72,534 |
| Communication Costs | $24,813 |
| Consumables | $131,069 |
| Miscellaneous Expense 3 | $233,064 |
| Professional Development | $37,754 |
| Equipment/Maintenance/Hire | $284,842 |
| Property Services | $58,928 |
| Salaries & Allowances 4 | $831,216 |
| Support Services | $161,602 |
| Trading & Fundraising | $12,571 |
| Motor Vehicle Expenses | $584 |
| Travel & Subsistence | $947 |
| Utilities | $134,464 |
| Total Operating Expenditure | **$8,297,655** |
| Net Operating Surplus/-Deficit | **$536,602** |
| Asset Acquisitions | **$48,123** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $2,166,513 |
| Official Account | $233,923 |
| Other Accounts | $33,890 |
| Total Funds Available | **$2,434,326** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $328,518 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $10,000 |
| Funds Received in Advance | $152,382 |
| School Based Programs | $173,861 |
| Beneficiary/Memorial Accounts | $42,877 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $76,073 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $80,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $1,543,949 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$2,407,660** |

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*