

2023 Annual Report to the School Community

School Name: John Monash Science School (8856)



- 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 21 March 2024 at 09:37 PM by Peter Corkill (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 March 2024 at 04:40 PM by Natalie Isborn (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

The **vision** of John Monash Science School is to become a nationally and internationally recognised centre of excellence and innovation in the education of young people in the later years of secondary science, mathematics and associated technologies, reflecting global directions and priorities in scientific research and knowledge creation.

JMSS is co-located on Monash University's Clayton campus, on the corner of Wellington and Blackburn Roads.

Our values are expressed in UNESCO's Four Pillars of Education - Learning to Know, Learning to Be, Learning to Do and Learning to Live Together. At JMSS we firmly believe in educating the 'whole person', developing leadership, initiative and perspective in our graduates. Our curriculum documentation, from yearly plans, to unit plans and lesson plans, is all written with the Four Pillars at the forefront of our thinking. They provide the moral purpose for us to do what we do, and all teaching and learning programs seek to build on each of these pillars for our students.

Our JMSS Diploma was developed to reflect these values. It enables students to gain recognition for their development in and contribution to both JMSS and the wider community in terms of leadership, service, sport and cultural activities. Students earn points for their involvement and success in all of the endeavours they undertake, all of which speak to student development under one of these Four Pillars of Education.

The student roll in 2023 was **655.8 FTE** Years 10 to 12 students from over 100 schools across the state, representative of all educational sectors and locations including rural Victoria. Students were selected after analysis of written assessments, activities and interviews. Of the students, 54% identify as male, 45% as female, and 1% as self-described. The school has a staffing Full-Time Equivalent of **72.2**, comprising 3 Principal Class Officers, **49** teachers and **29** Education Support Officers.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our school review took place in mid-2023, after an acknowledgement of JMSS's excellent performance over the previous four years, after which goals set were achieved, and targets set saw significant progress made. Some of these targets have been translated to the new Strategic Plan.

The VCE results of our eleventh graduating cohort were again outstanding, and a further improvement on 2022. 62% of ATARs were over 90 and 97% of ATARs over 70, a median ATAR of 92.95, a median study score of 38.4, 21.43% of study scores above 40, 2 perfect study scores of 50 and 98% of students entering science-related tertiary courses, the school is confident that its mission is being realised. It is worth noting that each year 99% of JMSS students graduate to tertiary study on completing Year 12.

Wellbeing

JMSS has been proactive in providing programs to build resilience and self-efficacy in students. There are a number of initiatives which had a strong positive influence on student wellbeing over the past school year:

1. Positive Education

JMSS appointed a Positive Education Coordinator to lead this program some four years ago. The JMSS Positive Education program (which incorporates the 6 domains: Positive Health, Positive Relationship, Positive Engagement, Positive Emotions, Positive Accomplishment and Positive Purpose) are delivered by the House Mentors and also in the teaching & learning practice by subject teachers. The program concentrates on helping students to develop a 'tool-box' of skills set to lead a purposeful, healthy and resilient life.

2. Tutoring Learning Initiative (TLI)

JMSS has used its TLI fund to support over 150 students in various capacities. Students were supported in Mathematics, English and Chemistry (Year 12 students only). Students at JMSS are offered a place in the program based on an analysis of assessment data gathered towards the end of 2022 and throughout 2023. The data sets include periodic and final assessments in Year 10 and 11 subjects, student survey information, and in the case of new Year 10 students, diagnostic tests in English and Mathematics.

House System The House System (comprising 32 Mentor Groups in 4 Houses) provides pastoral care to our students. The Mentors monitor the physical, emotional and social wellbeing of the students, monitoring of student attendance and academic progress. The Mentors advocate for their students in their Mentor group and support their students by making referrals to the Counseling Team for further wellbeing support and ensuring that their students are alerted to opportunities to further their academic and personal growth

and development. The House Mentors, as well as all teachers, adopt a whole school approach in empowering students to take charge of their own learning and to manage it effectively. Individual Learning Plans are constructed by the Education Support Officers to support students requiring further learning support.

3. Wellbeing Team

JMSS's Wellbeing Team comprises a Student Counsellor, a Mental Health Practitioner and 2 Education Support Officers who all work closely with teachers and the House Mentors to support students to better manage their own learning and respond positively to inevitable setbacks.

4. Co-Curricular Program

The Wednesday afternoon Co-Curricular Program for Years 10 and 11 students expanded with a number of exciting new electives added to the already wide variety of offerings. All the electives promote the development of skills and encourage students to be healthy and well-rounded individuals.

5. Pathways and Careers

Each student in Years 10 to 12 formulated a Managed Individual Pathway plan, articulating their future goals and aspirations and clear strategies to achieve them. All students completed a Career Action Plan where they were required to research careers, courses and pathways in which they were interested. JMSS has a well-established Course Counselling process, for all students on entry to Year 10, and from Year 10 into 11, and Year 11 into 12, via interviews with each student and their parents by a panel of JMSS staff. JMSS hosts a targeted information evening for each year level prior to all course counselling. Every Year 12 student has a compulsory MIPs interview with the Careers and Pathways Coordinator.

Engagement

Student Attendance

The attendance of students continued to be outstanding, with the average attendance of students at each year level being an incredible 99%. Student absence is largely parent-approved, and mostly due to illness, with some due to holiday travel. The school's absence rate in days per student is well less than a quarter of that of other schools with students at the same year levels. Student survey data reveals that students are happy at JMSS, feel that the transition programs are very effective, are stimulated and motivated in their learning and have strong and productive relationships within their cohorts. Student connectedness to school exceeds the state average by over 40%. 2023 saw the return of JMSS's unique curriculum options in science with schools in remote parts of Victoria through our annual Regional Exchange program, and to local Primary Schools through the Little Scientist Program. The regional exchange is an iconic feature of JMSS's calendar, where up to 15 students from regional schools homestay with JMSS families and attend JMSS classes each day with their JMSS buddies. During their three-week stay, they also enjoyed a walking tour of Melbourne, and an AFL football match at the MCG. In 2023 JMSS continued to offer the Emerging Sciences Victoria program, an initiative designed to continue to give access to contemporary science electives to students in regional Victoria via online lessons twice weekly in each science study.

International, Interstate and Statewide Programs in Science

JMSS's International Science Fair and Exchange programs resumed in 2023. We attended the International Students Science Fair at Queensland Academy of Science, Mathematics and Technology (QASMT) in Brisbane in November, alongside 25 of our partner schools in the International Science Schools Network. Our students also presented projects and engaged in several other science activities at the science fairs hosted by partner schools, notably Japan at the annual Japan Super Science Fair, and the annual Australian Science Fair in Adelaide at the ASMS. JMSS continued to play a key role in co-ordinating the International Science Schools Network, as an executive member of the ISSN, after a three-year absence due to the restrictions imposed during the Covid19 pandemic.

Pathways and Careers

Each student in Years 10 to 12 formulated a Managed Individual Pathway plan, articulating their future goals and aspirations and clear strategies to achieve them. All students completed a Career Action Plan where they were required to research careers, courses and pathways in which they were interested. JMSS has a well-established Course Counselling process, for all students on entry to Year 10, and from Year 10 into 11, and Year 11 into 12, via interviews with each student and their parents by a panel of JMSS staff. JMSS hosts a targeted information evening for each year level prior to all course counselling. Every Year 12 student has a compulsory MIPs interview with the Careers and Pathways Coordinator.

Other highlights from the school year

Student Leadership & Events

Student Leadership and the offering of events, activities and clubs was another strong focus of the school. 2023 saw the introduction

of the new student leadership model; Student Parliament and Town Hall. Student Parliament is designed to focus on policy and school-wide matters. Town Hall is designed to oversee events and Clubs and Interest Groups. These activities provided daily opportunities for students to meet like-minded individuals and explore topics or activities they were interested in, and were great for student morale and connectedness.

The school conducted its usual annual induction programs for all Year 10 students and all Year 11 students new to JMSS. The Year 10 program comprised a full week of orientation activities, competitions and House events. This not only helped them become familiarised with the layout of the school and the Monash campus, but also to experience several activities, competitions and day-long immersion programs with other students not only from Year 10, but older students from their respective Houses. The week builds team spirit and connectness throughout the school. The other major venture was the annual Year 12 Camp at Somers, which helps our Year 12 students build strong relationships, learn some key skills in planning, co-ordinating their time, and setting goals, and of course building a strong sense of optimism for the year ahead, and of the team bonds and spirit they will need to get them through the challenges successfully.

Financial performance

John Monash Science School (JMSS) is the administrator of all Finances and Human Resources for the Monash Tech School (MTS), and for Science Outreach Programs - Emerging Science Victoria (ESV), Regional Science Exchange (RSEx) and Little Scientists and Mini Mathematicians. JMSS is also the banker school for the Monash Sport Division (MSD).

JMSS oversees the expenditure of MTS expenses and is reimbursed in arrears through the Targeted Funding Portal. In 2023 The Department of Education was invoiced a total of \$1,771,615.89 for Monash Tech School expenditure. This figure is a combination of salaries and operating expenditure and is included in the Government Provided DET Grants. MTS salaries are not included in the SRP revenue and only in the expenditure (deficit). The funds claimed in 2023 will be held in JMSS bank accounts until repaid at the end of 2024. MTS has carried forward \$220,748.31 in cash into 2024.

Science Outreach Programs - Emerging Science Victoria (ESV) and Regional Science Exchange (RSEx) were funded for a new initiative (2023 - 2025) in semester 2, 2023. The program has carried forward \$320,127.22 in cash into 2024. JMSS is proud to have created Emerging Science Victoria which broadcasts from a purpose-built studio on the campus of JMSS. ESV makes it possible for Year 9 and 10 students in Victoria to access specialised STEM subjects through a virtual classroom. JMSS also continues to run the Regional Science Exchange inviting regional students to homestay with JMSS families for 3 weeks. The program runs twice a year. Little Scientist and Mini Mathematicians runs every Wednesday afternoon during the Co-Curricular program and is offered to over 40 Primary Schools per year.

JMSS spent over \$200,000 on capital works projects in 2023. This included the resurfacing of the basketball court, the refurbishment of the general office and sick bay area. JMSS also has renovated existing space to create a purpose-built ground floor counselling rooms and wellbeing space. In 2024 JMSS intends to continue to utilise donations and contributions to the school's Building Fund for a number of maintenance and refurbishment projects across the school.

For more detailed information regarding our school please visit our website at
<https://www.jmss.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 659 students were enrolled at this school in 2023, 309 female and 344 male.

37 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).

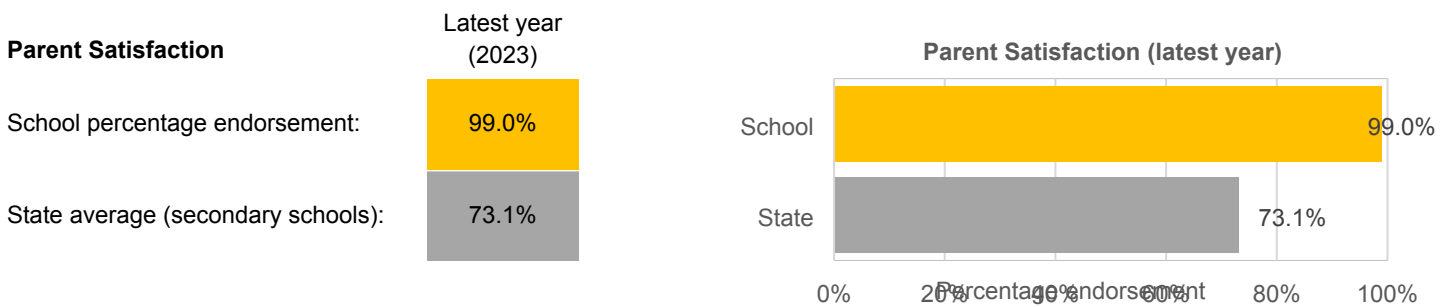
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

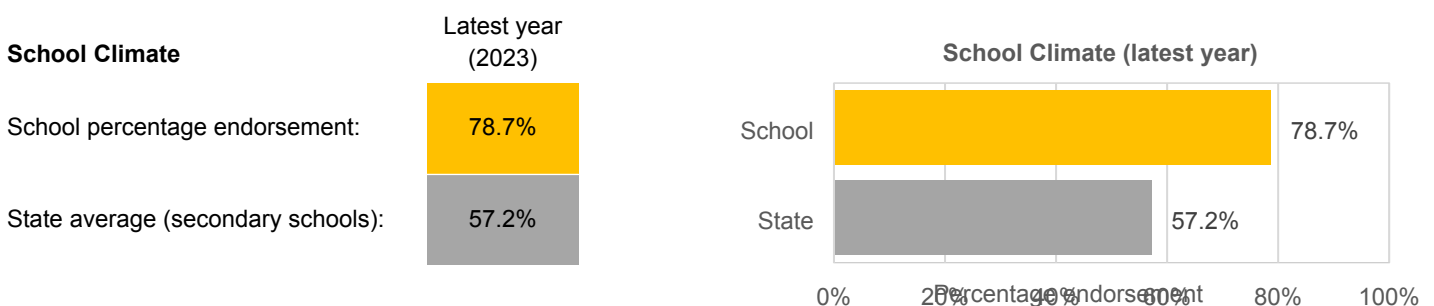


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2023)

99.8%

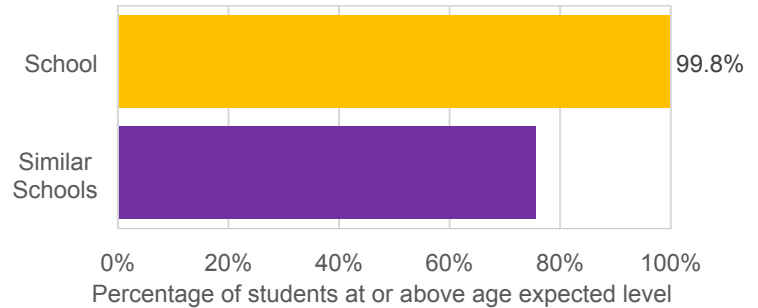
Similar Schools average:

NDA

State average:

75.5%

English (latest year) Years 7 to 10



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2023)

99.7%

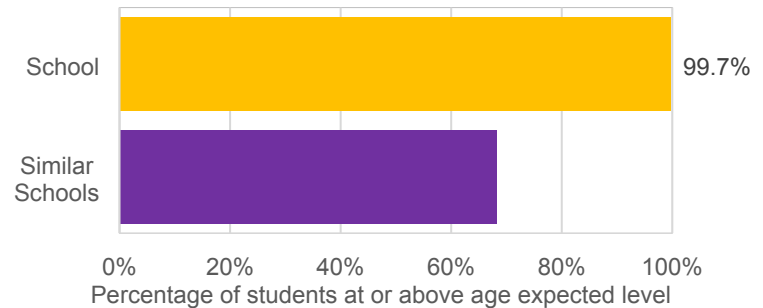
Similar Schools average:

NDA

State average:

68.2%

Mathematics (latest year) Years 7 to 10



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:

NDA

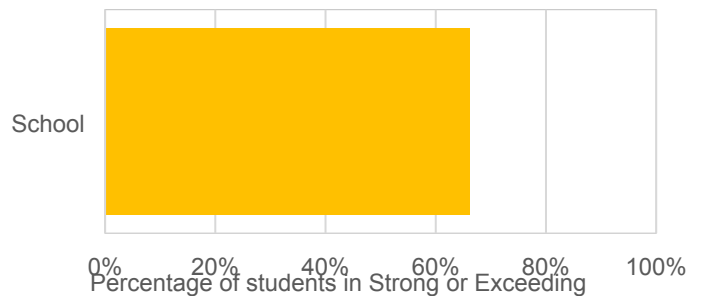
Similar Schools average:

NDA

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

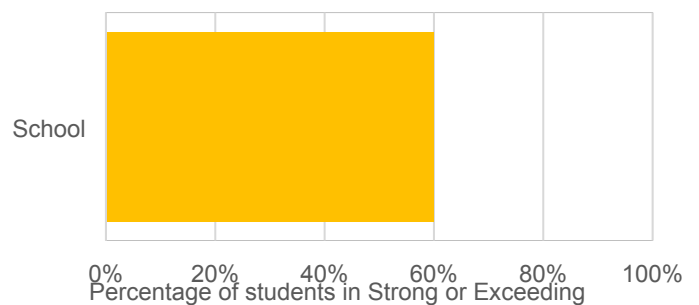
Similar Schools average:

NDA

State average:

60.0%

NAPLAN Reading (latest year) Year 9



Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

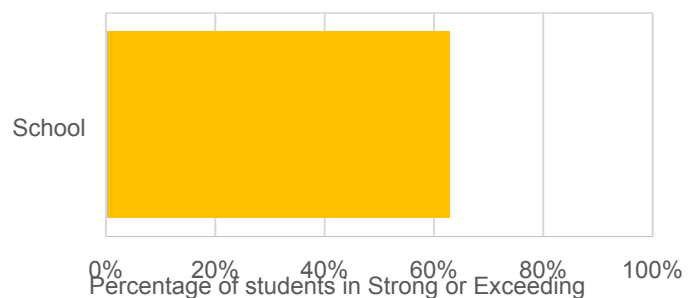
Similar Schools average:

NDA

State average:

62.9%

NAPLAN Numeracy (latest year) Year 7



Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

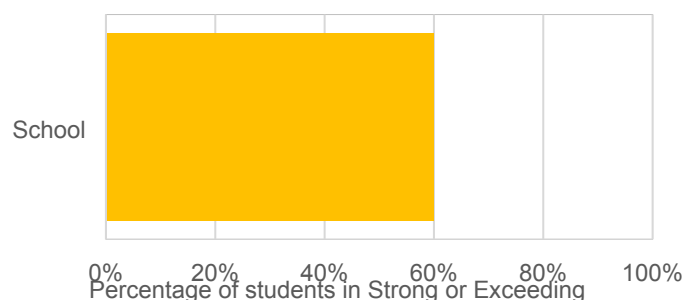
Similar Schools average:

NDA

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)

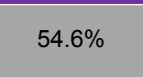
School percentage of students in the top three bands:



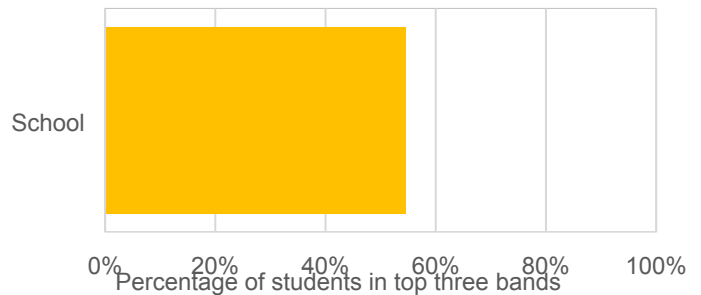
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 7**



**Reading
Year 9**

Latest year
(2022)

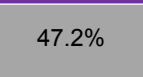
School percentage of students in the top three bands:



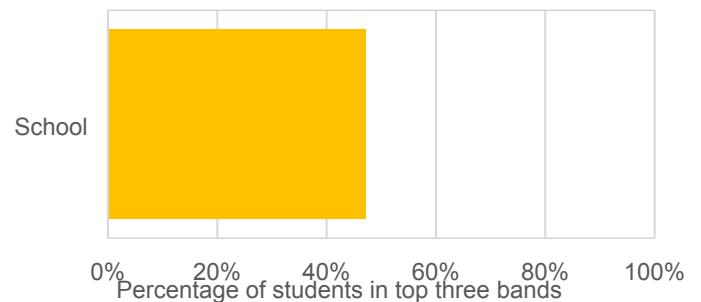
Similar Schools average:



State average:



**NAPLAN Reading (2022)
Year 9**



**Numeracy
Year 7**

Latest year
(2022)

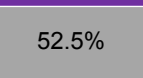
School percentage of students in the top three bands:



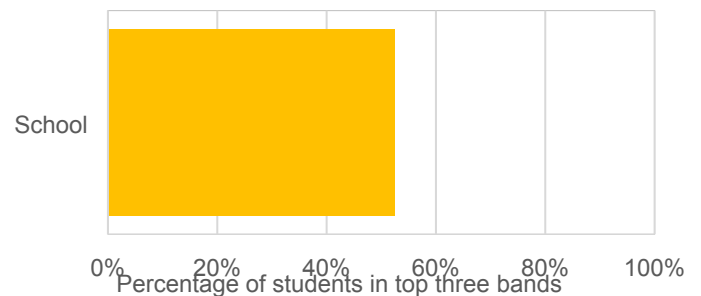
Similar Schools average:



State average:



**NAPLAN Numeracy (2022)
Year 7**



**Numeracy
Year 9**

Latest year
(2022)

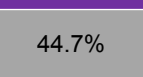
School percentage of students in the top three bands:



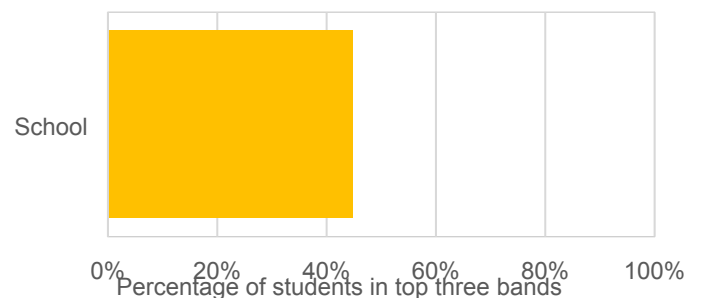
Similar Schools average:



State average:



**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

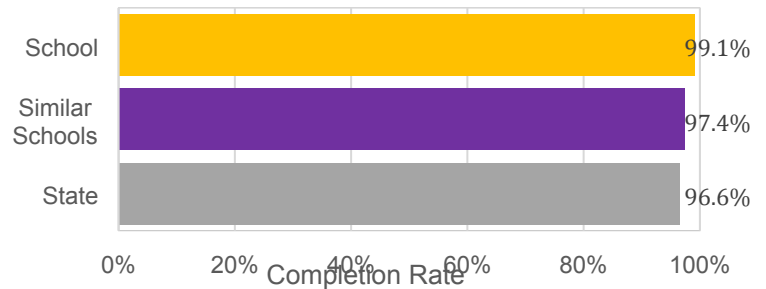
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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:	99.1%	99.8%
Similar Schools completion rate:	97.4%	97.7%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

34.9

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:

1%

Percentage VET units of competence satisfactorily completed in 2023:

100%

WELLBEING

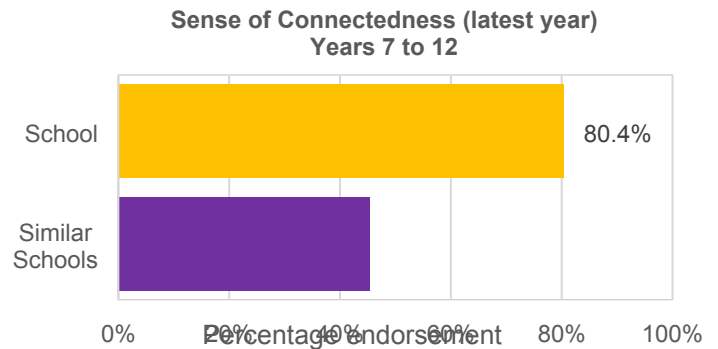
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.4%	82.0%
Similar Schools average:	NDA	NDA
State average:	45.3%	49.9%

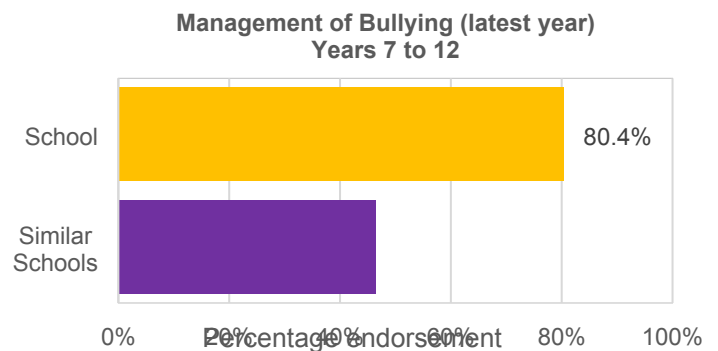


Student Attitudes to School – Management of Bullying

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:	80.4%	81.3%
Similar Schools average:	NDA	NDA
State average:	46.6%	51.0%



ENGAGEMENT

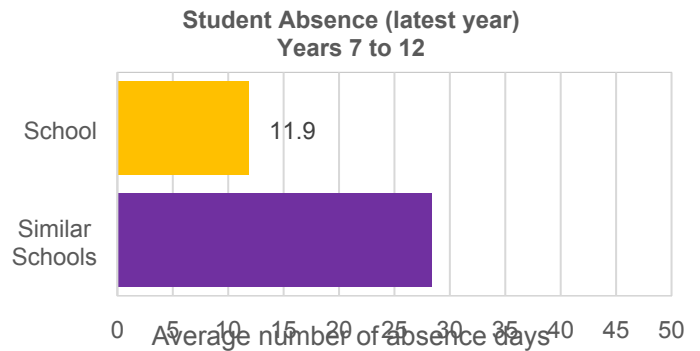
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.9	8.4
Similar Schools average:	NDA	NDA
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.

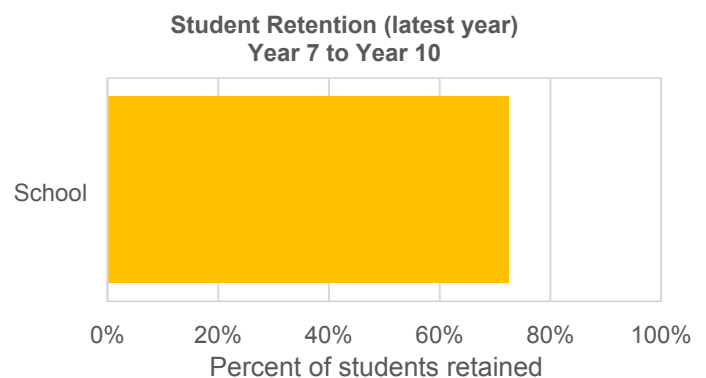
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	NDA	NDA	NDA	95%	94%	93%

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:	NDA	NDA
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.

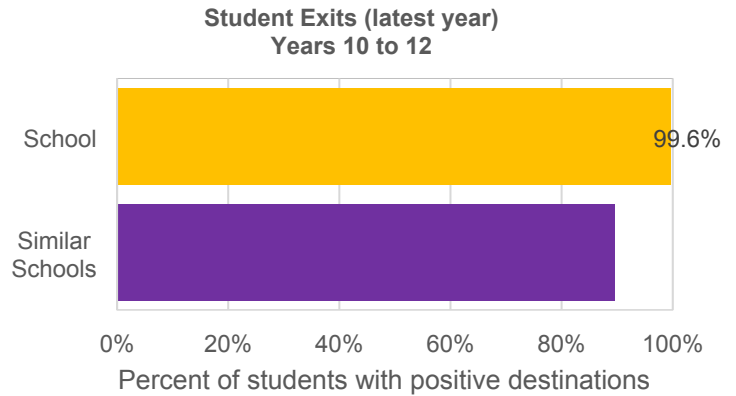
Students exiting to further studies or full-time employment

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:	99.6%	99.8%
Similar Schools average:	NDA	NDA
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	\$7,980,306
Government Provided DET Grants	\$2,265,479
Government Grants Commonwealth	\$29,951
Government Grants State	\$0
Revenue Other	\$293,197
Locally Raised Funds	\$981,826
Capital Grants	\$0
Total Operating Revenue	\$11,550,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,657
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,657

Expenditure	Actual
Student Resource Package ²	\$9,523,468
Adjustments	\$0
Books & Publications	\$14,045
Camps/Excursions/Activities	\$618,294
Communication Costs	\$6,534
Consumables	\$304,799
Miscellaneous Expense ³	\$1,131,857
Professional Development	\$120,809
Equipment/Maintenance/Hire	\$391,186
Property Services	\$302,963
Salaries & Allowances ⁴	\$793,167
Support Services	\$371,786
Trading & Fundraising	\$49,846
Motor Vehicle Expenses	\$100
Travel & Subsistence	\$55,526
Utilities	\$94,592
Total Operating Expenditure	\$13,778,972
Net Operating Surplus/-Deficit	(\$2,228,212)
Asset Acquisitions	\$61,357

- (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	\$4,060,153
Official Account	\$276,761
Other Accounts	\$369,414
Total Funds Available	\$4,706,328

Financial Commitments	Actual
Operating Reserve	\$663,756
Other Recurrent Expenditure	\$20,736
Provision Accounts	\$8,320
Funds Received in Advance	\$91,362
School Based Programs	\$25,553
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$996,331
Repayable to the Department	\$1,091,041
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$205,000
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	\$3,212,099

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.