

2024 Annual Report to the School Community

School Name: Altona College (8857)



- 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 07 May 2025 at 12:16 PM by Nathan Guthridge (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 May 2025 at 10:58 AM by Nathan Guthridge (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Altona College welcomes all students into an AWE-inspiring, Prep to Year 12 learning environment. Our vision for effective education is focused on a careful balance of student Achievement, Wellbeing and Engagement (AWE). In our context, achievement is pursued through the acquisition of knowledge, skills and capabilities that will adequately prepare our students to lead satisfying, productive lives. Strong wellbeing will include connection, personal health and the resilience required to bounce back from difficult experiences. Engagement balances both personal agency and integrity with active participation in opportunities to enrich and extend each students' learning experience. Reflective of these pursuits, our values of Innovation, Integrity and Respect emphasize our commitment to the development of empowered individuals who are open minded, compassionate and considerate of the diverse world they are being prepared to shape.

Set close to Altona Beach, our College predominantly serves residents of Altona and Seaholme, sharing the 3018 postcode. In addition, bus services and proximity to both Altona and Westona Train stations mean that additional enrolments are attracted from families in other areas of Hobsons Bay and as housing demands and affordability shifts in the area, many families also choose to move further away from the College while retaining their enrolment. Due the tight proximity of our enrolments, a large percentage of our students walk or ride to school, with many families making a regular habit of walking to and from school together.

With three primary schools in close proximity to ours, our overall enrolment consists of 3 secondary students for every one primary. Most of our secondary enrolments come from our local primary schools and are often already known to our own year 6 graduates, highlighting strong local connections that are supported through sport, arts and community service organisations.

A total of 688 students were enrolled at the College in 2024, 322 female and 365 male. 15 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. Our School Family Occupation Index (SFOE) was 0.3228, indicating a Low-Medium level of socio-educational disadvantage. Over 64% of parents identify Australia as their birth place, followed by 4.7% from New Zealand, another 4.7% from the UK, 2.1% from Vietnam and 1.5% from the Philippines. Brazil, Poland, Serbia, India and Lebanon round out the top ten parental countries of birth with less and 1% each. Over 30 countries of birth make up the remaining 18% of our family birthplaces, highlighting the diverse range of cultural backgrounds our students are connected to.

At the close of 2024, over 800 students were enrolled for the 2025 school year.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Altona College, we use NAPLAN alongside other literacy and numeracy data as well as class assessment to examine student progress to ensure teachers understand student performance and can set learning growth targets for them.

In the Primary school, 2024 Naplan results revealed strong reading data, particularly Year 5 reading which outperformed similar schools and state with 87.5% of students achieving Strong or Exceeding. Year 3 reading data also outperformed similar schools and state averages with 72.1% of students achieving Strong or Exceeding. Teacher judgements for English support this data with 82.4% of Prep-Grade 6 students achieving at or above age expected standards. Altona College's commitment to collaborative planning at a Primary level has contributed to this success with a Learning Specialist and Assistant Principal present at all literacy planning sessions and ongoing teacher professional learning in the area of Literacy.

Year 5 numeracy results were on par with similar schools and state results, with 62.5% of students achieving Strong or Exceeding and 85.3% of Prep-Grade 6 Teacher Judgments showing students achieving at or above the expected age standard. Year 3 numeracy results suggest further targeted support, intervention and teacher professional development is required for the ongoing transition to and implementation of Victorian Curriculum 2.0 with further resources allocated to mathematics.

In years 7-10 the number of students at or above expected level for both English and Maths was higher than similar schools and the state overall. In NAPLAN reading year 7 and 9 students had higher percentages of students in the strong or exceeding proficiency than both similar schools and the state. There was a similar trend in NAPLAN numeracy for year 7 with strong results, whereas year 9 results were on par with similar schools and state.

The 2024 VCE cohort was our smallest group in the school. A highlight was a strong completion rate that was higher than similar schools and the state. The mean study score from all VCE subjects of 26.1 is reasonable, however with the growing cohorts our goal is to increase this. Within this mean study score there were some subjects with much higher medians such as Health and Human Development, Legal Studies and Psychology. 99% of our year 12 students undertook at least one VET unit either through the Vocational Major or by doing First Aid through their Personal Development subject. We are working to improve student transition into the VET sector so they are better equipped to meet the requirements of external providers and we ensure more students who enroll in these units experience success.

Wellbeing

Student wellbeing trends have been positive in years Prep to 6 and across Years 10 to 12. In P-6, both Sense of Connectedness and Management of Bullying were stronger than similar schools and state. In the Primary years, the addition of a dedicated Mental Health and Wellbeing Leader,

along with an additional Assistant Principal have strengthened the delivery of wellbeing and student management supports. Together, this team has refined complex case management in P-6 and worked to improve teacher planning and capacity to support dysregulated students. This has resulted in generally calmer classroom environments which will be more conducive to literacy and numeracy improvement strategies moving forward.

Trend data also suggests that our efforts to develop a strong senior secondary culture have been effective stimulants of engagement and wellbeing in years 10-12. The addition of a Student Welfare Officer to support the existing school Psychologist, Wellbeing Leader and Year Level Coordinators has strengthened the provision of targeted and confidential access to supports for senior students, in line with their age and maturity. In addition, staff support for student voice and agency in the senior years has resulted in student led events and celebrations that have strengthened inclusion and general engagement across each cohort.

The 2024 school review highlighted a need for further investigation into declining connectedness and engagement in Years 7-9 which highlights the management of bullying as an area that needs attention. As a result, the development of a schoolwide wellbeing and engagement strategy will be a priority over the next four years. In addition, a third Assistant Principal commenced work to support transition from Year 6-7 with the aim of supporting students and staff to ensure the strengths of our Primary and Senior Secondary programs can be leveraged to better support students in Years 7-9.

Parent satisfaction and staff climate also continue to outperform state averages, suggesting that the school environment and available supports are generally well received, though ongoing efforts will be focused on ensuring all families have equitable access to support and resources.

Engagement

Despite average student absence days increasing significantly across the state and in similar schools, Altona College data indicates that recent efforts to address the issue are beginning to show signs of success. The average number of days absent has improved in primary, and has remained steady in secondary, when compared to the 4-year average. Altona College deployed dedicated school engagement teams across primary and secondary cohorts to monitor student absences and implement engagement strategies to support students and their families.

Disengaged students with unexplained absences, particularly from cohorts across the middle years of schooling, have been identified as future targets for supports. Parental engagement and support remain a priority as the college continues to refine procedures that show evidence of being successful. In the primary years students are acknowledged with attendance awards. Strategic work to improve the recording, tracking and feedback associated with student absence is now in place.

Altona College continues to build its identity since the expansion to a P-12. School connectedness of 55% remains higher than similar schools at 49%, and student retention data across Years 7-10 is significantly higher than similar schools and the state. 2024 data indicates a 9.3% increase on the 4-year average. Dedicating time and resources to extra-curricular activities ensures students have options for engagement and become factors that contribute positively to student connectedness. Our College continues to build on the quality of events such as lunchtime clubs, before and after school training, open evening, athletics carnivals, sports teams, and acknowledges important cultural celebrations and customs to ensure it is a welcoming, engaging, inclusive environment for all families.

In 2024, the College Careers and Pathways team can boast a 100% record for students exiting the school with a viable pathway option. All students exiting are either meaningfully employed in full-time work or enrolled into further studies. This is 12% higher than similar schools and the state. These commitments further highlight the sense of engagement and pride students and parents feel for their school and the positive culture being pursued.

Other highlights from the school year

The continued growth of Altona College is widely recognised as a strong acknowledgement of the work being undertaken by all staff to continuously improve our school. With growth, has come increased capacity to both improve and add programs and activities to enrich school culture. In particular, the support of an active parent community supported by a dedicated school council has meant that events such as Mothers Day, Fathers Day, Trivi-Yeah and various other events and celebrations have brought community members together, whilst also raising valued funds for school improvement. A student led production was an additional highlight, showcasing creative collaboration between primary and secondary students and providing an opportunity for students to perform to an audience of peers and family. Parents also actively supported sports, with particular dedication to swimming, athletics and many of the smaller state and regional competitions where small numbers of students performed at a very high level.

Around our grounds, new spaces continue to emerge for students to enjoy. These have included the addition of table tennis tables, a gaga-pit, a second bike shelter, more downball courts and more trees and shrubs which will mature over time. In future, added attention will be paid to active space, shade in the form of shade sails, covered areas and trees, along with levelling and paving of more paths as we increase our footprint across the site. While doing so, sustainability continues to be a focus, with the addition of solar panels and planting of habitat spaces being two significant achievements in the greening of our school.

Financial performance

Altona College maintained a sound financial position throughout 2024 with an operating surplus recorded at the end of the school year. This surplus was achieved through effective budget management. Parent donations to school voluntary funds and community fundraising events resulted in the purchase of a second bike enclosure. The surplus will continue to support the employment of additional centrally paid staff to meet the educational needs of the school's growing enrolment, including tutoring staff and education support staff to boost individual student learning and wellbeing support.

Upgrades to classroom furniture, IT / AV equipment & student locker areas that include overhead shade structures were undertaken throughout the year. Additional funding provided by the Department of Education to upgrade infrastructure in Block B were received with planning in place for funds to be expended in 2025. In 2024 Altona College underwent a thorough procurement process for both the Canteen and Outside School Hours Care (OSHC) Program. This resulted in the college continuing with H & H Canteens as the current canteen provider, while Team Kids were engaged as the new providers for OSHC.

Funds will continue to be allocated for our strategic goals and priorities, including the provision of quality teaching materials and training of Instructional coaches to support teacher training and development. In addition, funds continue to be made available for a broad range of wellbeing and engagement initiatives including activities days, cultural experiences and health and wellbeing support services.

**For more detailed information regarding our school please visit our website at
<https://www.altonacollege.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 688 students were enrolled at this school in 2024, 322 female and 365 male.

15 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction

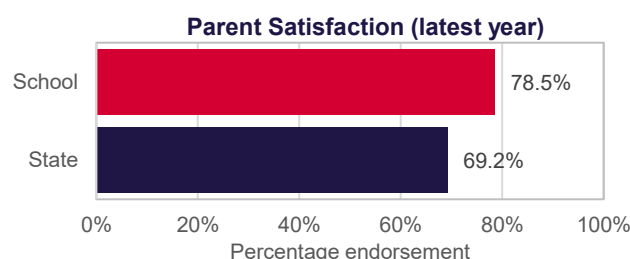
Latest year
(2024)

School percentage endorsement:

78.5%

State average (P-12 schools):

69.2%



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

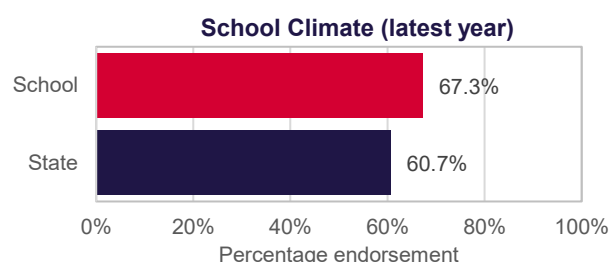
Latest year
(2024)

School percentage endorsement:

67.3%

State average (P-12 schools):

60.7%



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

School percentage of students at or above age expected standards:

82.4%

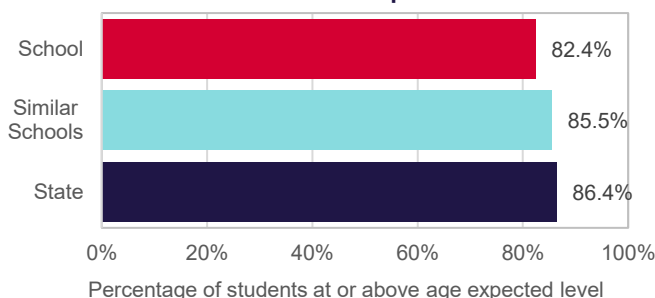
Similar Schools average:

85.5%

State average:

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

76.5%

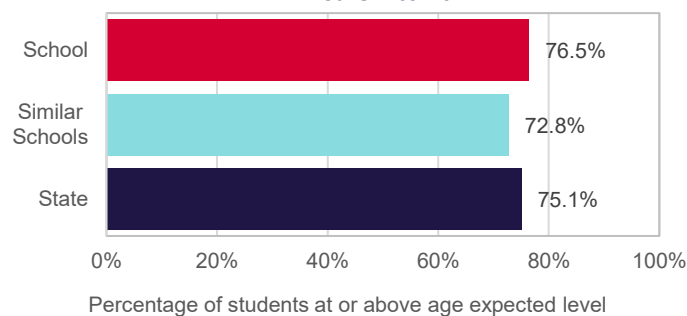
Similar Schools average:

72.8%

State average:

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

85.3%

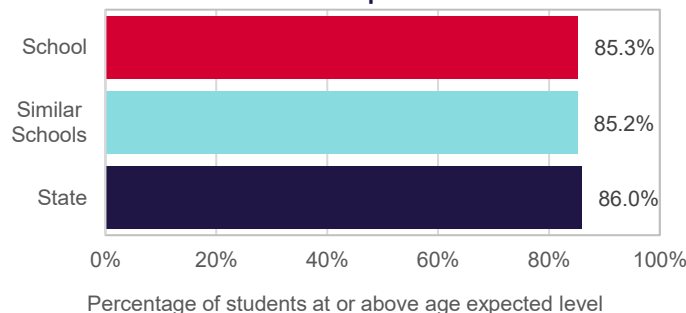
Similar Schools average:

85.2%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

75.0%

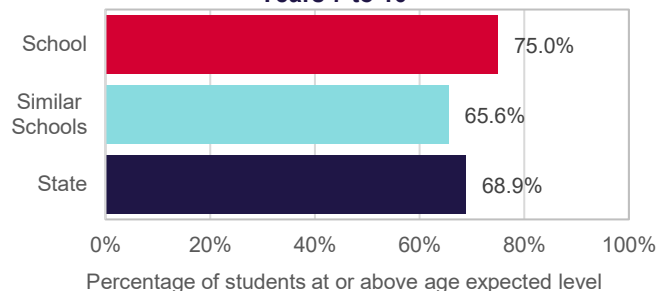
Similar Schools average:

65.6%

State average:

68.9%

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.

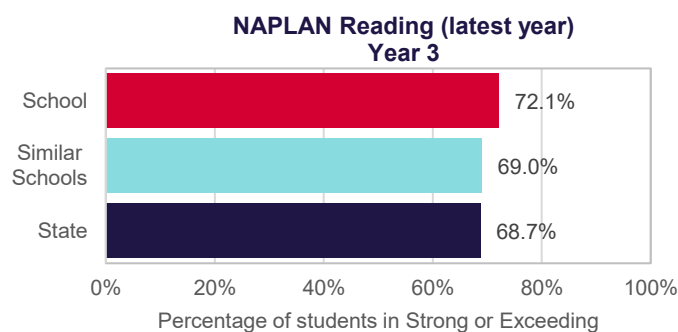
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

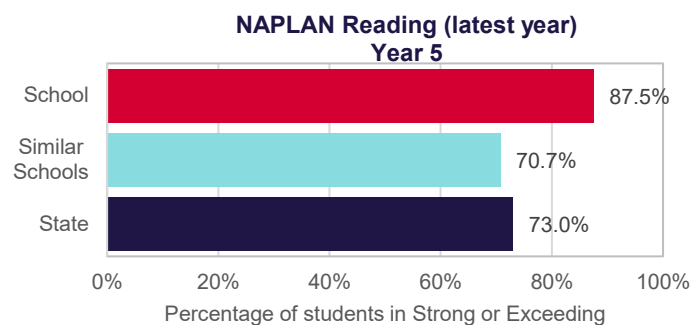
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.1%	69.4%
Similar Schools average:	69.0%	68.6%
State average:	68.7%	69.2%



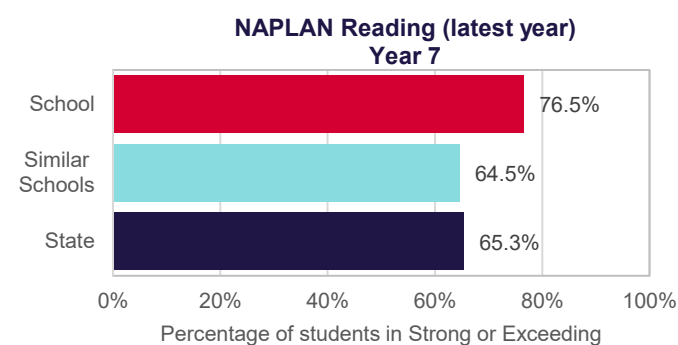
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	80.9%
Similar Schools average:	70.7%	73.4%
State average:	73.0%	75.0%



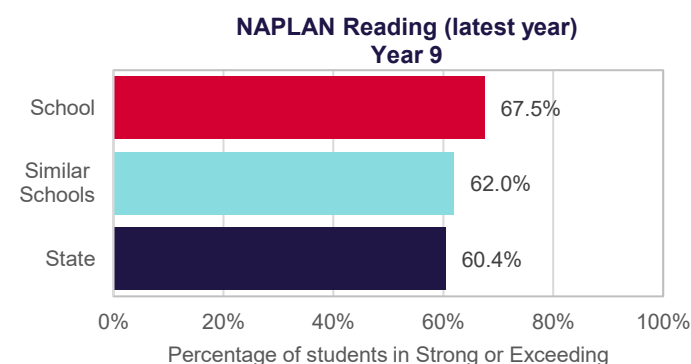
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.5%	70.4%
Similar Schools average:	64.5%	66.1%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.5%	67.7%
Similar Schools average:	62.0%	62.0%
State average:	60.4%	60.2%

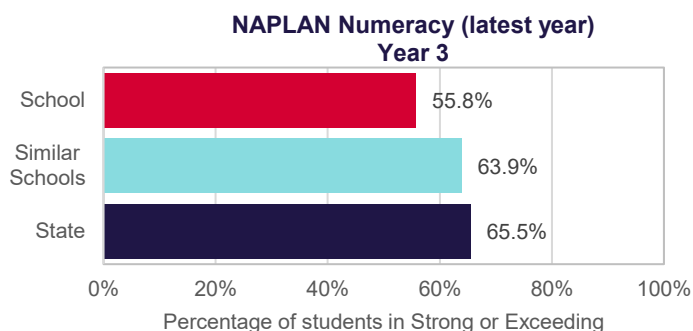


LEARNING (continued)

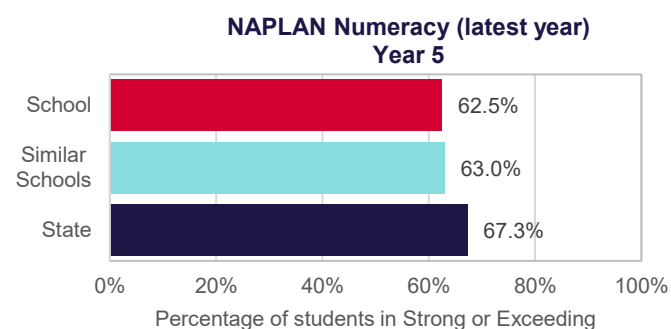
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

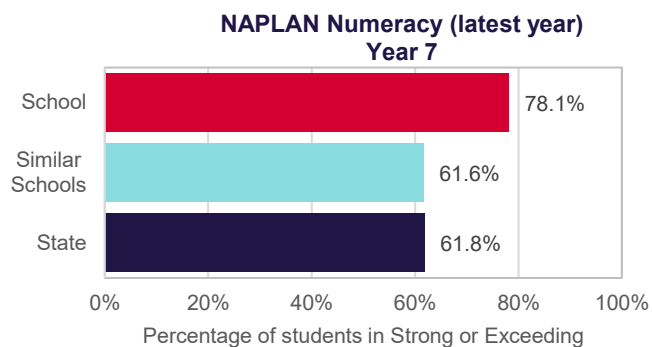
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.8%	63.5%
Similar Schools average:	63.9%	64.1%
State average:	65.5%	66.4%



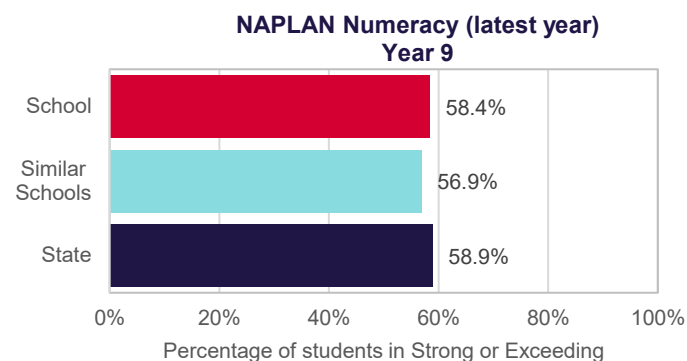
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	60.4%
Similar Schools average:	63.0%	64.3%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.1%	72.9%
Similar Schools average:	61.6%	62.2%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.4%	60.2%
Similar Schools average:	56.9%	58.1%
State average:	58.9%	59.4%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

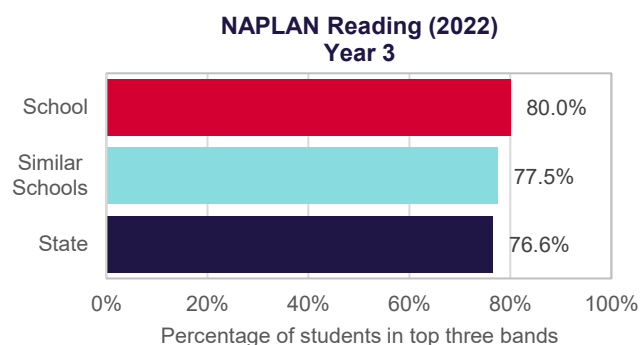
80.0%

Similar Schools average:

77.5%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

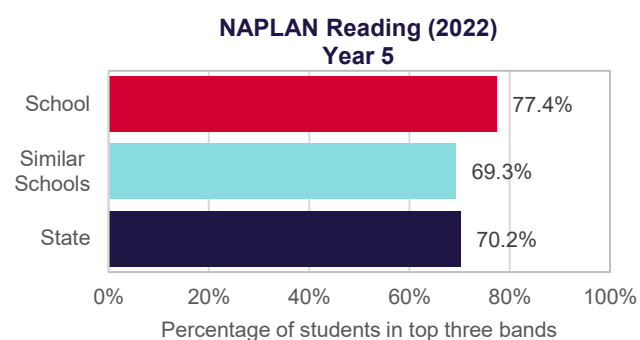
77.4%

Similar Schools average:

69.3%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

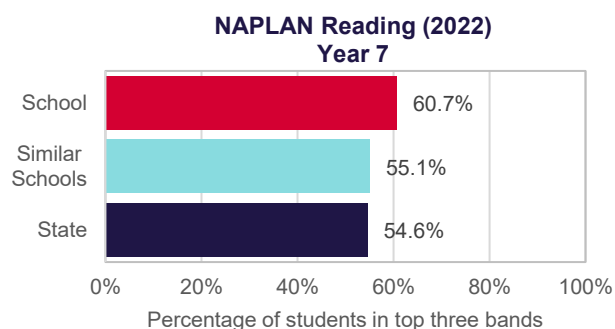
60.7%

Similar Schools average:

55.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

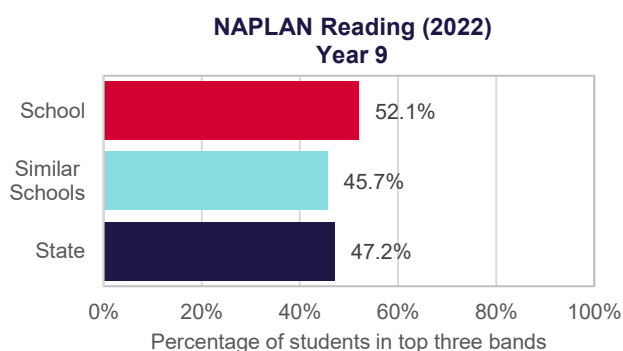
52.1%

Similar Schools average:

45.7%

State average:

47.2%



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

(2022)

School percentage of students
in the top three bands:

45.0%

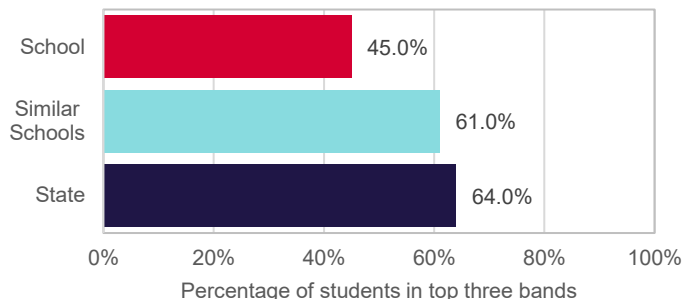
Similar Schools average:

61.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

64.5%

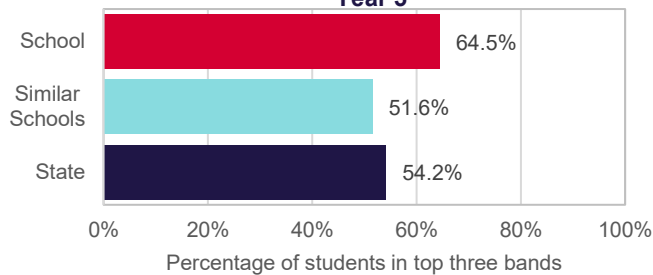
Similar Schools average:

51.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

57.8%

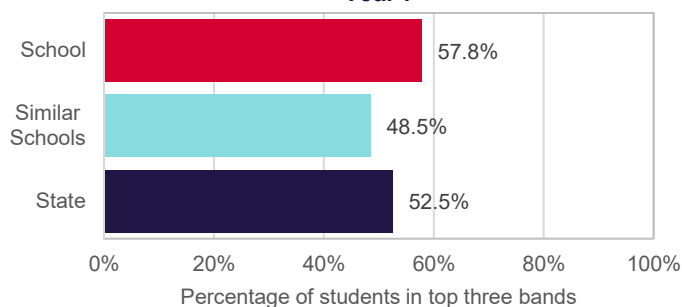
Similar Schools average:

48.5%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

52.4%

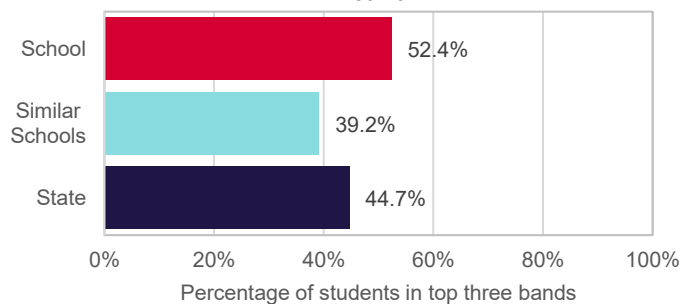
Similar Schools average:

39.2%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

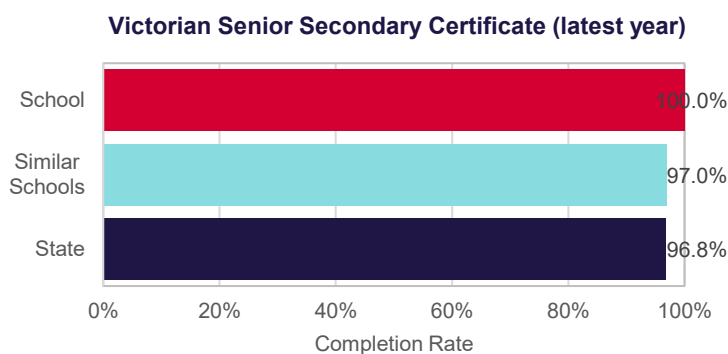
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	100.0%	99.0%
Similar Schools completion rate:	97.0%	96.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

26.1

Number of students awarded the VCE Vocational Major

4

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

99%

Percentage VET units of competence satisfactorily completed in 2024:

81%

WELLBEING

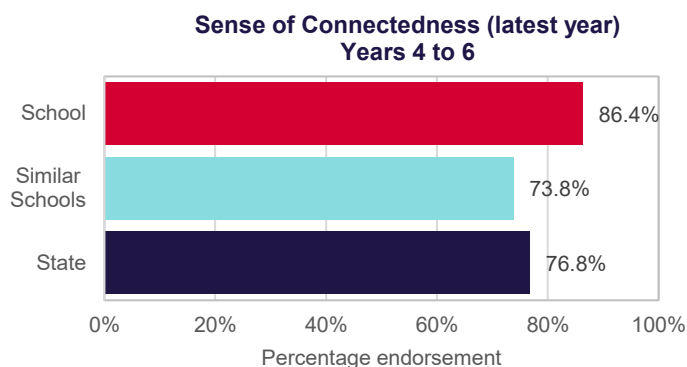
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

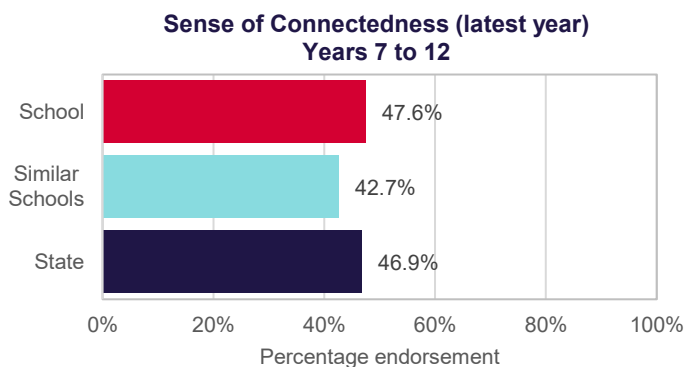
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	86.4%	83.4%
Similar Schools average:	73.8%	76.2%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	47.6%	52.2%
Similar Schools average:	42.7%	43.9%
State average:	46.9%	48.0%



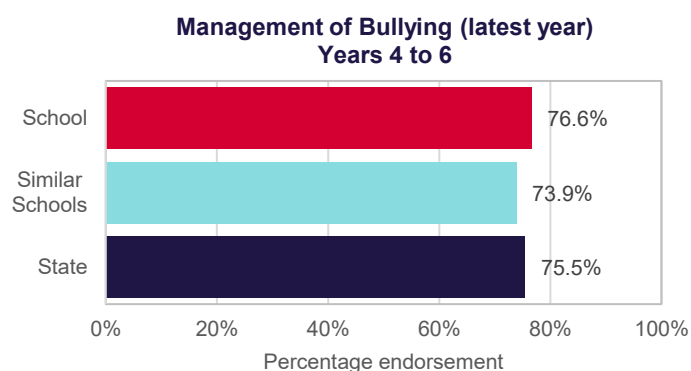
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

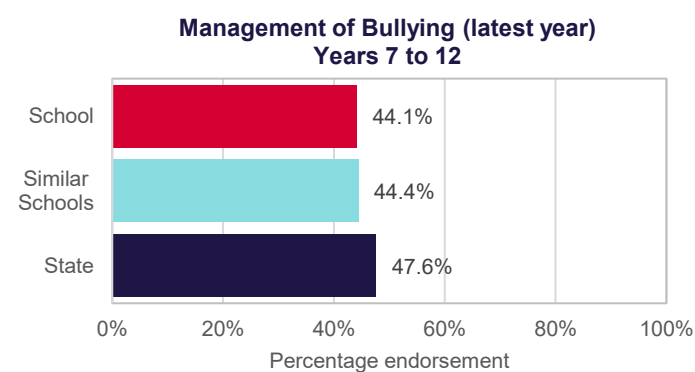
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	76.6%	76.7%
Similar Schools average:	73.9%	75.3%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	44.1%	52.5%
Similar Schools average:	44.4%	45.5%
State average:	47.6%	49.1%



ENGAGEMENT

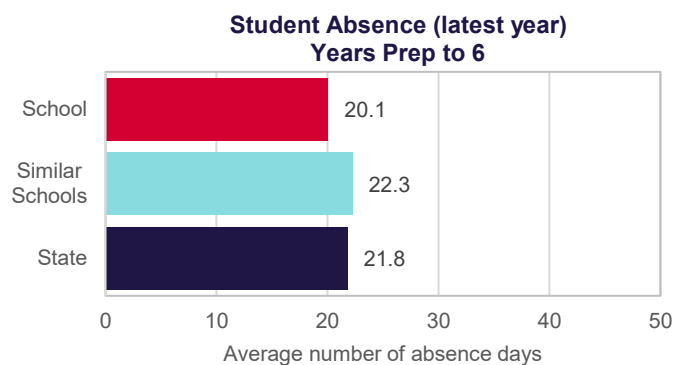
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

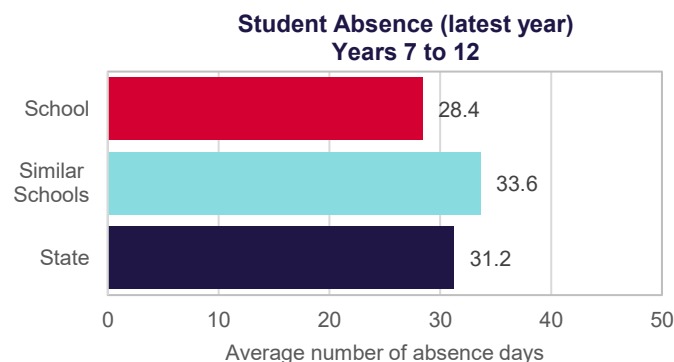
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	20.1	21.1
Similar Schools average:	22.3	20.2
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	28.4	28.4
Similar Schools average:	33.6	28.7
State average:	31.2	27.2



Attendance Rate (latest year)

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

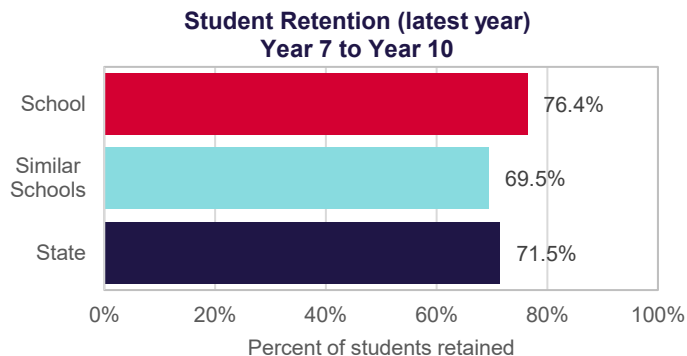
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	94%	92%	87%	91%	91%	88%	86%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	87%	85%	85%	86%	84%	92%	

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 (2024)	4-year average
School percent of students retained:	76.4%	67.1%
Similar Schools average:	69.5%	72.3%
State average:	71.5%	73.2%

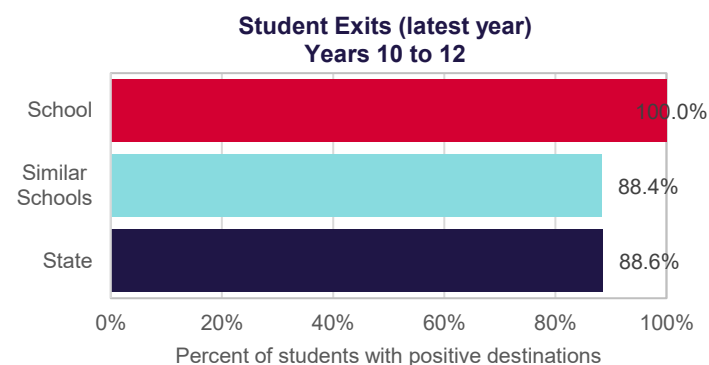


Students exiting to further studies or full-time employment

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	100.0%	92.0%
Similar Schools average:	88.4%	89.7%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	\$8,579,551
Government Provided DET Grants	\$977,635
Government Grants Commonwealth	\$10,740
Government Grants State	\$16,012
Revenue Other	\$52,016
Locally Raised Funds	\$530,547
Capital Grants	\$81,759
Total Operating Revenue	\$10,248,261

Equity ¹	Actual
Equity (Social Disadvantage)	\$193,510
Equity (Catch Up)	\$21,777
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$215,287

Expenditure	Actual
Student Resource Package ²	\$8,650,321
Adjustments	\$0
Books & Publications	\$23,452
Camps/Excursions/Activities	\$218,940
Communication Costs	\$10,849
Consumables	\$194,147
Miscellaneous Expense ³	\$64,557
Professional Development	\$39,711
Equipment/Maintenance/Hire	\$203,806
Property Services	\$263,186
Salaries & Allowances ⁴	\$55,496
Support Services	\$404,431
Trading & Fundraising	\$18,768
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$88,316
Total Operating Expenditure	\$10,235,979
Net Operating Surplus/-Deficit	\$12,282
Asset Acquisitions	\$78,404

- (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 03 Mar 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$1,244,090
Official Account	\$38,730
Other Accounts	\$2,031
Total Funds Available	\$1,284,851

Financial Commitments	Actual
Operating Reserve	\$270,588
Other Recurrent Expenditure	\$5,517
Provision Accounts	\$0
Funds Received in Advance	\$376,148
School Based Programs	\$87,076
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$3,829
Capital - Buildings/Grounds < 12 months	\$81,759
Maintenance - Buildings/Grounds < 12 months	\$2,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$826,916

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.