

2025 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 04 May 2026 at 09:12 AM by Nathan Guthridge (Principal)

- As executive officer of the school council, I attest that this 2025 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 04 May 2026 at 09:12 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

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.

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Altona College welcomes all staff, students and families into a rich learning environment. Valuing Innovation, Integrity and Respect, we support our community to embrace new challenges, to model all expectations at all times and to care for ourselves, each other and the environment around us. Our vision for effective education is focused on a careful balance of student Achievement, Wellbeing and Engagement (AWE). Recognising that these three pillars are essential in providing a stable school experience, we use practices and strategies that are most likely to yield the strongest outcomes, for the greatest number of learners. Additionally, we attempt to carefully monitor and respond to the needs of each student wherever possible. Our three pillars are pursued as follows:

- Achievement is pursued through the acquisition of knowledge, skills and capabilities that will adequately prepare our students to lead satisfying, productive lives. We prioritise achievement in terms of learning growth and academic performance assessed against the appropriate curriculum. We also recognise that achievement is a broad concept pursued by students in other areas such as sport, arts, STEM and many other extra-curricular pursuits, many of which contribute strongly to student wellbeing and engagement.
- Wellbeing includes the pursuit of connection, personal health and the resilience required to bounce back from difficult experiences. A carefully curated curriculum focuses on the development of Personal and Social capability through a range of age-appropriate topics including social skills, personal organisation, mental health, inclusion and so much more. In addition, a broad range of supports and interventions are available to students, ensuring that this pillar is strengthened throughout a child's school journey and supported in times of need.
- 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 emphasise 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. Students are supported to develop a sense of independence and school pride while working towards the development of a clear purpose and destination (pathway).

Set close to Altona Beach, our College predominantly serves residents of Altona and Seaholme, sharing the 3018 postcode. Due to 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. 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, subject to capacity. As housing demands and affordability shifts in the area, many families who commence their education at the College also choose to move further away while still retaining their enrolment.

With three primary schools located within the Altona College secondary zone, our overall enrolment consists of approximately 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. Our enrolment continues to grow, but is expected to stabilise in the coming years. Projections suggest that our Primary enrolment will range between 250 – 325 students over the coming years, while the secondary school could accommodate up to 865 students if current enrolment trends continue.

Overall, we are a community that has continued to bring our vision and values to life, embracing change, challenge and adversity as opportunities for continuous improvement. We see ourselves as a high performing team, with a strong vision for the future and our most recent performance outcomes have affirmed this perspective. Each strategic effort we have pursued has been marked by notable improvements in both culture and outcomes and we intend to continue this trend.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Altona College, we use classroom assessments and other literacy and numeracy data alongside NAPLAN to monitor student progress. This supports teachers to understand student performance and set appropriate learning growth targets.

In F-6, our 2025 teacher judgement data revealed strong English results across foundation to year 6 cohort. School-based data shows that 86.1% of students are at or above the expected standard, which is on par with similar schools and the state. NAPLAN performance in Year 5 supports this, with 75.5% of students achieving Strong or Exceeding on this assessment. There was also high performance within this Year 5 cohort, with 87.2% of students demonstrating medium to high relative growth across their year 3-5 education.

Year 3 reading data indicates that 60% of our cohort achieved Strong or Exceeding reading proficiency levels, which is below similar schools (68%) and the state (70.9%), and lower in comparison to teacher judgements. However, the relative growth data asserts that 87.2% of the same cohort achieved medium or high growth, suggesting that high quality instruction was delivered at point of need for this particular cohort of students.

Year 5 numeracy results were on par with similar schools, with 66% of students achieving Strong or Exceeding. This represents an improvement from the previous year (62.5%). Teacher judgements show a higher level of achievement at 77.3%; however, this reflects school-wide data (P–6). State results of 70.6% indicate that with targeted support in mathematics, our cohort is progressing towards meeting and exceeding this benchmark.

Year 3 numeracy teacher judgements indicate that 77.2% of students are on track to meet or exceed the benchmark; however, NAPLAN data indicates that 51.4% of students are on track. This is below similar schools and the state at 62.5% and 67.6% respectively. These outcomes affirm the decision to invest in teacher development in primary mathematics, throughout 2025 and beyond.

In years 7-10, the number of students at or above the expected level for both English and Maths teacher judgments was higher than in similar schools and the state overall. Our teacher judgments for students at or above expected standards for years 7-10 in English was 77% and 80% in Maths. 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, with year 7 results showing 70% of students were categorised as strong or exceeding in reading and maths. Year 9 NAPLAN data showed our students slightly below the state and similar schools in reading and on par with similar schools in numeracy.

The year 5 to 7 NAPLAN growth data showed that 84% of our students had high or medium relative growth in reading, in addition to 82% of 7 to 9 students. The numeracy growth data shows that 83% of our students achieved medium to high growth from years 5 to 7, and 74% achieved high to medium growth from years 7 to 9.

The 2025 VCE cohort was our smallest group in the school. A highlight was a strong completion rate that was higher than that of similar schools and the state. The mean study score from all VCE subjects of 28.9 shows growth from previous years, although it remains short of our strategic target of 29 and previous high of 31. 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. Ongoing efforts to improve student transition into the VET sector will aim to better equip students to meet the requirements of external providers, and therefore increase satisfactory completion of VET programs.

Wellbeing

Student wellbeing data for Altona College has exceeded both similar schools and state in both student's sense of connectedness and students' perception on the management of bullying. This is consistent across 2025 data and our 4-year average data. Positive endorsement in years 4-6 is 7.5% above similar schools and 5.3% above state average. Year 7-12 positive endorsement is 9.7% above similar schools and 5.8% above state average. 'Managing Bullying' in years 4-6 is 3.9% above similar schools and 3.7% above state average. Year 7-12 'Managing Bullying' is 9.8% above similar schools and 6.9% above state average.

The parent opinion survey data under general school satisfaction also exceeds similar schools (5.2%) and state (4.4%) averages. Our school staff data on school climate also has Altona College outperforming similar schools (5.1%) and state (5%) averages.

A key enabler of change was implemented in 2025 through the implementation of our Student Wellbeing Survey from years 3-12. Designed and managed through the Maestro platform, this survey provides students with a safe space to speak their truth and access support systems discreetly when required. It is designed as a proactive and preventative strategy, allowing students to self identify any wellbeing concerns or experiences of bullying or discrimination. Occurring every 3 weeks, the survey is supported by planned and tiered strategic responses to ensure no students needs go unnoticed once reported.

We have strengthened our wellbeing team in both the primary and secondary space to include two wellbeing directors (primary and secondary), one secondary school nurse, one mental health practitioner, one student wellbeing officer and one student health services officer. This team maintained a strong focus on strategic proactive and responsive supports to students, families and teaching staff, based on evidence collected from a range of sources. Staff in the engagement and wellbeing teams have also audited and updated the wellbeing (personal development) curriculum to be in alignment with Vic Curric 2.0 and incorporated new department resources (Rights Resilience and Respectful Relationships and Building Respectful Relationships). Staff

capacity was built through network masterclasses and future planning includes further capacity building through whole staff professional learning in 2026.

Overall, the College was assessed to be performing in the HIGH(est) category of school performance relative to statewide performance benchmarks. Future efforts will focus on maintaining this performance metric while attempting to increase our reach to a greater percentage of our most vulnerable students.

Engagement

In 2025, the average number of absence days for Prep–Year 6 students was 19.1 days, which is lower than similar schools (21.6 days) and the state average (21.5 days). The school's four-year average of 20.9 days is also below similar schools and the state. For Year 7–12 students, the average absence in 2025 was 30.4 days, which is slightly higher than the state average (30.2 days) but lower than similar schools (32.3 days). The four-year average of 29.7 days is slightly higher than the state average (29.4 days) but lower than similar schools (31.0 days). Attendance rates across the school show stronger attendance in the primary years, with most year levels maintaining attendance above 90%. The data highlights a trend of declining attendance during the middle years, which remains a focus for the school through targeted engagement, wellbeing and pathway programs and a revised elective program.

In 2025 we undertook a technical review of our attendance processes. Once data collection and management was attended to, we delved deeper into our approach to monitoring and following up students' absence. We also participated in network wide analysis of these processes and were found to have a number of system leading strategies in place. Despite this, improving attendance rates remains a complex endeavour. We continue to prioritise attendance monitoring and engagement strategies, particularly within the secondary years, though we also believe that strategic improvement in teaching and learning, wellbeing and school safety can also influence this data set in future. In planning for 2026, structural changes will see a return to a daily homeroom program to further support student monitoring and support. The role of homeroom teacher will be refined into that of a 'Learning Mentor', providing students and families with a single contact point. This aims to strengthen the school / home relationship and positively impact student engagement and attendance.

In 2025, 85.5% of exiting students transitioned to further study or full-time employment, which is higher than both similar schools (76.3%) and the state average (82.6%) and built strongly on work from previous years where the results were not as strong. The Year 7 to Year 10 retention rate in 2025 was 67.8%, which is slightly below similar schools (72.2%) and the state average (69.6%). The school's four-year average retention rate of 68.9% is also below similar schools (71.5%) and slightly below the state average (69.8%). Across the P-12 context, retention is strong in the primary years and can be attributed to historically small cohorts of students seeking broader pathway opportunities elsewhere, combined with scholarship access during years 9-12. Access to local private schools has also been a factor, though this trend is expected to slow with larger cohorts enrolling coinciding with stronger wellbeing and achievement outcomes. An additional factor that may result in additional mobility is evident in the growing number of students we are successfully transitioning into alternative forms of education better suited to individual needs and ability. We continue to monitor the establishment and effectiveness of alternative education settings and make referrals where appropriate. In doing so we aim to ensure that our sense of

identity remains strong, while also supporting families who find themselves in need of services and strategies beyond our scope

Overall, the school demonstrates strong outcomes in post-school transitions, with a high percentage of students moving into further education or employment. Attendance in the primary years is stronger than similar schools and the state, while secondary attendance and retention present opportunities for improvement, particularly during the middle years. Continued focus on student engagement, attendance monitoring, and pathway planning will support the school to maintain positive outcomes and further strengthen retention and attendance across all year levels.

To strengthen our data, in 2026, we are developing a Wellbeing and Engagement Framework as an AIP static goal. Upon completion this will offer support and process to staff to ensure all our students are monitored and supported.

Other highlights from the school year

As enrolments have continued to grow, our sense of community and the breadth of opportunities available to students has also gained momentum. In some cases, our size and scale has resulted in adjustments across the school. Separate timetables for primary and secondary improved access to play spaces and allowed more sports training and lunchtime clubs to run. Events such as assemblies and awards ceremonies were given dedicated times to focus on unique primary and secondary school interests, while other events such as our welcome to country were celebrated as a P-12 community. Perhaps one of the strongest displays of our P-12 culture was evidenced through the school production, where senior students took stage as both peers and mentors alongside primary students, producing a wonderful show.

Our sporting culture also continues to grow. Strong parent engagement supported the development of a primary swim squad and an athletics preparation program. We also reinvigorated the primary swimming program, offering enrichment via the beach program in years 5 and 6. In secondary, Volleyball continues to be an area of strength, but strong commitment and performance continues to grow in debating, wynspeak, e-sports and the arts. The senior arts showcase celebrated some exceptional works ranging from print, digital media, ceramics, acrylic and pencil. Perhaps most impressive was the level of detail presented in student folios to support these works.

School council also worked diligently to respond to community needs, ensuring the uniform policy was reviewed, events and celebrations were well supported and a landscape vision was created. Shade sails, gaga pits, synthetic turf and plans for a new playground were all endorsed, helping us get out of the mud and into the shade.

While the ongoing expansion of the College seems relentless, so too is the commitment and capability our staff, students, families and community. While we always have our eyes on the next improvement, it remains important to keep recognising how far we come each year.

Financial performance

Altona College maintained a sound financial position throughout 2025 with an operating surplus recorded at the end of the school year. This surplus was achieved through effective budget management, while we continue to support the ongoing expansion of our College. The careful management of surplus has been used to employ additional centrally paid staff to meet the educational needs of the school's growing enrolment, including education support staff to guide student learning and provide wellbeing support. In addition, the purchase of essential resources including lockers, furniture, technology and learning materials all require careful investment until enrolments stabilise.

In 2025 the College continued to upgrade facilities and grounds with a new area of synthetic turf that can be accessed all year round, improvements to classroom acoustics including installation of walls where required and acoustic panelling in areas where noise poses a risk to student attention, focus and regulation. These works will continue to be pursued until all spaces meet our expectations and vision for effective learning.

A key achievement of the school council in 2025 was the commitment of funds for a new playground, landscaped areas and extra shade sails, all to be installed in 2026. These facilities will also improve the recreational experiences and safety of our growing enrolment.

The College will continue to allocate funding for our strategic goals and priorities, including the purchase of new primary numeracy resources in preparation for numeracy improvement efforts to be launched in 2026. Further investments have also been committed to the development of teacher training materials designed to enhance the quality and consistency of learning experiences across all classrooms. Support for teacher induction, collaboration workload and general wellbeing will also ensure we continue to attract and retain a stable and productive workforce to support our students.

**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 792 students were enrolled at this school in 2025, 369 female and 420 male. 14% had English as an additional language and 2% 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. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	75.0%	
	Similar schools	69.8%	
	State	70.6%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	64.8%	
	Similar schools	59.7%	
	State	59.8%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	86.4%	
	Similar schools	85.8%	
	State	86.3%	
English Year 7 - 10 % of students at or above age expected standards	School	77.3%	
	Similar schools	73.9%	
	State	74.9%	
Mathematics Prep - 6 % of students at or above age expected standards	School	77.2%	
	Similar schools	83.5%	
	State	84.2%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	80.1%	
	Similar schools	68.0%	
	State	70.5%	

NAPLAN

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

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		66.7%
	Similar schools	68.0%		68.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	75.5%		78.0%
	Similar schools	72.2%		73.0%
	State	73.9%		74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	70.1%		70.3%
	Similar schools	67.5%		66.6%
	State	65.9%		65.7%

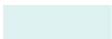
		2025		3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	58.5%		64.6%
	Similar schools	63.7%		62.5%
	State	62.7%		61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	51.4%		60.0%
	Similar schools	62.5%		63.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	66.0%		63.4%
	Similar schools	65.5%		64.7%
	State	69.1%		68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	70.1%		71.7%
	Similar schools	65.3%		63.3%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	61.7%		60.7%
	Similar schools	61.1%		59.1%
	State	61.9%		60.2%

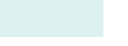
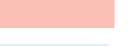
NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

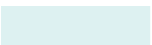
		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	87.2%	
	Similar schools	71.6%	
	State	74.7%	
Reading Year 5 to 7 % of students High or Medium relative growth	School	84.5%	
	Similar schools	70.1%	
	State	71.9%	

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	82.4%	
	Similar schools	72.2%	
	State	74.1%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	66.7%	
	Similar schools	67.9%	
	State	74.0%	
Numeracy Year 5 to 7 % of students High or Medium relative growth	School	83.5%	
	Similar schools	69.7%	
	State	72.2%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	74.6%	
	Similar schools	71.5%	
	State	73.5%	

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 VCE VM students at the School, Similar School, and State level.

2025			3-year average
VCE/VCE VM completion rate	School	98.0%	 99.1%
	Similar schools	97.0%	 96.4%
	State	97.2%	 96.9%
Mean VCE study score	School	28.9	NDA
Total VCE VM students	School	15	NDA

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	82.4%		83.3%
	Similar schools	75.2%		75.4%
	State	77.1%		77.3%
Years 7 to 12 % positive endorsement	School	55.5%		52.7%
	Similar schools	45.9%		43.7%
	State	49.8%		47.7%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	80.1%		77.4%
	Similar schools	76.7%		75.1%
	State	76.4%		75.8%
Years 7 to 12 % positive endorsement	School	57.6%		53.7%
	Similar schools	47.9%		45.2%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	82.6%		49.1%
	Similar schools	73.4%		78.2%
	State	81.5%		81.2%

Student retention

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

		2025		4-year average
Real retention rate	School	67.8%		68.9%
	Similar schools	72.2%		71.5%
	State	68.8%		68.7%

Average absence days per student

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

		2025		4-year average
Prep - 6	School	19.1		20.9
	Similar schools	21.6		21.9
	State	21.5		21.7
Year 7 - 12	School	30.4		29.7
	Similar schools	32.3		31.0
	State	30.2		29.4

Attendance rate

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

		2025	
Prep	School	90.6%	
Year 1	School	93.0%	
Year 2	School	92.0%	

			2025
Year 3	School	89.3%	
Year 4	School	90.9%	
Year 5	School	91.4%	
Year 6	School	84.3%	
Year 7	School	85.9%	
Year 8	School	83.5%	
Year 9	School	80.2%	
Year 10	School	83.6%	
Year 11	School	88.2%	
Year 12	School	88.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$9,986,653
Government Provided DET Grants	\$1,552,031
Government Grants Commonwealth	\$20,126
Government Grants State	\$9,840
Revenue Other	\$64,955
Locally Raised Funds	\$616,253
Capital Grants	\$0
Total Operating Revenue	\$12,249,858

Equity	Actual
Equity (Social Disadvantage)	\$153,013
Equity (Catch Up)	\$66,222
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$219,235

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$9,799,562
Adjustments	\$0
Books & Publications	\$35,367
Camps/Excursions/Activities	\$258,576
Communication Costs	\$12,223
Consumables	\$230,713
Miscellaneous Expenses ²	\$103,594
Agency Staff	\$331,186
Professional Development	\$44,152
Equipment/Maintenance/Hire	\$267,990
Property Services	\$316,808
Salaries & Allowances ³	\$76,241
Support Services	\$228,884

Expenditure	Actual
Trading & Fundraising	\$17,446
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$77,306
Total Operating Expenditure	\$11,800,048
Net Operating Surplus/-Deficit	\$449,811
Asset Acquisitions	\$200,036

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,072,118
Official Account	\$36,207
Other Accounts	\$16,385
Total Funds Available	\$1,124,711

Financial Commitments	Actual
Operating Reserve	\$333,414
Other Recurrent Expenditure	\$7,004
Provision Accounts	\$0
Funds Received in Advance	\$153,170
School Based Programs	\$73,528
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$28,062
Capital - Buildings/Grounds < 12 months	\$237,000
Maintenance - Buildings/Grounds < 12 months	\$13,361
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$845,539

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.