

2024 Annual Report to the School Community

School Name: Portland Secondary College (8798)



- 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 27 March 2025 at 08:12 AM by Joanne Kindred (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 27 March 2025 at 08:12 AM by Joanne Kindred (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 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 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

Portland Secondary College is located in the city of Portland in Southwestern Victoria and hosted an enrolment of 541 students with 8% of students identifying as Aboriginal or Torres Strait Islander and 2% had English as an additional language. The College's Student Family Occupation and Education Index (SFOE) was 0.4998 in 2024, placing the College in the 'High' band, representing our cohort as having a high level of socio – educational disadvantage. Our staffing profile included three Principal class, 41.8 fulltime equivalent teaching staff, 1.5 Tutoring Initiative staff, 0.8 MYLNS Support staff and 28.1 Education Support staff.

The College's vision is to provide a safe and supportive learning community that offers all students the opportunity to develop the skills and knowledge needed to become successful, creative, resilient and respectful learners. Our motto is 'Creating the Opportunities' and we have high expectations of our students in terms of attendance, active participation, adhering to the four College values - Respect, Success, Resilience and Creativity and doing their best. The College is engaged with School Wide Positive Behaviour Support, with strong wellbeing support. The school is structured into three learning communities – Junior, Middle and Senior. The school provides a 0.4 Student Welfare Coordinator and an Assistant, a part time Counsellor, two part time Mental Health Practitioners and a Doctors in Secondary Schools Program. We cater for a diverse range of abilities and provide support for students through Literacy and Numeracy Catch Up Programs, Middle Years Literacy and Numeracy Support, Homework Club, Tutor Learning Initiative, Extended student support, Inclusion and Study programs.

The school implements the Victorian Curriculum at Years 7-10 using the Gradual Release of Responsibility delivery model across the subjects of English, Maths, Science, Humanities, The Arts, Indonesian, Health and Physical Education and Technology. The school offers the Victorian Certificate of Education, VETiS and VCE - Vocational Major and the Victorian Pathways Certificate to Senior Students. A VRQA - accredited alternative settings program is delivered at a satellite campus to support students who have disengaged, or are at risk of disengagement, and this year the College also operates the (RE)Connect Program designed to reconnect students to education who have disengaged from school for a long period of time.

On the annual Parent/Caregiver/Guardian Opinion Survey, the College received a percent endorsement of 78.3% of positive responses (agree or strongly agree) on parent Satisfaction, an improvement on the 2023 result of 77.7%, and this result is substantially greater than the State average. School Staff Survey results in the School Climate category indicate a percentage endorsement of 50.7, an improvement of 0.9% from 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Portland Secondary College continues to be proud of our work around improving student learning outcomes. The College continued to work on the implementation of our Learning Architecture and an agreed, guaranteed and viable curriculum. Professional Development (whole school and through Professional Learning Communities) focused on building on the learnings from Schools Project 23 and developing best practice in English and Maths, the development of a common assessed writing task across all subjects for subjects in years 7-10, unpacking and exploring the High Impact Wellbeing Strategies and investigating effective ways to use these strategies in the classroom, the Gradual Release of Responsibility, Moderation of Common Assessment Tasks and the development of differentiated tasks in order to cater for all students in the classroom.

There was a focus on building teachers' capacity to analyse student data to address gaps in teaching and learning and utilising the knowledge gained from Baimbridge College in Hamilton, on developing a n instructional program for year 7 students to maximise Literacy and Numeracy Growth and connectedness to school.

Programs like QuickSmart, Middle Years Literacy and Numeracy Support, Tutoring Learning Initiative and Welfare Programs were all used to support student learning growth. Student organisational and study skills were strengthened through the introduction of study sessions and the reintroduction of the Student Planner.

Teacher Judgements of English (Years 7 - 10) and Mathematics (Years 7 - 10) indicated we were ahead of both Similar Schools and the State. However, some question marks must be placed around the reliability of this data as NAPLAN data for Reading at Year 7, (54.4% of students tested as being Strong or Exceeding) were below similar schools and the State. This trend was repeated in NAPLAN data for Year 9 Reading (53.8% of students tested as being Strong or Exceeding), Year 7 Numeracy (38.1% of students tested as Strong and Exceeding) and Year 9 Numeracy (52.6% of students tested as Strong or Exceeding). However, it is pleasing to note that the percentage of students testing in strong or exceeding increased by more than 10% in every category other than Year 7 Numeracy when compared to 2023 NAPLAN results.

The mean study score from all VCE subjects decreased from 27.7 to 24.2 which is disappointing but 100% of students satisfactorily completed their VCE which is higher than Similar schools and the State which means all eligible students completed their exams and received a study score. Sixteen students satisfactorily completed their the VCE-Vocational Major and six students were awarded the Victorian Pathways Certificate. Almost one third of the Year 12 cohort undertook at least one Vocational Education and Training (VET) unit of competence.

Wellbeing

Portland Secondary College always prioritises the wellbeing of all students, parents, families and staff and continues to strive to create the best conditions to support all students in their health and

wellbeing and their learning. We continued to utilise our mentor program to provide daily pastoral care and relationship building with all students and delivered supports to student internally through Student Services and externally through agencies such as Headspace and Doctors in Schools. Teachers have continued to deliver programs such as Live4Life, Teen Mental Health First Aid and PIVOT Wellbeing to assist all students as well as those deemed at risk.

All staff have now completed their training in Teen Mental Health First Aid. The Respectful Relationships Program has been delivered to students through Health classes.

To further support wellbeing, the College encouraged students to participate in a range of Tier 1 and Tier 2 interventions and employed two Mental Health Practitioners and a Student Counsellor to further supplement our existing Student Services Wellbeing Support Programs. A school wellbeing dog was also utilised to provide support and comfort to students experiencing low level mental health issues.

Attitude to School Survey results show that PSC is below both Similar schools and the State average in the category of student's Sense of Connectedness to School, and in the category of Management of Bullying. While both results are similar to 2023 results, they remain below the four - year average.

Additionally, the College monitored and supported student wellbeing by proactively setting regular meetings between Year Level Leaders and Welfare staff to identify students at risk earlier and has trained Staff in a whole school approach to student and staff wellbeing utilising School Wide Positive Behaviour Support which will be rolled out in full in 2025. Staff also engaged in whole school Professional Development around supporting the wellbeing of all students by engaging with Dan Petro, a Behavioural Psychologist. Regular student wellbeing and engagement data was collected and analysed through PIVOT, School Wide Positive Behaviour Support, Attitude to School survey, Compass, Respectful Relationships, NCCD, and Learning Behaviours to enable us to track, monitor and respond to students' wellbeing needs.

Engagement

Portland Secondary College continued to focus on student transitions to support student engagement, both from primary to secondary, through secondary and from secondary to tertiary or employment. Work has been completed to ensure the curriculum is varied and interesting, well-resourced and well delivered. Our Mentor Program provided all students with a staff member to monitor their engagement and wellbeing and the year began with all students and their parents meeting with their Mentor to discuss wellbeing and learning goals. Student Voice feedback was provided to all teachers on their classroom teaching and learning through two rounds of PIVOT surveys with the teacher encouraged to explicitly focus on one or two elements of their teaching and to actively seek methods of improvement. Additionally, students were provided with opportunities to step up and demonstrate their leadership skills through sport coaching, public speaking, Alpine School, Chalk Art, Future Leaders of Industry, Photography competitions, Student representation on School Council and various leadership teams across the College. Students on the Student Voice and Agency Committee completed leadership training and contributed to College initiatives. All year levels had at least one camp offered to them across the year.

The issue of school attendance remained a priority. We continued to work with families to ensure students were at school and learning. The College sent SMS messages to parents, requesting them to notify the school of any absences, made phone calls to absent students to encourage

them to return to school and made absence referrals after extended periods of absences. Navigator referrals were made if student attendance fell below 30%. Student Support Group Meetings were held with parents in order to address the reasons beyond continued student absence. The (RE)Connect Program was developed and resourced in order to offer a part time program to those students who were not engaged in school at all and has had great success with over 90% of these students reengaging in some way and with some students even returning to mainstream school. Despite these interventions we still have higher absence figures than both similar schools and the State, indicating there is more work to be done in this area.

Our Student retention figures for student retention Years 7 - 10 was 72.8% which is slightly lower than both Similar schools and but higher than the State average and the number of students exiting school from Years 10 - 12 to go onto further studies or full time employment is above similar schools but lower than the State average.

Other highlights from the school year

The redevelopment of PSC's School Culture remained a focus of 2024 with staff identifying consistency in practice, health and wellbeing and quality teaching and learning as priorities in this space. Developing high expectations and academic rigour were our foci as was cementing consistency in practice in student management practices. Student Voice forums and PIVOT were used by students to provide feedback to their teachers about the work that is being done in the classroom as well as the implementation of school wide practices, programs and resources that build a healthy balance of academic, social and emotional capacity for students. We had an increased focus on building connections with the wider school community, in particular by: liaising with outside agencies such as the LLEN and SWTAFE to build workplace and educational pathways for students; the local Gunditjmara people to develop cultural links as part of the Marrung Strategy on inclusive curriculum; and the Portland Community as a whole to both promote the comprehensive programs and academic rigour of the College and to improve the general public's perception of our school.

The College continued to work with the local Gunditjmara elders and the KESO to acknowledge indigenous culture. A variety of activities were held in both NAIDOC and Reconciliation Week, a smoking ceremony was held at the beginning of our Student Induction ceremony, all Professional Learning Area Teams worked on incorporating indigenous links into the curriculum, our Indigenous mural was completed and indigenous artwork displayed in the College foyer and a number of visiting artist and speakers delivered strong messages to students around racism and how important indigenous culture is to our heritage.

The College was extensively involved in both the Wimmera South-West Numeracy Project and the Literacy Project and shared resources with feeder primary schools as well as extensively redeveloping and strengthening Year 7 and 8 maths curriculum and pedagogy.

Students were involved in a whole range of activities including a very successful School Production, Public Speaking events, including a student completing in the State Legacy titles, Junior School Showcase, Student Services and Respectful Relationships Showcase, our school band competed in various eisteddfods and participated in local events and the College accessed a wide range of camps.

Of particular note was the development of the Year 7 HUB ready for 2025. A new refurbished space in the old College Library, the Year 7 Hub represents innovative and groundbreaking

change in the ways the Year 7 Program at Portland Secondary College will be delivered. The Hub is designed to allow the College to maximise student learning outcomes, develop positive relationships with peers and teachers and foster high levels of engagement and connectedness to learning. The Year 7 Hub will allow for explicit teaching of cultural norms, consistency of delivery, establishment of routine and a shared responsibility for managing students, all of which leads to a productive and cohesive learning environment with excellent outcomes. The introduction of the Hub also led to the redevelopment of the College library.

Financial performance

Portland Secondary College ensures that budget allocations support our programs, resources and professional development. In 2024 we operated with a budget deficit, largely due to the fact that we had falling enrolment numbers and were overstaffed, and had several acting positions needing Higher Duties payments. The College is also holding funds to cover quarantined Trade Training Centre and Re-Engagement Campus Operations funds which masks our true operating budget. It is expected that the College will enter 2025 with a managed deficit.

Equity funds were used to support building teachers' capacity to analyse student data and to use this data to address gaps in student learning, Student Wellbeing and Engagement initiatives, PIVOT surveys to identify areas of improvement, small classes at senior levels, professional development on Literacy and Numeracy, intervention programs for Students at risk such as Live4Life and Respectful Relationships and ensuring programs such as QuickSmart and Careers could run appropriately. All funds received from the Department, or raised by the College, 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 and purpose for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
www.portlandsc.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 541 students were enrolled at this school in 2024, 271 female and 270 male.

2 percent of students had English as an additional language and 8 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).

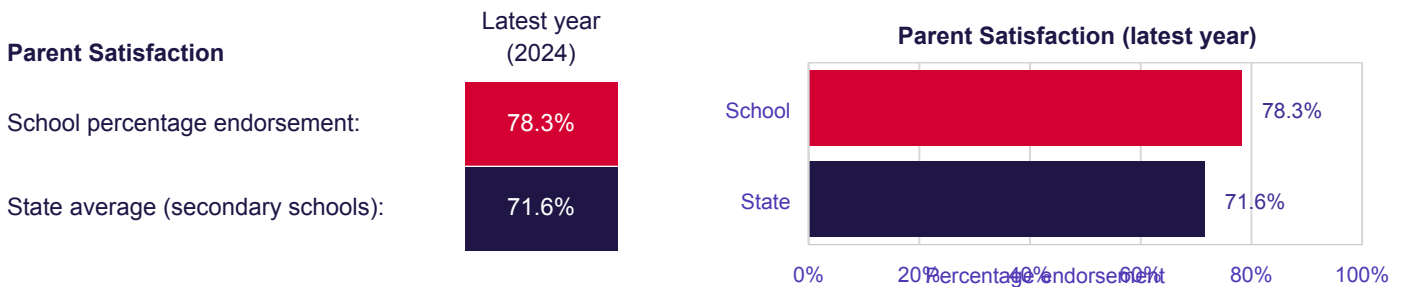
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

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.

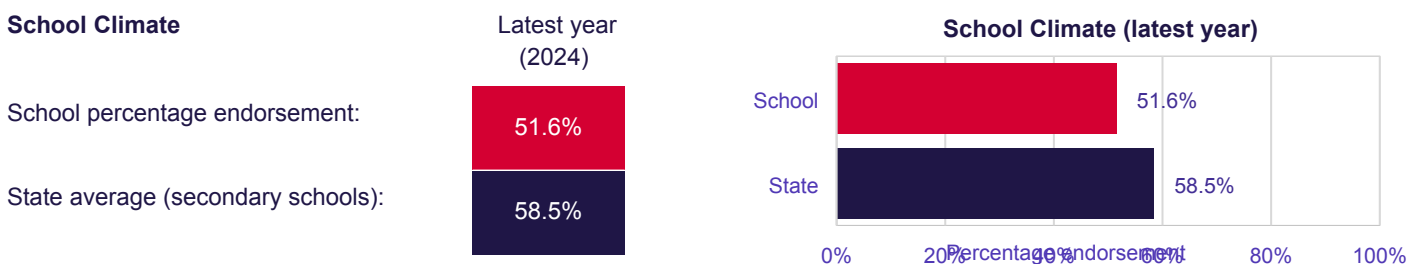


School Staff Survey

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
(2024)

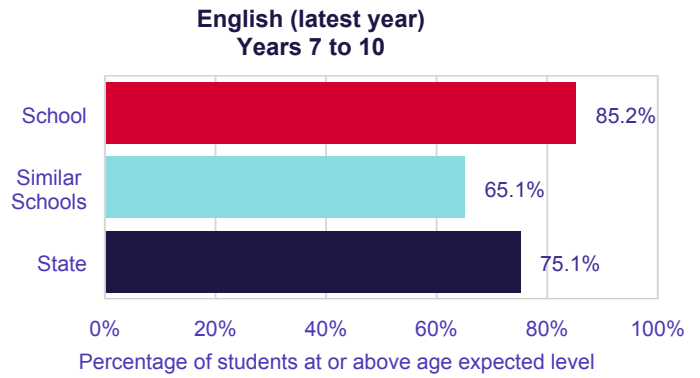
85.2%

Similar Schools average:

65.1%

State average:

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

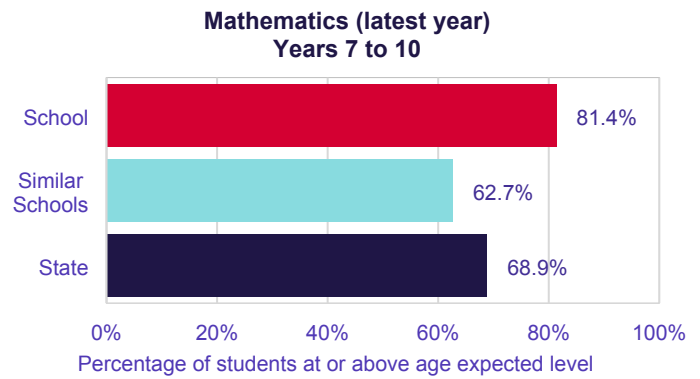
81.4%

Similar Schools average:

62.7%

State average:

68.9%



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.

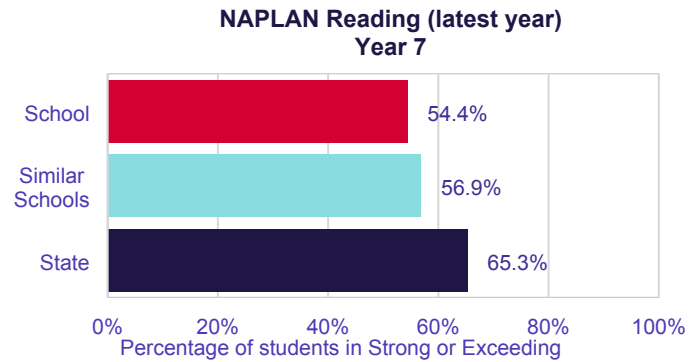
NAPLAN

Percentage of students in the 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.

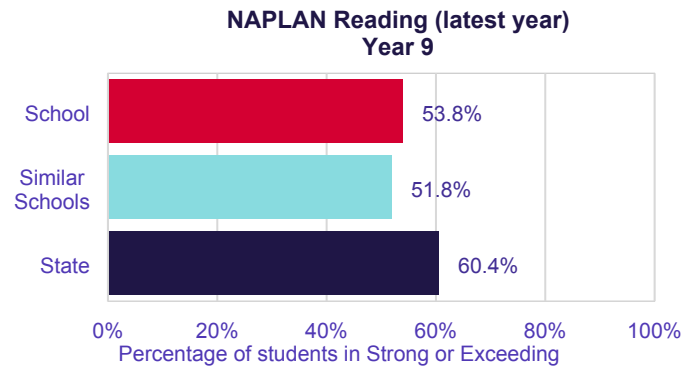
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.4%	49.3%
Similar Schools average:	56.9%	58.1%
State average:	65.3%	65.7%



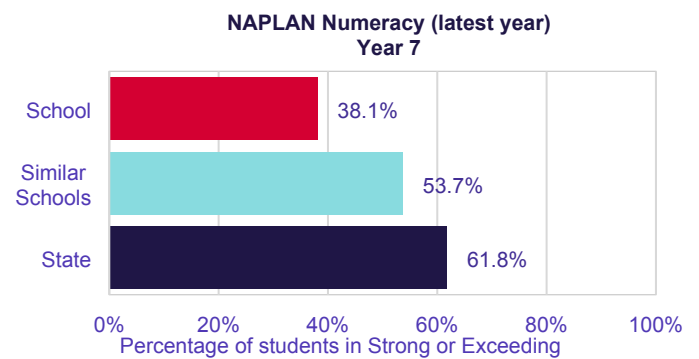
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.8%	48.0%
Similar Schools average:	51.8%	52.5%
State average:	60.4%	60.2%



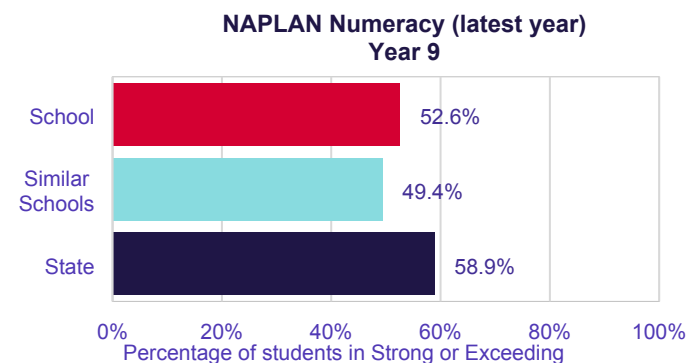
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.1%	37.5%
Similar Schools average:	53.7%	54.1%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.6%	46.4%
Similar Schools average:	49.4%	50.6%
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 (continued)

**Reading
Year 7**

(2022)

School percentage of students in the top three bands:

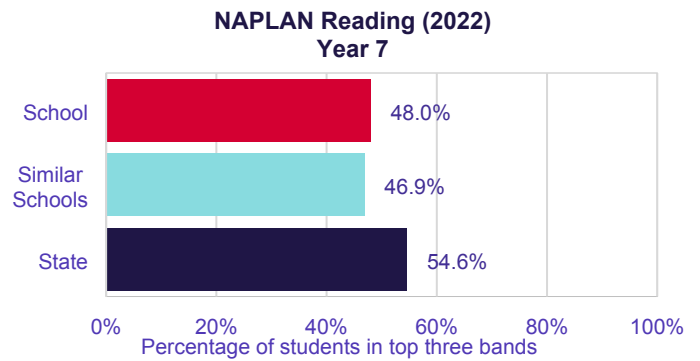
48.0%

Similar Schools average:

46.9%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

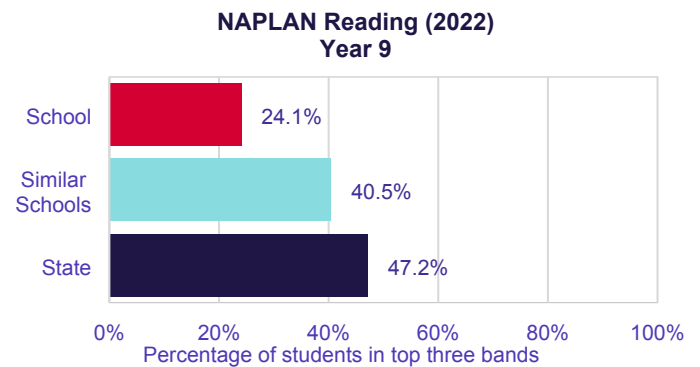
24.1%

Similar Schools average:

40.5%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

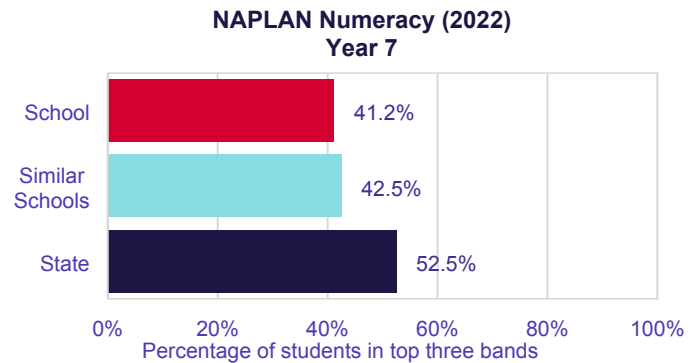
41.2%

Similar Schools average:

42.5%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

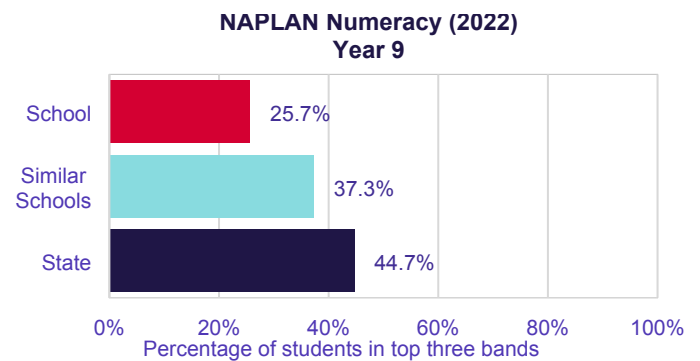
25.7%

Similar Schools average:

37.3%

State average:

44.7%



LEARNING (continued)

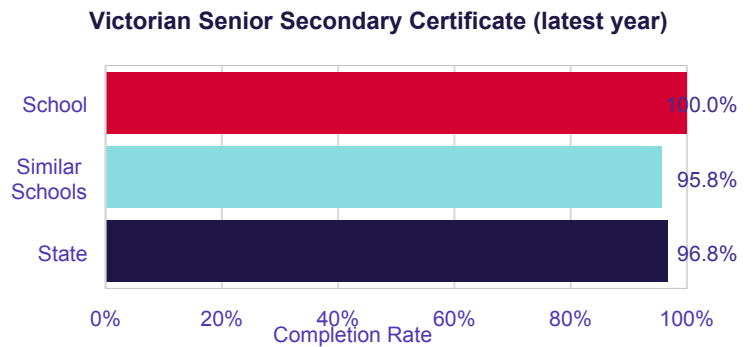
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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%	97.7%
Similar Schools completion rate:	95.8%	95.7%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

Number of students awarded the VCE Vocational Major

Number of students awarded the Victorian Pathways Certificate

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

Percentage VET units of competence satisfactorily completed in 2024:

24.2
16
6
32%
75%

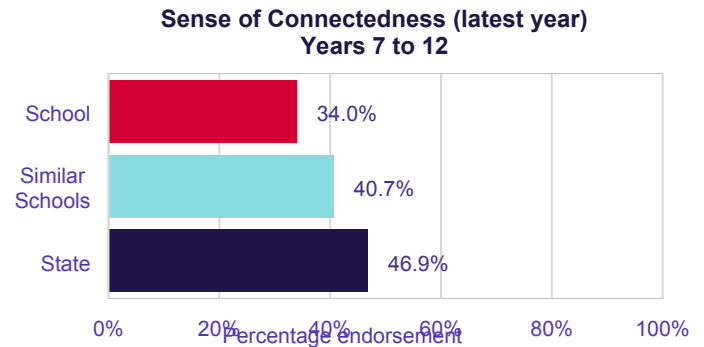
WELLBEING

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).

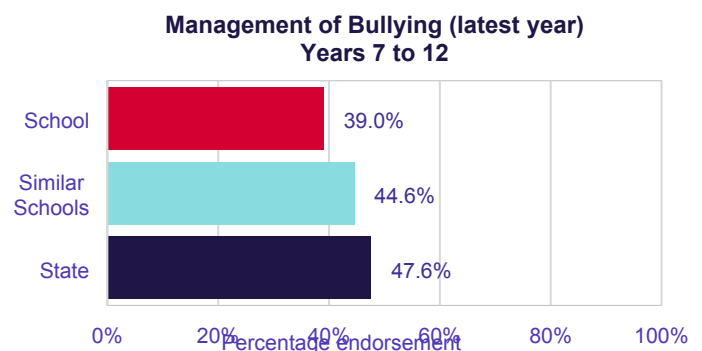
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	34.0%	36.8%
Similar Schools average:	40.7%	43.1%
State average:	46.9%	48.0%



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 (2024)	4-year average
School percentage endorsement:	39.0%	42.9%
Similar Schools average:	44.6%	46.5%
State average:	47.6%	49.1%



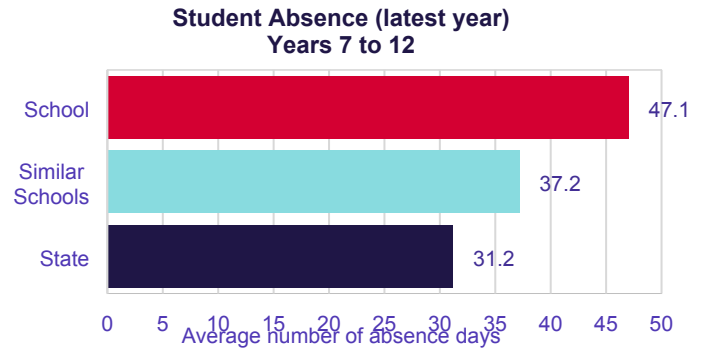
ENGAGEMENT

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 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	47.1	39.9
Similar Schools average:	37.2	33.2
State average:	31.2	27.2



Attendance Rate (latest year)

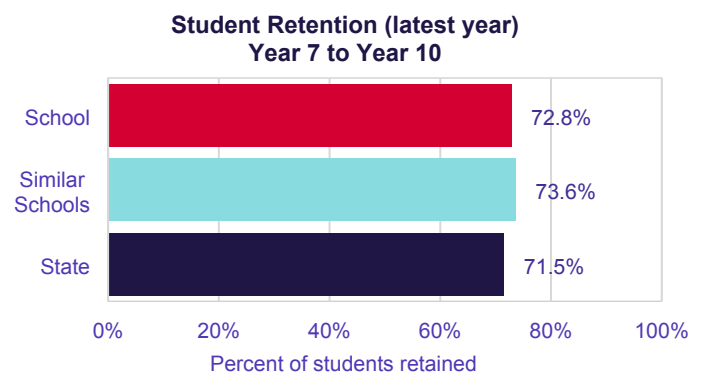
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	74%	75%	70%	72%	82%	89%

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:	72.8%	73.6%
Similar Schools average:	73.6%	74.8%
State average:	71.5%	73.2%



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

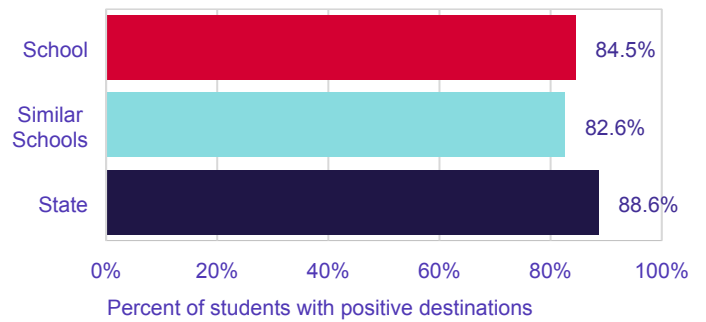
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	84.5%	91.7%
Similar Schools average:	82.6%	84.2%
State average:	88.6%	89.5%

Student Exits (latest year)
Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$7,679,255
Government Provided DET Grants	\$1,322,446
Government Grants Commonwealth	\$758
Government Grants State	\$16,565
Revenue Other	\$178,249
Locally Raised Funds	\$762,844
Capital Grants	\$0
Total Operating Revenue	\$9,960,116

Equity ¹	Actual
Equity (Social Disadvantage)	\$559,993
Equity (Catch Up)	\$39,641
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$599,633

Expenditure	Actual
Student Resource Package ²	\$7,888,466
Adjustments	\$0
Books & Publications	\$4,517
Camps/Excursions/Activities	\$461,478
Communication Costs	\$18,654
Consumables	\$337,579
Miscellaneous Expense ³	\$60,782
Professional Development	\$31,434
Equipment/Maintenance/Hire	\$90,968
Property Services	\$519,745
Salaries & Allowances ⁴	\$372,355
Support Services	\$372,757
Trading & Fundraising	\$146,005
Motor Vehicle Expenses	\$128
Travel & Subsistence	\$5,112
Utilities	\$104,743
Total Operating Expenditure	\$10,414,721
Net Operating Surplus/-Deficit	(\$454,604)
Asset Acquisitions	\$0

- (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 22 Feb 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	\$1,964,709
Official Account	\$81,222
Other Accounts	\$304
Total Funds Available	\$2,046,236

Financial Commitments	Actual
Operating Reserve	\$425,286
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,700
Funds Received in Advance	\$0
School Based Programs	\$101,077
Beneficiary/Memorial Accounts	\$75,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$75,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$688,063

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.