

2024 Annual Report to the School Community

School Name: Charles La Trobe P-12 College (8890)



- 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 28 April 2025 at 12:39 PM by Mark Deverall (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 28 April 2025 at 12:41 PM by Mark Deverall (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.

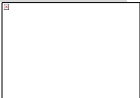
NAPLAN

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

Charles La Trobe P-12 College is a diverse and inclusive learning community. We build the capacity of all our learners to achieve their personal best. The work of teachers is driven by commitment to our instructional model and Teaching and Learning Charter. Our teachers understand their students and expect that they will achieve to their full potential. We offer education programs that cater for students' diverse interests to promote engagement in learning this enables each student to achieve to their full potential. The Berry Street Education Model (BSEM) is the foundation for our approach to wellbeing and engagement, and all staff have completed the training. Our College is a complex, diverse and vibrant organisation, where we ensure each part of the organisation thrives as a unique setting, while building powerful connections to each other. In 2024 the La Trobe Campus had 411.8 enrolments, across P-12, and an SFOE of 0.4704. The staff structure comprised a College Principal, three Assistant Principals – two of whom led P-6 and 7-12 respectfully – four leading teachers with responsibility for wellbeing, engagement, attendance, behaviour, teaching, learning and curriculum, a learning specialist with responsibility in the wellbeing and engagement area, 44 teachers, two social workers, a library technician, a social cohesion officer, a speech pathologist, mental health practitioner, an African Community Liaison and a number of teacher and integration aides. Olympic Village Primary School is a campus of Charles La Trobe College, and is located in Heidelberg West. In 2024 the campus had an enrolment of 126 students, and a SFOE of 0.6069. A grant of over \$6 million dollars was received in 2018 to re-build the site entirely. This building work was completed in September 2019. Both campuses are heavily invested and involved in the Science of Language and Reading (SOLAR) partnership with La Trobe University. Staff across the college work in Professional Learning Communities, additionally at the La Trobe Campus small teams of teachers work in Professional Engagement Teams (PETs) where they drive an Action Research Cycle to focus on improving student outcomes in frequent and regular rotations. While a relatively small secondary setting, we have a full VCE program – offering 22 studies. We also offer the VCE VM at Year 11 and Year 12. We pride ourselves on being a community that welcomes all students and families; our Deaf Facility provides positive education experiences for secondary aged students who are deaf or have hearing impairments and the International Student Program supports our students to become members of the global community. Engagement with the community and promotion of diversity are highly valued aspects of College life. We offer a REAL Education curriculum (based on our school values) to enable students to develop strong interpersonal and social capabilities. We pride ourselves on being a community that welcomes all students and families. Our Deaf Facility provides positive education experiences for secondary aged students who are deaf or are hard of hearing. 7 students were enrolled in 2024. Our International Student Program supports our students to become members of the global community with 17 students in 2024. The inclusion of The Pavilion School campuses (East Preston and Epping) helps us to remember that everyone has a right to education, and that often that means we must differentiate and personalise learning to meet the needs of young people and families. The Pavilion School is a Victorian state secondary school for 220 students who have disengaged from or been excluded by schools or education providers. It is supported by the leadership and governance of Charles La Trobe College and has two campuses, one in Preston and one in Epping. Pavilion students present at school with a range of behavioural difficulties and risk factors, and every class is supported by wellbeing staff. At The Pavilion School, students work in small groups and participate in the Victorian Certificate of Applied Learning through to year 12. Regardless of the setting, we are committed to providing enrichment

education experiences for all our students. This goal is supported by our partnerships with La Trobe University and Quantum Victoria. Quantum Victoria is an important part of our College, and is one of six State specialist Mathematics and Science Centres. This partnership provides a breadth of Science and Mathematics extension and enrichment program for our students. Our partnership with La Trobe University includes:

- Science of Language and Reading (SOLAR) – the highly regarded Literacy Professional Learning pilot with Professors Pam Snow and Tanya Serry
- Achieve at La Trobe – access to university subjects for VCE students
- Prepare for La Trobe – free preparatory courses that include a non-ATAR entry alternative for both VCE and VCAL students
- Extended Pre-service Placement – an extended, application only pre-service program which stretches across the academic year
- School Partnership Program – an immersion program designed to promote university as a post-school pathway for secondary aged students
- Nexus – an internship program for pre-service teachers
- Industry Ph.D. – we are sponsoring a Ph.D. candidate to complete research inside our school

Progress towards strategic goals, student outcomes and student engagement

Learning

The major feature of learning throughout 2024 was the continuation of a large scale Professional Learning program called 'Writing Across the Curriculum'. Stemming largely from the work completed in Mildura by the College Principal between 2010 and 2013, the program borrowed heavily from the text "The Writing Revolution" by Hochman and Wexler, and was a natural evolution of the Science of Language and Reading (SOLAR) involvement with La Trobe University the college had pursued since 2021. Five key curriculum leaders were responsible for developing the Professional Learning Program for La Trobe Campus and Olympic Village campus. The Pavilion School Campus - while not directly involved in the PL program, maintained their own level of progress towards improving writing for their learners. The combined data from both La Trobe and OV campuses for Writing Teacher judgements shows that at every year level, there were significant "tails" in student achievement in Writing. With percentages below expected levels at 48% of the campus for La Trobe and 57% for Olympic Village. Since Semester 1 2023 below expected levels had fallen to 40% for La Trobe Campus and 53% for Olympic Village Campus.

Wellbeing

Wellbeing was again in 2024 an area of employment investment, despite a corresponding drop on levels of student wellbeing reported by learners. For example only 49% of learners reported a positive level of response on measures of life satisfaction compared with 57% across the state. At the same time learners at the college reported higher levels of normal and high resilience in comparison to 2022 and 2021. Throughout the year Staff continued to use wellbeing Chronicle entries to capture student wellbeing concerns and use this data to plan and implement student wellbeing supports accordingly. Commencement towards a whole College Wellbeing framework was instigated in the latter half of 2024.

Engagement

Attendance rates in 2024 continued to be a challenge but showed the best performance in 3 years. La Trobe Campus secondary increased students in the top quartile as well as lowering those in the lowest. This pattern was reflected at other campuses. The investment in an attendance officer, has started to see some benefit with La Trobe Campus primary continuing to improve from 83.2% attendance rate in 2023 to 83.3% in 2024, and Olympic Village Primary improving from 74.3% in 2023 to 77.7% in 2024. At the Pavilion School, East Preston campus students attendance rate improved to 52.73% in 2024. Epping students also improved with the rate moving from 58.7% in 2023 to 58.7% in 2024. We reduced the number of students with 30+ days of absence through the year. This lowered to 13% overall across all campuses. We continue to improve our level of attendance monitoring right across the school, and when we view the attendance improvements of some of our most disadvantaged and at risk students at the Pavilion School we observe massive growth in attendance coming off typically Zero rates of attendance at previous mainstream settings.

Other highlights from the school year

Our Koondie Ngarrngi program (which translates to "to know" in the Woi Wurrung language and was graciously gifted to the program by Auntie Joy Murphy) was a stand out success again in 2024. The name was selected because the program's primary objective is to guide students on their cultural knowledge journey, instilling confidence and positive self-esteem within their cultural identity. Additionally, the program emphasises self-determination for students through cultural identity plans, empowering them to voice their preferences regarding opportunities and engagement with their culture. In 2022, the program formally commenced, supporting 24 First Nation students from prep to year 6. These students had the chance to experience kangaroo stew and damper, learn about artifacts like coolamons, delve into the significance of their connection to country, and explore contemporary Aboriginal art. Efforts were made to integrate First Nations perspectives into the teaching staff's practices. A notable moment occurred when, following an age-appropriate truth-telling session on the stolen generation, a student shared this information with her family. Her grandfather, who had been part of the stolen generation but did not identify as First Nations, encouraged her to embark on her cultural journey and shared insights about their Mob. In 2024 the program again flourished and became a regular and anticipated activity for our First Nation students. The program expanded to involve the wider school community, inviting classes to participate in culturally appropriate activities such as traditional dance and games. La Trobe Campus primary and secondary students were invited to partake in a whole school NAIDOC day and visit the Darebin Spiritual Healing Trail for a guided walk with elder Uncle Trevor. Since the development of Koondie Ngarrngi we have seen enhanced family engagement with families feeling comfortable seeking support when needed, leading to a significant rise in attendance rates. For instance, in 2022, students with attendance rates of 37%, 41%, and 45% saw a boost to 81.7%, 82%, and 74%, respectively. The increased attendance facilitated interventions, additional supports like speech therapy or art therapy, and necessary assessments to cater to the students' educational requirements. A standout moment was the creation and addition to a possum skin cloak by the students to amplify their voices and self-determination. Through this initiative, students could express how they wished to be recognized and valued by the school community, as well as articulate their core values. The program was recognised at the DET Marrung Awards, with a "finalist" placing. In 2022-2023 we had a rebirth of our cultural programs and from this the Koori Programs team was born out of the Koori Hub (formerly the student hub). This has been a massive development within

the school, specifically creating a culturally safe and inclusive space for all First Nation students at the Pavilion. We recognised a need for a space like this as we have such high representation of First Nation students, exactly 83 students' cross campus which equates to 41% in total. Our work extends to the families of our students and wider external community. The Koori Programs at The Pavilion School also flourished in 2024. We have been able to provide many culturally enriching experiences for our Pavilion mob, from weekly Yarning Circle, culturally specific workshops, Aboriginal guest speakers, NAIDOC events, excursions, on country day trips, internal First Nation specific short courses and pathways, guided cultural tours, partnerships with external ATSI services, and so much more. We have also had a strong emphasis of Koori perspectives within the curriculum, educating all students on history and culture and harvesting knowledge for their future, leading to impactful culturally specific programs for our First Nations learners. For many being immersed in culture flows through to the way students present at school, in class and in their own community. Culture is engrained into the everyday fabric of The Pavilion School.

Financial performance

Through some prudent financial decisions for the first time in several years we ended 2024 with a net operating surplus of \$112,814, but continue to hold an overall deficit with a large allocation required to pay off the 2022 salary deficit - approximately \$320,000 - meaning our overall SRP income remains lower than could normally be expected. Sources of funding for the school were received from equity funding, special grants, including School Community Liaison Officer funding for positions from the Victorian African Communities programs, as well as State and Commonwealth Government funding. Whilst enrolments have declined the college remains in a precarious financial position. Regional Finance Officers have been engaged in the 2nd half of 2024 to review the SRP and cash budgets in a complex multi campus. This initial planning and review will ensure a negating of the deficit with allocations for some minor building improvements being commenced.

**For more detailed information regarding our school please visit our website at
<https://www.charleslatrobecollege.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 776 students were enrolled at this school in 2024, 359 female and 404 male.

31 percent of students had English as an additional language and 16 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).

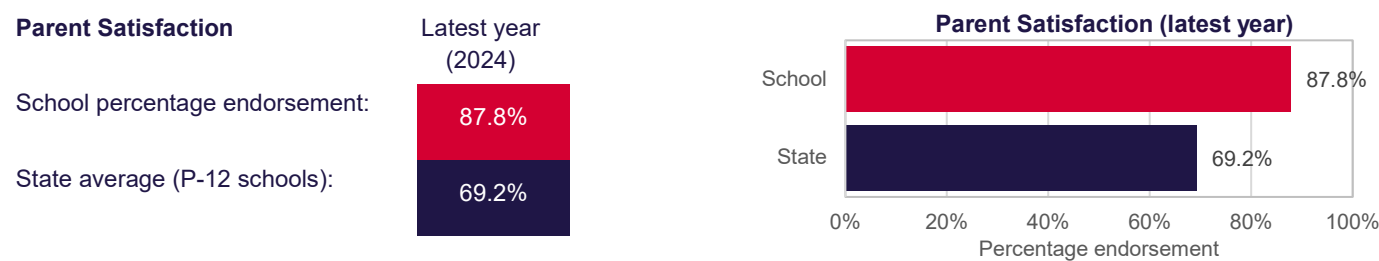
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

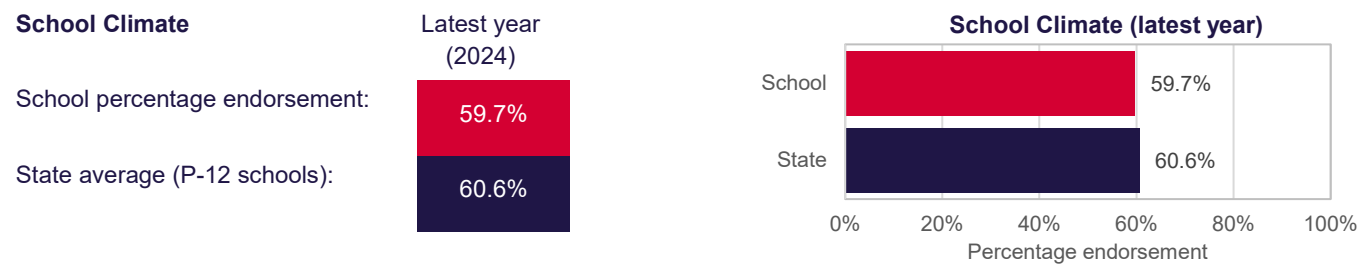


School Staff Survey

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.



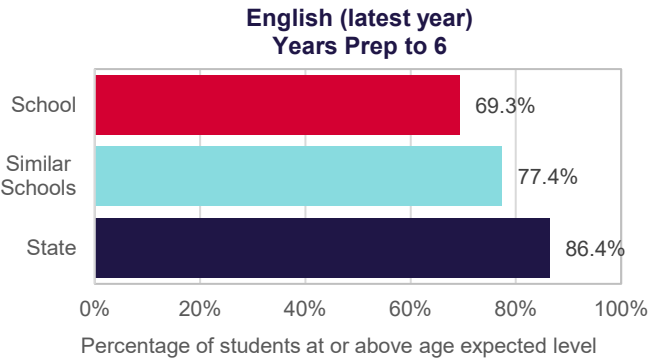
LEARNING

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.*

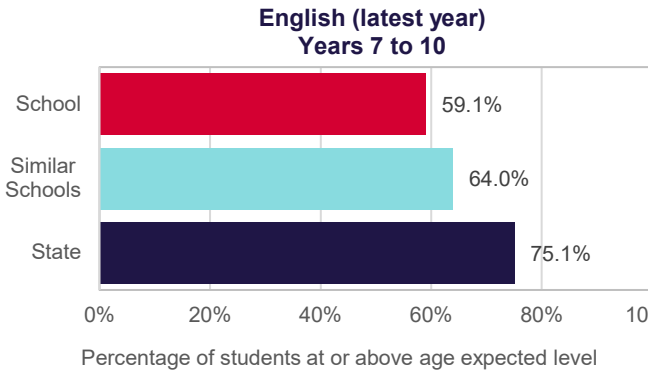
Teacher Judgement of student achievement against the Victorian Curriculum

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

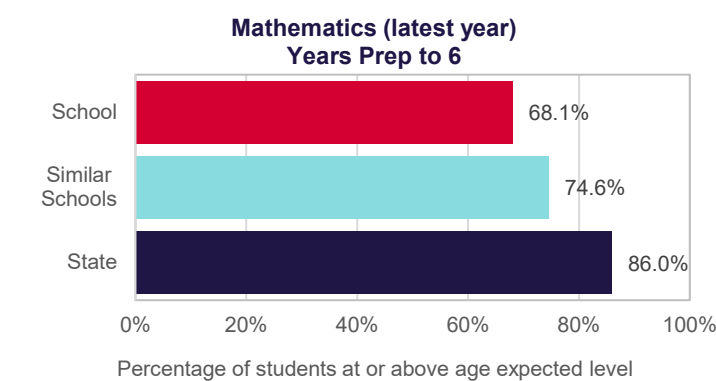
English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	69.3%
Similar Schools average:	77.4%
State average:	86.4%



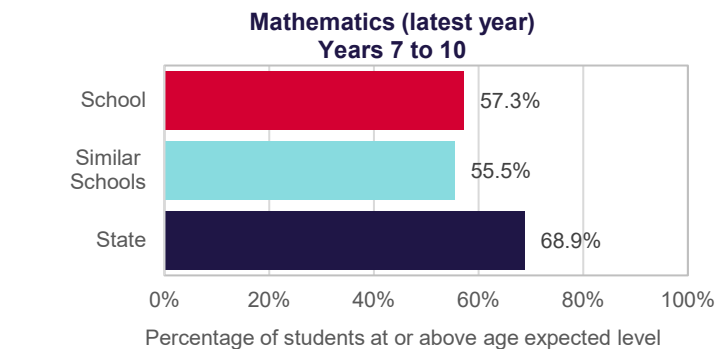
English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	59.1%
Similar Schools average:	64.0%
State average:	75.1%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	68.1%
Similar Schools average:	74.6%
State average:	86.0%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	57.3%
Similar Schools average:	55.5%
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.

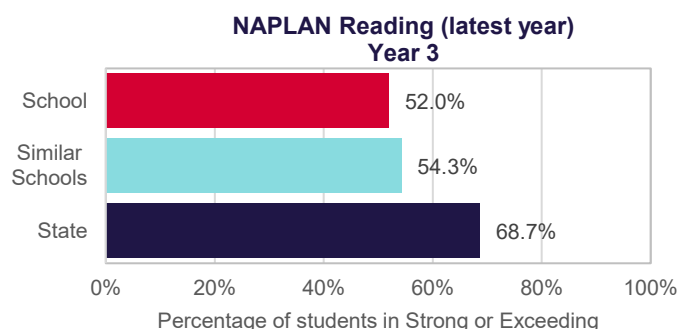
NAPLAN

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.

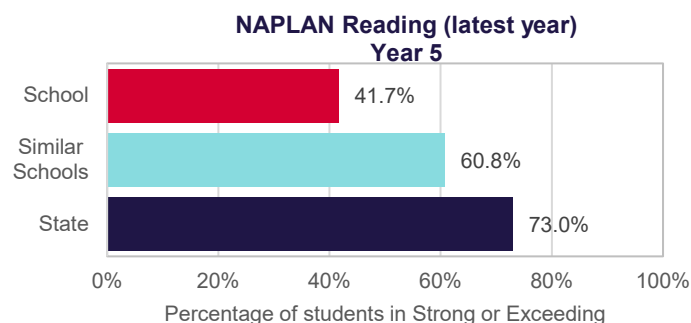
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.0%	54.4%
Similar Schools average:	54.3%	55.8%
State average:	68.7%	69.2%



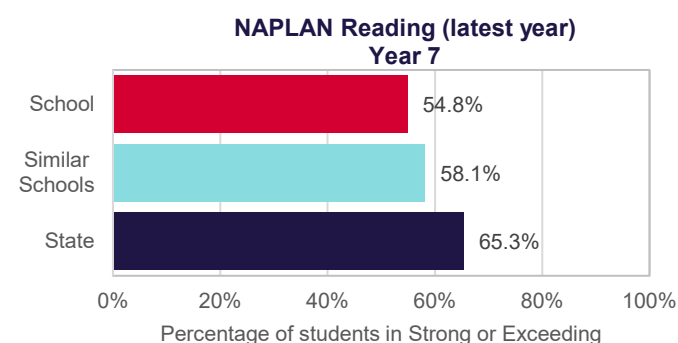
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.7%	54.8%
Similar Schools average:	60.8%	64.7%
State average:	73.0%	75.0%



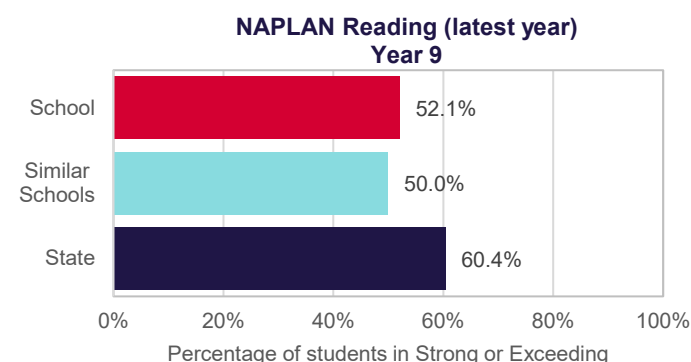
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.8%	50.0%
Similar Schools average:	58.1%	57.9%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.1%	40.4%
Similar Schools average:	50.0%	50.0%
State average:	60.4%	60.2%

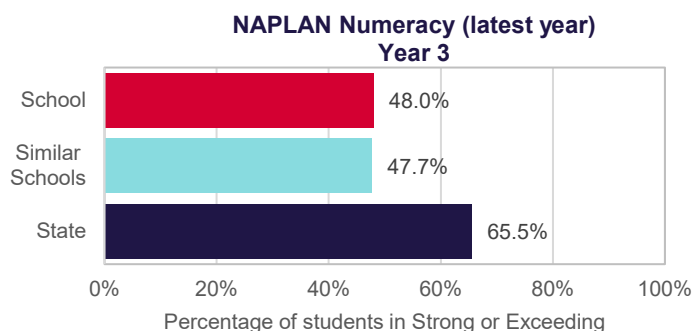


LEARNING (continued)

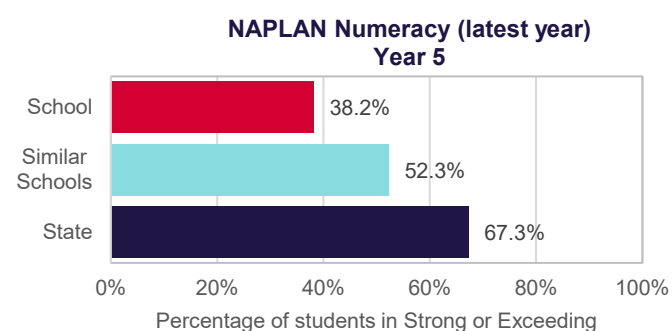
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

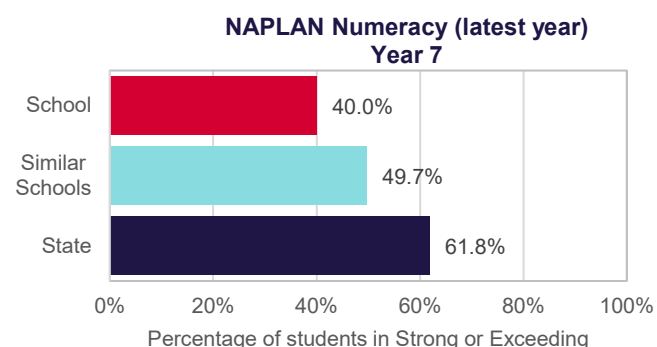
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.0%	38.6%
Similar Schools average:	47.7%	50.5%
State average:	65.5%	66.4%



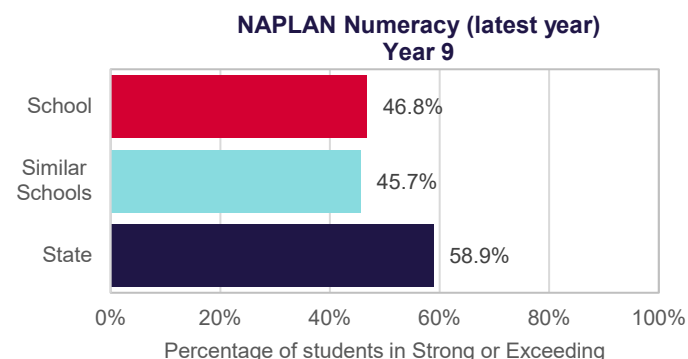
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.2%	52.1%
Similar Schools average:	52.3%	52.8%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	38.0%
Similar Schools average:	49.7%	50.8%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.8%	36.2%
Similar Schools average:	45.7%	45.8%
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:

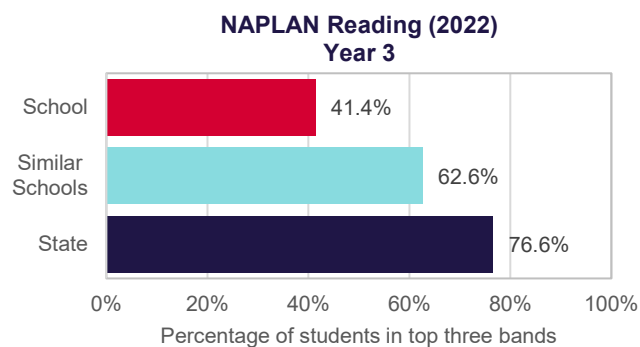
41.4%

Similar Schools average:

62.6%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

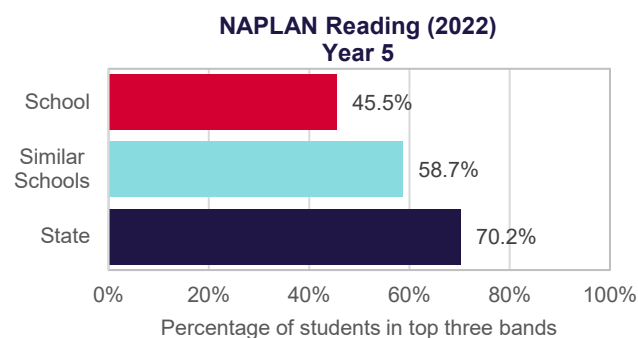
45.5%

Similar Schools average:

58.7%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

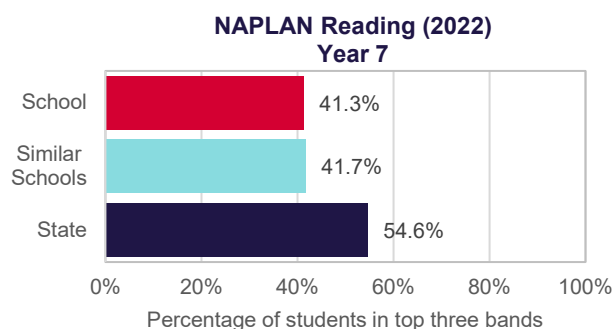
41.3%

Similar Schools average:

41.7%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

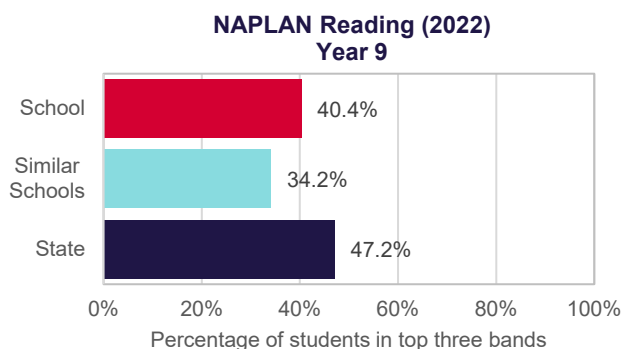
40.4%

Similar Schools average:

34.2%

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:

31.0%

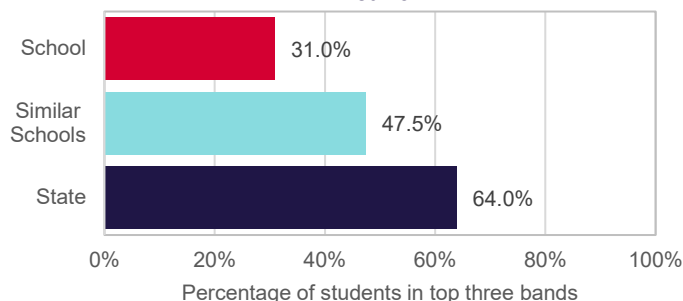
Similar Schools average:

47.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

22.6%

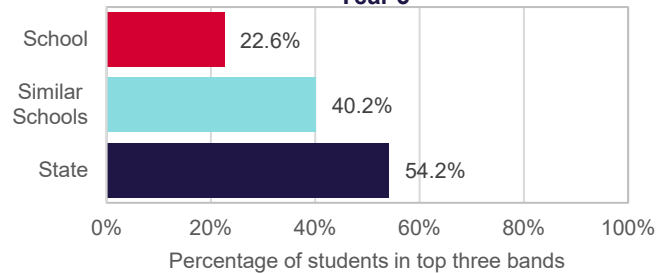
Similar Schools average:

40.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

47.7%

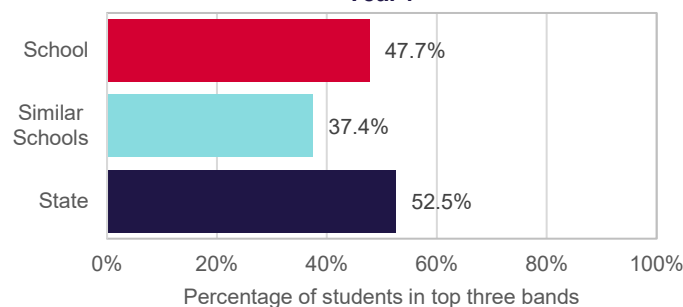
Similar Schools average:

37.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

27.3%

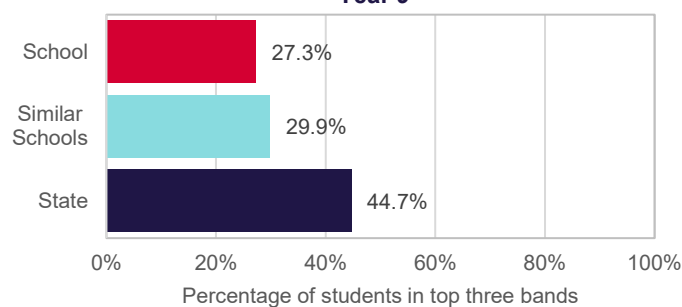
Similar Schools average:

29.9%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

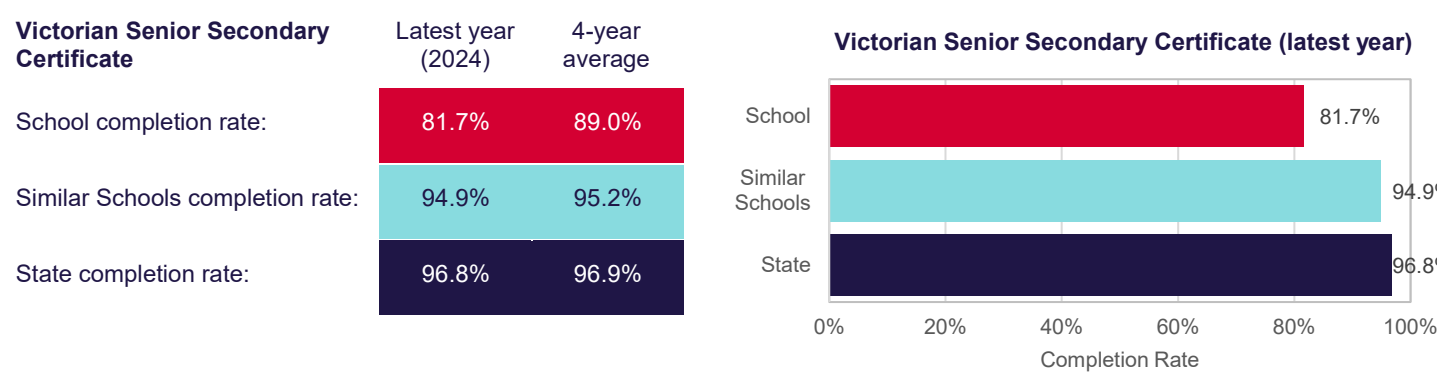


LEARNING (continued)

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.



Mean study score from all VCE subjects:	24.8
Number of students awarded the VCE Vocational Major	15
Number of students awarded the Victorian Pathways Certificate	5
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	53%
Percentage VET units of competence satisfactorily completed in 2024:	62%



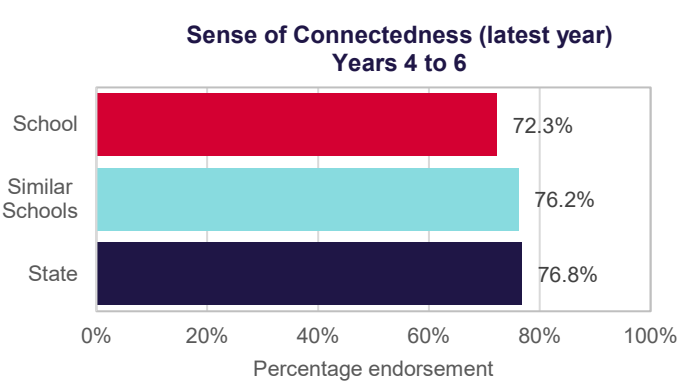
WELLBEING

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.

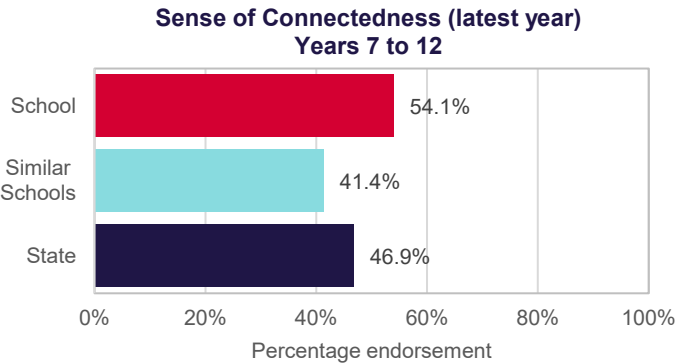
Student Attitudes to School – Sense of Connectedness

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:	72.3%	68.2%
Similar Schools average:	76.2%	77.9%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	54.1%	49.1%
Similar Schools average:	41.4%	42.4%
State average:	46.9%	48.0%

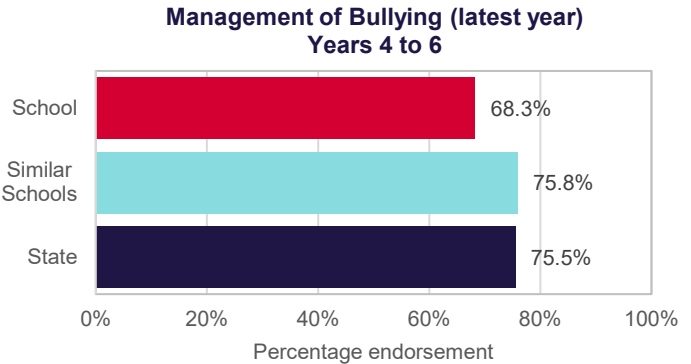


WELLBEING (continued)

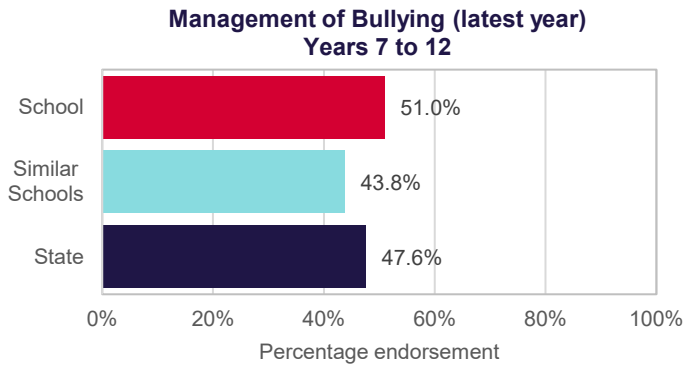
Student Attitudes to School – Management of Bullying

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:	68.3%	68.1%
Similar Schools average:	75.8%	76.9%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	51.0%	48.9%
Similar Schools average:	43.8%	44.9%
State average:	47.6%	49.1%

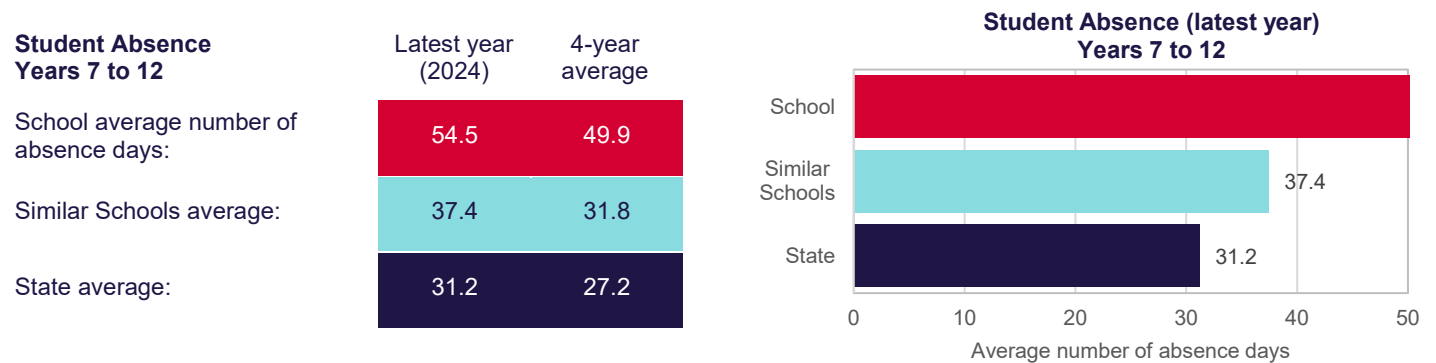
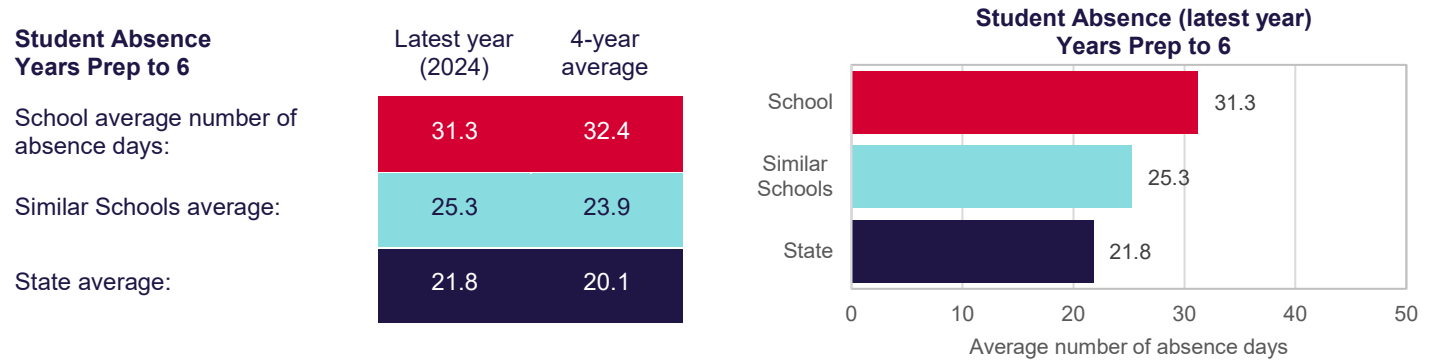


ENGAGEMENT

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.



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):	86%	86%	86%	83%	81%	82%	87%

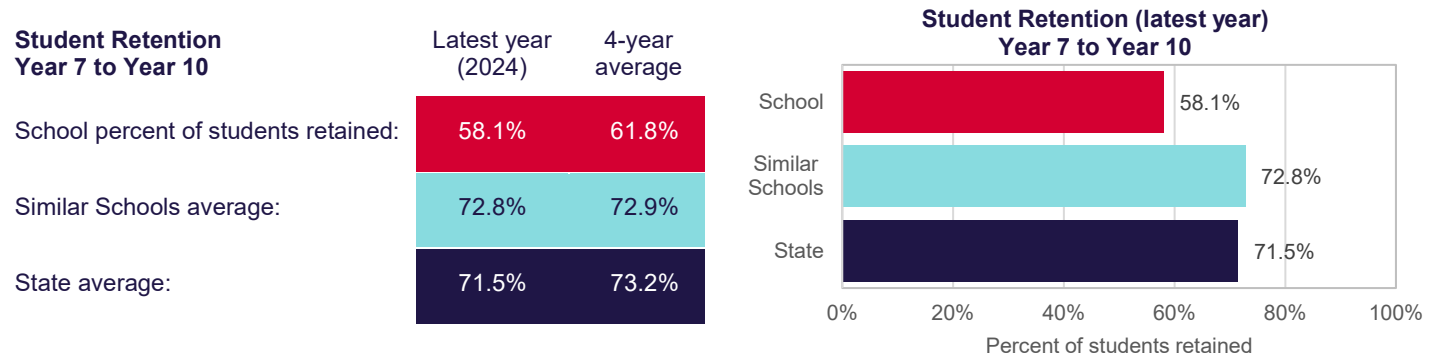
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	79%	70%	71%	69%	71%	77%



ENGAGEMENT (continued)

Student Retention

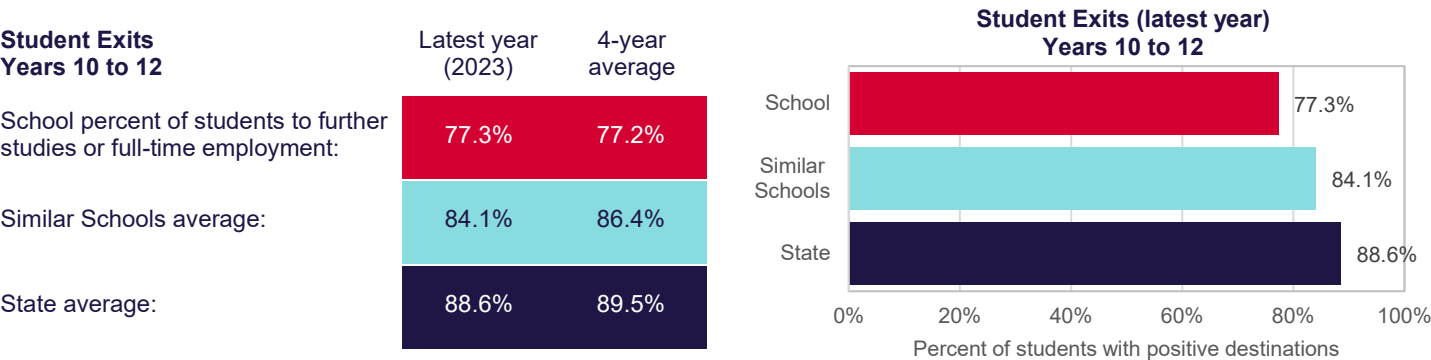
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$14,260,124
Government Provided DET Grants	\$2,829,087
Government Grants Commonwealth	\$49,303
Government Grants State	\$31,622
Revenue Other	\$139,009
Locally Raised Funds	\$192,712
Capital Grants	\$0
Total Operating Revenue	\$17,501,856

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,199,882
Equity (Catch Up)	\$46,368
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,246,250

Expenditure	Actual
Student Resource Package ²	\$14,158,120
Adjustments	\$79,301
Books & Publications	\$3,200
Camps/Excursions/Activities	\$456,875
Communication Costs	\$42,743
Consumables	\$236,226
Miscellaneous Expense ³	\$184,049
Professional Development	\$63,500
Equipment/Maintenance/Hire	\$429,258
Property Services	\$492,208
Salaries & Allowances ⁴	\$436,823
Support Services	\$753,129
Trading & Fundraising	\$256,015
Motor Vehicle Expenses	\$8,540
Travel & Subsistence	\$26
Utilities	\$106,132
Total Operating Expenditure	\$17,706,145
Net Operating Surplus/-Deficit	(\$204,289)
Asset Acquisitions	(\$48,463)

- (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	\$659,729
Official Account	\$27,943
Other Accounts	\$11,189
Total Funds Available	\$698,861

Financial Commitments	Actual
Operating Reserve	\$578,881
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$11,063
School Based Programs	\$42,271
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$632,215

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.