

# 2025 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 15 February 2026 at 01:47 PM by Mark Deverall (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 11:45 AM 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
  - 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

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. The College has adopted a whole College alignment model, integrating each campus in operations, staff and processes. Overall the College had 740.2 enrolments. In 2025 the La Trobe Campus had 372.2 enrolments, across P-12, and an SFOE of 0.4904. Olympic Village Primary School is a P-6 campus located in Heidelberg West. In 2025 this campus had an enrolment of 126 students and a SFOE of 0.6182. Our Deaf Facility provides positive education experiences for secondary aged students who are deaf or are hard of hearing. A handful of students were enrolled in 2025. Our International Student Program supports our students to become members of the global community, with 19 students in 2025. The inclusion of The Pavilion 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 campus enrolled 220 students in 2025. Preston had 153 students at a SFOE of .6211 and Epping 67 students at a SFOE .4994. Approximately 47% of students are from an EAL background and the College has 18% First Nations students, the majority of whom are enrolled at the Pavilion Campus. NCCD students comprised 24% of enrolments and EAL 17%. 51% of students were equity funded. The College prides itself on evidencing many leading practices for inclusion and diversity. Quantum Victoria, a STEM excellence centre, also operates on the grounds of the La Trobe Campus hosting visiting school programs daily, under the governance of the College.

The staff structure comprised a College Principal, 6 Assistant Principals – 2 leading P-6 and 7-12 respectfully – and 2 leading teachers at OV and La Trobe with responsibility for wellbeing, engagement, attendance, behaviour, teaching, learning and curriculum. The other Assistant Principals were assigned to Pavillion and Quantum. Four further leading teachers are placed at Pavilion and another at Quantum. Across campuses the College had 44.66 EFT teaching staff and 50.04 EFT Education support staff. The staffing profile technically decreased 1.3 staff to an EFT of 117.2. The correction required aligned to the multi year trend analysis correlating to enrolment fluctuation will continue into 2026. The College pursues its motto to seek, strive, excel governed in all actions to our values of respect, excellence, acceptance and leadership.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

A key goal in the 2025 Annual Implementation Plan for teaching and learning was to strengthen a whole school approach to high quality instruction & assessment. To achieve this goal a number of

actions were successfully undertaken. A program across Olympic Village and La Trobe campuses was instigated to ensure categorical data mapping of every student. Referred to as Knowing our students all staff analysed data from teacher judgements, NAPLAN and other forms of testing to place accurate measurement of student progress. Every class was then divided into student groups at, above and below level. This was revisited in Term 3. A correlating outcome was an increase in reports of differentiated learning challenge in ATOS data. At 7-9 this was 67% compared to the state 58%, 65% at 10-12 compared to state 57%. NAPLAN data showed positive growth signs. A highlight was grade 5 data for exceeding reading levels that had 19% growth. Percentage of students in Strong or Exceeding NAPLAN (Year 7). Percentage of students with High or Medium relative growth NAPLAN (Year 7 to 9) Numeracy improved and also similarly had 10% positive improvement. VCE results made a small improvement but remain an area for development as does Numeracy across the College. Supporting these improvements was a shift in the PLC model. This commenced in Term 1 with middle leaders viewing a lead PLC school with a like demographic. Our PLC model required teachers to track one student at, above, and below level each cycle. The second goal for teaching and learning was to embed agreed processes for feedback, coaching and observations. This goal was supported with the implementation of the classroom mastery program. Anecdotal evidence and commentary from teachers suggested this program assisted establishing some clear routines that increased on task time for learning. A side discourse and highlight of the focus on entry, exit and cue to start routines was a more concentrated learning climate that aided approaches to explicit teaching. Overall this shifted the domain in the panorama performance report from developing to medium. This is believed to be a more accurate representation of the College in regard to Teaching and Learning Implementation.

## Wellbeing

A key goal related to Wellbeing in 2025 was to strengthen tiered and inclusion processes and practices for identifying and supporting student learning and wellbeing. As already referenced the Knowing our students program guarantees every individual student is data mapped with targeted learning and supports. Across each cohort all OOH, EAL, NAS, First Nations, Medical Needs and DI and PSD students are also clearly identified. A key process in this regard is completing Disability Inclusion profiles for students and actioning adjusted needs as appropriate. The College increased the number of DI funded students to 23.5 in 2025. Although this is positive in reality this is at the low end of students with Tier 2 and 3 identified needs. The College also continues to have exemplary Wellbeing supports, although the staff support structure is considered under capacity at the La Trobe and Olympic Village campuses. HAWK teams operate and process strong individual and family services at Olympic Village and La Trobe Campuses. A Wellbeing staff member is placed in each class at the Pavilion campus in addition to other Allied Health staff supports. All campuses are strongly linked to SSS supports and local services. Another highlight is that commencement begun on both a College Engagement and Wellbeing Framework as well as a MTSS framework for Tier 1 -3 student needs mapping complimentary programs. Much of the work commenced related to Wellbeing goals will continue in 2026. The College had medium to high results in every Wellbeing categories on the ATOSS except one. This portrays a relatively healthy outcome and practice evidencing supporting student needs. The College is also continually working on its transition program and this strengthened in 2025, especially in regards for Grade 6 to 7 students. The transition program is aimed to be extended to cover years 5-8 as well as having trained senior peer support leaders return to their originating primary campuses to buddy with primary students.

## Engagement

After 3 years of positive improvement in attendance in P-6 2025 saw a decline. The average reverted to an 80.3% (4% decrease) average across the Primary cohort. 7-12 also saw a decrease to a 68.9% average. However it must be stressed this data includes the Pavilion whereby 34 students did not attend a day for the year and over 50% of the cohort were under 12% attendance. This dramatically effects the data. In regards to the La Trobe campus the anecdotal comment is that the students attending maintain high attendance percentages indicating strong engagement. There then is a small to minority percentage that are disengaged with lower attendance averages, again effecting averages.

The percentage endorsement for engagement for first nations students was 84%. This is high compared to state averages. A very high percentage of first nations students attend the Pavilion Campus but cohorts are higher than state averages at Olympic Village and La Trobe being 17.5% across the College. There has been significant work for cultural safety for a diversity of cultural backgrounds at all campuses, with many leading practices enacted. Student social engagement data across the College was largely positive except for Year 8 and 10 females. The Student Representative Council were also highly active in 2025 running numerous student activities and seen to exhibit an enormous positive impact to student engagement and the College climate.

## Other highlights from the school year

The Graduation for the La Trobe campus is always a highlight, as were those for Pavilion campuses. These graduations showcase the wide array of events and activities that provide a richness to typical student experience at Charles La Trobe. Camps continued to be enjoyed across the College as well as a variety of significant events. The Community Iftar dinner is ever increasing in engagement as well as Community lunches at Pavilion campuses. The College ran the production of Aladdin that draws all campuses together. This was a fantastic event and experience for all involved and also highlights some exceptional staff. The Soccer Academy expanded to Year 9, along with a mini program beginning to commence in Grades 5 and 6. A partnership MOU was signed with Heidelberg United to also assist improvement of the Academy program. This will include student scholarships to play with Heidelberg United. The College partnership with La Trobe University continued and some development work has commenced to start having staff trained for SOME, the Science of Math Education to compliment the strong embedded SOLAR program in operation. Additionally La Trobe extended the partnership to include Allied Health students undertaking placements at the College and this had a positive effect in the climate in Primary campuses. Late in the year the College was also announced as one of 20 National Schools to be in the Young Entrepreneurial Schools program.

## Financial performance

The College operated a \$17.145 million dollar budget, including \$2.9 million in cash. \$1.5 million was received in equity, \$1.12 million from the program for students with disability and DI funding grew to over \$300k for Tier 2 students and \$670k for Tier 3. It is important to note the DI funding correlates to a decline in PSD. For 2025 the College had a \$229k surplus. This was attributed to 3 staff going on unforeseen long term leave. However this amount was effectively accounted by a CRT expenditure over \$300k for the year. Overall the College will continue to operate in a deficit position. This is largely due to the removal of the Tutor Learning Initiative in 2026. In addition reduced funding will be received for Instrumental music as well as for Facility. A shift in DE policy also means equity funding will come largely in the form of credit and cause reductions to some budget programs. An additional impact is an increase in the cash reserve minimum amount requirement to be held in accounts. Other cuts that will apply to CLTC are the multi campus allowance, P-12 complexity allowance and mobility, all being phased out as funding lines commencing with a 25% reduction in 2026. The multi year trend analysis has seen increased staffing levels until 2025 despite some fluctuations in enrolments that is slowly being rectified correlate to staffing levels. This will need to continue in 2026.

**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 740 students were enrolled at this school in 2025, 348 female and 382 male. 33% had English as an additional language and 17% 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.

|                                                                                               |                 | 2025  |             |
|-----------------------------------------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School          | 70.0% | <div></div> |
|                                                                                               | Similar schools | 67.8% | <div></div> |
|                                                                                               | State           | 70.6% | <div></div> |

### School Staff Survey

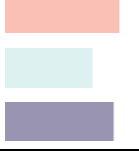
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|                                                             |                 | 2025  |             |
|-------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement School Climate (School Staff Survey) | School          | 67.1% | <div></div> |
|                                                             | Similar schools | 58.1% | <div></div> |
|                                                             | State           | 59.8% | <div></div> |

## 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                                                                            |                 |              |                                                                                      |
|---------------------------------------------------------------------------------|-----------------|--------------|--------------------------------------------------------------------------------------|
| <b>English Prep - 6 % of students at or above age expected standards</b>        | <b>School</b>   | <b>61.9%</b> |   |
|                                                                                 | Similar schools | 76.3%        |                                                                                      |
|                                                                                 | State           | 86.3%        |                                                                                      |
| <b>English Year 7 - 10 % of students at or above age expected standards</b>     | <b>School</b>   | <b>54.4%</b> |   |
|                                                                                 | Similar schools | 64.0%        |                                                                                      |
|                                                                                 | State           | 74.9%        |                                                                                      |
| <b>Mathematics Prep - 6 % of students at or above age expected standards</b>    | <b>School</b>   | <b>51.1%</b> |   |
|                                                                                 | Similar schools | 71.4%        |                                                                                      |
|                                                                                 | State           | 84.2%        |                                                                                      |
| <b>Mathematics Year 7 - 10 % of students at or above age expected standards</b> | <b>School</b>   | <b>75.4%</b> |  |
|                                                                                 | Similar schools | 57.0%        |                                                                                      |
|                                                                                 | State           | 70.5%        |                                                                                      |

## NAPLAN

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

| 2025                                                                       |                 |              |                                                                                       | 3-year average |
|----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>40.0%</b> |  | <b>50.0%</b>   |
|                                                                            | Similar schools | 58.7%        |                                                                                       | 56.8%          |
|                                                                            | State           | 69.5%        |                                                                                       | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>60.7%</b> |  | <b>56.4%</b>   |
|                                                                            | Similar schools | 64.3%        |                                                                                       | 64.6%          |
|                                                                            | State           | 73.9%        |                                                                                       | 74.6%          |
| <b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>39.0%</b> |  | <b>46.1%</b>   |
|                                                                            | Similar schools | 57.3%        |                                                                                       | 57.7%          |
|                                                                            | State           | 65.9%        |                                                                                       | 65.7%          |

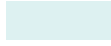
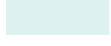
|                                                                             |                 | 2025         |                                                                                       | 3-year average |
|-----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>42.1%</b> |    | <b>40.9%</b>   |
|                                                                             | Similar schools | 53.1%        |    | 51.0%          |
|                                                                             | State           | 62.7%        |    | 61.0%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>53.8%</b> |    | <b>43.4%</b>   |
|                                                                             | Similar schools | 50.9%        |    | 50.7%          |
|                                                                             | State           | 66.2%        |    | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>48.1%</b> |    | <b>51.0%</b>   |
|                                                                             | Similar schools | 55.9%        |    | 53.8%          |
|                                                                             | State           | 69.1%        |    | 68.1%          |
| <b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>43.6%</b> |    | <b>40.0%</b>   |
|                                                                             | Similar schools | 55.0%        |    | 52.2%          |
|                                                                             | State           | 65.6%        |    | 63.5%          |
| <b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>40.5%</b> |  | <b>37.4%</b>   |
|                                                                             | Similar schools | 49.8%        |  | 47.1%          |
|                                                                             | 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         |                                                                                       |
|-------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>69.6%</b> |  |
|                                                                         | Similar schools | 72.7%        |  |
|                                                                         | State           | 74.7%        |  |
| <b>Reading Year 5 to 7 % of students High or Medium relative growth</b> | <b>School</b>   | <b>48.5%</b> |  |
|                                                                         | Similar schools | 67.3%        |  |
|                                                                         | State           | 71.9%        |  |

| 2025                                                                     |                 |              |                                                                                     |
|--------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>Reading Year 7 to 9 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>85.2%</b> |  |
|                                                                          | Similar schools | 69.3%        |  |
|                                                                          | State           | 74.1%        |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>78.3%</b> |  |
|                                                                          | Similar schools | 72.3%        |  |
|                                                                          | State           | 74.0%        |  |
| <b>Numeracy Year 5 to 7 % of students High or Medium relative growth</b> | <b>School</b>   | <b>61.3%</b> |  |
|                                                                          | Similar schools | 65.5%        |  |
|                                                                          | State           | 72.2%        |  |
| <b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b> | <b>School</b>   | <b>61.5%</b> |  |
|                                                                          | Similar schools | 69.6%        |  |
|                                                                          | 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                                                                                     |
|-----------------------------------|-----------------|--------------|----------------------------------------------------------------------------------------------------|
| <b>VCE/VCE VM completion rate</b> | <b>School</b>   | <b>82.7%</b> |  <b>84.4%</b> |
|                                   | Similar schools | 95.0%        |  <b>94.8%</b> |
|                                   | State           | 97.2%        |  <b>96.9%</b> |
| <b>Mean VCE study score</b>       | <b>School</b>   | <b>23.6</b>  | <b>NDA</b>                                                                                         |
| <b>Total VCE VM students</b>      | <b>School</b>   | <b>15</b>    | <b>NDA</b>                                                                                         |
| <b>Total VPC students</b>         | <b>School</b>   | <b>8</b>     | <b>NDA</b>                                                                                         |

## 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          | 71.1% | <div></div> | 68.6%          |
|                                      | Similar schools | 78.4% | <div></div> | 77.7%          |
|                                      | State           | 77.1% | <div></div> | 77.3%          |
| Years 7 to 12 % positive endorsement | School          | 54.5% | <div></div> | 49.6%          |
|                                      | Similar schools | 45.4% | <div></div> | 42.4%          |
|                                      | State           | 49.8% | <div></div> | 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          | 65.9% | <div></div> | 66.0%          |
|                                      | Similar schools | 77.8% | <div></div> | 76.8%          |
|                                      | State           | 76.4% | <div></div> | 75.8%          |
| Years 7 to 12 % positive endorsement | School          | 56.0% | <div></div> | 49.4%          |
|                                      | Similar schools | 48.3% | <div></div> | 44.9%          |
|                                      | State           | 50.8% | <div></div> | 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          | 71.7% |  | 57.1%          |
|                                                                  | Similar schools | 78.2% |  | 77.5%          |
|                                                                  | 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          | 52.1% |  | 59.5%          |
|                     | Similar schools | 71.9% |  | 72.1%          |
|                     | 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          | 39.1 |  | 34.3           |
|             | Similar schools | 24.6 |  | 25.1           |
|             | State           | 21.5 |  | 21.7           |
| Year 7 - 12 | School          | 61.3 |  | 54.2           |
|             | Similar schools | 36.7 |  | 34.7           |
|             | 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 | 79.2% |  |
| Year 1 | School | 81.8% |  |
| Year 2 | School | 76.6% |  |

|         |        |       | 2025                                                                                |
|---------|--------|-------|-------------------------------------------------------------------------------------|
| Year 3  | School | 84.2% |  |
| Year 4  | School | 78.0% |  |
| Year 5  | School | 80.9% |  |
| Year 6  | School | 79.5% |  |
| Year 7  | School | 82.7% |  |
| Year 8  | School | 70.2% |  |
| Year 9  | School | 65.5% |  |
| Year 10 | School | 70.4% |  |
| Year 11 | School | 64.7% |  |
| Year 12 | School | 67.8% |  |

## 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       | \$14,298,017        |
| Government Provided DET Grants | \$3,369,175         |
| Government Grants Commonwealth | \$29,425            |
| Government Grants State        | \$18,700            |
| Revenue Other                  | \$172,253           |
| Locally Raised Funds           | \$290,722           |
| Capital Grants                 | \$61,280            |
| <b>Total Operating Revenue</b> | <b>\$18,239,574</b> |

| Equity                                              | Actual             |
|-----------------------------------------------------|--------------------|
| Equity (Social Disadvantage)                        | \$1,352,765        |
| Equity (Catch Up)                                   | \$79,964           |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0                |
| <b>Equity Total</b>                                 | <b>\$1,432,729</b> |

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

| Expenditure                           | Actual       |
|---------------------------------------|--------------|
| Student Resource Package <sup>1</sup> | \$13,998,682 |
| Adjustments                           | \$0          |
| Books & Publications                  | \$747        |
| Camps/Excursions/Activities           | \$403,742    |
| Communication Costs                   | \$43,225     |
| Consumables                           | \$308,200    |
| Miscellaneous Expenses <sup>2</sup>   | \$47,993     |
| Agency Staff                          | \$218,008    |
| Professional Development              | \$68,490     |
| Equipment/Maintenance/Hire            | \$227,001    |
| Property Services                     | \$478,041    |
| Salaries & Allowances <sup>3</sup>    | \$330,105    |
| Support Services                      | \$622,963    |

| <b>Expenditure</b>                    | <b>Actual</b>       |
|---------------------------------------|---------------------|
| Trading & Fundraising                 | \$93,293            |
| Motor Vehicle Expenses                | \$17,219            |
| Travel & Subsistence                  | \$1,786             |
| Utilities                             | \$158,562           |
| <b>Total Operating Expenditure</b>    | <b>\$17,018,056</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$1,160,238</b>  |
| <b>Asset Acquisitions</b>             | <b>\$337,611</b>    |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| <b>Funds Available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,042,766        |
| Official Account              | \$19,402           |
| Other Accounts                | \$12,702           |
| <b>Total Funds Available</b>  | <b>\$1,074,870</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---------------------------------------------|--------------------|
| Operating Reserve                           | \$503,229          |
| Other Recurrent Expenditure                 | \$0                |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$0                |
| School Based Programs                       | \$0                |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$258,220          |
| Asset/Equipment Replacement < 12 months     | \$0                |
| Capital - Buildings/Grounds < 12 months     | \$180,000          |
| Maintenance - Buildings/Grounds < 12 months | \$0                |
| Asset/Equipment Replacement > 12 months     | \$236,000          |
| Capital - Buildings/Grounds > 12 months     | \$12,523           |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$1,189,972</b> |

*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.*