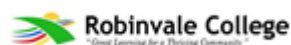


2024 Annual Report to the School Community

School Name: Robinvale College (8276)



- 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 19 March 2025 at 05:48 PM by Lyn Coulter (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 19 March 2025 at 05:49 PM by Lyn Coulter (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

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. The vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide “great learning for a thriving community”, expresses our commitment to making a valuable contribution to the community’s social and economic growth. Robinvale is situated on the Murray River in North-Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (89 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea, and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location. The College roll reflects this diversity, and it celebrates its vibrant multiculturalism. A total of 231.4 students were enrolled at this school in 2024, 117 Primary and 114.5 Secondary. 6.9 PSD funded students, 65 NCCD students, Out of Home care 8 students, 98 Equity level 1 funded students, 70 Equity funded level 2 students, 35 students had English as an additional language and 96 were Aboriginal or Torres Strait Islander. This school’s SFOE band value is: High at 0.68. The college provides additional support for its Aboriginal and Torres Strait Islander (ATSI) students. This includes the Koorie Girls Academy which operates on site to provide learning and wellbeing support for Year 4-12 female students. The college provides the Clontarf program which engages Aboriginal and Torres Strait Islander male students in a diverse range of activities designed to help develop self-esteem, confidence, and provide education and employment support. The 10-year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor, and a Community Facilitator at Robinvale College, including approximately \$300,000 per annum, for 10 years, to support successful implementation of the Our Place model. Our Place will help integrate early childhood, school, and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people, and their families. The funding provides for a Partnership Manager, a Community Development Advisor, and a Community Facilitator. These personnel are all based at the college and drive the implementation of the partnership. In progressing the achievement of this aim during the last strategic planning period, the college commenced operation of an Early Years Centre and onsite maternal health and medical services. The Robinvale Learning and Community Hub is operating successfully in collaboration with Swan Hill Rural City Council. The Hub comprises a shared college/community library space, public meeting rooms, learning areas, a cultural exhibition space and cafe. The college has developed ongoing partnerships with many community organisations. This includes working closely with MVAC to make support for families seamless. A partnership is established with SuniTafe to provide senior students with access to a weekly Jobs and Skills Centre. The

centre provides students, parents/carers and college staff with careers, pathways and transition information and support. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered on-site including Tradies Pack and Small Business Operations. The college employs a total of 65.6 Full Time Equivalent (FTE) staff. The staffing profile comprises three principal class officers: a principal and two assistant principals. There are two FTE leading teachers, 24.8 FTE teachers, 7.6 FTE para-professional teachers, 1.2 FTE learning tutors and 30.1 Education Support (ES) staff. Three staff provide support to the Our Place community hub. There are nine additional staff either employed by the school or non-school staff working on the site that provide services to the Koorie Girls Academy, Clontarf Academy, Early Learning Centre, Maternal Child Health, Early Family Intervention and Secondary School Nurse Program. A doctor funded by the Doctor in Schools program attends the college 0.1 day each week, and a nurse, one day per week. Overall, Robinvale College is a well resourced and supported college.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 the college experienced unprecedented upheaval in staffing. There was a change of principal in term 2 with the appointment of an acting principal (Executive) initially contracted for a term but with a no appointment for an advertised substantive principal the Executive principal has remained in the acting role for 2024. To fill vacant teaching positions 8 international teachers were employed. This has changed the staffing profile of the school dramatically with 54% of teaching staff having English as a second language. The ability of the school to progress its goals and improve student learning has been impeded as staff were adjusting to a new education curriculum and system. To support student progress the following actions were implemented: Professional learning to develop teacher capacity in curriculum and planning was delivered both in house supported by the EIL, DSSI and also externally by the Academy. Unfortunately, considerable documentation of processes and procedures were "lost" in the change over of staffing meaning the new leadership team has spent a great part of 2024 rebuilding. Homework Club attendance continued to expand to support students who required additional learning opportunities in smaller settings, and additional supervised study time was provided for VCE students.

Wellbeing

The departure of the Assistant principal Wellbeing at term 2 meant a restructure of a young leadership team with the teaching and Learning AP moving to the wellbeing role. Considerable PL and support were needed to ensure the knowledge and skills needed were developed. Developing a more distributed leadership by upskilling middle leaders was implemented to ensure that process, procedures and knowledge are not lost if a staff member leaves the college. To improve student and staff wellbeing the following actions were implemented: A consistent communication

and referral process was set up utilising internal supports and services for referring students. Teachers were supported with the development of a wellbeing team who supported staff within and outside the classroom with student behaviour as needed. To help students be more engaged with their learning and feel safe in the classroom teachers and the wellbeing team commenced work developing consistent approaches to classroom behaviour and expectations for a calm and orderly environment. This approach was met with varying degrees of success and application attributed mainly to the significant change in staffing.

The referral process was streamlined and centralised for all staff. Because of the appointment of the LT to an AP role a new dedicated staff member was appointed and trained in DNI. The number of submissions and successful applications decreased in 2024 resulting in less students being funded for tier 3 support. With the financial support of The Robinvale Euston Workforce Network we were able to offer the WOW program for middle school boys to help improve their engagement. Because of no ongoing funding and the time involved travelling to Mildura the program did not continue in semester 2. Clontarf staff continued to support our indigenous boys with school pickups, leadership activities, camps etc. A highlight in 2024 was the Clontarf V's the Community football match. Our students continue to have high absence rates - illness, families asking students to undertake care and familial responsibility at home and cultural business impacts student attendance. Continued collaboration with the Swan Hill Rural City Council Empowerment Program led to increased support for students at risk of disengagement from school.

Engagement

Student absence at Robinvale College continues to be a significant barrier to student engagement and achievement. A community liaison officer appointed to work with our Islander families was unfortunately on extended leave for much of the year. This impacted the connection our pasifika families have with the school. The Primary Team made it a part of their practice to contact home to follow up on absences. Students within priority cohorts who have a long history of chronic absenteeism were contacted by staff. Clontarf and KGA supported students with morning pick ups, meals and activities to encourage attendance. Engagement in the Breakfast Program has increased numbers of students attending school on time. Because of the change of staff the Berry St routines of greeting students, using brain breaks embedded across school has become fragmented and largely effective. The school focused on creating calm and orderly environments within classroom with consistent expectations. The whole school staff undertook the 'Bridges out of Poverty' professional learning to support staff gain a greater understanding of the barriers facing many of students to engage with school. The school has continued to build on the whole school events like the swimming carnival and Athletics Day, Harmony Day, Naidoc celebrations etc.

Our Place and key stakeholders have worked with the school to develop an Attendance Group Working party. The group has produced an action plan of Key tasks with the aim of supporting students and families to attend school. The recommendation from the group was for a small working party to develop a Roadmap to improvement to be launched in 2025.

Financial performance

The schools projected SRP position at the end of 2024 was a net deficit of \$553,000. This is a significant change from our 2023 financial position and is primarily due to the increased employment of Educational Support Staff, visa and incentive costs to attract international teachers. High Expenditure areas being \$278,000 CRTs (Casual Relief Teachers), this was a result of utilising agency staff provided by agencies such as Nurture and Randstad due to not being able to secure full time teachers to the college. and having to offer incentives to attract teachers to positions. A priority decision to employ Educational Support staff in all classrooms to support teachers with student behaviour and an increase in the number of ES staff in wellbeing and administration coupled with falling enrolments and decrease in the number of students receiving extra funding saw our credit line exceed revenue received from the department. Our credit budget in 2024 was \$4,965,687 salaries in 2024 was \$5,487,249. Fortunately, we carried forward a surplus of \$410,000. Equity, PSD and student with disability funding totalled \$1,317,015 salary expenditure for ES support was \$2,112,848.00.

Safe guarding and Financial Compliance. The school received a rating of 'Good' in the latest audit from The School Council Financial Assurance Program.

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 233 students were enrolled at this school in 2024, 111 female and 121 male.

32 percent of students had English as an additional language and 39 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.

Parent Satisfaction

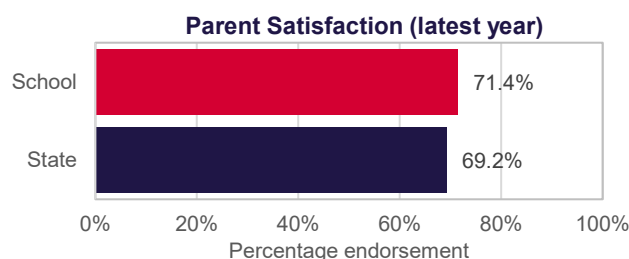
Latest year
(2024)

School percentage endorsement:

71.4%

State average (P-12 schools):

69.2%



School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate

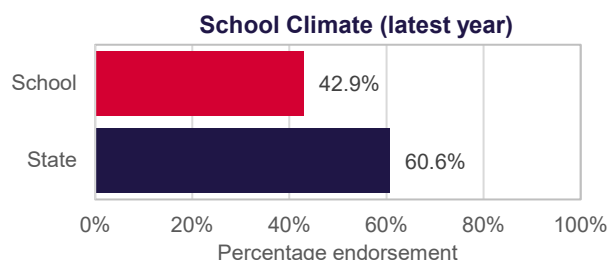
Latest year
(2024)

School percentage endorsement:

42.9%

State average (P-12 schools):

60.6%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

46.1%

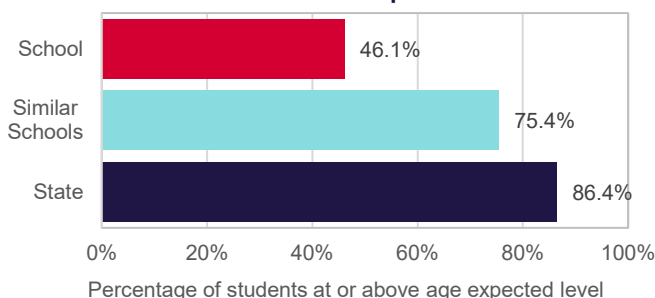
Similar Schools average:

75.4%

State average:

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

43.3%

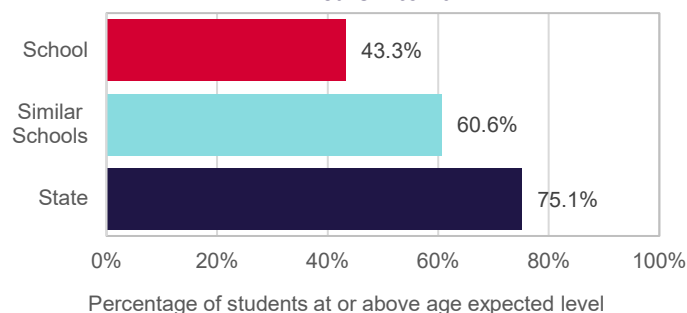
Similar Schools average:

60.6%

State average:

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

49.8%

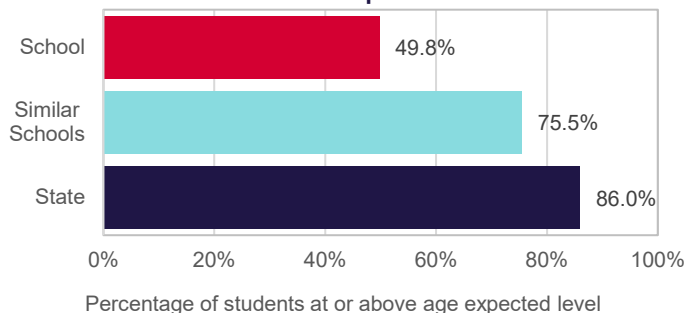
Similar Schools average:

75.5%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

28.8%

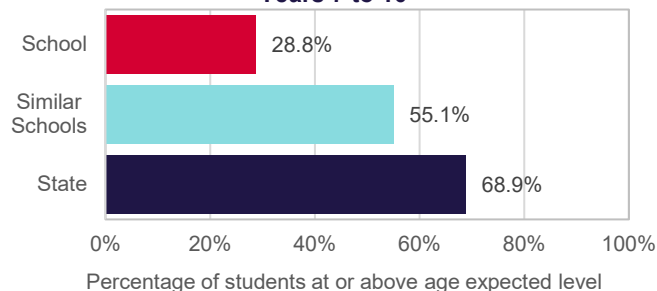
Similar Schools average:

55.1%

State average:

68.9%

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

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

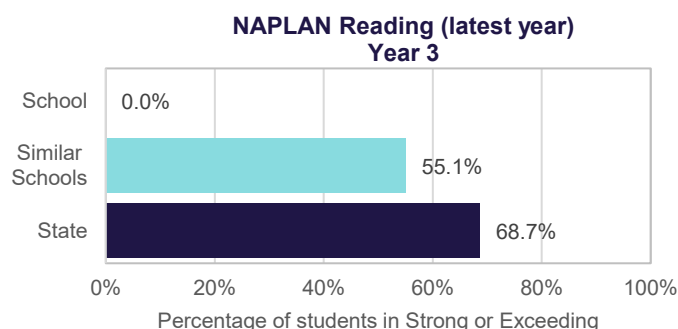
NAPLAN

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

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

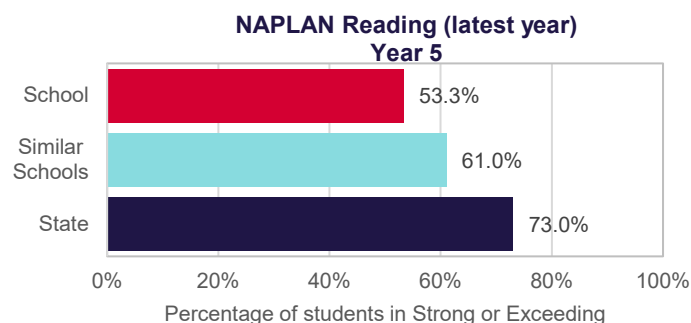
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	0.0%	22.2%
Similar Schools average:	55.1%	56.2%
State average:	68.7%	69.2%



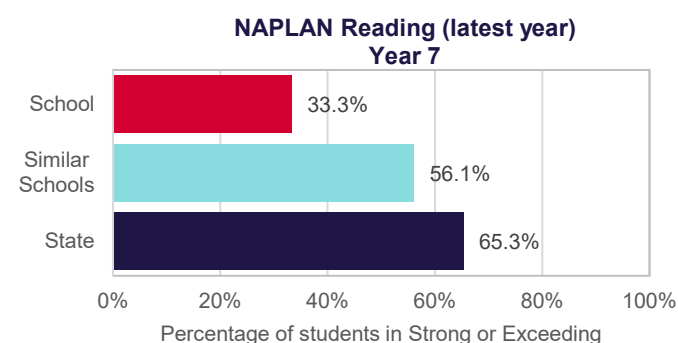
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.3%	51.6%
Similar Schools average:	61.0%	63.6%
State average:	73.0%	75.0%



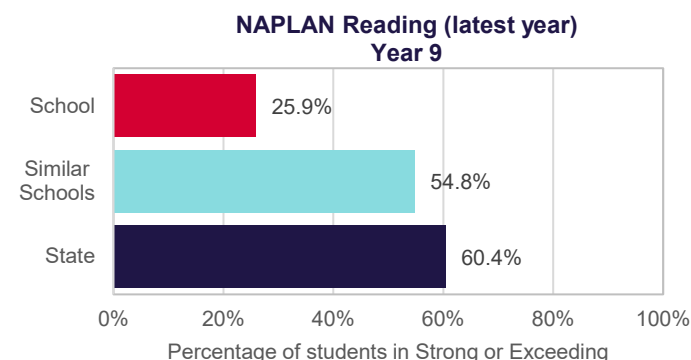
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	41.9%
Similar Schools average:	56.1%	56.1%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	25.9%	30.0%
Similar Schools average:	54.8%	52.7%
State average:	60.4%	60.2%

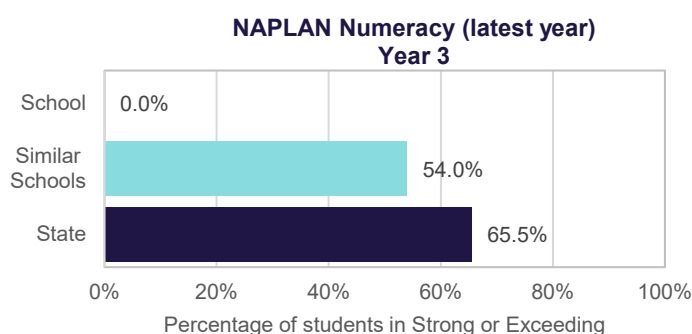


LEARNING (continued)

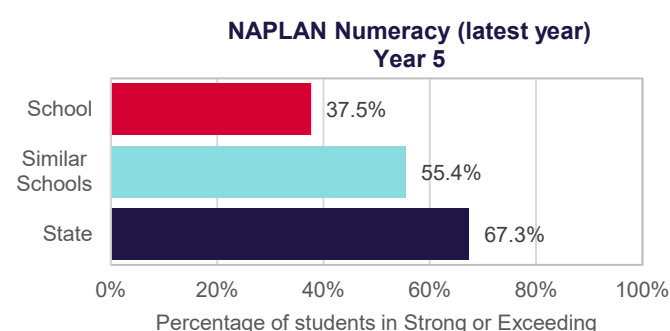
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

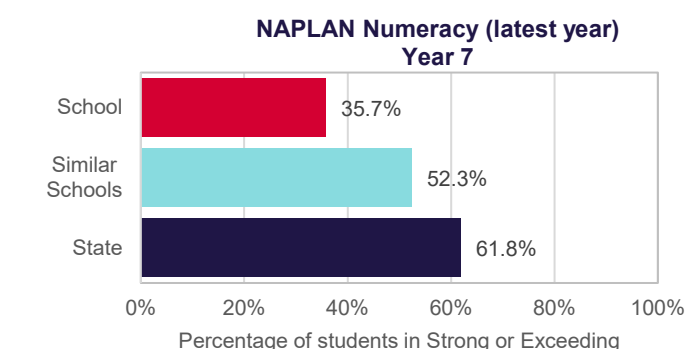
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	0.0%	19.2%
Similar Schools average:	54.0%	55.6%
State average:	65.5%	66.4%



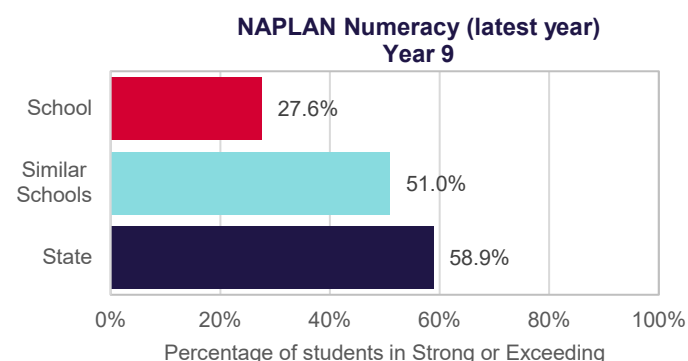
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.5%	39.4%
Similar Schools average:	55.4%	57.4%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	35.7%	46.7%
Similar Schools average:	52.3%	54.4%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	27.6%	34.6%
Similar Schools average:	51.0%	52.8%
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:

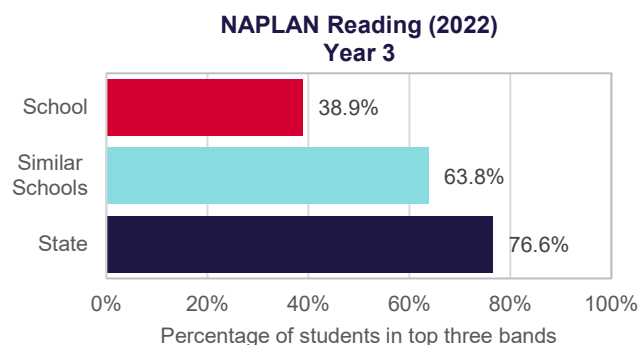
38.9%

Similar Schools average:

63.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

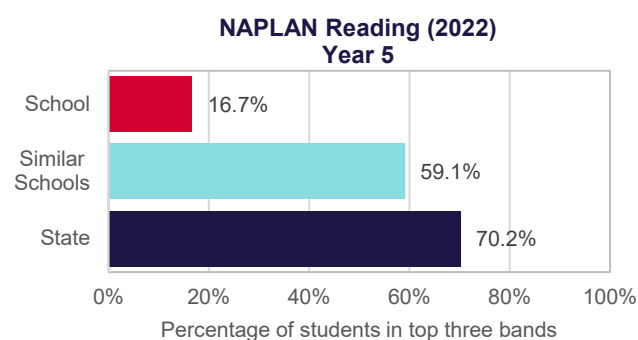
16.7%

Similar Schools average:

59.1%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

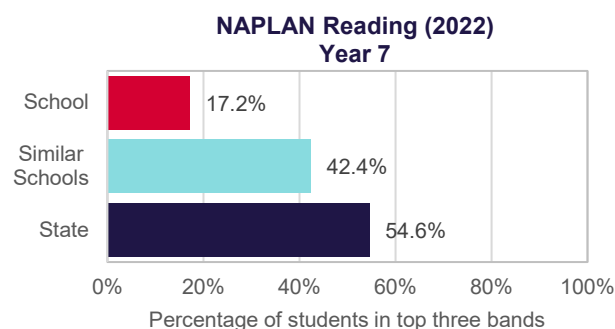
17.2%

Similar Schools average:

42.4%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

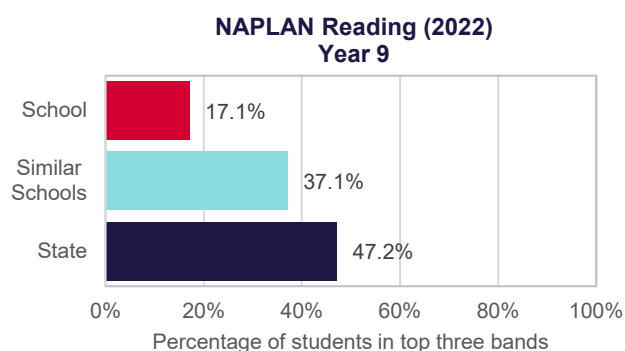
17.1%

Similar Schools average:

37.1%

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:

27.8%

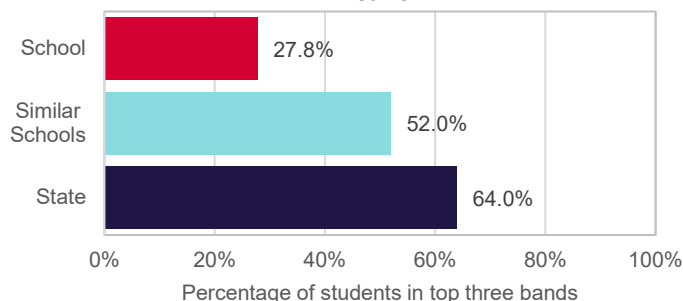
Similar Schools average:

52.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

9.1%

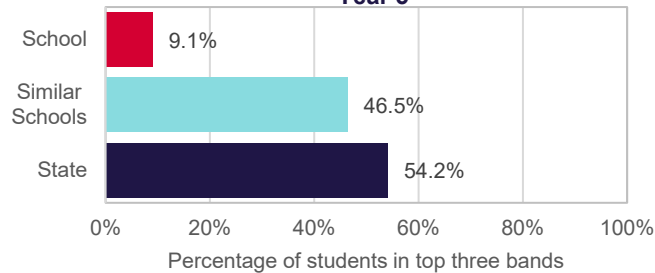
Similar Schools average:

46.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

10.7%

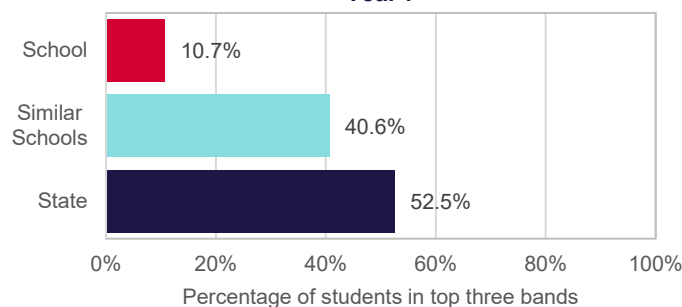
Similar Schools average:

40.6%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

17.6%

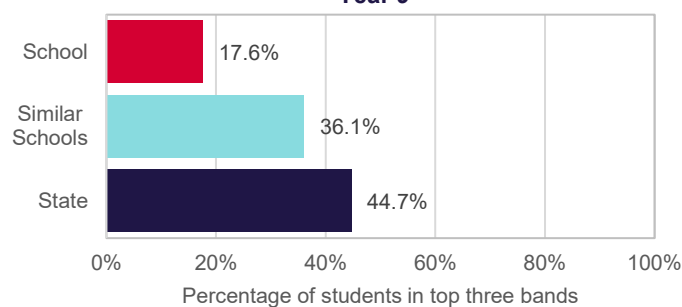
Similar Schools average:

36.1%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



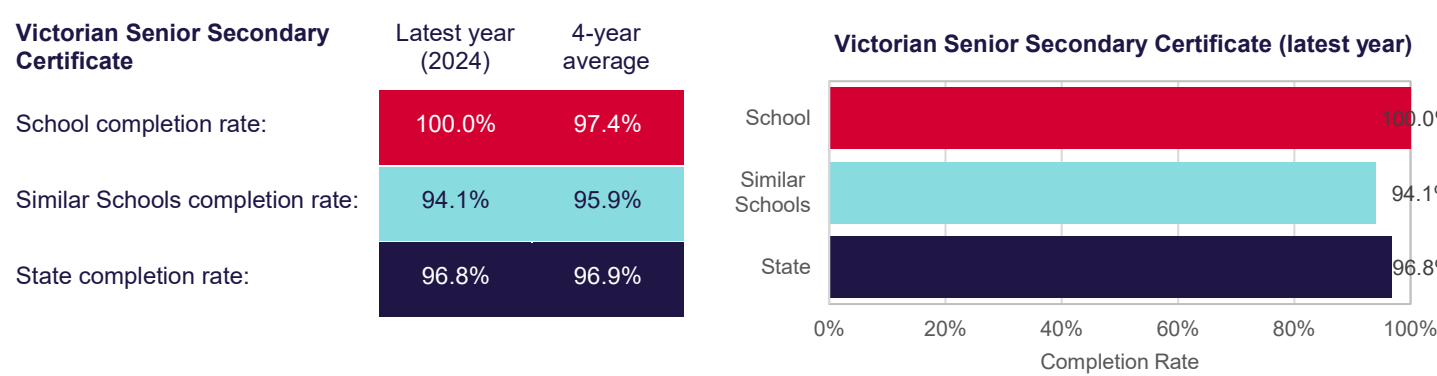
LEARNING (continued)

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:	23.6
Number of students awarded the VCE Vocational Major	4
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	67%
Percentage VET units of competence satisfactorily completed in 2024:	84%



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.*

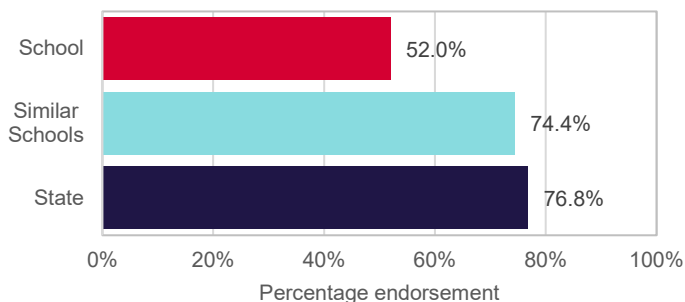
Student Attitudes to School – Sense of Connectedness

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:	52.0%	58.8%
Similar Schools average:	74.4%	76.4%
State average:	76.8%	77.9%

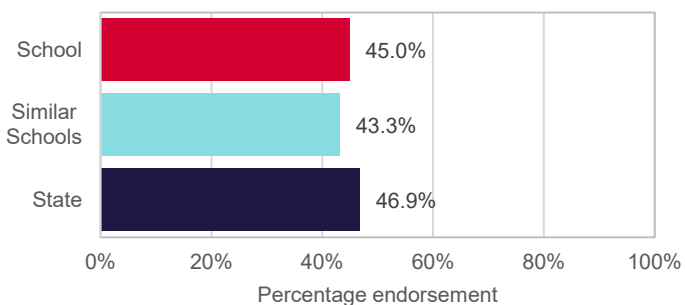
Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	45.0%	34.0%
Similar Schools average:	43.3%	45.2%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



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:

51.8% 57.4%

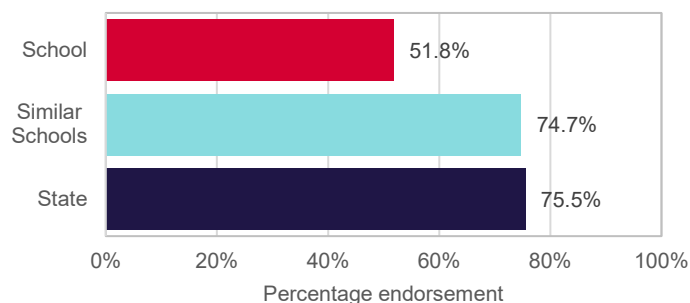
Similar Schools average:

74.7% 77.8%

State average:

75.5% 76.3%

Management of Bullying (latest year) Years 4 to 6



Management of Bullying Years 7 to 12

Latest year
(2024) 4-year
average

School percentage
endorsement:

39.1% 34.6%

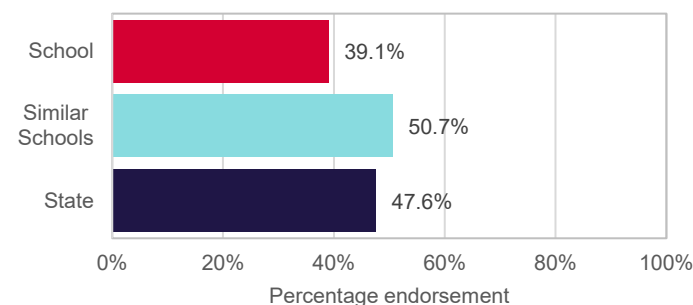
Similar Schools average:

50.7% 52.7%

State average:

47.6% 49.1%

Management of Bullying (latest year) Years 7 to 12



ENGAGEMENT

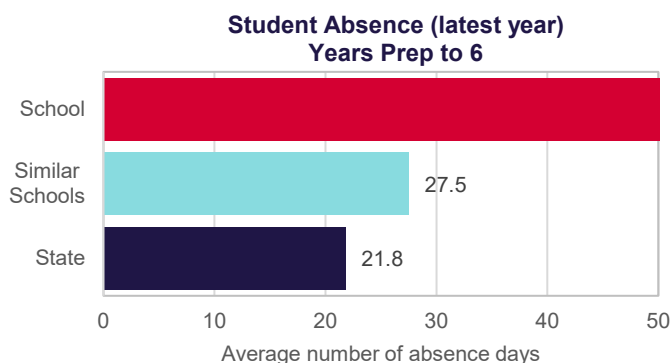
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

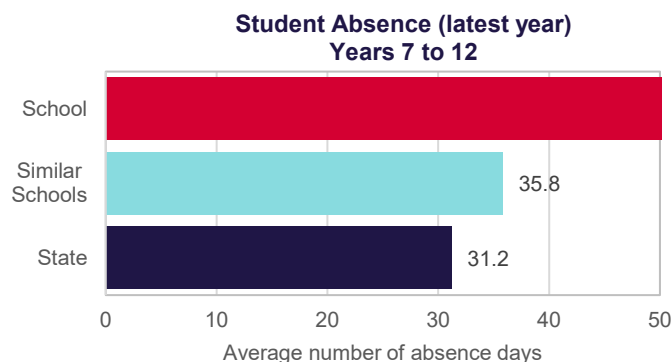
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	53.6	43.9
Similar Schools average:	27.5	25.9
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	66.2	56.8
Similar Schools average:	35.8	32.9
State average:	31.2	27.2



Attendance Rate (latest year)

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

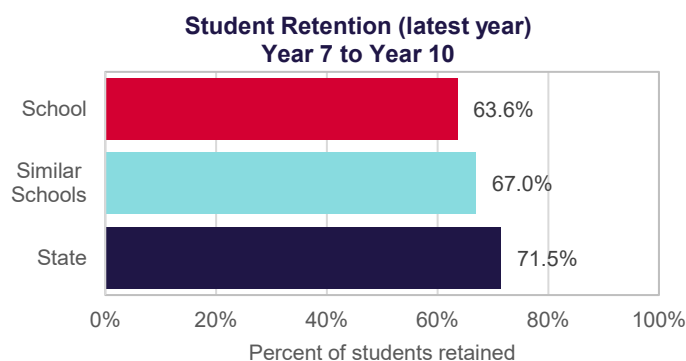
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	77%	69%	69%	72%	85%	73%	65%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	78%	78%	69%	56%	61%	67%	

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	63.6%	65.3%
Similar Schools average:	67.0%	69.5%
State average:	71.5%	73.2%

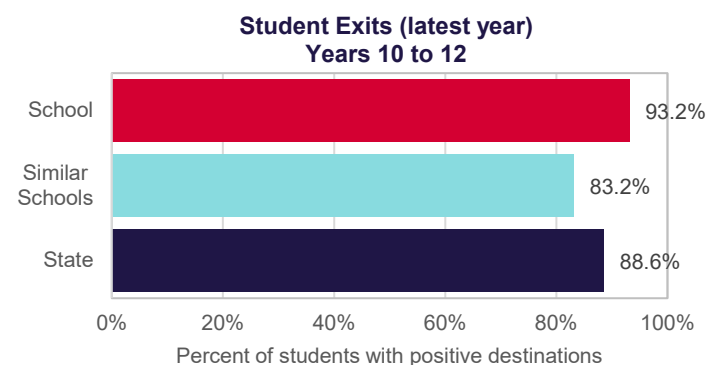


Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	93.2%	93.5%
Similar Schools average:	83.2%	84.7%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$4,965,687
Government Provided DET Grants	\$1,456,424
Government Grants Commonwealth	\$156
Government Grants State	\$0
Revenue Other	\$169,686
Locally Raised Funds	\$147,228
Capital Grants	\$0
Total Operating Revenue	\$6,739,181

Equity ¹	Actual
Equity (Social Disadvantage)	\$757,221
Equity (Catch Up)	\$26,672
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$783,893

Expenditure	Actual
Student Resource Package ²	\$5,487,249
Adjustments	\$0
Books & Publications	\$5,521
Camps/Excursions/Activities	\$82,578
Communication Costs	\$5,366
Consumables	\$128,414
Miscellaneous Expense ³	\$116,516
Professional Development	\$14,542
Equipment/Maintenance/Hire	\$178,095
Property Services	\$365,332
Salaries & Allowances ⁴	\$52,786
Support Services	\$331,897
Trading & Fundraising	\$54,254
Motor Vehicle Expenses	\$10,341
Travel & Subsistence	\$4,122
Utilities	\$178,426
Total Operating Expenditure	\$7,015,439
Net Operating Surplus/-Deficit	(\$276,258)
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	\$2,057,849
Official Account	\$40,046
Other Accounts	\$0
Total Funds Available	\$2,097,895

Financial Commitments	Actual
Operating Reserve	\$254,721
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$572,424
Beneficiary/Memorial Accounts	\$1,093
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$350,000
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	\$1,328,238

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.

