

# 2024 Annual Report to the School Community

School Name: Bayside P-12 College (8800)



- 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 09 May 2025 at 03:44 PM by Milan Matejin (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 23 May 2025 at 09:04 AM by Milan Matejin (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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.

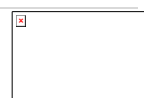
### NAPLAN

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

Bayside P-12 College is a dynamic, inclusive, and forward-thinking co-educational college located in the City of Hobson's Bay in Melbourne's southwestern suburbs. The college has three campuses: an P-9 campus in Altona North, a Year 7-9 campus in Williamstown and a senior Year 10-12 campus in Newport providing students with holistic learning experience. The college has an enrolment of approximately 1000 students. As a community, we value and encourage everyone to be a learner, to be respectful and to be responsible. These values are taught, promoted, reinforced, and celebrated throughout the college.

The college's commitment to government designed education in Victoria with the Victorian Teaching and Learning Model and the Vic Curriculum 2.0 ensures that it delivers a tailored and comprehensive curriculum, designed to meet the unique needs of each student and to inspire curiosity, creativity, and a lifelong passion for learning. The college advocates and prioritises the creation of a safe, supportive, and respectful environment where students feel secure to explore, grow, and engage. Through the explicit teaching of emotional intelligence, resilience, and social skills, we equip students with the tools to thrive not only academically but also socially and emotionally.

- 30 per cent of our community was born overseas
- 22 per cent of our community comes from non-English speaking countries
- 27 per cent of our community speaks a language other than English at home
- 4 per cent of our community has low or no English proficiency

The programs and the priorities for Bayside P-12 College consider many of these factors when developing student learning, wellbeing and engagement practices. With over one hundred and ten teaching and non-teaching staff working together to provide the best outcomes for the students and the community in general. With the population of Hobsons Bay expected to increase by 25% by 2041, the local demand in the community will undoubtedly lead to increased pressures on a capable and educated workforce.

Bayside College has already developed a number of shared use agreements over the years that provide access to facilities and grounds on each campus, including football ovals, Netball courts, Tennis facilities, Rugby fields and other shared-use buildings including pavilions and a library to support the community. The college also provides opportunities and has so for many years to the Victorian School of Languages.

Bayside P-12 College is also the largest provider of VET subjects and has a strong VCE program catering for the demands and emerging trends from the diverse and growing socio-economic landscape, with a mix of sectors like advanced manufacturing, construction, and professional services in Hobsons Bay.

The college also has a growing vibrant international students program from primary and into secondary for students wishing to study in Australia. This growing sector of learning is keenly valued by the college. International students completing their studies continue into tertiary pathways. The number of primary schools in the international program is not widely available and there is always interest from overseas families.



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

### Learning

One of the major objectives of the college strategic plan is to 'maximize the learning outcomes for all students'. Our reports to the community over the past few years reveal a clear story of improving learning outcomes. They demonstrate that the learning outcomes of our students improve as they enter the primary years into the middle years and into the senior years. Our graduates leave us with a high VCE score that is at or higher than the State average in many subjects. The percentage of students moving into positive places (further study or full-time employment) is considerably higher than the State average.

There are challenges that need to be addressed. The learning data, particularly in the primary years highlights the concern that improvement has not progressed as expected. Stronger measures are in place to address these challenges. Examples are:

- Re-modelled School Improvement Teams (SIT) for Literacy and Numeracy.
- Restructured middle leadership model in the primary years.

Focussing on Reading the NAPLAN Reading data over the previous 2-year average indicated continued improvement against the other measurements for the top two bands, as highlighted in the table below:

As a percentage (%)	Year 3	Year 5	Year 7	Year 9
School percentage of students in Strong or Exceeding:	<b>28.9</b>	<b>65.5</b>	<b>66.2</b>	<b>62.5</b>
Similar Schools average	60.6	67.0	62.6	57.0
State average	69.2	75.0	65.7	60.2

Focussing on Numeracy the NAPLAN Numeracy data over the previous 2-year average indicated continued improvement against the other measurements for the top two bands, as highlighted in the table below:

As a percentage (%)	Year 3	Year 5	Year 7	Year 9
School percentage of students in Strong or Exceeding:	<b>3.33</b>	<b>51.9</b>	<b>60.3</b>	<b>61.5</b>
Similar Schools average	56.2	57.5	57.9	54.3
State average	66.4	67.6	62.3	59.4

The college also went through and completed a School Review in 2024 with using term 4 to prepare for the next School Strategic Plan 2025 - 2028. Much of what had been developed and learnt from the previous four years was taken into the review.

## Wellbeing

Our strategic plan's objective in the wellbeing goal is to encourage students to be actively engaged in their learning. The 2024 data below highlights in the areas of Sense of Confidence and Managing Bullying the challenges for the college. The latest data has indicated mixed results over a four-year period. Looking at the data from AtoSS in the Performance Summary Report, the percentage of positive endorsement indicate that in year's 4-6, the results were lower than that of similar schools in both *Sense of Confidence* and *Managing Bullying*. This is a clear trend from the learning objectives to critically address the challenges in the primary years.

In the area of *Sense of Confidence* positive endorsement had decreased from Years 4 to 6 to Years 7 to 9. The 2024 results were re-grouped into primary and secondary areas. Prior to that the groupings were 4-6, 7-9 and 10-12. In the Years 7 to 12 the data was slightly higher than similar schools' but lower than the state average as indicated below:

	Years 4-6	Years 7-12
Scores as a percentage	<b>2024</b>	<b>2024</b>
School percentage endorsement:	69.3	43.7
Similar Schools average:	77.8	43.0
State average:	77.9	48.0

In the area of *Managing Bullying*, the data – although below both similar schools and state averages – was not too different overall in both primary and secondary years. Over the four-year period the Year 7-9 students provided a significant increase in negative endorsement, but not too different from the overall trend of similar schools or the state average.

	Years 4-6	Years 7-12
Scores as a percentage	<b>2024</b>	<b>2024</b>
School percentage endorsement:	72.6	44.7
Similar Schools average:	75.7	45.2



State average: 76.3 49.1

The College *School Wide Positive Behaviour Program* is now well-established in the school. In 2022, to support the work of this program, the staff began a two-year professional development program focusing on *Visible Wellbeing* until the end of 2024. There is also an increased focus on the *Positive Classroom Management* model and the new *Victorian Teaching and Learning Model* (VTLM 2.0). The college is confident that it will address the issues in the next *School Strategic Plan 2025 -2028* (SSP).

## Engagement

Our engagement goal is to improve the social and emotional engagement and wellbeing of every student. The number of 20 or more absent days for students in 2024 by percentage, compared to similar schools and the state average, indicates that attendance has not been addressed as the college would have preferred. This continues to be concerning.

### Student Absence: Years Prep to 6

#### Year (2024) 4-year average

<b>School average number of absence days:</b>	27.5	26.2
<b>Similar Schools average:</b>	24.2	22.6
<b>State average:</b>	21.8	20.1

### Student Absence: Years 7-12

#### Year (2024) 4-year average

<b>School average number of absence days:</b>	34.5	29.4
<b>Similar Schools average:</b>	34.0	29.1
<b>State average:</b>	31.2	27.2

The College Wellbeing Program (Pastoral Care Program) emphasised the importance of attendance. The Mentor (Pastoral Care) Teacher's role of supporting individual students is one key part of this work. This continues to be strengthened.

The support of the Region, including the Senior Education Improvement Leader (SEIL) and Education Improvement Leader (EIL), we have introduced three teams, each centred around

Assistant Campus Principals, to tackle this using targeted data. The anticipated outcome is to show steady improvement reflected in the data.

Furthermore, specific time for the P-3 and 4-6 Learning Specialists is provided to respond to the concerns around attendance for 2025. The college also employs COMPASS to improve communication with parents. This portal notifies parents of student non-attendance.

Our destination data for our graduating students continues to be remarkable, which includes students who graduate and enter full-time work or study. Students have access to quality and well-resourced counselling and support when selecting subjects and goals around their future pathways. The College participates in a cluster of schools offering VET programs in the Hobsons Bay and Wyndham area with a range of VET subjects available at Bayside P-12 College.

## Other highlights from the school year

Bayside P-12 College is a multi-campus college that offers opportunities for camps at different levels. There are also opportunities for the junior campuses to attend the same camps. This promotes the development of a college identity and spirit for all students. At the senior campus, there are camps for the whole year and subject specific, such as outdoor education.

The college has a strong sister-school relationship with Anjo-Higashi Senior High School from Japan. This relationship has been developed and nurtured for over 40 years. Every second year, Bayside P-12 College visits Anjo-Higashi Senior High School. This relationship promotes intercultural understanding and global awareness among students. It provides opportunities for students to experience different cultures, societies, and languages, creating lifelong learning and friendships for all who engage in the activities.

Bayside P-12 College is also active in the community, for example:

- Our Year 9 students are involved in the City Experience
- We organise sporting events across all year levels at various locations in the Hobsons Bay area
- We host productions at the Altona Theatre

## Financial performance

All funds received from the Department, 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.

Where centrally paid salaries were intended for specific programs/ targeted initiatives, the salaries have been paid to staff employed to deliver specific programs/ targeted initiatives, consistent with Department policies and School Council approvals.



School Council accepts the 2024 summary: Reconciled accounts total \$840,256.62, of which the Operating Reserve is \$541,827.99 as determined by DET, revenue received is \$225,968.29 being school based program totals. No deficit repayable to the department for 2025.

For more detailed information regarding our school please visit our website at <https://www.bayside.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 1,068 students were enrolled at this school in 2024, 524 female and 537 male.

31 percent of students had English as an additional language and 2 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: **Medium**

#### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

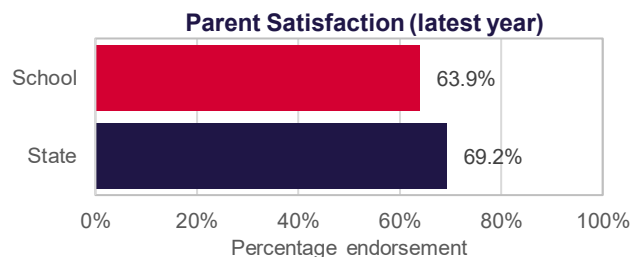
Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

#### Parent Satisfaction

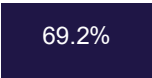
School percentage endorsement:

Latest year  
(2024)

63.9%



State average (P-12 schools):



**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.

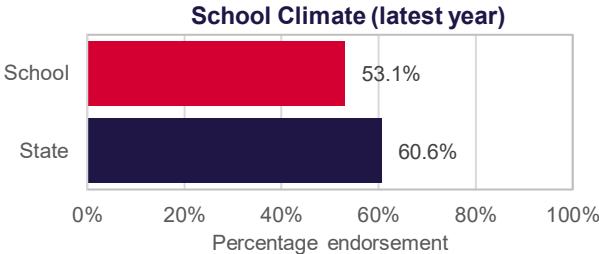
**School Climate**

Latest year (2024)

School percentage endorsement:



State average (P-12 schools):



## 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:

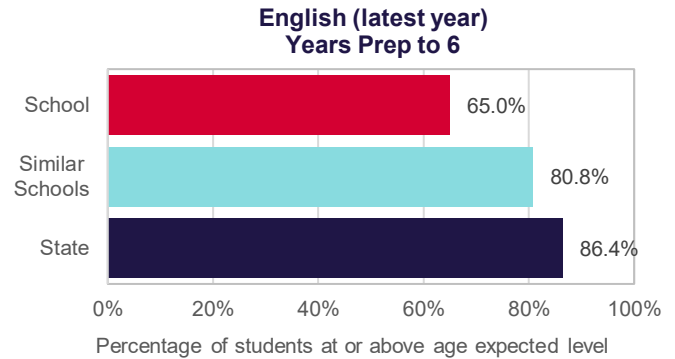
65.0%

Similar Schools average:

80.8%

State average:

86.4%



#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

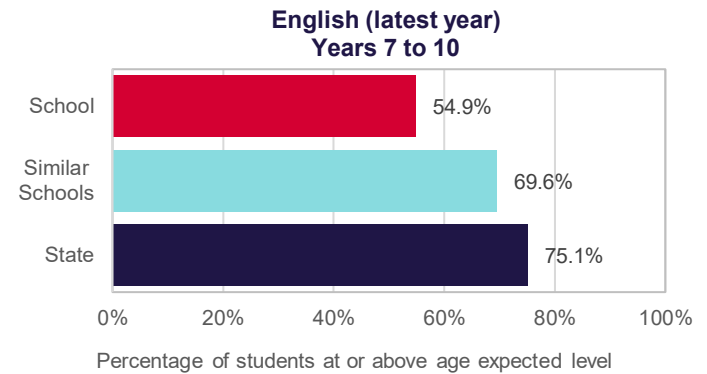
54.9%

Similar Schools average:

69.6%

State average:

75.1%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

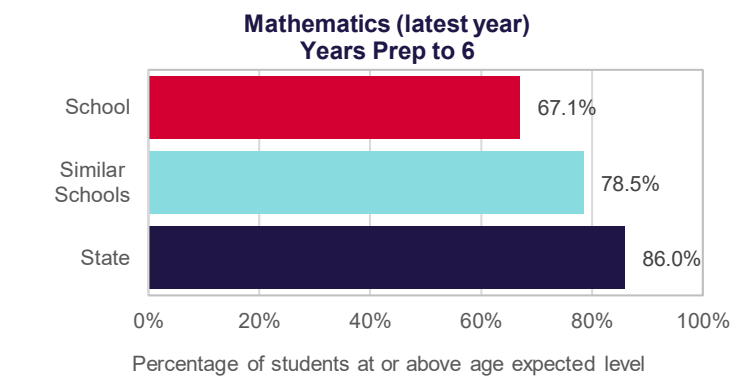
67.1%

Similar Schools average:

78.5%

State average:

86.0%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

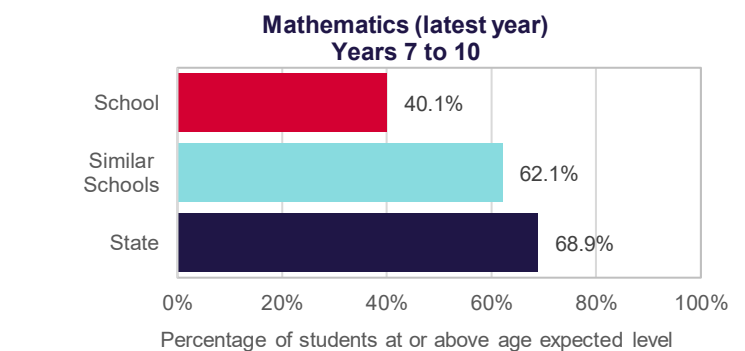
40.1%

Similar Schools average:

62.1%

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.

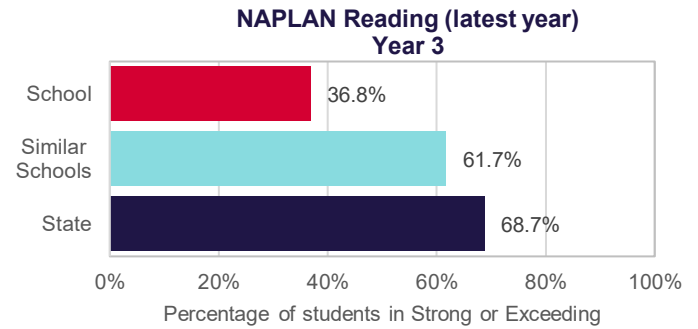
### NAPLAN

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.

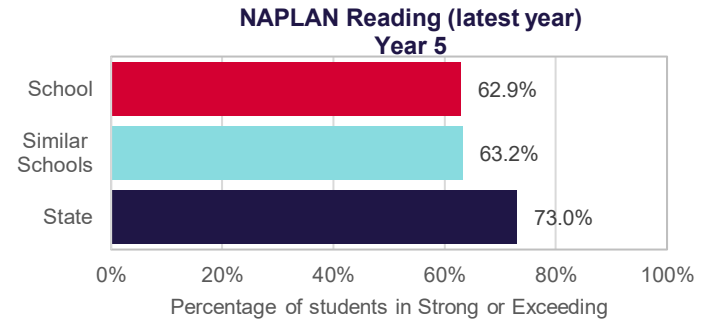
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	28.9%
Similar Schools average:	61.7%	60.6%
State average:	68.7%	69.2%



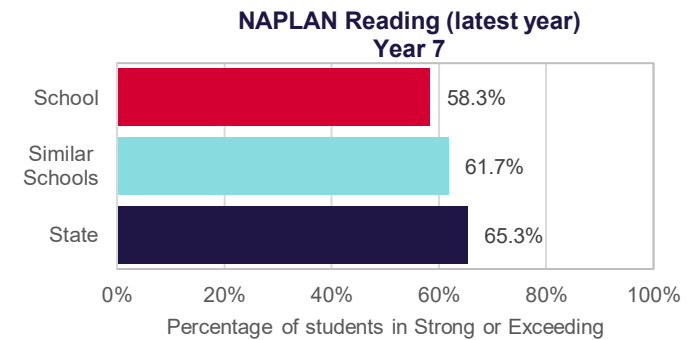
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.9%	65.5%
Similar Schools average:	63.2%	67.0%
State average:	73.0%	75.0%



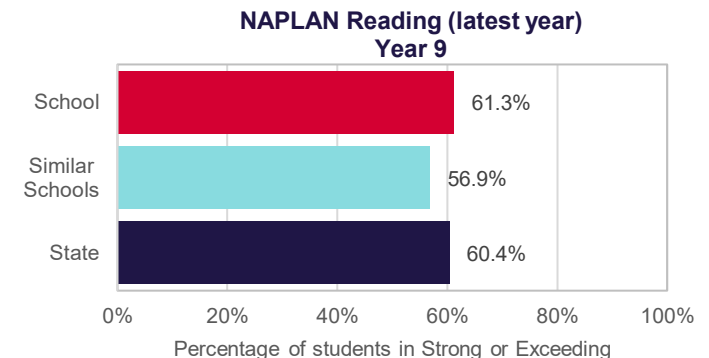
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	66.2%
Similar Schools average:	61.7%	62.6%
State average:	65.3%	65.7%



#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.3%	62.5%
Similar Schools average:	56.9%	57.0%
State average:	60.4%	60.2%

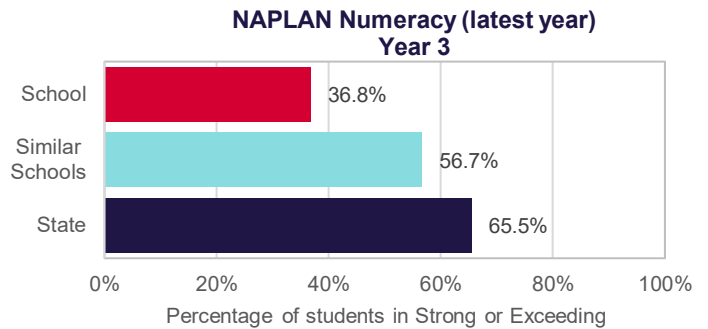


**LEARNING (continued)**

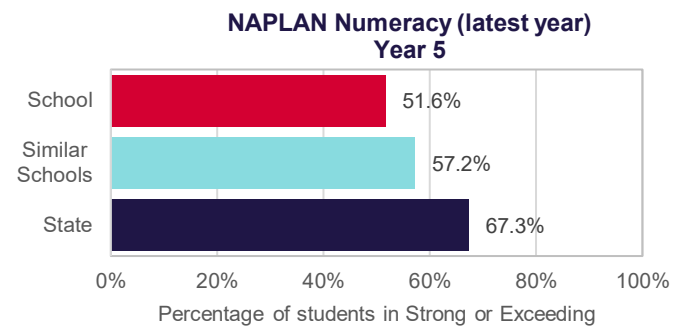
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN (continued)**

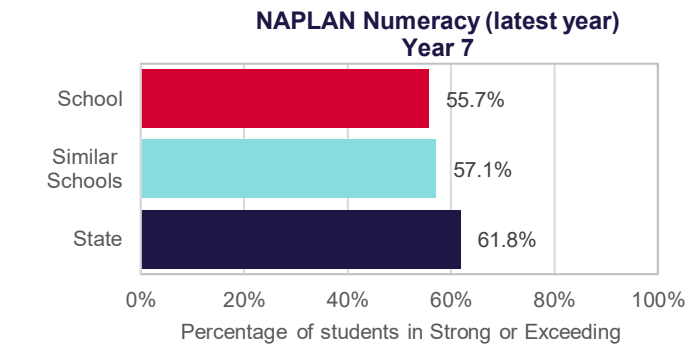
<b>Numeracy Year 3</b>	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	33.3%
Similar Schools average:	56.7%	56.2%
State average:	65.5%	66.4%



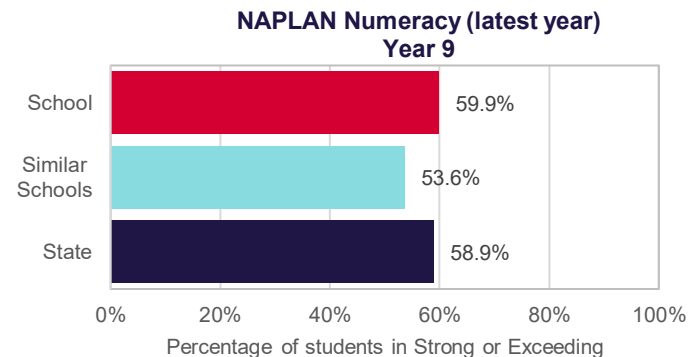
<b>Numeracy Year 5</b>	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.6%	51.9%
Similar Schools average:	57.2%	57.5%
State average:	67.3%	67.6%



<b>Numeracy Year 7</b>	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.7%	60.3%
Similar Schools average:	57.1%	57.9%
State average:	61.8%	62.3%



<b>Numeracy Year 9</b>	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.9%	61.5%
Similar Schools average:	53.6%	54.3%
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:

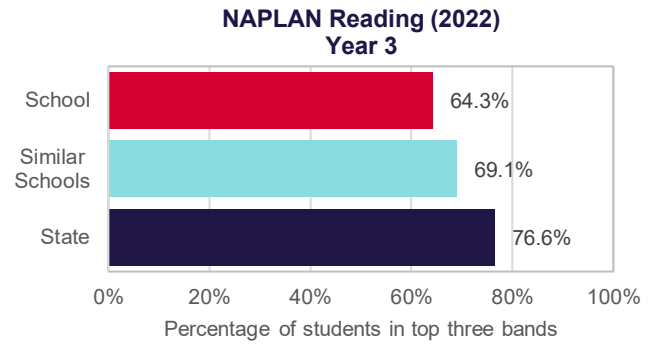
64.3%

Similar Schools average:

69.1%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

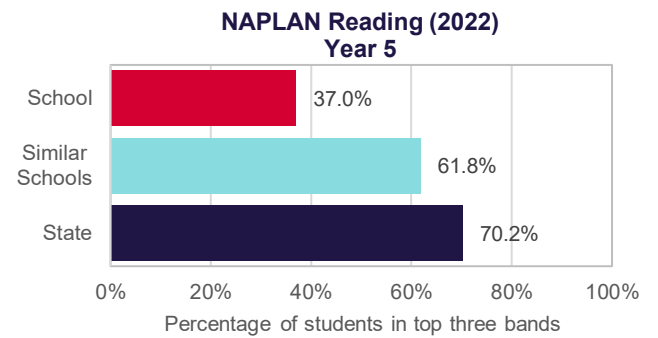
37.0%

Similar Schools average:

61.8%

State average:

70.2%



#### Reading Year 7

(2022)

School percentage of students in the top three bands:

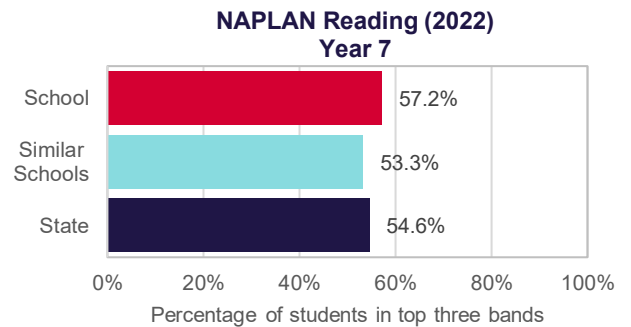
57.2%

Similar Schools average:

53.3%

State average:

54.6%



#### Reading Year 9

(2022)

School percentage of students in top three bands:

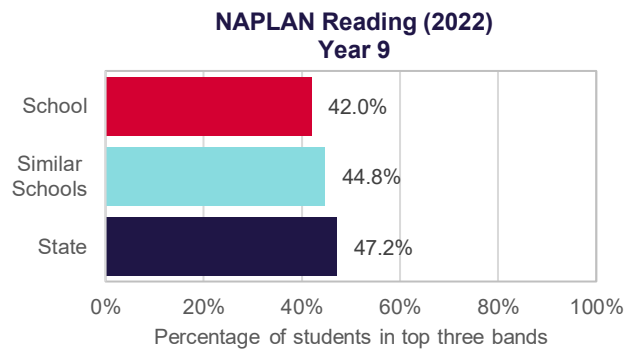
42.0%

Similar Schools average:

44.8%

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:

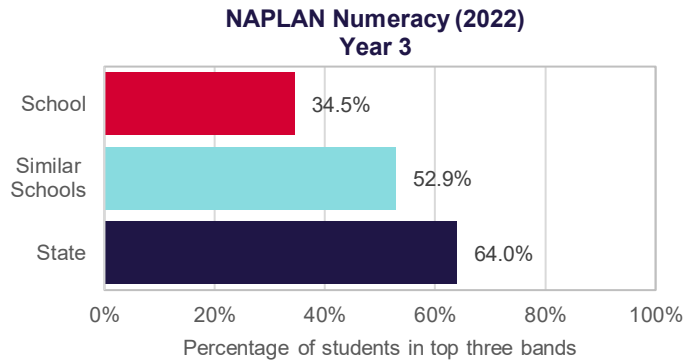
34.5%

Similar Schools average:

52.9%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

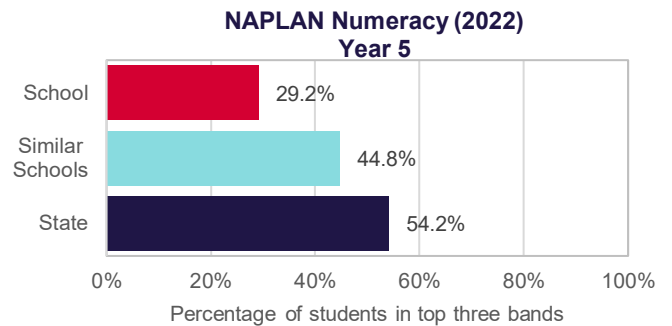
29.2%

Similar Schools average:

44.8%

State average:

54.2%



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

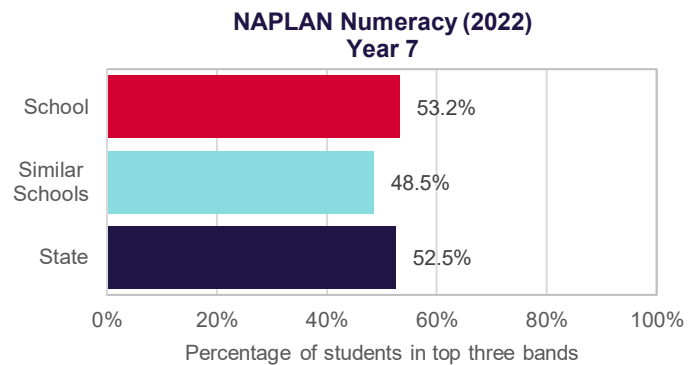
53.2%

Similar Schools average:

48.5%

State average:

52.5%



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

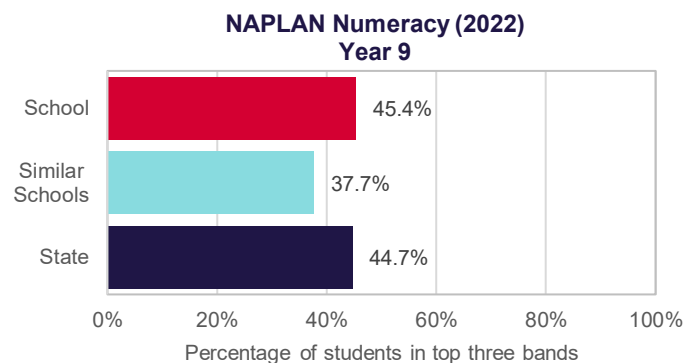
45.4%

Similar Schools average:

37.7%

State average:

44.7%



## LEARNING (continued)

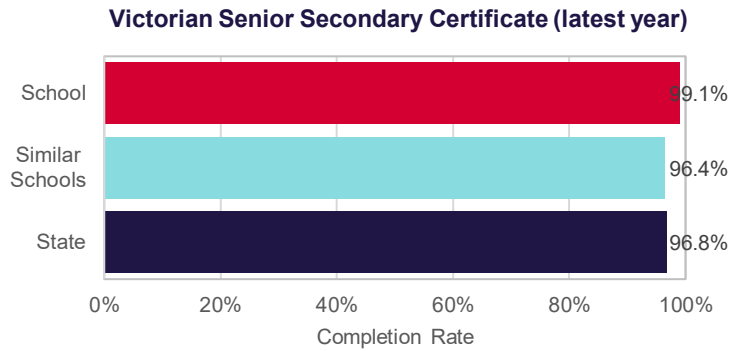
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	99.1%	96.4%
Similar Schools completion rate:	96.4%	96.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

28.0

Number of students awarded the VCE Vocational Major

32

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:

54%

Percentage VET units of competence satisfactorily completed in 2024:

81%



## WELLBEING

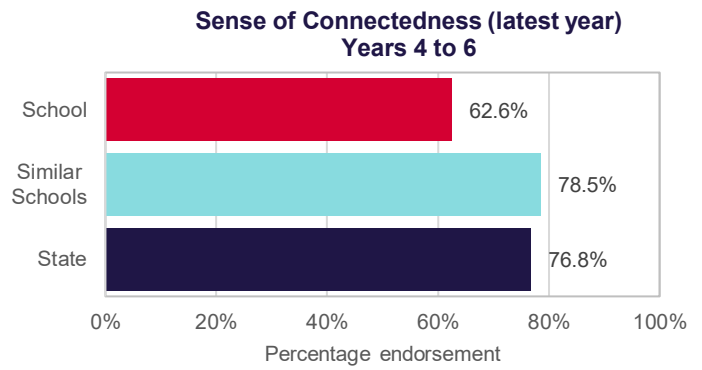
**Key:** ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

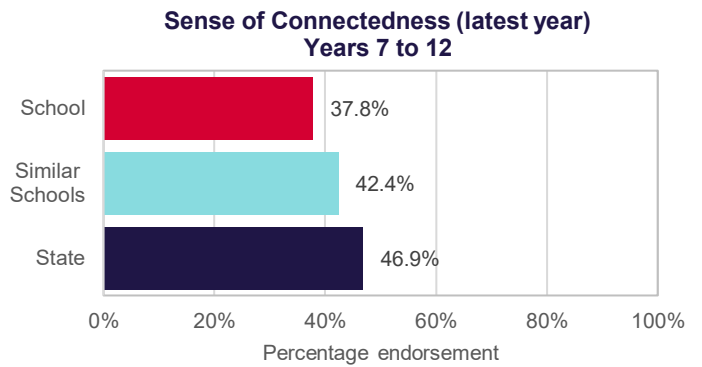
#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	62.6%	69.3%
Similar Schools average:	78.5%	77.8%
State average:	76.8%	77.9%



#### Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	37.8%	43.7%
Similar Schools average:	42.4%	43.0%
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

School percentage endorsement:

Latest year (2024) 4-year average

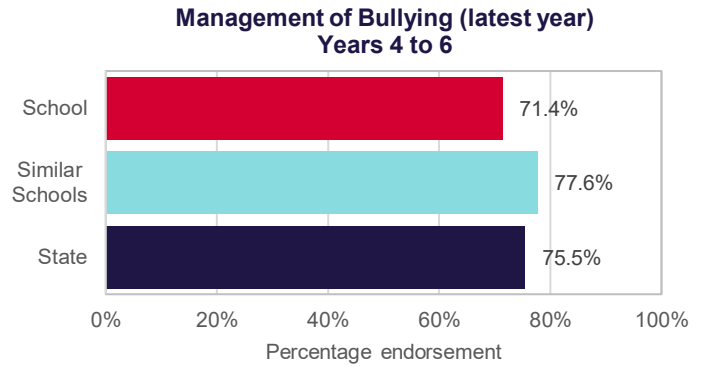
71.4% 72.6%

Similar Schools average:

77.6% 75.7%

State average:

75.5% 76.3%



#### Management of Bullying Years 7 to 12

School percentage endorsement:

Latest year (2024) 4-year average

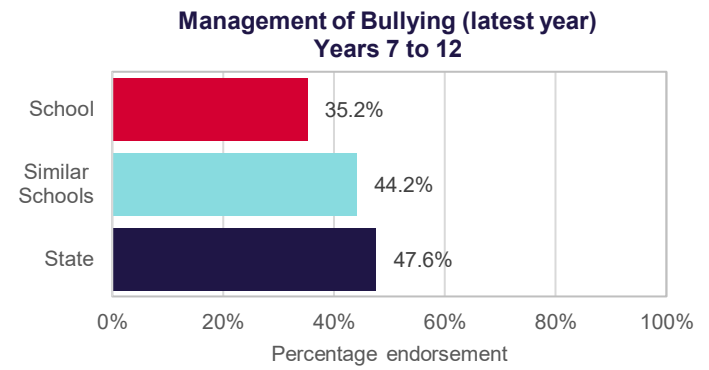
35.2% 44.7%

Similar Schools average:

44.2% 45.2%

State average:

47.6% 49.1%



## ENGAGEMENT

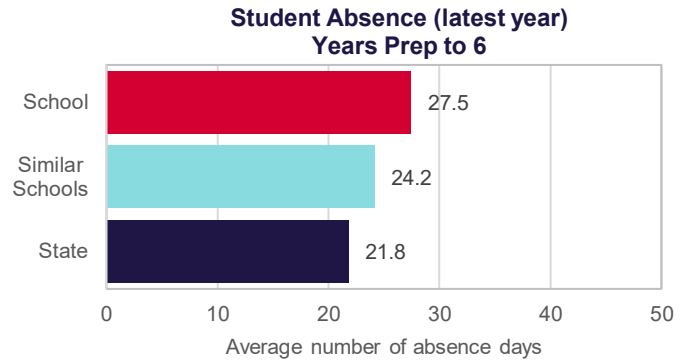
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

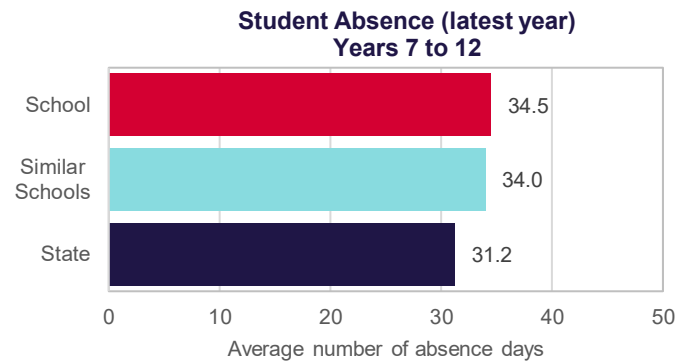
#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	27.5	26.2
Similar Schools average:	24.2	22.6
State average:	21.8	20.1



#### Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	34.5	29.4
Similar Schools average:	34.0	29.1
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):	87%	86%	91%	88%	82%	85%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	84%	80%	80%	82%	85%	89%	

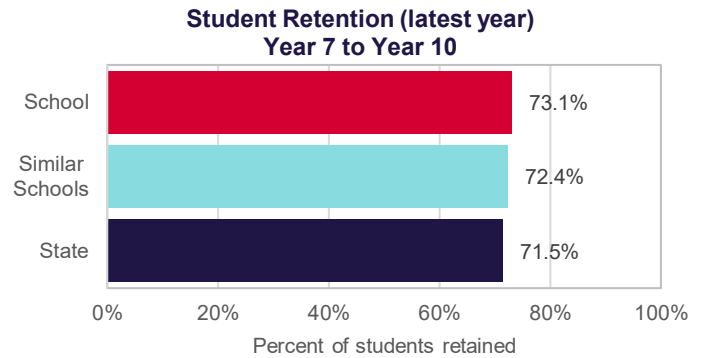


## ENGAGEMENT (continued)

### 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:	73.1%	71.1%
Similar Schools average:	72.4%	75.0%
State average:	71.5%	73.2%

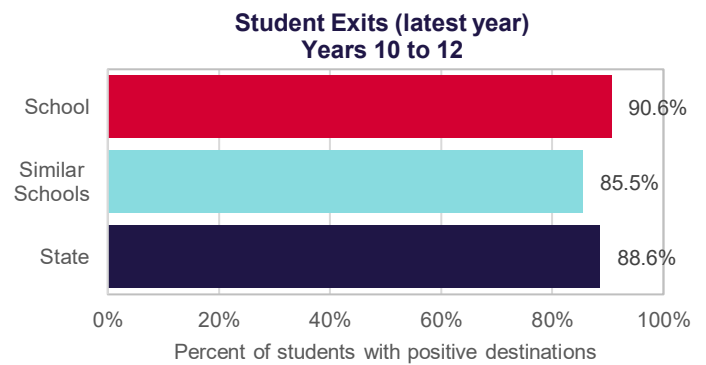


### Students exiting to further studies or full-time employment

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:	90.6%	93.0%
Similar Schools average:	85.5%	87.7%
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	\$15,185,831
Government Provided DET Grants	\$2,385,091
Government Grants Commonwealth	\$7,070
Government Grants State	\$9,800
Revenue Other	\$358,657
Locally Raised Funds	\$836,532
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$18,782,980</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$660,212
Equity (Catch Up)	\$62,642
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$722,854</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,419,002
Adjustments	\$0
Books & Publications	\$6,824
Camps/Excursions/Activities	\$378,641
Communication Costs	\$25,004
Consumables	\$449,695
Miscellaneous Expense <sup>3</sup>	\$229,049
Professional Development	\$59,883
Equipment/Maintenance/Hire	\$385,165
Property Services	\$749,198
Salaries & Allowances <sup>4</sup>	\$49,626
Support Services	\$1,207,192
Trading & Fundraising	\$91,910
Motor Vehicle Expenses	\$22,912
Travel & Subsistence	\$0
Utilities	\$170,455
<b>Total Operating Expenditure</b>	<b>\$18,244,556</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$538,424</b>
<b>Asset Acquisitions</b>	<b>\$329,728</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$758,199
Official Account	\$82,058
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$840,257</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$541,828
Other Recurrent Expenditure	\$72,461
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$82,067
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$41,440
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$767,796</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.*

