

2024 Annual Report to the School Community

School Name: Wodonga Middle Years College (8851)



- 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 21 March 2025 at 02:57 PM by Steven Fouracre (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 21 March 2025 at 02:57 PM by Steven Fouracre (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

At Wodonga Middle Years College Our Vision is - Every Student, Every Opportunity, Success for All. Government secondary schools in Wodonga are student focused learning communities. Our graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship. Wodonga Middle Years College is a secondary school catering to 1007 students, 526 at the Huon Campus, 434 at the Felltimber campus and 47 at the Flying Fruit Fly Circus School, mainly in years 7, 8 & 9.

Wodonga Middle Years College has one Executive Principal, one Campus Principal, four Assistant Principals, nine Leading Teachers, three Learning Specialists, 74 Classroom Teachers and 83 Education Support Staff. There are three campuses, Huon and Felltimber, and The Flying Fruit Fly Circus School (FFFCS). The Flying Fruit Fly Circus School has students in year 3-9. The college operates a Neighbourhood Campus Policy. Students attend their closest campus. The Student Family Occupation Education index is 0.52 (Huon Campus), 0.554 (Felltimber Campus) and 0.2409 (Flying Fruit Fly Circus School).

The college was established in 2006 and is in its nineteenth year of operation. The college is set up in Houses. There are three Houses at each campus. Houses are named using local aboriginal names for animals. School Wide Positive Behaviour Support and Restorative Practices form the basis for our student management and wellbeing. Students complete a core of studies: Years 7 & 8, English, Maths, Humanities, Science, Health, Physical Education, Arts, Technology and Languages. Year 9, Maths, Science, English, Humanities, Health, and Physical Education plus a range of electives in the Arts, Technology and Languages. Programs catering to students with specific needs or interests include Academic Advancement Program (AAP), Advancement Via Individual Determination (AVID), Student leadership groups, and the Flying Fruit Fly Circus School. Students from Year 7-9 participate in a BYOD program and the college has chosen Desire to Learn as its learning management system. The College operates an extensive co-curricular program including instrumental music, a camp week, sport, and cultural activities. Students go on to complete their secondary education, years 10-12 at the Wodonga Senior Secondary College.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024 Professional Learning Communities (PLCs) within the College focused on ensuring staff were using the inquiry cycle to develop and implement an agreed Instructional Model. Student portfolios and student led conferences, as well as a Grade Point Average, are the primary means of reporting student achievement. At the secondary levels, Maths and English Victorian Curriculum results are well below the state median, and well below similar schools. NAPLAN results indicate that our Primary students are at or above state level in all areas.

NAPLAN results indicate that we are below state average in all areas but have equivalent results in reading at Year 7. At Year 9 we are lower than similar schools in both reading and numeracy but not significantly. Our Learning Specialist in literacy along with the Tutor Learning Initiative teachers continued to focus on building student capabilities in 2024. Their focus was on students performing in the proficiency of Needs Additional Support (NAS). Teachers are continuing to be provided professional learning in reading to learn strategies. There is also a focus on teachers being reflective of their practice to create improvement in student results. There is a continued focus on building a positive climate for learning in the College. The Tutor Learning Initiative was implemented in 2021 and continues in 2024 despite the workforce shortages to support students who need additional support.

Wellbeing

Our school values - Respect, Resilience and Aspiration continue to build a positive, safe and orderly learning environment within the College. It has been a focus in 2024 to ensure that our values signage is clearly displayed across the campuses of Wodonga Middle Years College. Student management processes and documents were updated. This ensures a common and consistent approach across the College. We have worked with Wodonga Senior Secondary College to ensure that there is a common classroom management approach across the two schools so that it eases transition for students. The House structure continues to ensure that staff purposefully build positive relationships and respect as well as understanding students and how they learn. Student support in 2024 included structured House teams with student advocacy, a wellbeing team with case managers, a Defence Transition Mentor, and a Careers counsellor. The college operates School Wide Positive Behaviour Support underpinned with Restorative Practices. Recruitment of a Mental Health Practitioner occurred at the end of 2020 and was in place for the 2024 school year, this further supported our Wellbeing team. WMYC developed close relationships with many wellbeing agencies in 2024, including North East Child and Adolescent Mental Health Service, Gateway Community Health, Junction Support Services, Child Protection, and Head Space. Many wellbeing programs are offered within the college by the Wellbeing Team.

School Staff Survey

By 2024, increase the levels of positive endorsement for the following variables:

Academic emphasis from 23 percent to 30 percent - result 22% positive endorsement - target not met.

Collective efficacy from 42 percent to 44 percent - result 33% positive endorsement - target not met.

Attitudes to School Survey

By 2024, increase the overall levels of positive endorsement for Stimulating learning from 41 percent in 2023 positive to 43 percent - result 35% positive endorsement - target not met.

School Staff Survey

By 2024, Increase the levels of positive endorsement for the following;

School Leadership from 59 percent to 61 percent - result 55% positive endorsement - target not met.

Trust in students and parents from 24 percent to 30 percent - result 23% positive endorsement - target not met.

Attitudes to School Survey

By 2024, increase the level of positive endorsement for Teacher concern from 49 percent to 51 percent - result 43% positive endorsement - target not met.

Engagement

Classroom observations, forums with teachers, and students and documented analysis conducted during the Intensive School Support review, informed the panel's assessment of the school's practices against FISO 2.0 core element, Engagement. Teacher forums and system data informed the panel that there were low levels of trust in parents and students. The 2023 School Staff Survey data demonstrated a 24 per cent positive rating for Trust in parents and students. The school had changed its daily organisation to focus on wellbeing and connectedness during 2024. The school mandated that period one was to be focused on relationship building. Students also commented that relationships with staff were affected by the staff changes. Several students stated that they had at least six teachers for several subjects this year. The panel was made aware of several school wide wellbeing and inclusion initiatives including regular Koorie networking, a dedicated wellbeing team, Individual Education Plans for targeted students and the employment of Education Support staff in classrooms. Students who were involved in these groups spoke positively about the support and encouragement they received. The panel considered absence data and concluded that the related targets had not been met. Attendance target was to reduce the percentage of students with 20 or more absence days from 50 percent to 45 percent or less result. Data indicated that there was an increase in greater than 30 days of absence from 55% to 60% during 2024. The target was not met. The follow actions form our attendance monitoring at the College.

- Fortnightly meetings between Assistant Principals and Leading Teachers to monitor student attendance
- Fortnightly meetings with SSS Regional supports School Wellbeing and Engagement Officer to identify and monitor student attendance
- Attendance actions plans used in SSGs
- Termly check in meetings with Junction Support Services and Navigator program to support chronic absenteeism

Established the position of a DIP practitioner to embed processes with the Disability Inclusion reform.

Established a position for a DIP Administrator to coordinate the implementation of reasonable adjustments for academic and social success.

Employed a Speech Pathologist to support student with communication and language deficits.

Developed and documented routines and supports to support the facilitation of DIFS meeting.

Employed a youth engagement officer to support to students engagement with access to alternative programs within the school.

Established a Youth engagement position to support students to connect with Culture. Liaising with a number of community members and external agencies.

Opportunities for Koori students to connect with local organisations to support connection to school and families.

Established a Careers practitioner to work with students and families to explore future pathways with a focus on career readiness.

Transition 6-7. Planning, preparation and handover meetings established within WFGS to support the transition of students from 6 into 7.

Transition 9-10. Developed individual and whole school processes to support the transition from 9 into 10

Other highlights from the school year

Some significant highlights at the school in 2024 were the Camps Week held in Term 1. The Camp's Week is an opportunity for all students in the school to choose a camp or daily activity for the 3 days of Camps Week. All students are involved and can either choose to go on overnight camps or activity days held locally. This week is an opportunity for students and staff to build strong relationships early in the year and for students to build friendships across campuses and year levels while building their resilience. The activity afternoon is another opportunity for students to challenge themselves and to try new activities. Students choose activities inside and out of the school and again build their resilience. Despite facing significant workforce shortages in 2024, our staff worked tirelessly to provide a safe and calm learning environment for our students. The students showed outstanding resilience and adaptability in how they welcomed new teachers to the college over the year.

Financial performance

Wodonga Middle Years College endured a year of large staff shortages that required the need to employ Casual Relief Teacher's from agencies to run the day to day school program at a large cost. This caused the need for a credit to cash transfer. The School Strategic Plan (2024-2027) along with the 2024 Annual Implementation Plan provided the framework for school council allocation of funds to support the important school programs and the priorities of the School Strategic Plan. The Financial Performance and Position report shows an end of year surplus result of \$2,087,684, which included \$410,000 worth of School Saving Bonus and a total of \$989,429 was spent on CRTs. The College received equity funding which was spent on staffing for programs for disadvantaged students. Some examples are the Wellbeing program are the Inclusion Program, the Koorie Art Club and intervention for students who require additional social and academic support.

**For more detailed information regarding our school please visit our website at
<https://www.wmyc.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 1,007 students were enrolled at this school in 2024, 515 female and 488 male.

7 percent of students had English as an additional language and 12 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).

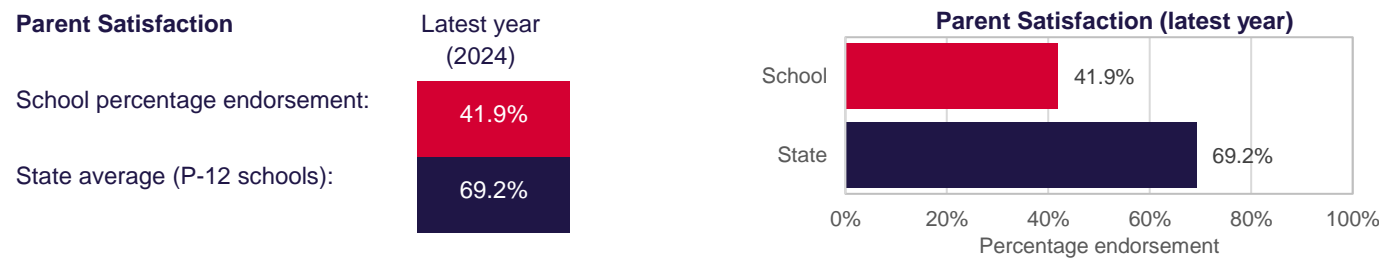
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

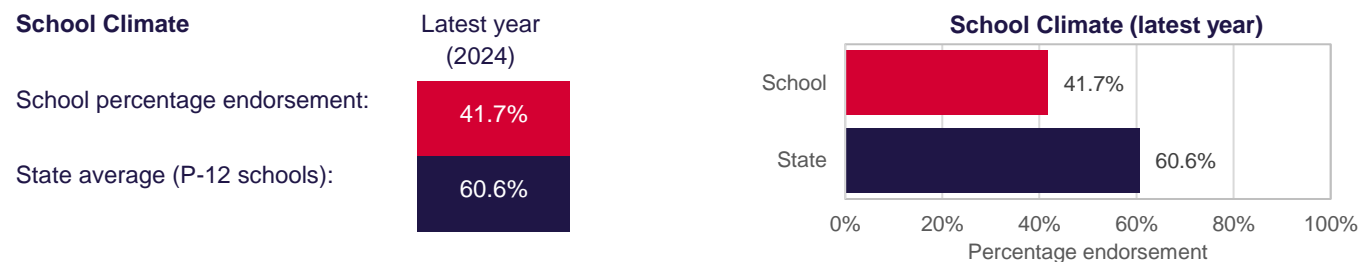


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

82.5%

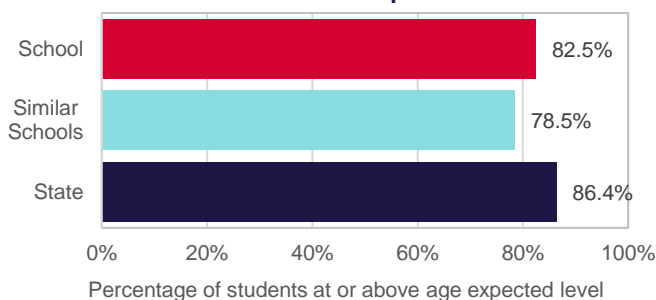
Similar Schools average:

78.5%

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:

26.2%

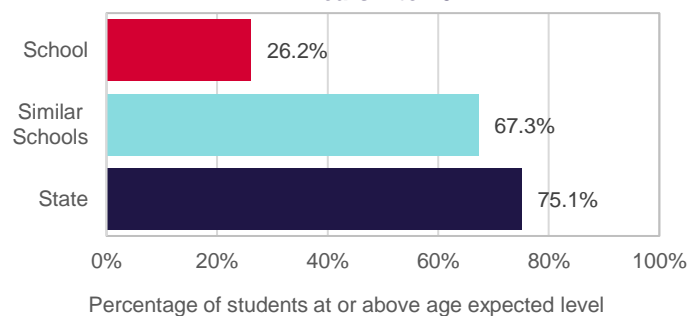
Similar Schools average:

67.3%

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:

98.1%

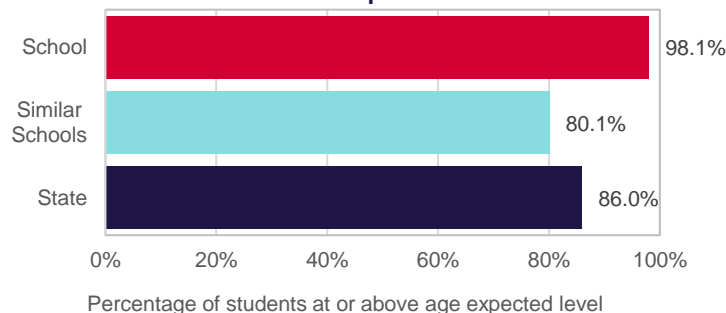
Similar Schools average:

80.1%

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:

29.3%

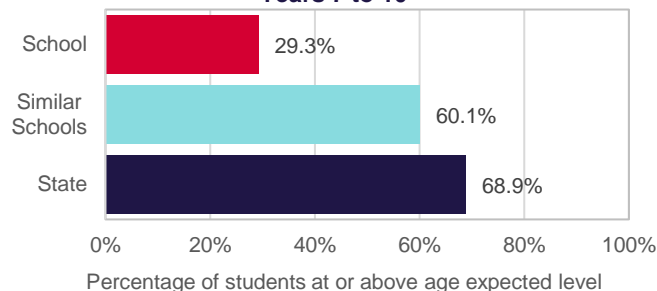
Similar Schools average:

60.1%

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.

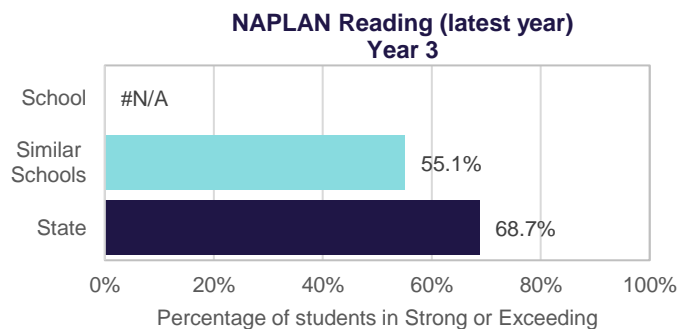
NAPLAN

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.

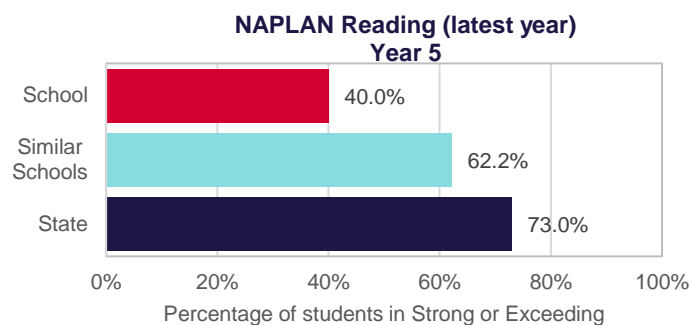
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	55.1%	57.0%
State average:	68.7%	69.2%



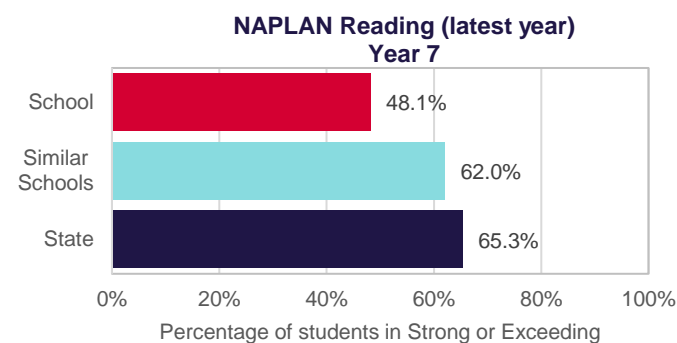
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	80.0%
Similar Schools average:	62.2%	68.8%
State average:	73.0%	75.0%



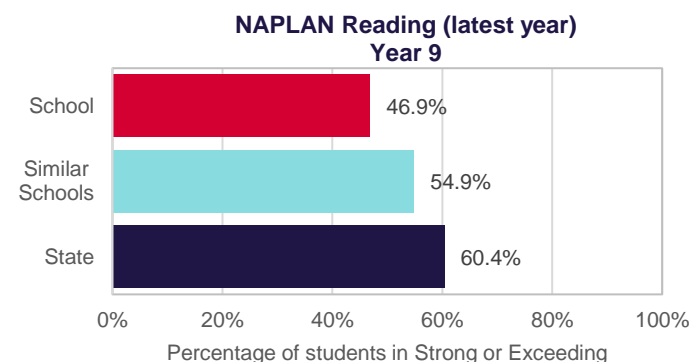
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.1%	50.7%
Similar Schools average:	62.0%	62.7%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.9%	49.4%
Similar Schools average:	54.9%	54.3%
State average:	60.4%	60.2%

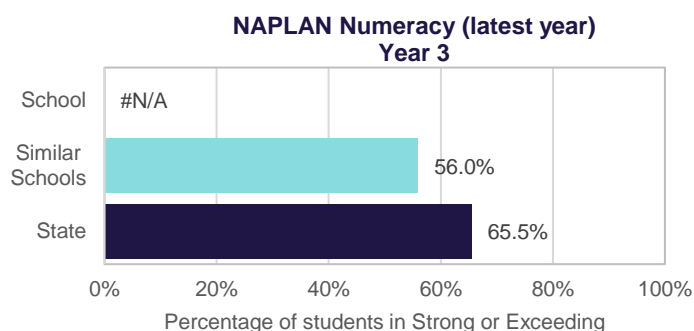


LEARNING (continued)

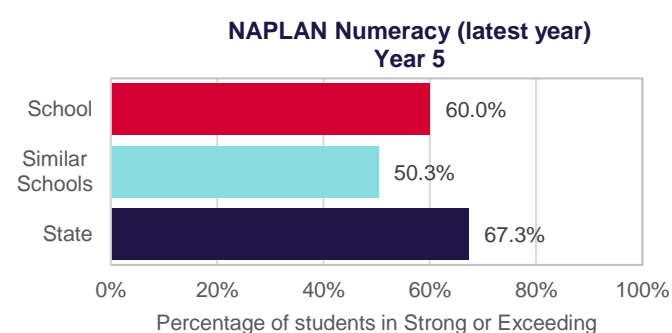
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

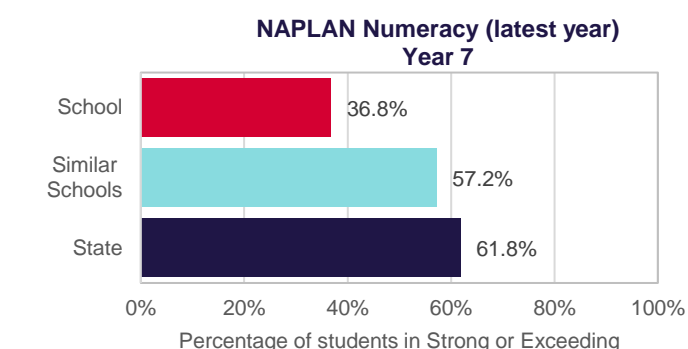
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	60.0%
Similar Schools average:	56.0%	59.9%
State average:	65.5%	66.4%



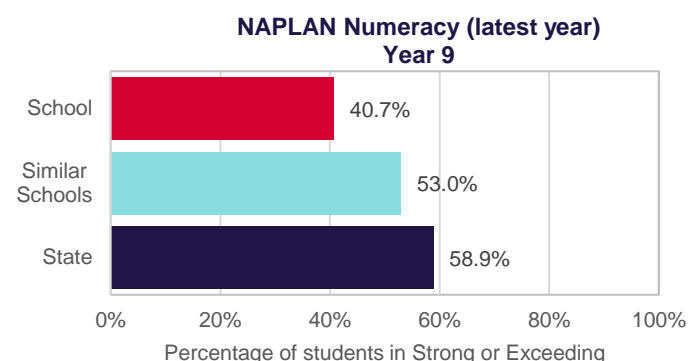
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	80.0%
Similar Schools average:	50.3%	55.6%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.8%	41.4%
Similar Schools average:	57.2%	58.0%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.7%	46.4%
Similar Schools average:	53.0%	53.5%
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:

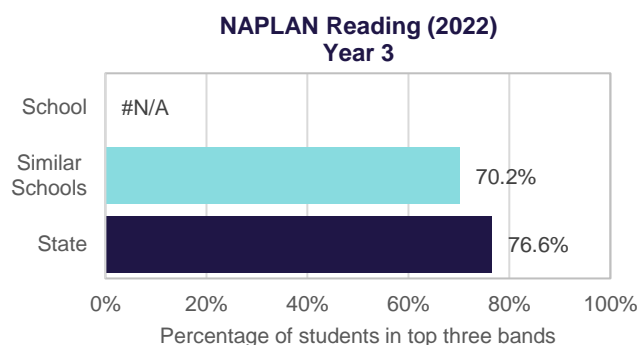
NDA

Similar Schools average:

70.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

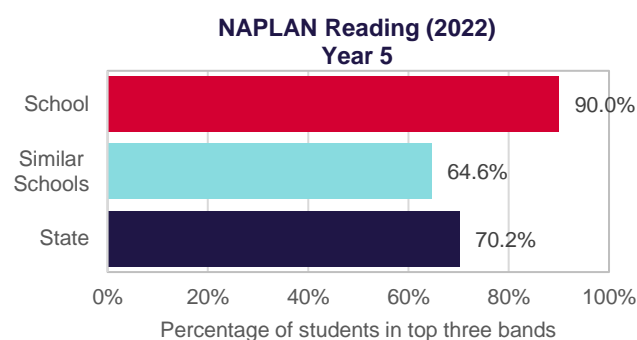
90.0%

Similar Schools average:

64.6%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

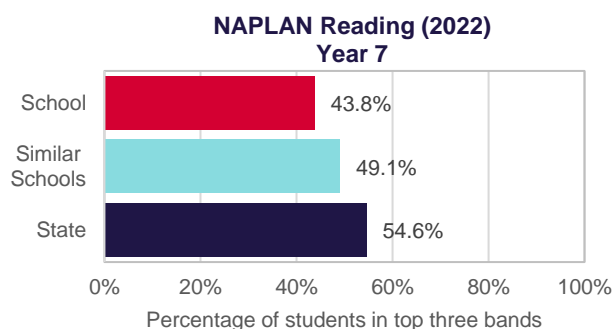
43.8%

Similar Schools average:

49.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

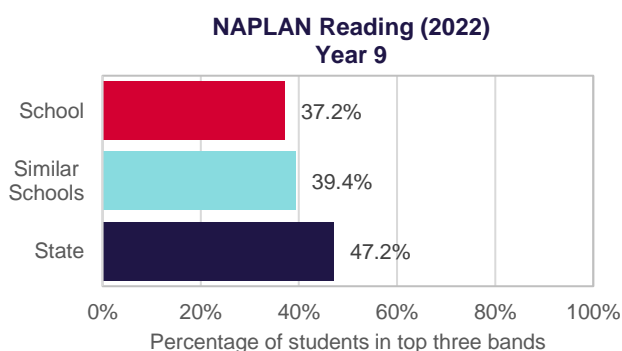
37.2%

Similar Schools average:

39.4%

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:

NDA

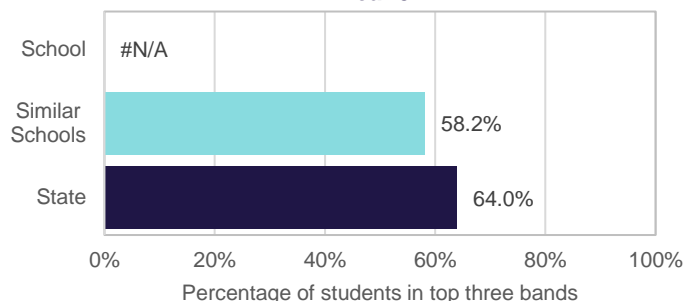
Similar Schools average:

58.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

90.0%

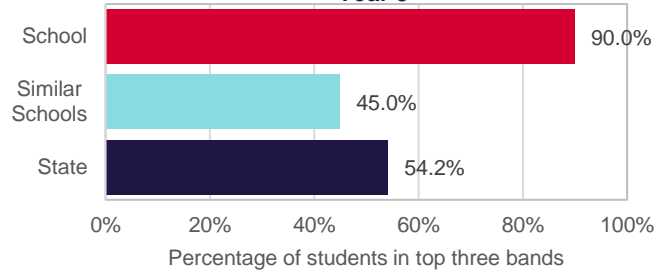
Similar Schools average:

45.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

38.9%

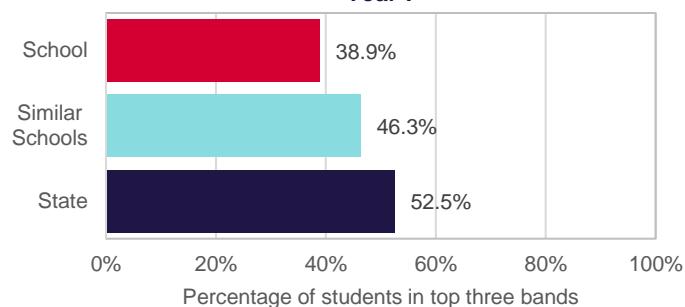
Similar Schools average:

46.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

33.7%

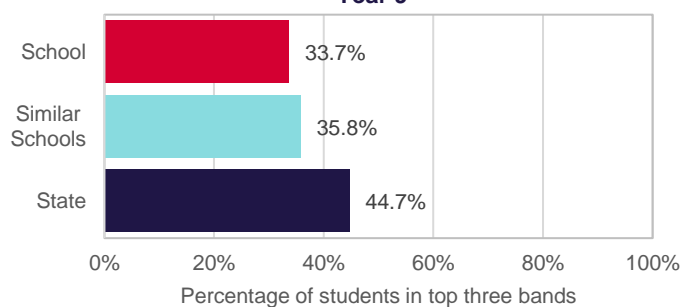
Similar Schools average:

35.8%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



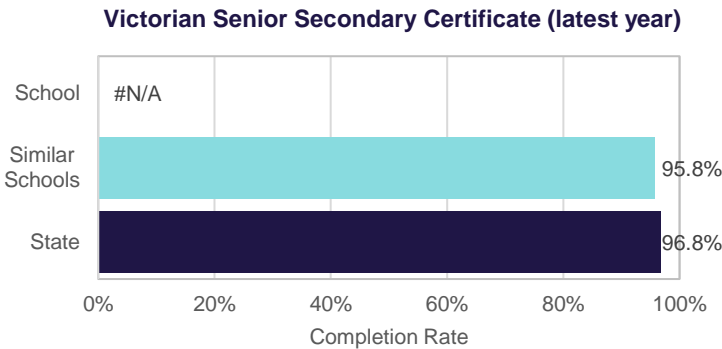
LEARNING (continued)

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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:	NDA	NDA
Similar Schools completion rate:	95.8%	96.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	NDA
Number of students awarded the VCE Vocational Major	NDA
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:	NDA
Percentage VET units of competence satisfactorily completed in 2024:	NDA



WELLBEING

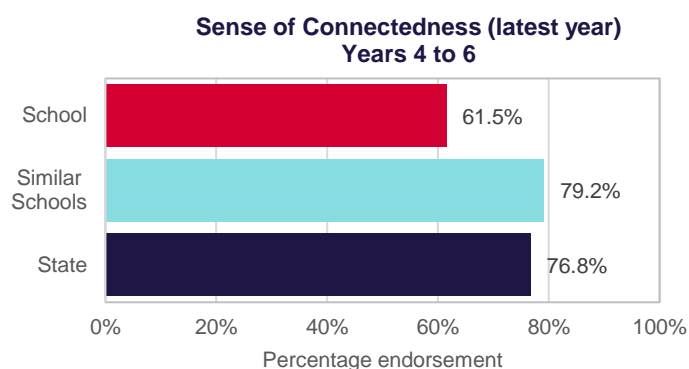
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

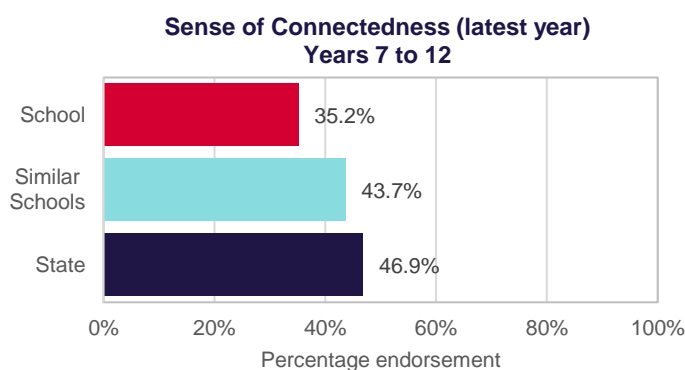
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	61.5%	80.3%
Similar Schools average:	79.2%	78.3%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	35.2%	45.3%
Similar Schools average:	43.7%	45.1%
State average:	46.9%	48.0%

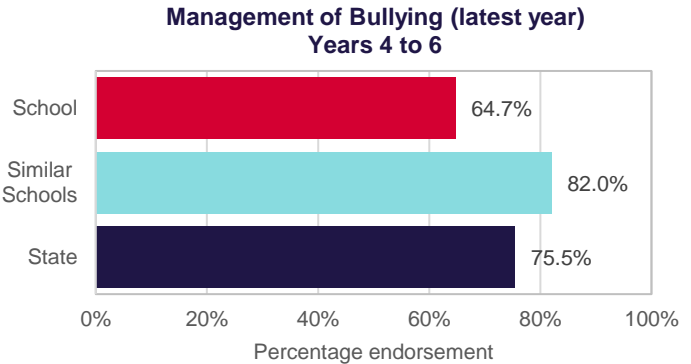


WELLBEING (continued)

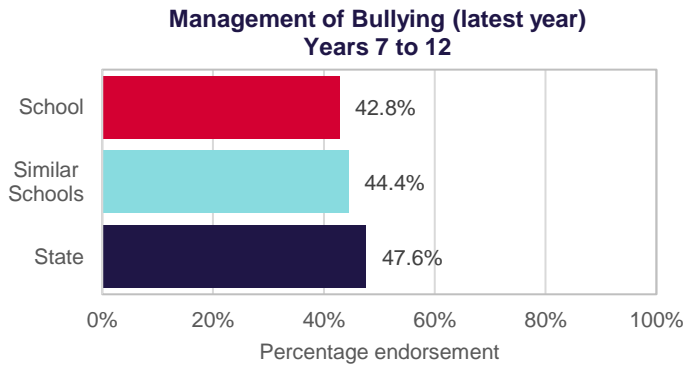
Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	64.7%	69.3%
Similar Schools average:	82.0%	79.6%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	42.8%	49.0%
Similar Schools average:	44.4%	45.8%
State average:	47.6%	49.1%



ENGAGEMENT

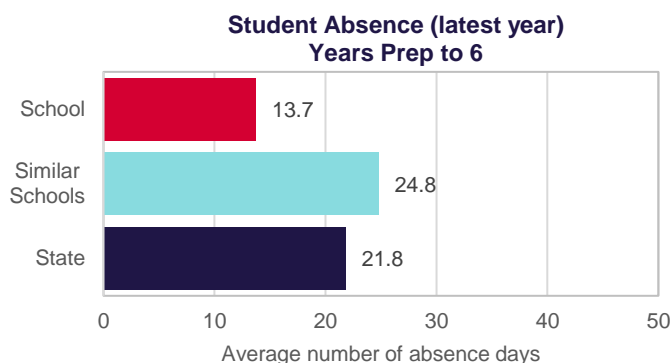
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

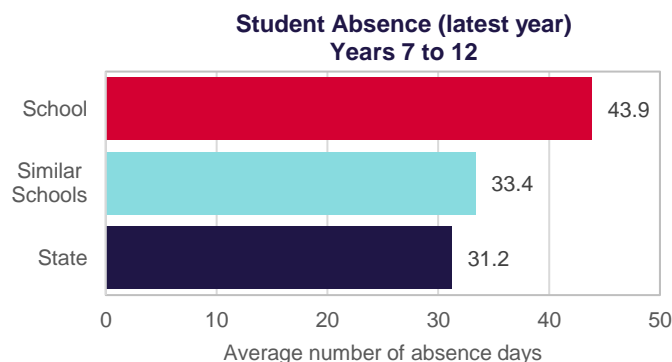
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	13.7	13.4
Similar Schools average:	24.8	22.8
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	43.9	36.2
Similar Schools average:	33.4	30.2
State average:	31.2	27.2



Attendance Rate (latest year)

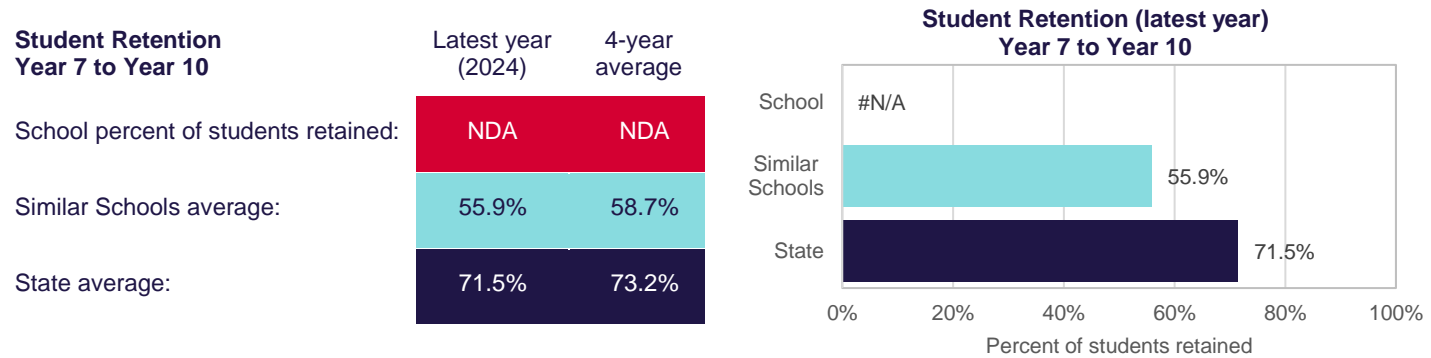
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	NDA	NDA	NDA	NDP	94%	91%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	78%	79%	78%	NDA	NDA	NDA	

ENGAGEMENT (continued)

Student Retention

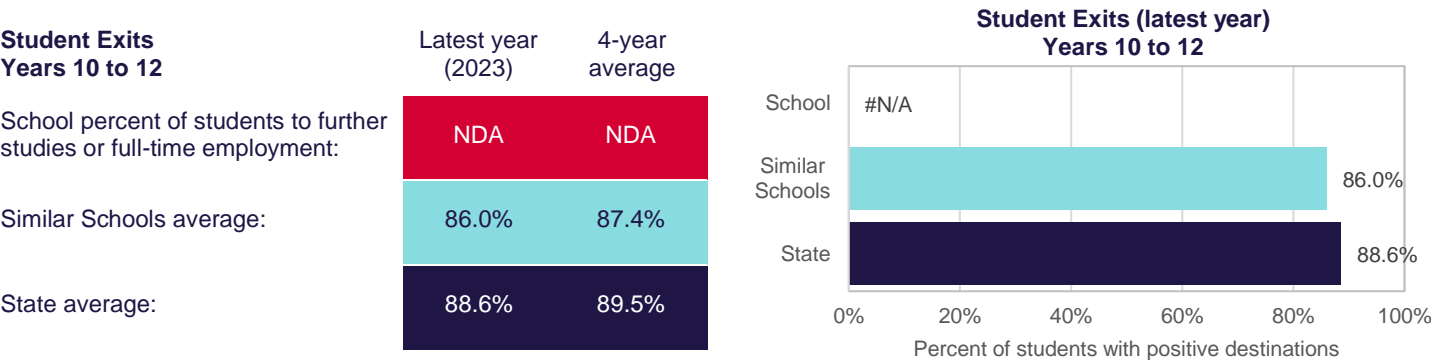
Percentage of Year 7 students who remain at the school through to Year 10.



Students exiting to further studies or full-time employment

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

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



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$16,523,074
Government Provided DET Grants	\$3,234,251
Government Grants Commonwealth	\$62,094
Government Grants State	\$0
Revenue Other	\$307,500
Locally Raised Funds	\$491,761
Capital Grants	\$0
Total Operating Revenue	\$20,618,679

Equity ¹	Actual
Equity (Social Disadvantage)	\$922,826
Equity (Catch Up)	\$165,531
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,088,357

Expenditure	Actual
Student Resource Package ²	\$15,121,149
Adjustments	\$0
Books & Publications	\$8,820
Camps/Excursions/Activities	\$399,095
Communication Costs	\$32,560
Consumables	\$291,785
Miscellaneous Expense ³	\$112,209
Professional Development	\$25,326
Equipment/Maintenance/Hire	\$108,409
Property Services	\$478,382
Salaries & Allowances ⁴	\$438,223
Support Services	\$888,656
Trading & Fundraising	\$24,326
Motor Vehicle Expenses	\$19,089
Travel & Subsistence	\$9,324
Utilities	\$189,732
Total Operating Expenditure	\$18,147,084
Net Operating Surplus/-Deficit	\$2,471,596
Asset Acquisitions	\$254,761

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,423,037
Official Account	\$130,097
Other Accounts	\$10
Total Funds Available	\$1,553,144

Financial Commitments	Actual
Operating Reserve	\$506,167
Other Recurrent Expenditure	\$10,007
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$48,127
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,065
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$280,880
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$954,246

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.