

2024 Annual Report to the School Community

School Name: Euroa Secondary College (7820)



- 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 07 March 2025 at 11:01 AM by Anna Eddy (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 07 March 2025 at 11:01 AM by Anna Eddy (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the 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

Euroa Secondary College is a small rural school located in the Shire of Strathbogie, that served a student population of 282.5 students in 2024. The school is the only government secondary college in the region and services students from a 60km radius through eight bus routes. Our socio-educational profile of 0.4961 falls within the high range on the Student Family Occupation and Education (SFOE) index, reflecting a diverse mix of backgrounds.

At Euroa Secondary College, we are committed to fostering a supportive and high-achieving learning environment, guided by our core values of Challenge, Empowerment, Resilience, and Respect. These values underpin our efforts to provide a safe, engaging, and high-quality education that prepares students for their futures. The college aspires to be “a united community where everybody has responsibility in preparing youth for their future.” This vision drives our commitment to collaboration, inclusivity, and high expectations for all students.

The college operates with a structured leadership and staffing model. In 2024, the college had 282.5 students with 42.41 staff equivalent full-time (EFT), including 2 Principal Class, 2 Learning Specialists, 3 Leading Teachers, 27.87 EFT teaching staff, and 14.54 EFT education support. In 2024, we further strengthened our support for student wellbeing and learning by appointing a Wellbeing Leader and a Mental Health Practitioner, complementing our existing wellbeing team, which includes a youth worker and an adolescent school nurse.

Our curriculum offers a broad selection of academic and vocational pathways, including VCE, VCE Vocational Major (VM), and VET programs, alongside traditional subjects. Our focus remains on explicit instruction, differentiation, and evidence-based teaching strategies, ensuring that all students are challenged and supported to reach their potential.

In 2024, the college has continued to build strong community connections, reinforcing our mission to be the school of choice in the region. Through a combination of innovative programs, dedicated staff, and engaged families, we strive to create a school environment where every student can succeed and thrive.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Euroa Secondary College made significant progress in student learning outcomes, achieving strong results across key measures. Our mean study score of 26.1 and VCE completion rate of 90% demonstrated our commitment to student success.

Our focus on explicit instruction and differentiation strengthened learning across all domains, supported by our Learning Specialists, who worked closely with staff to embed a consistent learning model. This approach ensured students received structured, high-quality instruction tailored to their individual needs.

A key highlight of 2024 was our NAPLAN results, which reflected strong student performance. In English, 66.5% of students across Years 7 to 10 were at or above expected standards, exceeding similar schools (63.3%). In numeracy, 60.8% of Year 9 students demonstrated strong or exceeding proficiency over two years, performing better than both network and similar schools. Reading outcomes were particularly impressive, with 83% of Year 9 students achieving high or medium growth between Years 7 and 9, surpassing similar schools. Additionally, 86% of students demonstrated high or medium growth in numeracy, outperforming similar schools by 3%.

Our structured tutoring program played a crucial role in supporting students needing additional assistance, ensuring that they remained on track with their learning. In 2024, we also continued to provide a range of VET offerings to support diverse pathways, including VET Agriculture, Sport & Recreation, and Outdoor Recreation.

To further support students with additional learning needs, we strengthened our Disability Inclusion program, which was overseen by an Assistant Principal and a 0.6 EFT teacher. This team managed student profiling and documentation, ensuring that students received the necessary support to access and succeed in their learning.

Our September 2024 PIVOT data highlighted key strengths in teaching and learning. Students reported increased engagement in their classrooms, with technology use rising from 4.37 in June to 4.51 in September, and student choice in learning improving from 4.34 in June to 4.57 in September. Explicit instruction remained a strength, with high student confidence in teachers' ability to explain concepts clearly, reflected in a score increase from 4.53 in June to 4.66 in September. Goal setting was also an area of improvement, rising from 4.39 in June to 4.56 in September. Relationships between staff and students continued to be a priority, with 74% of students feeling respected and supported by their teachers. Encouragingly, there was an increase in student voice, with a score of 4.56 in September, reflecting greater responsiveness from teachers to student feedback.

These achievements highlighted our ongoing commitment to academic excellence and continuous improvement, positioning Euroa Secondary College as a leader in student learning within our network.

Wellbeing

Euroa Secondary College prioritized student wellbeing in 2024, recognizing that a supportive environment was key to both engagement and academic success. Throughout the year, we made strategic enhancements to our wellbeing programs to better support students' mental, social, and emotional development.

One of our major initiatives was the reintroduction of School-Wide Positive Behaviour Support (SWPBS), which included a structured five-week focus on school expectations and the launch of the SWPBS Cup to reinforce positive behaviours. This approach helped foster a respectful and inclusive school culture, ensuring that students understood and upheld shared values. Additionally, we embedded The Resilience Project into our extended Homegroup program, equipping students with practical strategies to manage stress, develop emotional literacy, and build strong relationships. This structured approach enhanced student connection and overall wellbeing.

We also ran several proactive wellbeing programs, including Reach, Tomorrow Man Tomorrow Woman, Elephant Education, and Elevate Education, which provided students with opportunities to develop self-awareness, resilience, and a greater sense of purpose.

Staffing improvements were a major focus in 2024, with the appointment of a Wellbeing Leader and a Mental Health Practitioner, complementing our existing team, which included a youth worker and an adolescent health nurse. These enhancements significantly strengthened our ability to provide targeted support for students facing challenges.

These initiatives contributed to improvements in student wellbeing indicators, as reflected in the Attitudes to School Survey (AToSS) data. 67% of students reported having an advocate at school, which was higher than similar schools (63%) and close to the network average (69%). However, Sense of Connectedness remained an area for improvement, with 36% of students feeling connected compared to 41% in similar schools, 45% within the network, and 47% across the state. Meanwhile, 76% of students reported not experiencing bullying, which, while positive, was lower than similar schools (81%), the network (79%), and the state (86%).

Our ongoing goal remains ensuring that all students feel safe, supported, and empowered to succeed, with a continued focus on strengthening relationships, promoting positive behaviours, and fostering a connected school community.

Engagement

In 2024 student engagement remained a core priority at Euroa Secondary College, which resulted in significant progress in attendance, student voice, and extracurricular participation. While the average absence rate remained a challenge, in 2024 it was lower than similar schools, reflecting the ongoing effort to improve attendance. To support this, the school strengthened communication with families by closely monitoring attendance and following up on unexplained absences. Additionally, Student Support Group meetings were implemented for students with chronic absences, allowing for tailored attendance plans to address individual needs. Our partnerships with external agencies and the Department of Education's Navigator program also provided additional support for students at risk of disengagement.

Retention remained a strong point, with 74.6% of students staying at Euroa Secondary College from Year 7 to Year 10, a figure that exceeded the 72.6% retention rate of similar schools. This highlighted the school's ability to maintain student connection and engagement. Furthermore, our VCE completion rate stands at 90%, slightly lower than similar schools (96%) and the network (93%), but still demonstrating the school's commitment to supporting students through to the end of their secondary education.

Pathways and vocational learning opportunities were also a focus, with 55% of Year 12 students undertaking at least one VET unit and 86% of VET units being satisfactorily completed. Additionally, 18 senior students engaged in School-Based Apprenticeships or Traineeships (SBATs), reflecting the school's strong emphasis on vocational education. Work experience remained an integral part of the Careers program, with 59 students (year 9-12) participating at some point throughout the year, ensuring they gained real-world learning experiences and insight into future career opportunities.

Student voice and extracurricular participation have also been vital contributors to engagement. The Student Representative Council (SRC) has led several student-driven initiatives, including the Big Freeze fundraising event as well as direct involvement in School-Wide Positive Behaviour Support (SWPBS) decision-making, ensuring that students had an active role in shaping the school environment. The school also continued its partnership with Happy Healthy Kids, providing students in need with access to a psychologist and, if necessary, a paediatrician, reinforcing our commitment to student wellbeing.

In fostering stronger connections with families and the wider community, Euroa Secondary College enhanced its communication strategies through platforms such as Compass, the School Newsletter, and social media. These channels have been instrumental in disseminating information, celebrating student successes, and maintaining engagement across all stakeholders.

Through these initiatives, Euroa Secondary College continued to prioritise student engagement as a key enabler of success, ensuring that all students feel connected, valued, and motivated to learn.

Other highlights from the school year

In addition to achievements in learning, wellbeing, and engagement, 2024 was a year of rich extracurricular and community involvement at Euroa Secondary College.

Our sports program flourished, with strong participation in House Athletics and Swimming Carnivals, and students proudly represented ESC in the Round Robin Days against other schools in the region. These events provided valuable opportunities for teamwork, resilience, and school pride.

A key initiative in 2024 was the introduction of the SWPBS Cup, which reinforced positive behaviours and our school values. The structured recognition of student efforts further strengthened a supportive and respectful school culture.

Students in Years 9 and 10 continued to benefit from increased subject offerings through combined classes, allowing greater choice and flexibility in their studies. The camps program was a highlight, with Year 7, 8, and 9 students and our VET Outdoor Recreation students engaging in outdoor adventures that fostered independence and leadership.

Our connection with the community strengthened and expanded this year, with new and deepened partnerships providing greater opportunities for student leadership, engagement, and collaboration. Rotary provided valuable leadership opportunities for our students, sponsoring their participation in leadership programs such as RYPEN (Rotary Youth Program of Enrichment), as well as student exchange initiatives that broadened their global perspective. The Lions Club also played an important role in supporting school events and student programs, reinforcing the importance of service and community involvement. Another key partnership was the strengthening of links with local sporting organizations, including the sharing of school facilities to benefit community sporting clubs. Our music program also continued to be successful with two grand concerts and a band tour visiting the communities of Gippsland and their local schools, showcasing the college's commitment to the arts.

A standout highlight was how well our students presented themselves within the community. Whether representing ESC at sports days, during Anzac Day ceremonies, or participating in public events, students consistently demonstrated a high level of respect and were outstanding ambassadors for our school. Their leadership, initiative, and engagement in these events reflected their commitment to upholding our school values and contributing to the broader community.

These highlights demonstrated ESC's commitment to fostering confident, capable, and engaged young people.

Financial performance

Financial performance The Operating Surplus of \$130,316 equates to a Surplus of 2.06% on our total Operating Revenue of \$6,322,895. This revenue comprises \$4,851,497 from our Student Resource Package (SRP) Credit Allocation and \$1,471,398 from the College Cash Budget.

The College Cash Budget includes \$1,113,002 received by way of Department Grants. Operating Expenditure totalled \$6,192,579 - \$4,830,319 from the SRP (subject to reconciliation) and \$1,362,260 out of the College Cash Budget.

The Surplus from each of components of our budget was SRP \$ 21,178 (subject to reconciliation) and College Cash Budget \$109,138. In addition to our Operating Expenditure a total of \$23,854 was spent on Asset Acquisitions.

The College had \$ 1,223,526 cash on hand as of the 31st of December 2024 comprising committed funds of \$1,025,296 and an operating reserve of \$198,227, which is in line with the Departments benchmark for school operating reserves. The committed funds include amounts received in advance in relation to the School Savings Bonus as well as amounts for Building and Ground Works, Asset Replacement and School Based Programs.

Student enrolment for 2024 was 282.5 EFT which represents a decrease from 2023 when we had 307.6 EFT students. Enrolment for 2025 (subject to Audit) is has fallen to 280.5 EFT which, whilst continuing a downward trend since our 2013 enrolment of 400.4 EFT, reflects a reduction in the rate of decline.

This declining enrolment continues to place pressure on the College as we endeavour to provide quality education opportunities for our students as well as achieving an operating surplus, improving facilities, and maintaining the required level of cash reserves. Effective workforce planning, prudent financial management and the receipt of equity and other targeted funding has helped us achieve this result, but we continue to face significant and ongoing challenges.

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 283 students were enrolled at this school in 2024, 144 female and 139 male.

NDP percent of students had English as an additional language and 6 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.

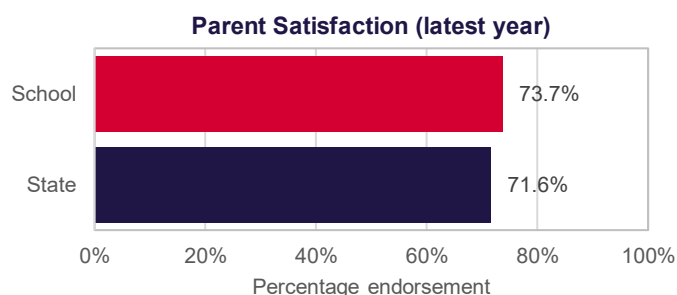
This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

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

Percent 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:	73.7%
State average (secondary schools):	71.6%



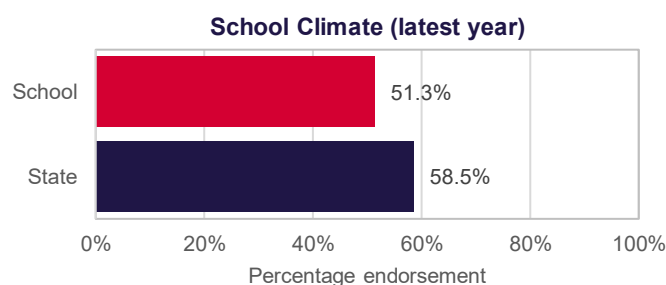
School Staff Survey

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:	51.3%
State average (secondary schools):	58.5%



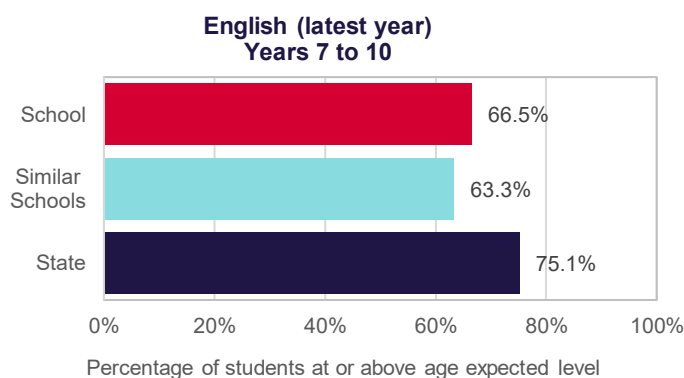
LEARNING

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 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	66.5%
Similar Schools average:	63.3%
State average:	75.1%



Mathematics
Years 7 to 10

School percentage of students at or above
age expected standards:

Latest year
(2024)

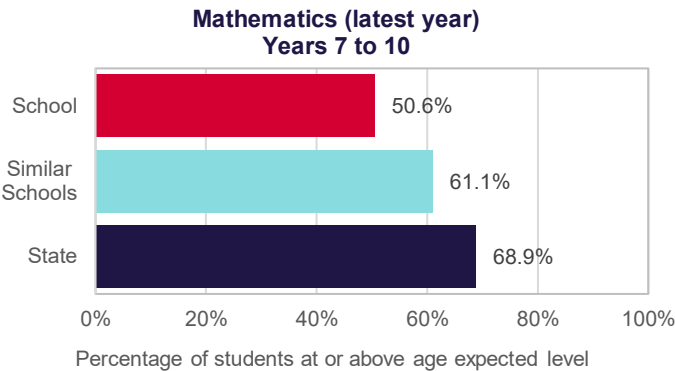
50.6%

Similar Schools average:

61.1%

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.

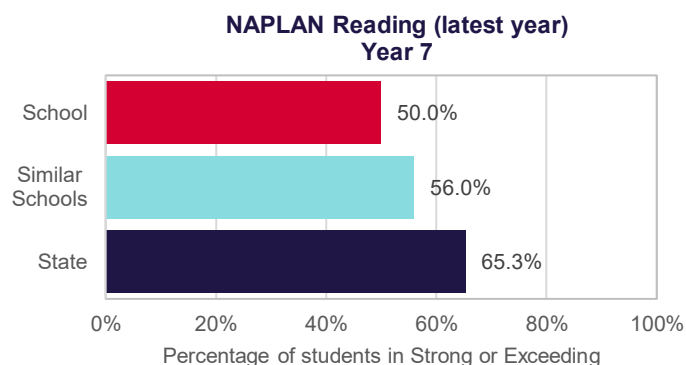
NAPLAN

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.

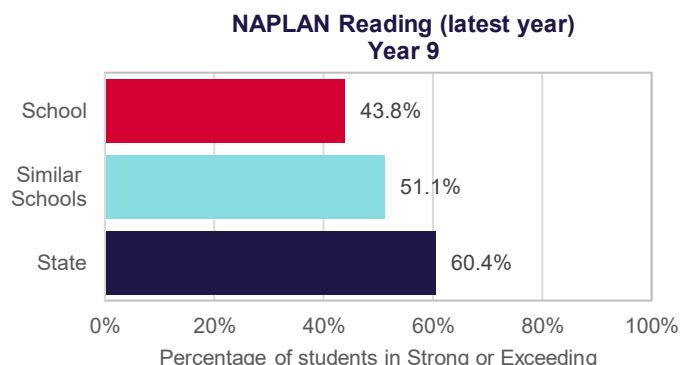
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	56.4%
Similar Schools average:	56.0%	56.7%
State average:	65.3%	65.7%



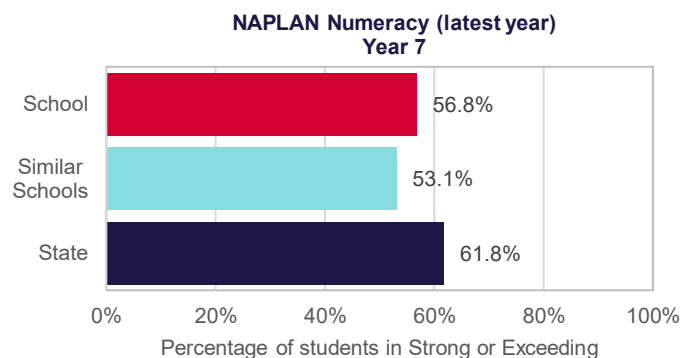
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.8%	45.0%
Similar Schools average:	51.1%	51.8%
State average:	60.4%	60.2%



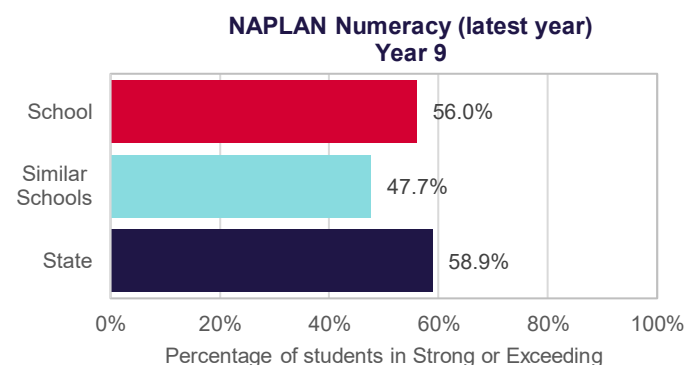
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.8%	54.7%
Similar Schools average:	53.1%	53.7%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.0%	60.8%
Similar Schools average:	47.7%	48.9%
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 (continued)

Reading Year 7

(2022)

School percentage of students
in the top three bands:

43.1%

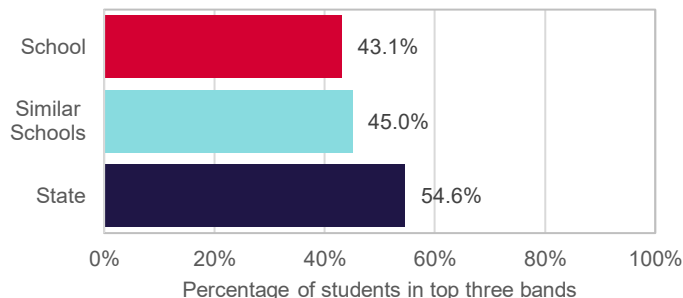
Similar Schools average:

45.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students
in the top three bands:

50.0%

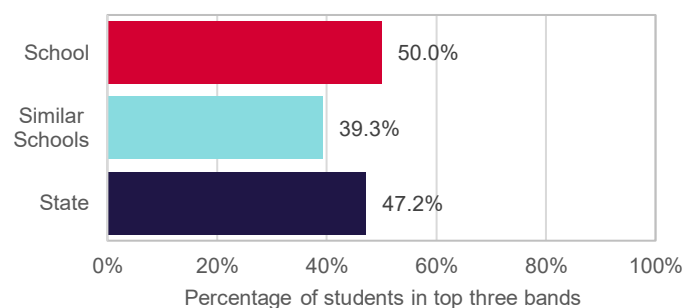
Similar Schools average:

39.3%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

36.7%

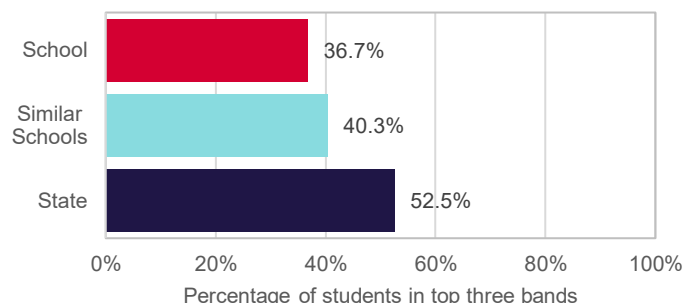
Similar Schools average:

40.3%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

46.2%

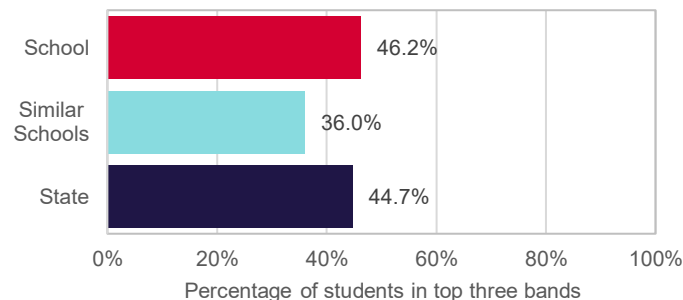
Similar Schools average:

36.0%

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

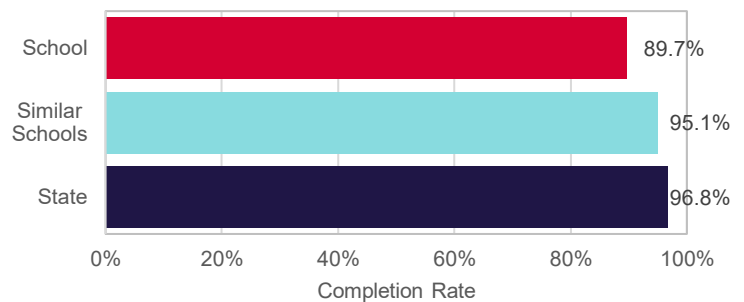
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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.

Victorian Senior Secondary Certificate

	Latest year (2024)	4-year average
School completion rate:	89.7%	93.4%
Similar Schools completion rate:	95.1%	95.2%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

26.1

Number of students awarded the VCE Vocational Major

9

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:

39%

Percentage VET units of competence satisfactorily completed in 2024:

82%

WELLBEING

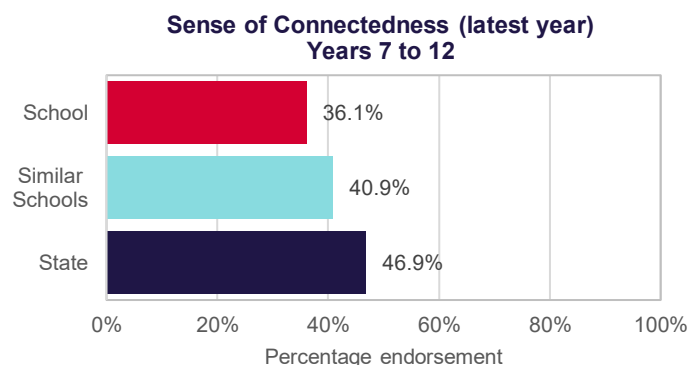
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	36.1%	39.2%
Similar Schools average:	40.9%	42.4%
State average:	46.9%	48.0%

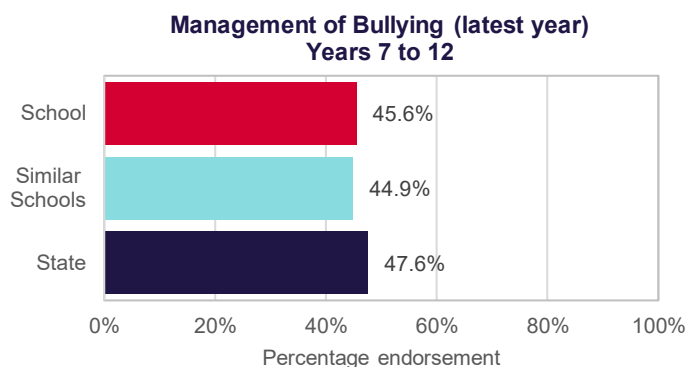


Student Attitudes to School – Management of Bullying

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 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	45.6%	44.8%
Similar Schools average:	44.9%	45.5%
State average:	47.6%	49.1%



ENGAGEMENT

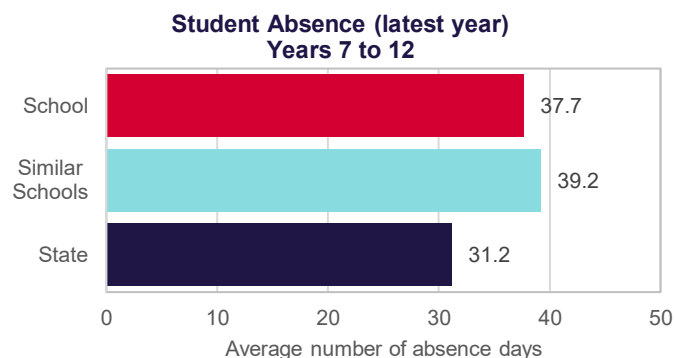
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	37.7	33.5
Similar Schools average:	39.2	34.5
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.

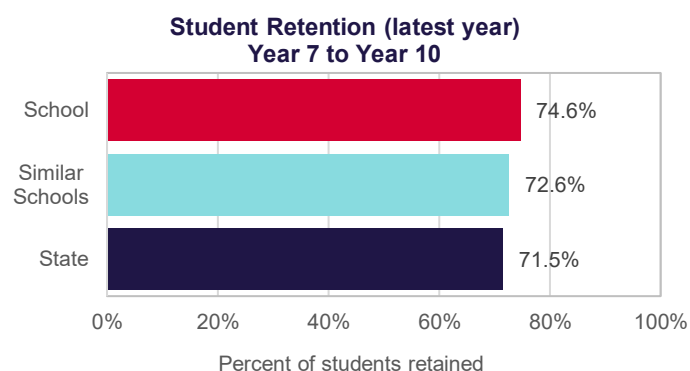
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	79%	82%	75%	82%	88%	82%

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:	74.6%	77.5%
Similar Schools average:	72.6%	74.4%
State average:	71.5%	73.2%



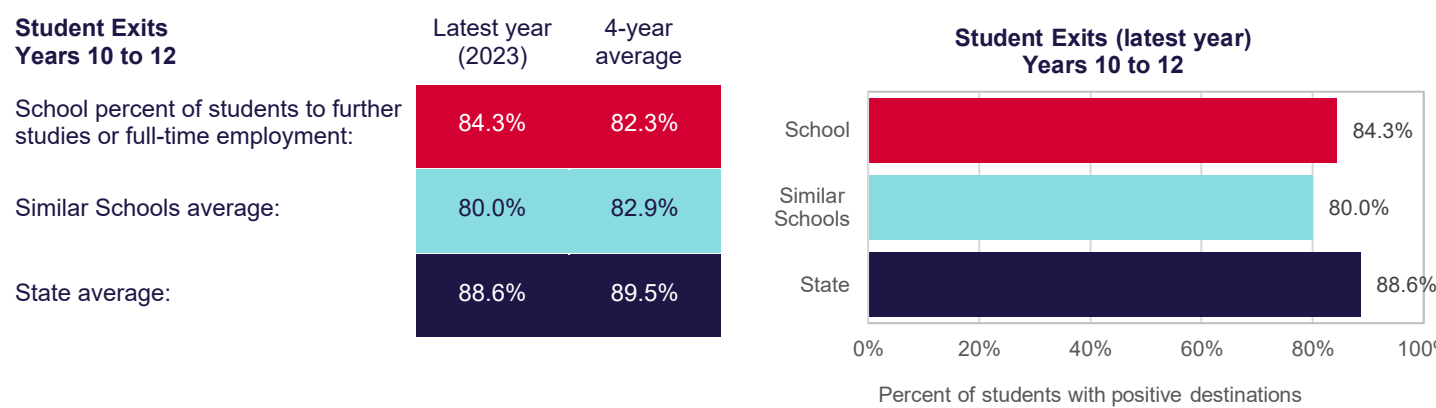
ENGAGEMENT (continued)

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.*

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	\$4,851,497
Government Provided DET Grants	\$1,113,002
Government Grants Commonwealth	\$4,033
Government Grants State	\$0
Revenue Other	\$94,501
Locally Raised Funds	\$259,861
Capital Grants	\$0
Total Operating Revenue	\$6,322,895

Equity ¹	Actual
Equity (Social Disadvantage)	\$265,950
Equity (Catch Up)	\$25,449
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$291,399

Expenditure	Actual
Student Resource Package ²	\$4,830,319
Adjustments	\$0
Books & Publications	\$4,879
Camps/Excursions/Activities	\$74,599
Communication Costs	\$5,349
Consumables	\$118,728
Miscellaneous Expense ³	\$89,718
Professional Development	\$14,056
Equipment/Maintenance/Hire	\$72,703
Property Services	\$270,955
Salaries & Allowances ⁴	\$109,512
Support Services	\$412,979
Trading & Fundraising	\$147,191
Motor Vehicle Expenses	\$1,445
Travel & Subsistence	\$1,140
Utilities	\$39,007
Total Operating Expenditure	\$6,192,579
Net Operating Surplus/-Deficit	\$130,316
Asset Acquisitions	\$23,854

- (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	\$1,132,595
Official Account	\$90,406
Other Accounts	\$522
Total Funds Available	\$1,223,523

Financial Commitments	Actual
Operating Reserve	\$198,227
Other Recurrent Expenditure	\$16,493
Provision Accounts	\$0
Funds Received in Advance	\$113,312
School Based Programs	\$557,786
Beneficiary/Memorial Accounts	\$3,373
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$37,500
Capital - Buildings/Grounds < 12 months	\$75,507
Maintenance - Buildings/Grounds < 12 months	\$204,828
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,207,026

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.

