

# 2024 Annual Report to the School Community

School Name: Lalor Secondary College (7985)



- 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 12 March 2025 at 10:44 AM by Corey Jewell (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 09 May 2025 at 08:38 AM by Corey Jewell (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 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').

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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

Since 1963, Lalor Secondary College, a Year 7 – 12 co-educational school has serviced the communities of Lalor, Thomastown and Epping. The college is located in a residential area north of Melbourne in the City of Whittlesea. The College is located in close proximity to RMIT, La Trobe University, Melbourne Polytechnic and the Whittlesea TECH school. The school is a partner school of the Whittlesea TECH school and has close relationships with each of the Tertiary Education institutions. The College values of Caring, Cooperation, Achievement, Honesty and Pride promote the cultural diversity of the student population which is drawn predominantly from the local neighbourhood areas. Enrolment figures for 2024 were 1140 students. The student population is characterised by a high proportion of Camps, Sport and Excursion Funding (CSEF) recipients and 54% of students had English as an additional language. Approximately 44 different nationalities among the students leads to a culturally and linguistically diverse group of learners. Our learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students. Student achievement and engagement is similar to like group schools and retention is high. The VCE and VCE / VM program offers extensive subject choice leading to a high VCE completion rate. The Lalor Secondary College Vision is to be a vibrant school where learning is valued and students empowered to become lifelong responsible learners, where the varying talents of students and staff are recognised and celebrated and where excellence and efforts are rewarded. The Lalor Secondary College Mission is for community to acknowledge the ability and right of all students to learn and to experience success. Where all students are encouraged and challenged to reach their full potential and provide students and staff with a safe and nurturing environment. The school has the following staffing profile - Teachers & Tutors - 99 (Not including Principal Class, Leading Teachers and Learning Specialist), Education Support Staff - 33 (not including the Business Manager), Teacher Aides - 11. The Leadership Profile is the following - Principal, three Assistant Principals, eight Leading Teachers, four Learning Specialists and the Business Manager – FTE – 136.48

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

#### Learning

Over the first 2 years of the 2022-2026 Strategic Plan the college has seen a significant staff response to the areas of challenge identified as part of the whole school review. This has led to visible and tangible changes to the school program that can be directly attributed to the work of staff across the college. These include the following:

- Assessment Reform - this includes the ongoing use and construction of developmental rubrics, the embedding of the Year 7 to 10 assessment schedules and the number and type of assessment used.

The development and use of the LSC Implementation Map providing a common tool for all staff to use when developing the teaching and learning programs of the college. This has provided for consistency across the following areas:

- a) Common Curriculum planning templates for consistency across all Key Learning Areas.
- b) A focus on assessment tools.
- c) Access to the relevant resources and links to all LSC initiatives.
  - The continued use of data by leaders and teachers to respond to the learning needs of students across the college.
  - A consistent focus on Literacy to address the learning needs of our students.
  - The consistent implementation of the LSC Instructional Model providing for more consistency in teaching practice across all classrooms
  - The development of the LSC Engagement Framework and continued discussions around what student agency looks like at LSC

This work has been reinforced by the 2024 data in the following areas:

Our Parent community indicated that they continue to be satisfied with the educational program being delivered by the college with 88.6% positively endorsing General School Satisfaction as reported in the annual Parent/Caregiver/Guardian Opinion survey. This result is significantly above the State average was 71.6%.

The percentage endorsement by staff on School Climate in the School Staff Survey was 54.4% slightly lower than the state average of 58.5%.

The Year 7 Reading results showed that 57.8% of Year 7 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 58.1% and the state average which includes all secondary school was 65.3%. The Year 7 Numeracy results showed that 49.7% of Year 7 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 51.4% and the state average which includes all secondary school was 61.8%. These results suggest that the 2024 Year 7 cohort are entering the school lower in Reading and Numeracy skills than the Year 7 cohort of 2023.

The Year 9 Reading results showed that 47.4% of Year 9 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 51.0% and the state average which includes all secondary school was 60.4%. The 2 year average for Reading at Year 9 is 48.2% which is below both the similar school result of 50.2% and the state average of 60.2%. Again, these results highlight the need of the college to continue with the focus of reading as a school priority. The result for students achieving High Growth in Reading at Year 9 was 21% which is slightly lower than similar schools who had 22% and the state result of 24%.

The Year 9 Numeracy results showed that 42.3% of Year 9 students located in the Strong to Exceeding proficiency levels. The Similar Schools Average was 46.9% and the state average which includes all secondary school was 58.9%. The 2 year trend average for the college was 44.9% which is lower than the similar schools average of 47.6% and the state average of 59.4%. The result for students achieving High Growth in Numeracy at Year 9 was 24% which is above the similar school result of 22% and slightly lower than the state average of 25%.

The schools Victorian Senior Secondary Certificate completion rate was 98.1% slightly above the 4-year average of 97.7%. The schools 4 year average remains above the similar schools result of 95.4% and the state average of 96.8%.

The school had 28 students complete the VCE Vocational Major in 2024 and the Mean Study Score was 26.1

## Wellbeing

The 2024 Annual Implementation Plan continued placing Wellbeing equally alongside Teaching and Learning with a clear focus on building student voice and learner agency strategies to empower student engagement and wellbeing. The professional calendar provided opportunities for staff to explore the schools definition of what student agency is at Lalor Secondary College while gathering student opinion linked directly to student voice, agency and leadership. This led to a draft version of the Lalor Secondary College Engagement Framework being created and shared to all staff. It is the intention of the college to have all staff review this document in 2025 with a clear link to establishing predictable routines that are consistent across all classrooms. The engagement team structures were reviewed and the job descriptions altered to better meet the intention of the positions and focus of the team. The development of a whole school engagement calendar has led to better planning and coordination between teams and events.

The percentage of endorsement on Sense of Connectedness as reported in the student Attitude to School Survey for the school was 52.1% with the 4-year average at 53.0%. This was significantly higher than Similar Schools with the 2023 result of 44.8% and the 4-year average result of 46.0% and the 2023 State average result of 46.9% and the 4-year average result of 48.0%

The percentage of endorsement on Management of Bullying as reported in the student Attitude to School Survey for the school was 50.7% with the 4-year average at 51.1%. This was higher than the Similar Schools result of 45.7% and the 4-year average result of 47.1% and State average result of 47.6% and the 4-year average result of 49.1%

The Attitude to School Survey results indicate that our students continue to be mostly positive about the college. The school climate continues to remain positive which is reinforced by the data listed above. The embedded and well communicated student management processes recently reviewed with a Trauma Informed Practice lens means there is consistency in the messaging provided to students around school and classroom expectations. This leads to a fair system that is understood by all members of our community.

## Engagement

### Engagement

The average attendance rate across the school was 85.5%, with the highest rate of 88% attendance at Year 12 and Year 7, and the lowest of 82% attendance at Year 9. This result is lower than the previous 2 years, where the average was 88%. The average number of student absent days was 29.3 in 2024. This result remains lower than the 2024 state average of 31.2 and of similar schools which was 34.2. The 4-year average for our school is now 25.0 absence days which has risen as a result of the 2024 result. The 'Average Number of Student Absence Days' continues to be consistently better than the state and similar school averages as shown in the 4-

year average data with the school's 4-year average of absence days at 25.0 compared to the state average of 27.2 absence days and the similar school's absence days of 29.3.

At Lalor Secondary College absences are managed according to the DE guidelines with regular contact via multiple mediums in line with the Lalor Secondary College Student Engagement policy. The school's Student Management structures are well resourced and focus on students with low attendance with a dedicated attendance officer to address students with consistent absence. The school's engagement team continues to establish programs that connect students to the college and increase their willingness to attend school.

The school's retention data shows that 80.8% percent of students remain at the school through to Year 10. This is higher than the state percentage result of 71.5% and is above similar schools which was 73.9%. The 4-year average retention data is 80.7% above the state 4 year average of 73.2% and the similar school average of 74.1%. The school has developed an excellent student led culture through the schools' consistent processes, as well as the embedding of well-being and leadership programs that support students to create a school that they would like to attend and be a part of. There is strong messaging through an assembly structure communicating high expectations for all year levels and a sense of opportunity and optimism as part of a successful school. The curriculum is varied and engaging and provides multiple pathway options for students meaning they are satisfied with the choices they continue to have through the year levels. The start up programs continue to evolve to meet the needs of all year levels across the college, with more time being put into what it means to be a successful member of our community.

In 2024 the percentage of students from Years 10 to 12 going onto further studies or full-time employment (when students exit the college prior to finishing Year 10, 11 or 12) was 90.2% which is above the similar school result of 85.8% and the state average of 88.6%. The 4-year average is 92.1% which is higher than the 4-year state average of 89.5% and the similar schools result of 88.2%. This data can be partly attributed to the well-resourced Pathways team including the Careers Advisor, student Management teams and school transition coordinator who work hard to ensure appropriate and engaging pathways are provided to our students. The positive school culture also means that students want to come to school and be a part of the school community.

## Other highlights from the school year

The school partnered with CMY and Foundation House as part of the Refugee Education Support Program with the goal of improving the college experience for refugee and EAL background families. This work was well resourced and has led to the review of many processes to ensure a better experience for families of refugee or EAL background when entering the college and for sustaining a relationship over time.

The school's capital works project was completed which saw the completion of the following buildings and learning spaces.

The Library / Arts Building (LA Building) delivered the following new spaces for use at the college - New administration area, general office, wellbeing hub, library resource centre, arts precinct, senior study area, senior classrooms, various staffrooms including a VCE and Art office. this building also provided a roof top area for the senior student's lockers and recreation space.

The Health and Fitness Centre delivered the following new spaces for use at the college - New double basketball court stadium, 2 new food technology classrooms and break out space, 2 new



HPE classrooms as well as a new cafeteria. This building has allowed the college to partner with the Whittlesea Basketball Association who now uses the facility Monday to Friday nights and the weekends.

The works also included significant demolition to some of the original old LTC buildings of the 1960's. This has allowed for the development of landscaping and increased green spaces around the college. The completion of the works has led to significant staff movement with over 75 staff relocating and students' movement with over 800 students changing their locations throughout the year.

While the capital works project was occurring, the school continued to deliver the school production of High School Musical Jnr, the Gold Coast Camp, Year 7 Camp Toolangi Camp, Year 9 Gold Coast Camp, Harmony Week including the Culture Dress and Celebrations Day, the Year 10 and 12 formals, as well as many other engagement events throughout 2024.

## Financial performance

The school contributions to the capital works project in 2024 impacted the schools overall financial position, while continuing to maintain a stable long term financial position. The college has not committed to any additional projects that require spending outside of the cash allocation for 2025. The partnership between the school and the Whittlesea Basketball Association will provide additional locally raised funds in 2025 that is not committed to anything except the maintenance of the facility.

The significant Equity funding that the school receives continues to employ additional well-being staff, Mathematics and English / Literacy teachers to support the catch-up programs run at the school. The school is also allocating approximately \$150,000 a year to the school wide lap top program. This program is seeing school supplied laptops being allocated to students from Years 7 to 10.

**For more detailed information regarding our school please visit our website at  
<https://lalorsc.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 1,129 students were enrolled at this school in 2024, 565 female and 563 male.

54 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

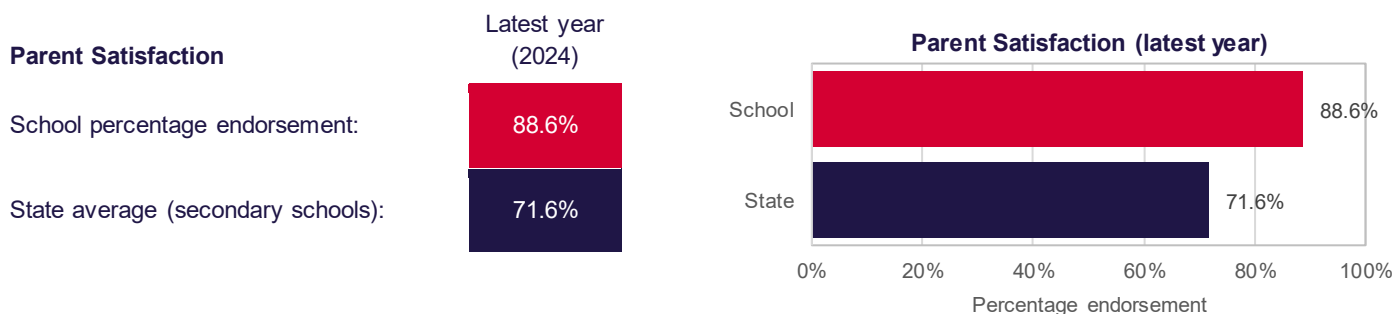
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

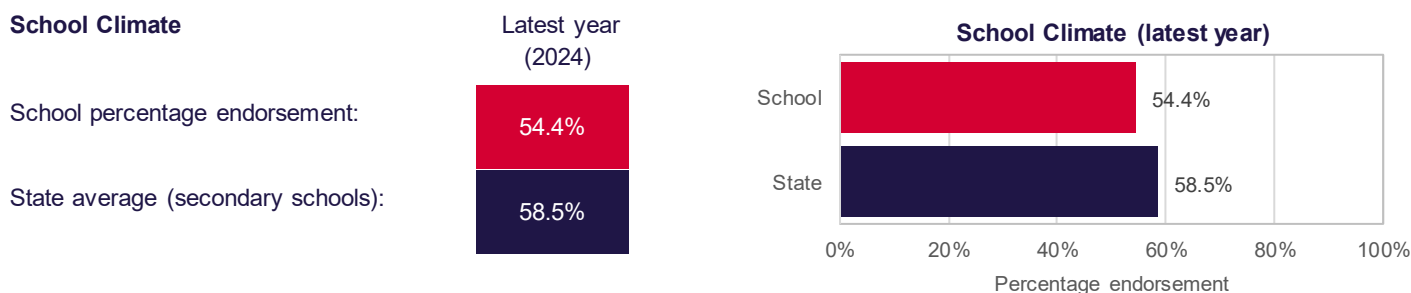


### School Staff Survey

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 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

78.5%

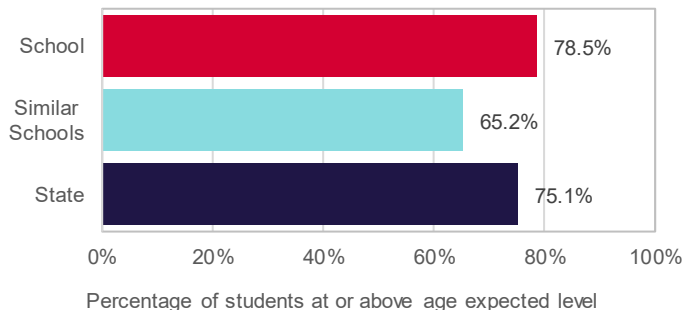
Similar Schools average:

65.2%

State average:

75.1%

#### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

59.6%

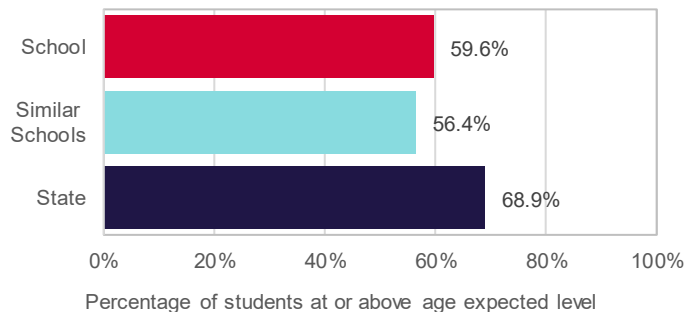
Similar Schools average:

56.4%

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.

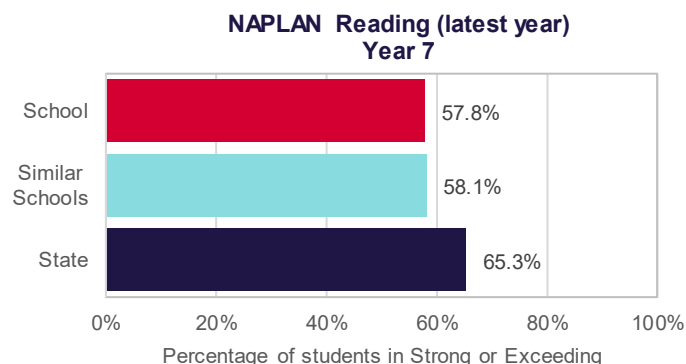
### NAPLAN

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.

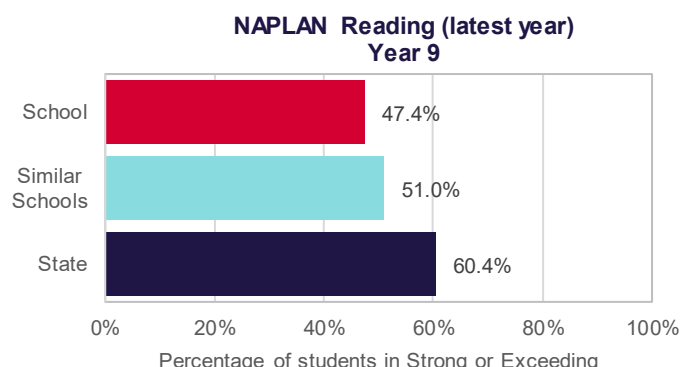
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.8%	60.7%
Similar Schools average:	58.1%	57.5%
State average:	65.3%	65.7%



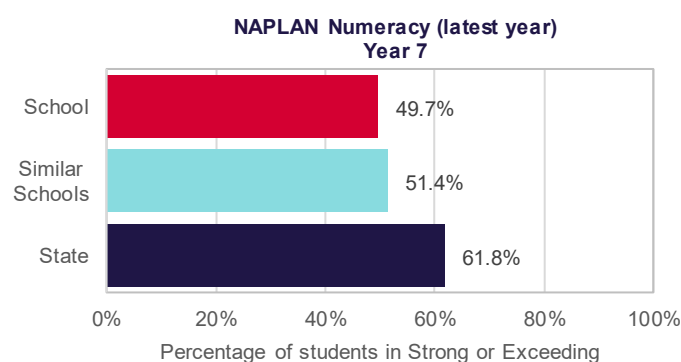
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.4%	48.2%
Similar Schools average:	51.0%	50.2%
State average:	60.4%	60.2%



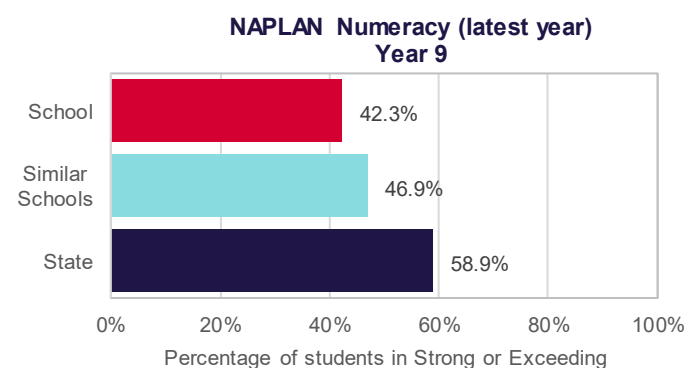
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.7%	51.6%
Similar Schools average:	51.4%	51.6%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.3%	44.9%
Similar Schools average:	46.9%	47.6%
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:

36.2%

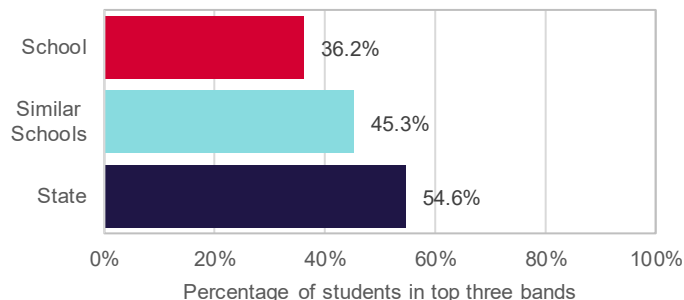
Similar Schools average:

45.3%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

36.4%

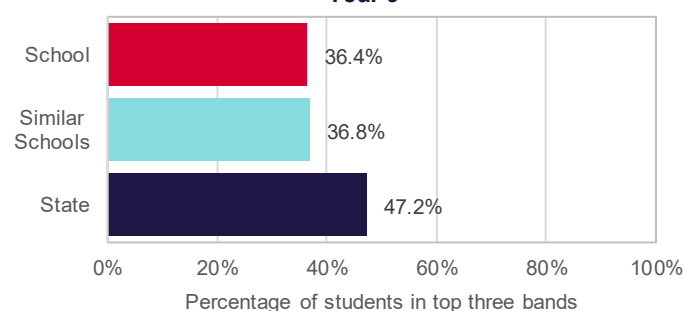
Similar Schools average:

36.8%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

33.6%

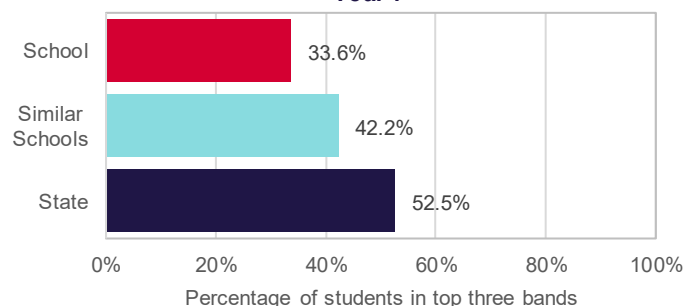
Similar Schools average:

42.2%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

28.8%

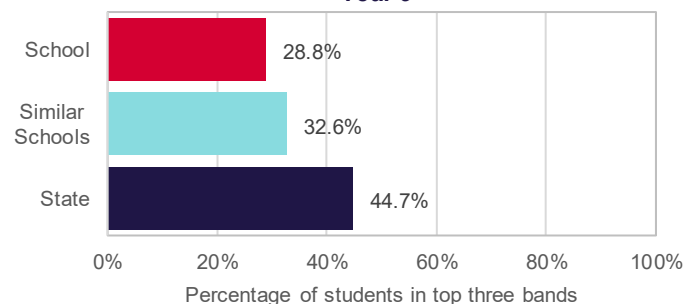
Similar Schools average:

32.6%

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:

98.1%

97.7%

Similar Schools completion rate:

95.4%

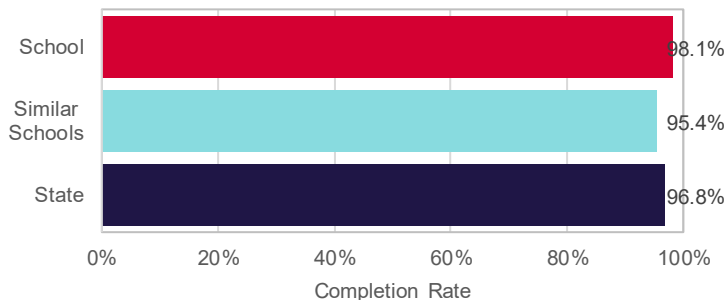
95.9%

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

28

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:

23%

Percentage VET units of competence satisfactorily completed in 2024:

73%

## WELLBEING

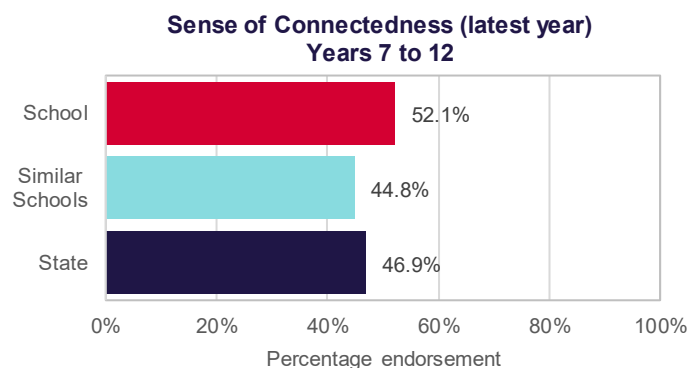
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	52.1%	53.0%
Similar Schools average:	44.8%	46.0%
State average:	46.9%	48.0%

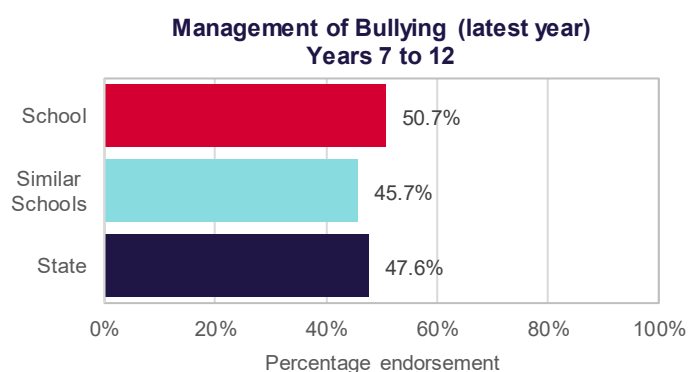


### Student Attitudes to School – Management of Bullying

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:	50.7%	51.1%
Similar Schools average:	45.7%	47.1%
State average:	47.6%	49.1%



## ENGAGEMENT

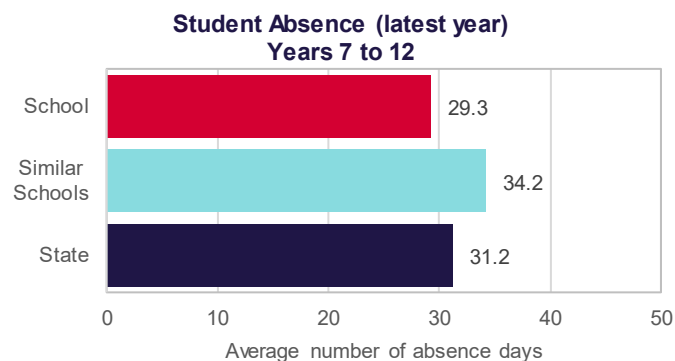
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	29.3	25.0
Similar Schools average:	34.2	29.3
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.

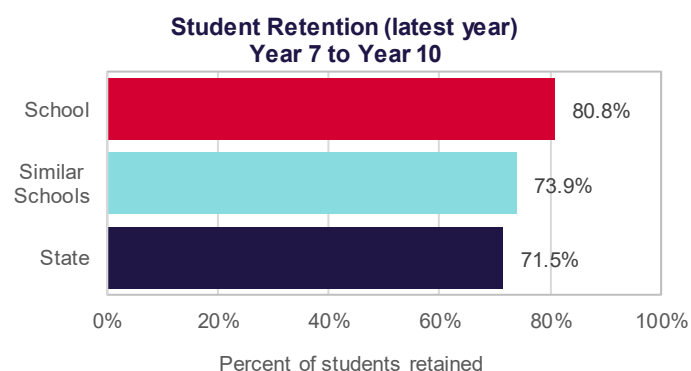
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	83%	82%	86%	86%	88%

### 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:	80.8%	80.7%
Similar Schools average:	73.9%	74.1%
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'.

#### Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

Latest year  
(2023)      4-year  
average

90.2%      92.1%

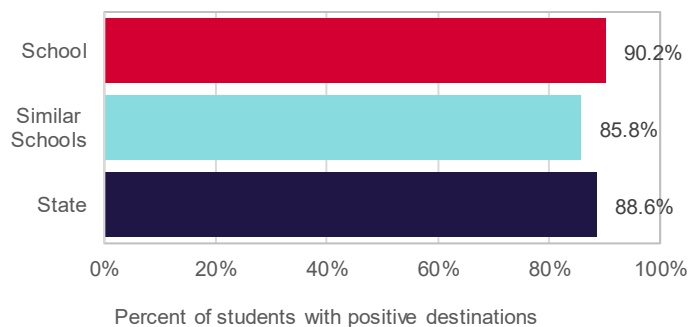
Similar Schools average:

85.8%      88.2%

State average:

88.6%      89.5%

#### Student Exits (latest year) Years 10 to 12



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$14,217,816
Government Provided DET Grants	\$2,355,573
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$75,656
Locally Raised Funds	\$497,719
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,146,765</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,650,144
Equity (Catch Up)	\$111,214
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,761,358</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,787,369
Adjustments	\$0
Books & Publications	\$2,265
Camps/Excursions/Activities	\$376,796
Communication Costs	\$38,278
Consumables	\$349,854
Miscellaneous Expense <sup>3</sup>	\$646,632
Professional Development	\$136,097
Equipment/Maintenance/Hire	\$1,180,292
Property Services	\$421,736
Salaries & Allowances <sup>4</sup>	\$448,841
Support Services	\$244,510
Trading & Fundraising	\$31,540
Motor Vehicle Expenses	\$8,759
Travel & Subsistence	\$5,143
Utilities	\$166,152
<b>Total Operating Expenditure</b>	<b>\$18,844,264</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,697,499)</b>
<b>Asset Acquisitions</b>	<b>\$131,749</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	\$629,258
Official Account	\$68,990
Other Accounts	\$7,865
<b>Total Funds Available</b>	<b>\$706,114</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$676,149
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$57,258
School Based Programs	\$100,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$371,453
<b>Total Financial Commitments</b>	<b>\$1,354,860</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.*