

# 2024 Annual Report to the School Community

School Name: Tyrrell College (5403)



- 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 29 April 2025 at 05:16 PM by Craig Kelly (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 29 April 2025 at 05:17 PM by Craig Kelly (Principal)

# HOW TO READ THE ANNUAL REPORT

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

### Learning

- English and Mathematics for Teacher Judgements against the Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

### The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## 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

Tyrrell College is a Foundation to Year 12 school located in the small mallee town of Sea Lake which is about four hundred kilometres Northwest of Melbourne. The closest rural centre is Swan Hill (75 kilometres). The community is mainly farm based and the area is well known for its rich grain farming. The College vision is to provide our students with a high-quality education and support their pathways to further education, training, or work. The parents, community, staff, and students have “high expectations” of the College and the outcomes it provides for the students. In 2024, 128 students were enrolled at the College, with Indigenous students making up 6% of the total enrolments. The College's SFOE measure of socio-educational disadvantaged derived from the educational and employment characteristics of parent/carers of students enrolled at the school is Medium. The College employed the full-time equivalent of 21.7 teaching and 10.9 non-teaching staff in 2024. This small school context provides teachers with an opportunity to know students well, to spend more individual time with students, and to personalise learning for every student. The College has excellent facilities set in a large, well-maintained precinct. This includes a community complex on site which provides for sporting and cultural activities, a modern primary wing, and more recently the opening of a new onsite Early Childhood Centre managed by Mallee Track, a local community organisation. The Victorian Curriculum (VC) and VCE curriculum inform curriculum delivery and organisational structures for student learning, with many senior students opting to engage in VCE, VCE (VM) and VET pathways in the areas of Agriculture. This supports the College's determination to provide agricultural learning opportunities for students, which are additionally supported by the strong relationships the College nurtures with local farmers and industry partners. Moreover, the decision the College made just over a decade ago to become an agricultural manager of two land holdings of 60 and 70 hectares on different sides of Sea Lake further provides students with unique and authentic hands-on agricultural learning opportunities. In the primary and middle schools there is an emphasis on literacy and numeracy, School Wide Positive Behaviours, Respectful Relationships, and programs that integrate personal development. To enrich student learning experiences at the College, across all year levels, all students are encouraged to engage in an extensive range of extra-curricular cultural, academic, and sporting activities including visiting performances, drama workshops, college productions, camps and excursions, public speaking and inter college sports. Relationships between all community members are embedded and aligned with the College values of Respect, Honesty, Aiming High and Responsibility. Essential to the success of the College, are the many partnerships with the school and wider community.

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

#### Learning

In 2024, Tyrrell College's key learning improvement strategy focused on “supporting both students who require scaffolding and those who have thrived, to continue extending their learning—

particularly in numeracy.” To support the achievement of this goal, a range of targeted and school-wide strategies were implemented across all year levels, ensuring every student was given the opportunity to grow, regardless of their starting point.

A key indicator of the success of this strategy is reflected in the 2024 NAPLAN results. Year 9 Numeracy showed particularly strong outcomes, with 64.3% of students performing in the Strong or Exceeding categories—well above the State average of 58.9%. When viewed over a two-year period, the college has sustained an impressive average of 70.8%, significantly outperforming the State’s two-year average of 59.4%.

The college’s commitment to student achievement is further reflected in its strong VCE outcomes. Tyrrell College recorded a four-year average VCE completion rate of 95.1%, which is closely aligned with the average for similar schools (96.8%) and the State average (96.9%). This consistency underscores the college’s dedication to student retention and successful completion of senior secondary education.

In support of continuous improvement in teaching practice, the Primary teaching team engaged in a collaborative partnership with the Differentiated Support for School Improvement (DSSI) team throughout 2024. This collaboration focused on building consistent and evidence-based approaches to curriculum planning, instructional delivery, and assessment. Additionally, Tyrrell College staff provided targeted professional learning opportunities designed to strengthen numeracy teaching across the Primary years, ensuring alignment with whole-school priorities and enhancing teacher capacity.

An ongoing priority across the college has been the intentional planning for adjustments to support students with diverse learning needs. All teaching staff consistently incorporated differentiated strategies and personalised learning adjustments into their planning, ensuring that students requiring additional support were actively considered and catered for in every learning environment.

## Wellbeing

Tyrrell College’s Wellbeing Key Improvement Strategy for 2024 was to “effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable.” Throughout the year, a range of targeted strategies and initiatives were implemented to support this goal and enhance student wellbeing across all year levels, aiming to create a safe and supportive learning environment for every student.

Our wellbeing data highlights both areas of progress and those requiring continued focus:

- **Sense of Connectedness**

- *Years 4 to 6:* 61%, compared to Similar Schools at 75.2% and the State average of 76.8%
- *Years 7 to 12:* 38.9%, compared to Similar Schools at 45.2% and the State average of 46.9%

- **Managing Bullying**

- *Years 4 to 6:* 70.6%, compared to Similar Schools at 80.3% and the State average of 75.5%

- **Years 7 to 12:** 52.2%, closely aligned with Similar Schools at 53.8%, and above the State average of 47.6%

These results indicate that while Tyrrell College is performing well in some areas—particularly in managing bullying at the secondary level—there is a clear opportunity for growth in strengthening students' sense of connectedness, especially in the secondary years where students face unique challenges.

To support student wellbeing, several key initiatives were expanded or introduced in 2024. This includes continued development of the Personal Development Program (PDP), which features content from *The Resilience Project* and *Respectful Relationships*—programs designed to help students build emotional resilience and positive relationships.

Through the *Mental Health in Primary Schools* initiative, Tyrrell College employs a dedicated teacher who provides individualised support to students, assists teachers in identifying and responding to students at risk, and strengthens links with local mental health services for early intervention.

Additionally, two staff members have completed training in the MESH (Mental, Emotional, Social & Spiritual Health) program—an early intervention initiative that aims to support students' mental health from a holistic perspective. The College also increased wellbeing support by appointing an Education Support staff member to work alongside our Mental Health Practitioner, further enhancing our capacity to meet student needs and provide targeted assistance.

## Engagement

Student engagement in learning and connection to school remains a key focus at Tyrrell College. Fostering strong relationships, a sense of belonging, and relevance in learning continues to be central to our approach. Attendance data from 2023 reflects a similar trend in 2024, with student absences continuing to exceed both the State and Similar Schools averages, highlighting an ongoing area for improvement and attention.

- **Prep to Year 6:** Tyrrell College – 26.4 days absent  
Similar Schools – 23.1 days absent  
State – 21.8 days absent
- **Years 7 to 12:** Tyrrell College – 41.9 days absent  
Similar Schools – 32.1 days absent  
State – 31.2 days absent

While student exit rates into further study or full-time employment are currently slightly below the Similar Schools and State averages, Tyrrell College maintains a strong four-year average of **89.5%**. This compares favourably to the Similar Schools average of **86.1%** and matches the State average of **89.5%**, indicating a consistent pattern of positive outcomes for our students over time.

This positive result is a testament to the College's commitment to individualised learning pathways. These pathways are made possible through a combination of in-school subject offerings and access to distance education options, allowing students to pursue their interests and career goals. Tyrrell College also has a strong focus on vocational education, maintaining connections with VET providers and delivering VET Agriculture on-site to offer students real-world learning experiences.

To further enhance engagement, Tyrrell College employs a full-time staff member dedicated to careers, pathways, and attendance support. This role plays a critical part in helping students stay engaged, maintain attendance, and transition successfully to their next steps.

Key highlights supporting engagement include our well-established camp program with trips to Canberra and Adelaide and a strong commitment to Year 10 work experience, to support students to connect to an industry or occupation, that could be a possible future pathway.

## Financial performance

Tyrrell College's financial position remains strong following the conclusion of the 2024 school year. The college recorded a manageable deficit of \$73,116, while continuing to maintain a healthy balance in the High Yield Investment Account, which stood at \$1,517,831 at year-end. This substantial financial reserve allows the college to confidently plan and invest in key infrastructure projects that enhance learning environments and support student outcomes.

A portion of these funds has been allocated to the planned upgrade of the Home Economics room, with construction scheduled to commence in 2025. This renovation will provide a modern, functional space to support hands-on learning in food technology and related subjects.

Additionally, 2024 saw the successful completion and installation of our new VCE/VET Agriculture classroom. This purpose-built facility is a significant enhancement to Tyrrell College's award-winning Agriculture program and reinforces the college's commitment to providing high-quality vocational and academic pathways for all students.

**For more detailed information regarding our school please visit our website at <https://tyrrell.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 121 students were enrolled at this school in 2024, 59 female and 62 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.

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

#### Parent Satisfaction

Latest year  
(2024)

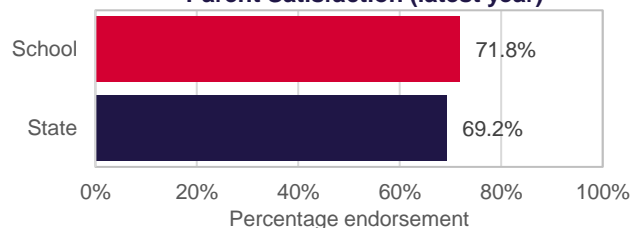
School percentage endorsement:

71.8%

State average (P-12 schools):

69.2%

#### Parent Satisfaction (latest year)



### 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)

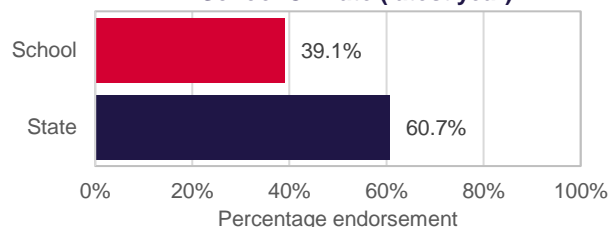
School percentage endorsement:

39.1%

State average (P-12 schools):

60.7%

#### School Climate (latest year)





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

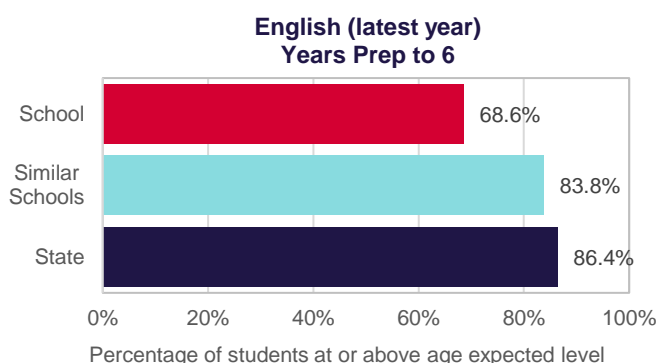
68.6%

Similar Schools average:

83.8%

State average:

86.4%



#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

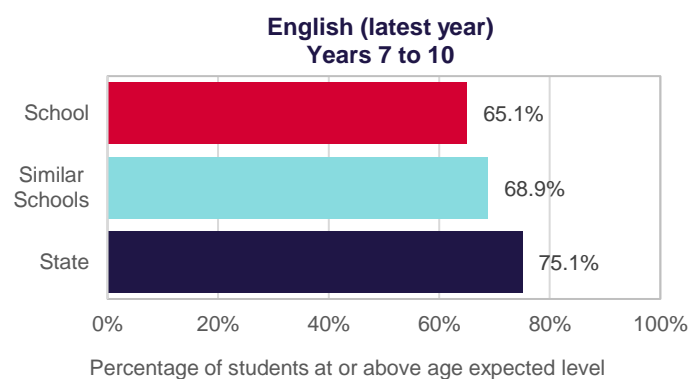
65.1%

Similar Schools average:

68.9%

State average:

75.1%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

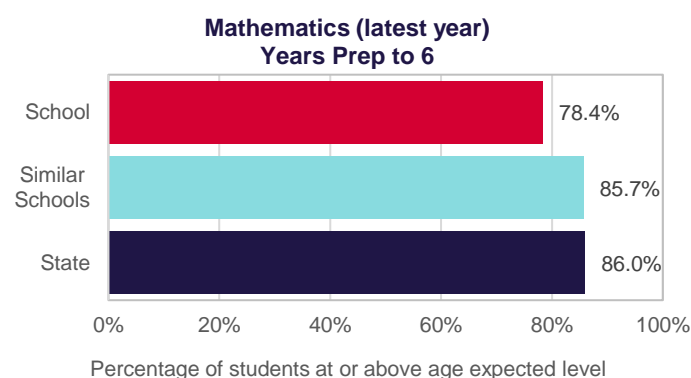
78.4%

Similar Schools average:

85.7%

State average:

86.0%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

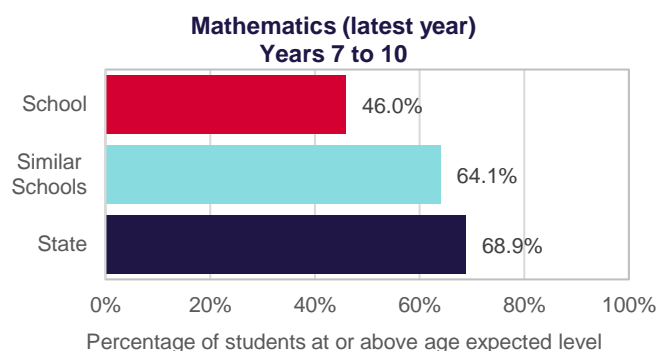
46.0%

Similar Schools average:

64.1%

State average:

68.9%



## LEARNING (continued)

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

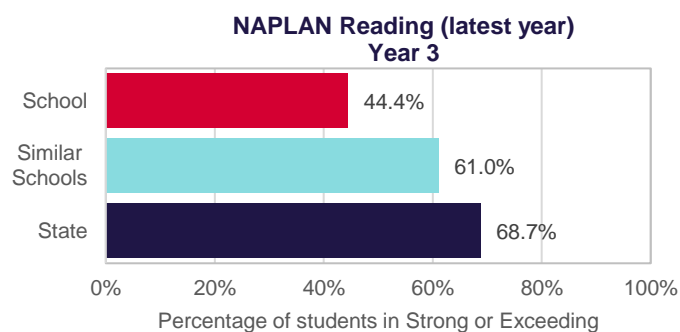
### NAPLAN

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

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

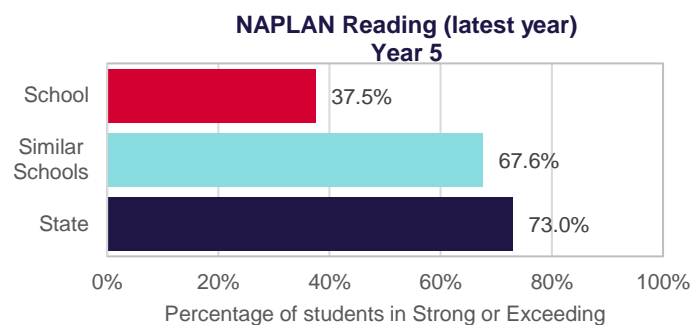
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	47.1%
Similar Schools average:	61.0%	59.0%
State average:	68.7%	69.2%



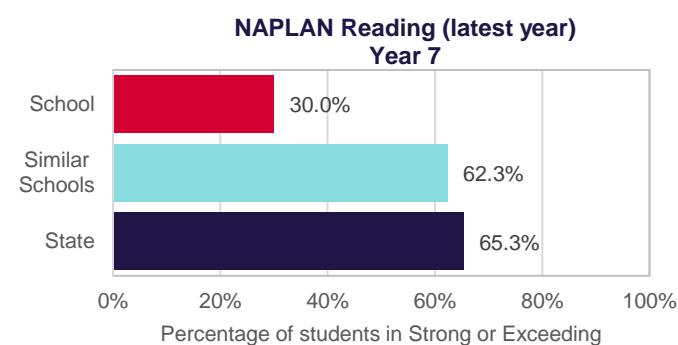
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.5%	56.3%
Similar Schools average:	67.6%	69.0%
State average:	73.0%	75.0%



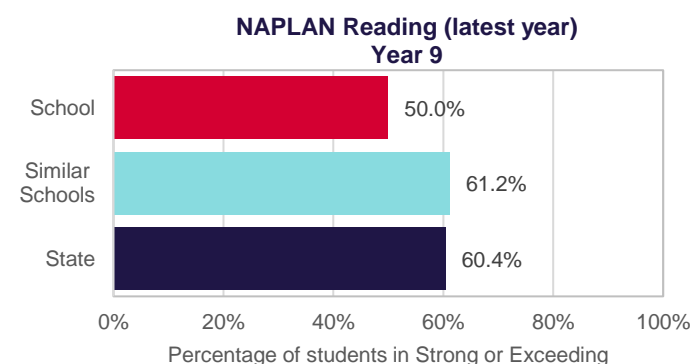
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	30.0%	50.0%
Similar Schools average:	62.3%	61.3%
State average:	65.3%	65.7%



#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	58.3%
Similar Schools average:	61.2%	58.8%
State average:	60.4%	60.2%

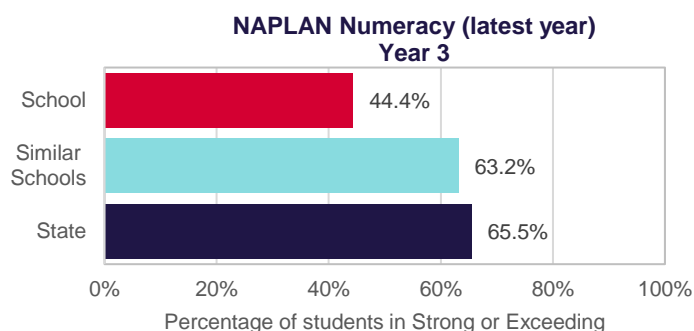


## LEARNING (continued)

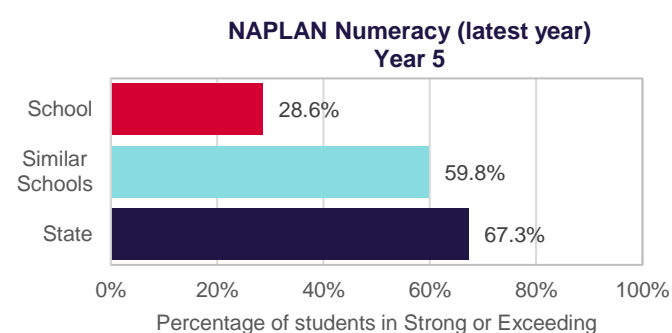
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

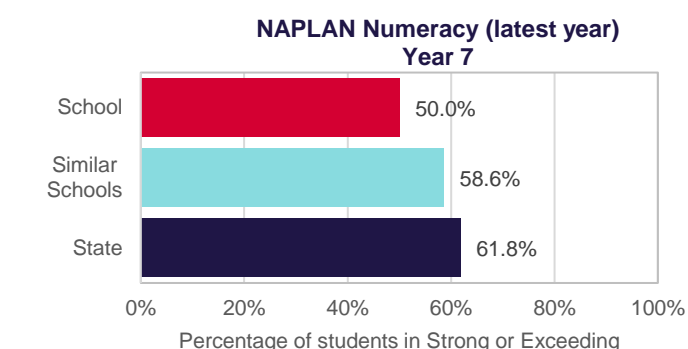
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.4%	58.8%
Similar Schools average:	63.2%	64.0%
State average:	65.5%	66.4%



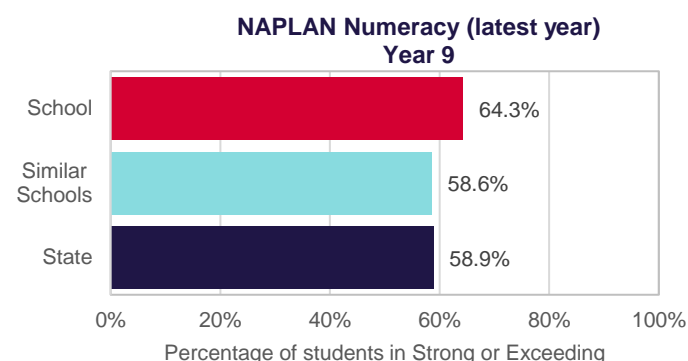
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	28.6%	60.0%
Similar Schools average:	59.8%	61.7%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	60.0%
Similar Schools average:	58.6%	58.9%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.3%	70.8%
Similar Schools average:	58.6%	61.1%
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:

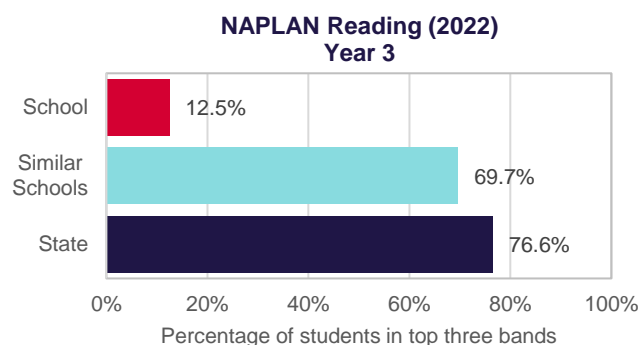
12.5%

Similar Schools average:

69.7%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

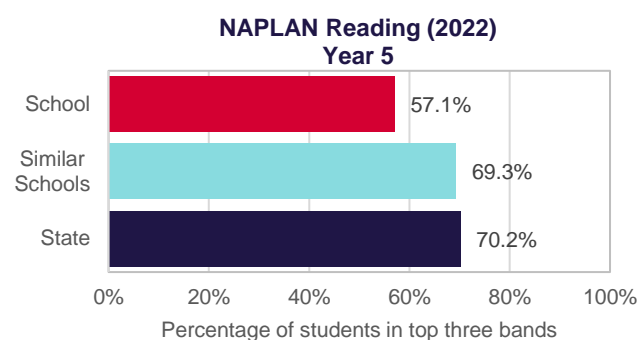
57.1%

Similar Schools average:

69.3%

State average:

70.2%



#### Reading Year 7

(2022)

School percentage of students in the top three bands:

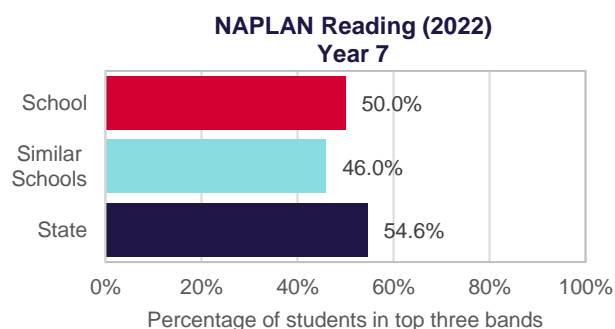
50.0%

Similar Schools average:

46.0%

State average:

54.6%



#### Reading Year 9

(2022)

School percentage of students in top three bands:

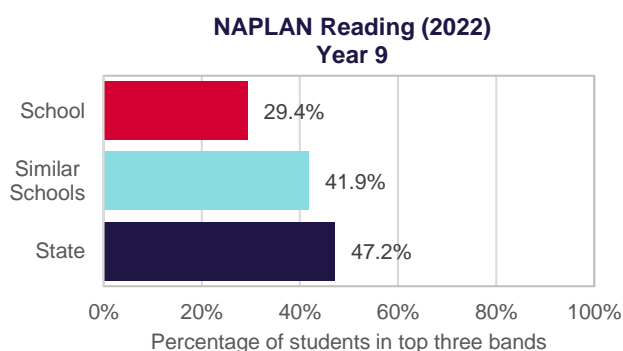
29.4%

Similar Schools average:

41.9%

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:

25.0%

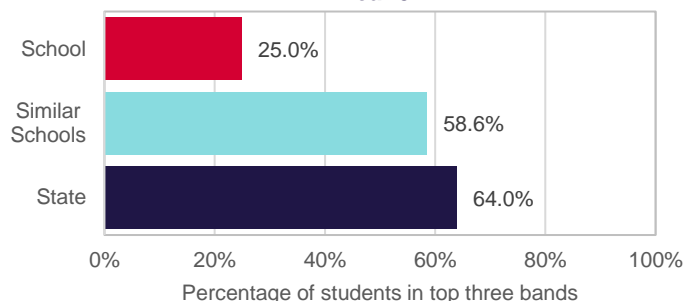
Similar Schools average:

58.6%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students  
in the top three bands:

16.7%

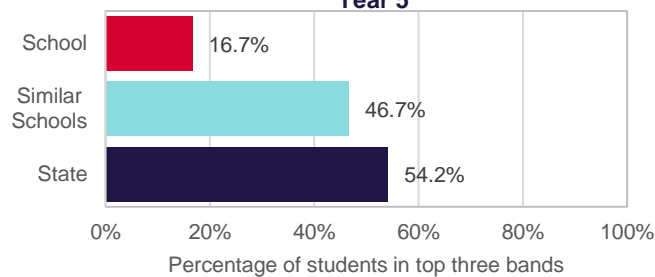
Similar Schools average:

46.7%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



#### Numeracy Year 7

(2022)

School percentage of students  
in the top three bands:

41.2%

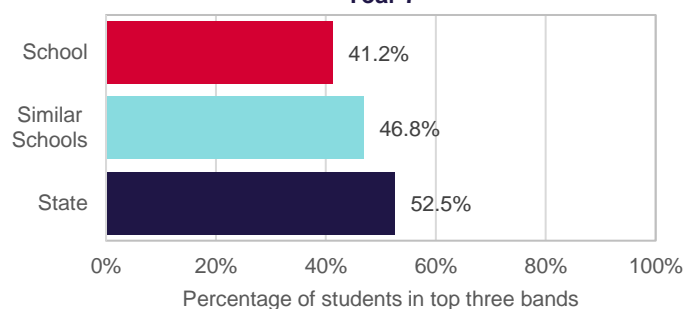
Similar Schools average:

46.8%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students  
in the top three bands:

35.3%

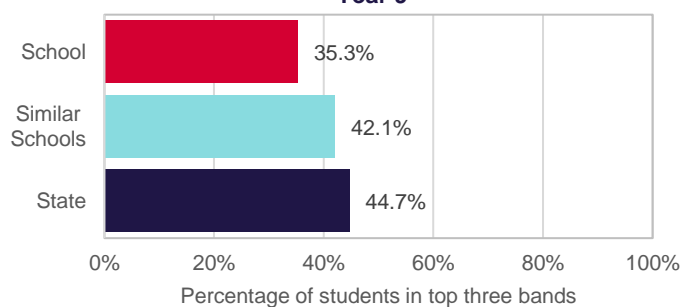
Similar Schools average:

42.1%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9



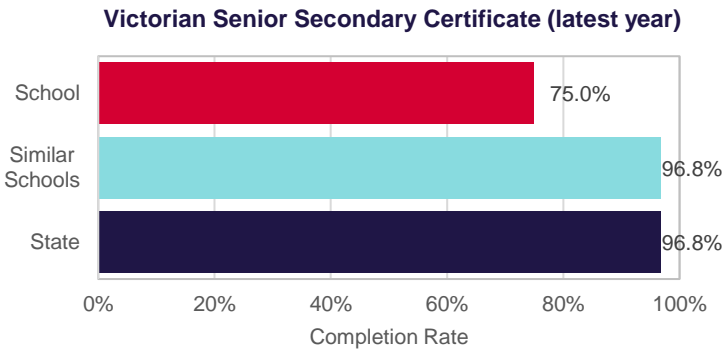
LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	75.0%	95.1%
Similar Schools completion rate:	96.8%	96.8%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	27.3
Number of students awarded the VCE Vocational Major	NDP
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:	57%
Percentage VET units of competence satisfactorily completed in 2024:	83%



## WELLBEING

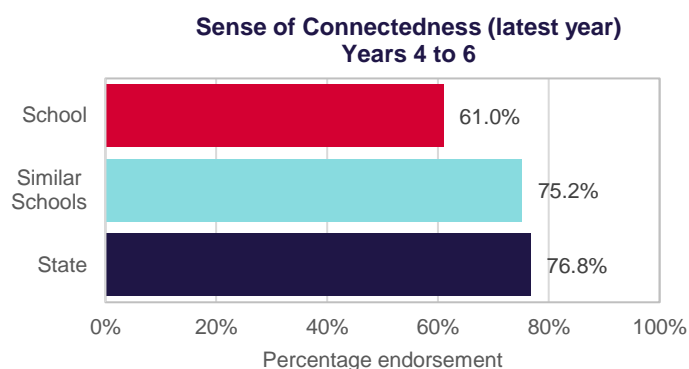
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

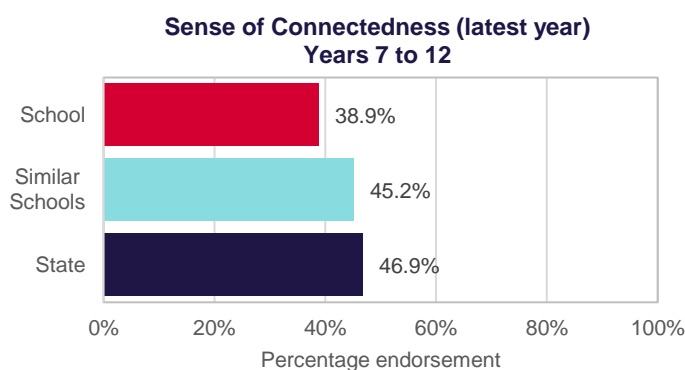
#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	61.0%	71.3%
Similar Schools average:	75.2%	77.1%
State average:	76.8%	77.9%



#### Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	38.9%	48.2%
Similar Schools average:	45.2%	48.5%
State average:	46.9%	48.0%



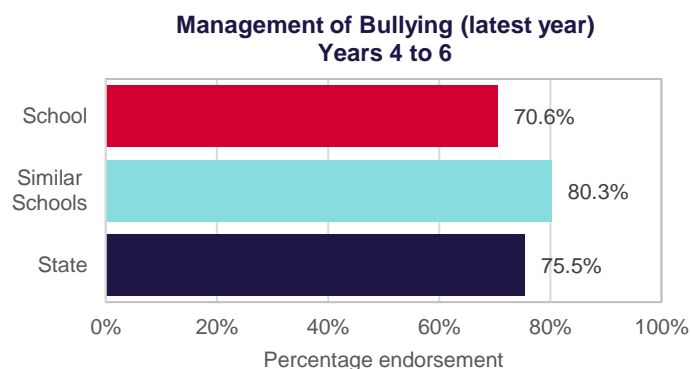
## WELLBEING (continued)

### 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).

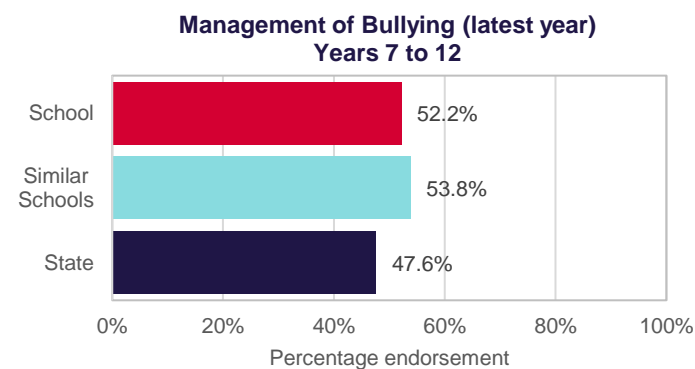
#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	70.6%	76.4%
Similar Schools average:	80.3%	79.5%
State average:	75.5%	76.3%



#### Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	52.2%	61.3%
Similar Schools average:	53.8%	57.1%
State average:	47.6%	49.1%





## ENGAGEMENT

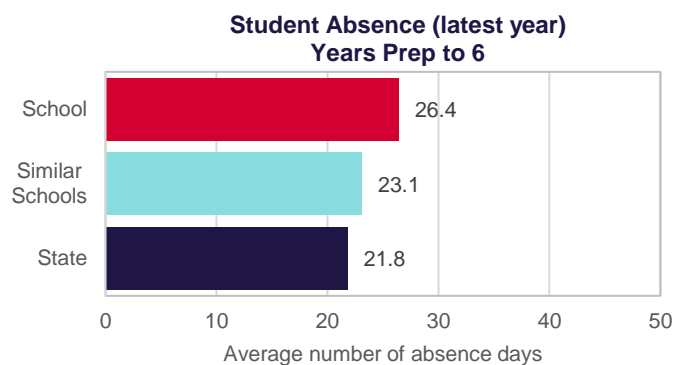
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

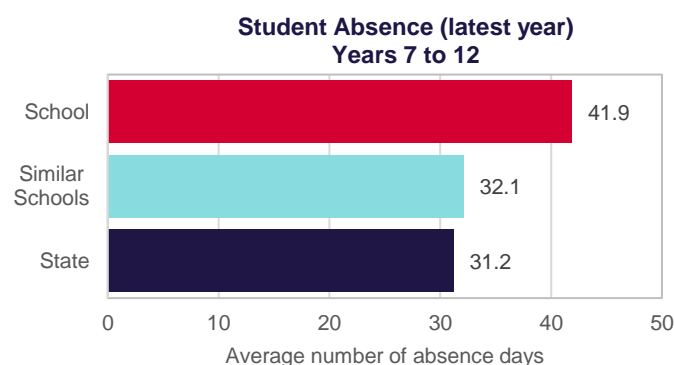
#### Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	26.4	23.9
Similar Schools average:	23.1	21.2
State average:	21.8	20.1



#### Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	41.9	30.5
Similar Schools average:	32.1	29.4
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):	92%	88%	90%	87%	86%	80%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	80%	80%	74%	80%	78%	87%	

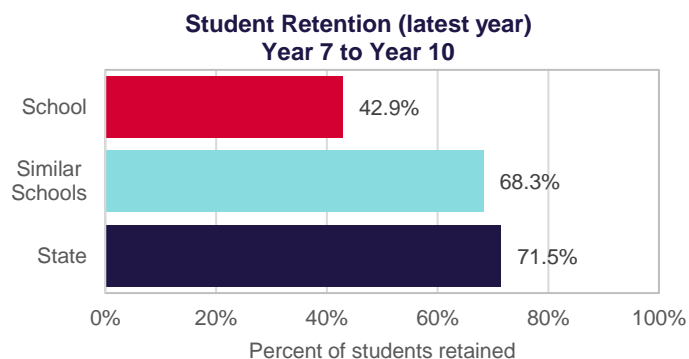
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	42.9%	69.1%
Similar Schools average:	68.3%	71.6%
State average:	71.5%	73.2%



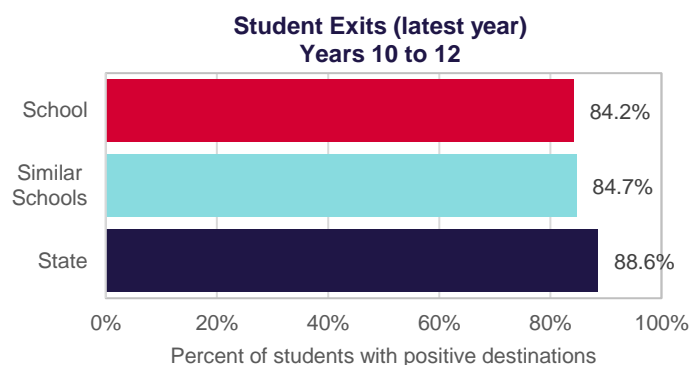
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	84.2%	89.5%
Similar Schools average:	84.7%	86.1%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$3,346,616
Government Provided DET Grants	\$741,513
Government Grants Commonwealth	\$11,100
Government Grants State	\$2,000
Revenue Other	\$140,060
Locally Raised Funds	\$173,485
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$4,434,774</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$100,549
Equity (Catch Up)	\$7,585
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$108,134</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,469,664
Adjustments	\$0
Books & Publications	\$2,459
Camps/Excursions/Activities	\$103,258
Communication Costs	\$5,251
Consumables	\$156,063
Miscellaneous Expense <sup>3</sup>	\$20,812
Professional Development	\$9,197
Equipment/Maintenance/Hire	\$75,404
Property Services	\$285,830
Salaries & Allowances <sup>4</sup>	\$102,599
Support Services	\$50,661
Trading & Fundraising	\$7,653
Motor Vehicle Expenses	\$21,757
Travel & Subsistence	\$1,326
Utilities	\$60,388
<b>Total Operating Expenditure</b>	<b>\$4,372,323</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$62,451</b>
<b>Asset Acquisitions</b>	<b>\$535,043</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 03 Mar 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	\$1,517,831
Official Account	\$32,611
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,550,441</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$150,443
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,500
Funds Received in Advance	\$0
School Based Programs	\$70,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$112,597
Repayable to the Department	\$112,000
Asset/Equipment Replacement < 12 months	\$42,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$187,289
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$683,829</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.*