

# 2024 Annual Report to the School Community

School Name: Victorian School Of Languages (6359)



- 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 14 March 2025 at 01:14 PM by Judith Benney (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 25 March 2025 at 05:47 PM by Judith Benney (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

### The Victorian Curriculum

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

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

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

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

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

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

The Victorian School of Languages (VSL) is a government school established in 1935 as a complementary state wide provider of Language study to students from Foundation to Years 12 (VCE), across all educational sectors – Government, Independent and Catholic. The VSL teaches Languages to more than 17,000 students in 40 campuses across metropolitan and country Victoria. More than 50 languages are taught in face-to-face classes and 13 languages are taught via distance education, with technology integrated across the curriculum.

In 2024, the number of students enrolled in Distance Education was **1692**, comprising **1070** females and **604** males (**18** other). In Centre classes the enrolment figure was **15,878** comprising **8573** females and **7290** males (**15** other).

The VSL has a complex organisational structure with over 1000 staff comprising of 4 Principal Class Officers, 14 Leading Teachers, 3 Learning Specialists, circa 26 equivalent full time teachers in Distance Education, and over 1000 sessional staff supported by administrative and technical staff.

The VSL provides for culturally and linguistically diverse learners and responds to existing and emerging community needs as well as catering for local students interested in studying a second Language. The VSL also teaches Languages to International students if their base school does not offer their Language. The VSL provides high quality internal professional development for teaching staff. Recent initiatives include the teaching of EAL students in regional Victoria who cannot access an English Language Centre. During 2024 the partnership between VSL and DE around the delivery of a "blended" program to schools in clusters in remote and regional areas continued, involving Japanese and Indonesian language. This program supports small Primary schools who cannot provide Language learning for their students. The VSL partners with the schools to provide both on-line and face-to-face classes, and supports the school teacher with curriculum and resources to continue the work during the school week.

The Victorian School of Languages offers a valuable service to education in the field of Language teaching and learning. In addition to quality professional learning, the school develops an extensive range of local curriculum materials. The VSL promotes the benefits of Language learning, assists Languages to obtain and retain VCE accreditation and achieves excellent VCE results. The school makes a significant contribution to the social fabric as it makes provision for non-English speaking background students. As a government school we ensure we implement the latest DE initiatives,

The School Climate domain in the School Staff Survey measures staff endorsement of Collective Efficacy and Academic Emphasis. This survey is completed by the school's Distance Education staff and Leading Teachers. Our overall mean score on school climate declined by 4 percentage points in 2024, and was also 4 percentage points below the State average. These factors are identified within the 2025 Annual Implementation Plan and will be addressed in 2025 within the school's 'Capacity Building' and 'Collective Efficacy' Communities of Practice.

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

### Learning

#### Framework for Improving Student Outcomes (FISO)

The VSL undertook a Strategic Review in 2023, which reflected on the achievements of the last four years, and developed a plan for 2023-2027. The review panel noted the continued success of our VCE students, with 20 students from our 2022 cohort receiving a Premier's Study Award

In August 2023 the new Strategic Plan was developed which set the following goals:

- Goal 1 : Optimise every students' learning growth in Languages.
- Goal 2 : Improved student engagement in language learning.
- Goal 3 : Optimise VSL resources to improve the delivery of quality language instruction.

The FISO Core Elements incorporated in our Strategic Plan are: Teaching and Learning, Assessment, Leadership, Engagement and Support & Resources

In 2024:

- 3,300 students enrolled in a VCE Language study with VSL (face to face and via Distance Education).
  - 2,378 at centres and 892 at Distance Education
- 1,435 students enrolled in a Year 12 (Units 3 & 4) Language Study
- 40 Language studies were offered at VCE level
- 183 students studying a Year 12 language received a high score (40+, with five students receive a perfect study score of 50 in German, Hungarian, Polish, Vietnamese First Language and Italian).
- VSL students were top in the state in 17 languages.
- The mean score at all areas in 2023 was higher than the mean score received for VCE Languages by the government sector in the state - 28
- 95% of students in Foundation to Year 10 showed at or above expected growth based on teacher judgement.

### Wellbeing

The Victorian School of Languages responds to community demand in establishing new face-to-face classes, Centres, Languages and courses in Distance Mode whilst rationalising existing provision. Demand for new language centres and classes remains strongest in the Northern,

Western and South Eastern growth corridors of outer Melbourne. Community demand for Indian languages has increased with the growth of classes for the Punjabi language.

In 2024 the work around embedding the Child Safety Strategies across all centres continued, and professional learning for all staff took place to ensure all our teachers understand this important aspect of our work. Where appropriate, it is contextualised for each centre to ensure that the VSL provides a safe environment in which our students can learn and thrive. Our VCE students who attend Distance Education are provided with face to face seminars to provide them with the opportunity to engage with other learners and support their learning. Students in our Virtual New Arrivals Program have 1:1 contact with their teacher who is able to monitor their wellbeing. The VSL works with the home school of the students to provide wellbeing support where needed. Our students undertake a PoLT survey each year, and in 2024 it continued to show high levels of satisfaction in key areas of their learning and learning dispositions. Areas for growth are linking of linking learning to real world situations, working on group projects, and the use of technology in class (Centre classes). This information will support a focus of our professional learning in 2025.

## Engagement

The Victorian School of Languages is committed to increasing levels of student engagement and participation in Language learning through the continued implementation of the Student Engagement and Wellbeing Policy. Through Professional Learning the VSL has enhanced the capacity of staff to use appropriate technologies, enrich and differentiate curriculum and improve student learning assessment, motivation and engagement. In 2024 staff participated in professional learning opportunities ranging from our Area-based professional learning sessions attended and, throughout the year, targeted professional development sessions for both F-10 and VCE teachers. In 2025, coinciding with the 90th anniversary of the school, the VSL organized a state-wide PD gathering all centre staff.

The VSL aims to encourage a culture of effective curriculum planning which assesses the impact of Language programs. Through differentiation and high impact pedagogical strategies teachers prepare students to reach their full potential, gaining both knowledge in their Language area and the skills to improve their learning. In an attempt to have a real-time understanding of student attendance, the VSL moved to Compass to record attendance on-line during 2023. Given the size of the school, the transition occurred over time, with all classes being marked in this manner by the end of Term 3. In 2024, enrolments moved to Compass, and in 2025 we hope to further improve our use of the Compass tool to record other aspects of wellbeing which may impact on student learning. Follow up on both student attendance and learning is undertaken through a 3-way teacher, parent and student conference/interview twice a year. Through our professional learning program, the VSL has enhanced the capacity of staff to use appropriate technologies to enrich curriculum and improve student learning, motivation and engagement. The school increases opportunities for Language study, particularly at VCE level, including alternative Vocational Education Training VET in Schools for specific Languages and providing classes to International students.

## Financial performance

2024 financial data reflect an overall operating deficit of \$2,101,762. This deficit was primarily due to payment of the school's compulsory contribution of \$2M being the cost of refurbishment of new premises at Otter Street in Collingwood. A further \$350,000 of school funds was committed to the cost of loose furniture and equipment to enable the project to proceed within the \$5M VSBA budget.

The school continues to manage a significant credit budget and balances funds with cash funding to meet the complex operational requirements - including a significant administrative salary cost. The credit deficit is likely to continue as the school reviews its operations, organisational structure and programs in line with the School review and 2025 AIP.

The school operating reserve for VSL is relatively high due to the fortnightly wages paid to sessional teaching staff. After the payments toward Otter Street, 2024 cash balances have been committed to 2025 programs with modest reserves to meet contingencies and the school operating reserve.

**For more detailed information regarding our school please visit our website at [www.vsl.vic.edu.au](http://www.vsl.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 0 students were enrolled at this school in 2024, 0 female and 0 male.

NDA percent of students had English as an additional language and NDA 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: **NDA**

**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)

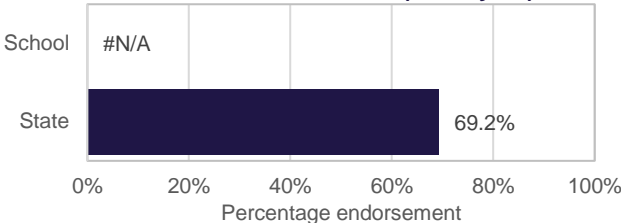
School percentage endorsement:



State average (P-12 schools):



**Parent Satisfaction (latest year)**



**School Staff Survey**

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

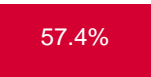
Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

**School Climate**

Latest year (2024)

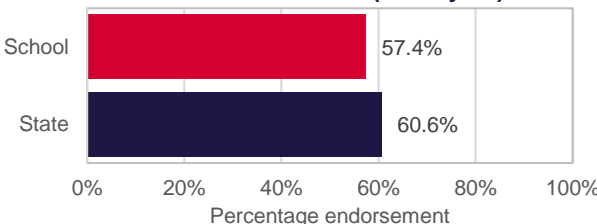
School percentage endorsement:



State average (P-12 schools):



**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:

NDA

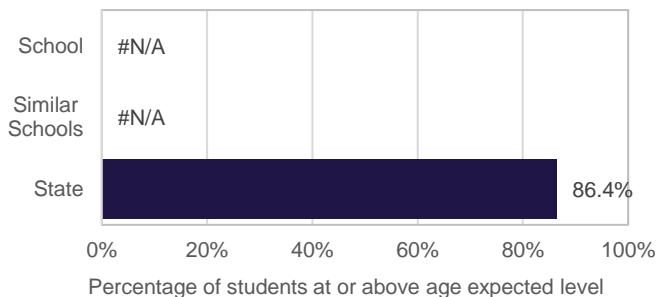
Similar Schools average:

NDA

State average:

86.4%

#### English (latest year) Years Prep to 6



#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

NDA

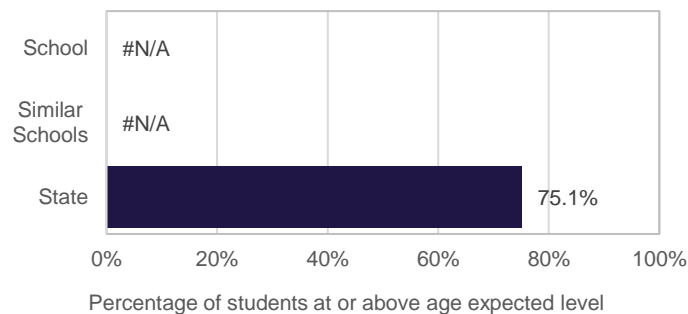
Similar Schools average:

NDA

State average:

75.1%

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



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

NDA

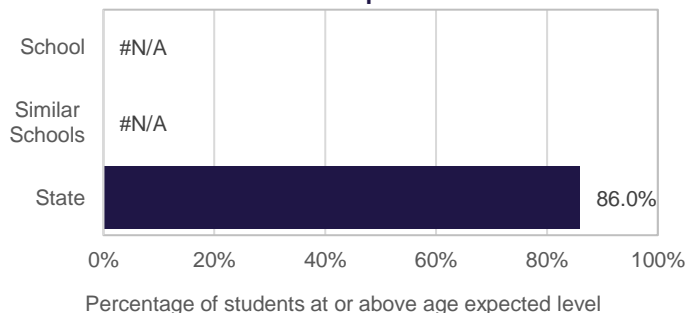
Similar Schools average:

NDA

State average:

86.0%

#### Mathematics (latest year) Years Prep to 6



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

NDA

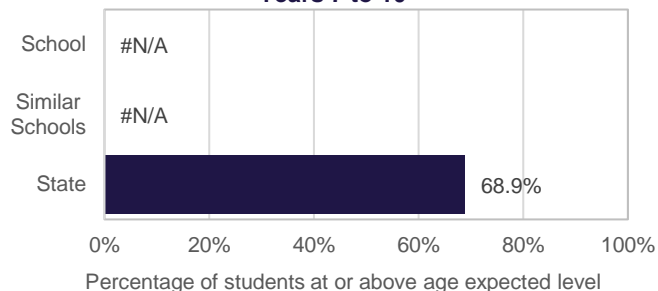
Similar Schools average:

NDA

State average:

68.9%

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



## LEARNING (continued)

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

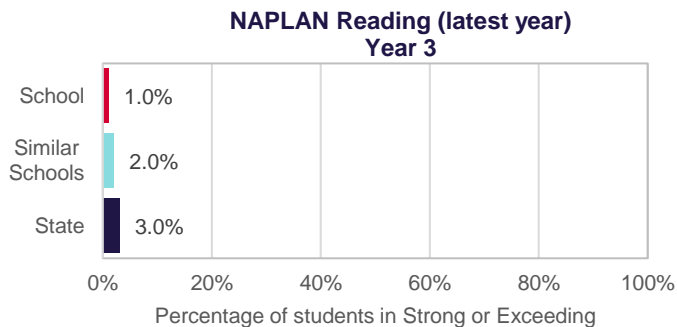
### NAPLAN

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

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

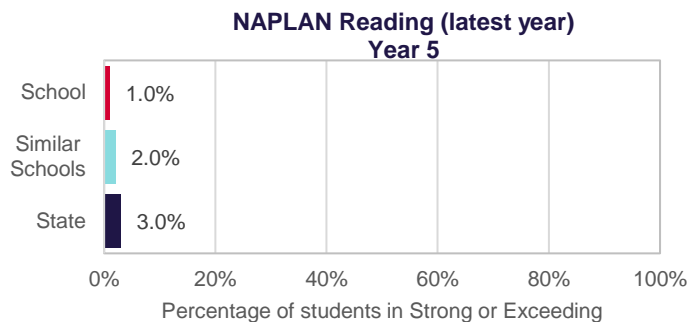
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



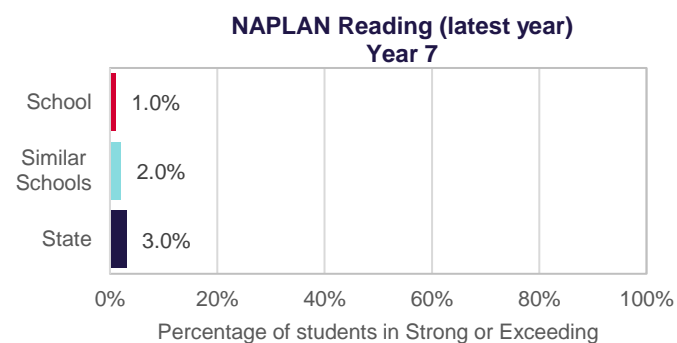
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



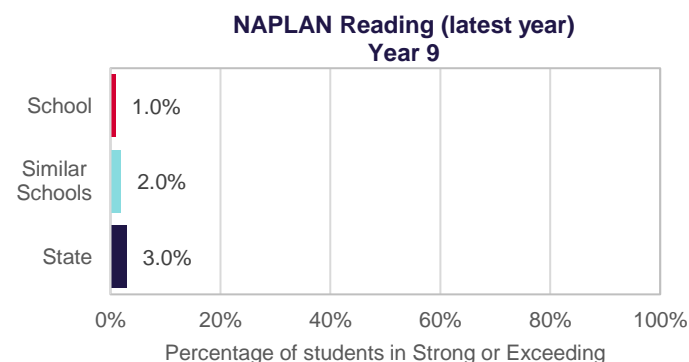
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	1.0%
Similar Schools average:	2.0%	2.0%
State average:	3.0%	3.0%



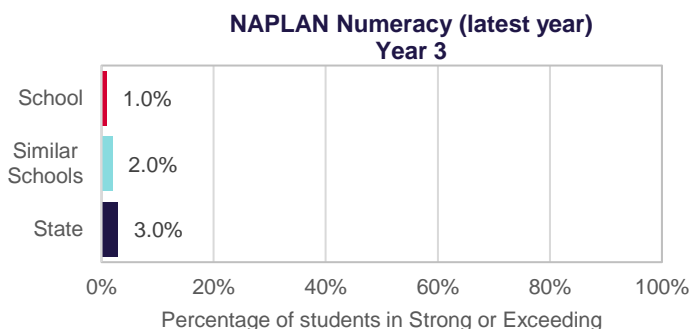
## LEARNING (continued)

**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)

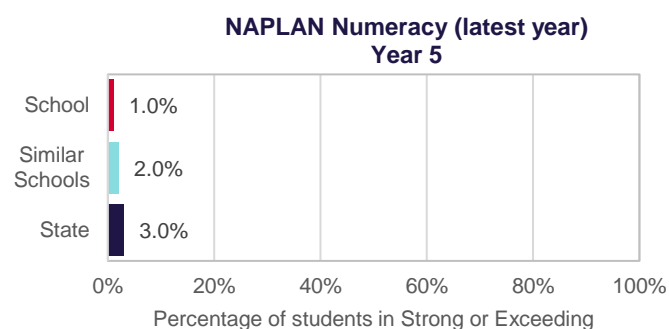
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	15.9%
Similar Schools average:	2.0%	15.2%
State average:	3.0%	15.5%



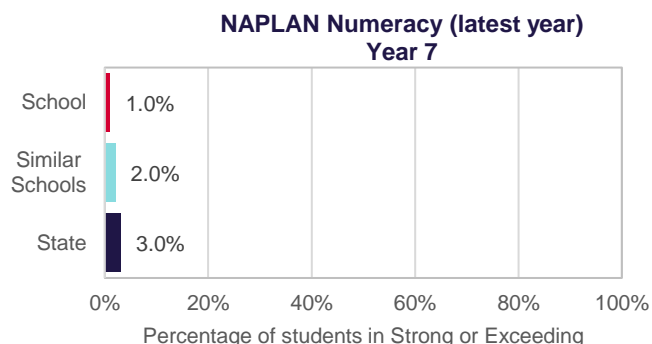
#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	15.9%
Similar Schools average:	2.0%	15.2%
State average:	3.0%	15.5%



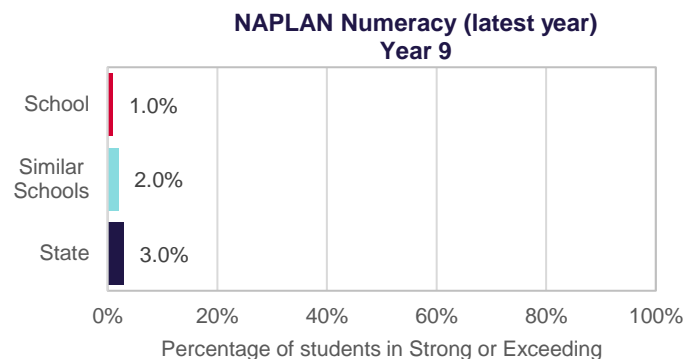
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	15.9%
Similar Schools average:	2.0%	15.2%
State average:	3.0%	15.5%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	1.0%	15.9%
Similar Schools average:	2.0%	15.2%
State average:	3.0%	15.5%



## LEARNING (continued)

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### 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:

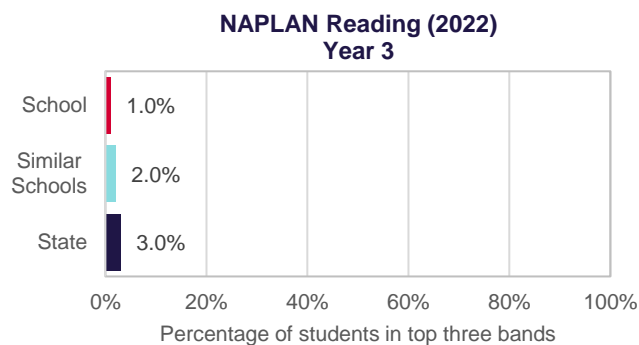
1.0%

Similar Schools average:

2.0%

State average:

3.0%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

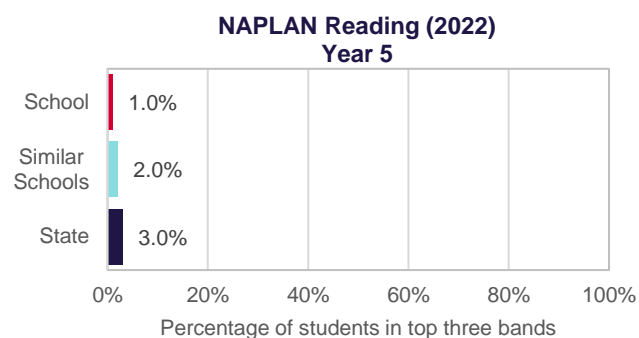
1.0%

Similar Schools average:

2.0%

State average:

3.0%



#### Reading Year 7

(2022)

School percentage of students in the top three bands:

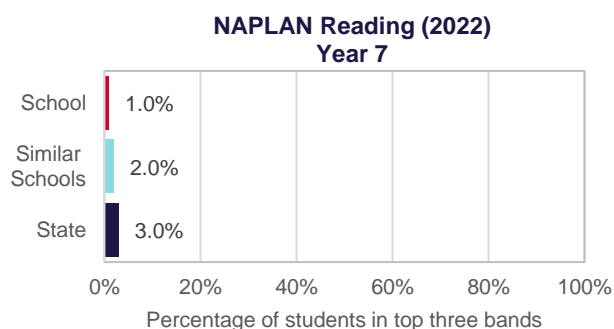
1.0%

Similar Schools average:

2.0%

State average:

3.0%



#### Reading Year 9

(2022)

School percentage of students in top three bands:

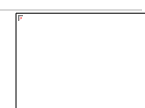
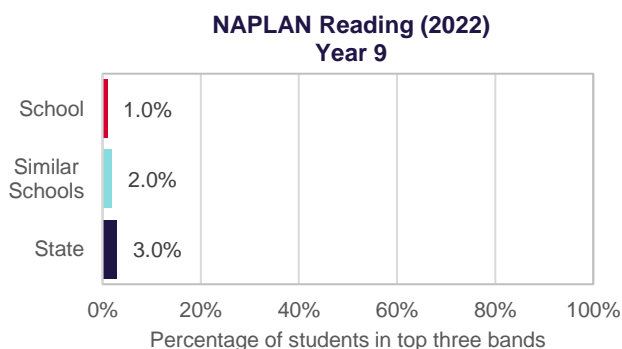
1.0%

Similar Schools average:

2.0%

State average:

3.0%



## LEARNING (continued)

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### NAPLAN (continued)

#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

1.0%

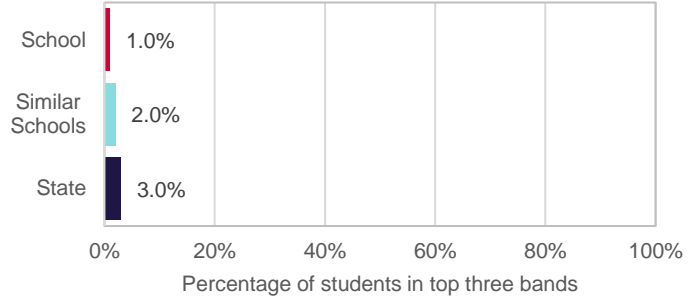
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

1.0%

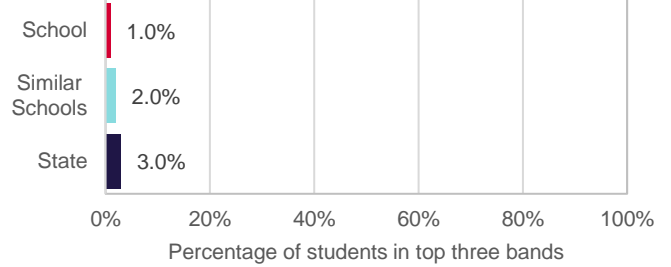
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Numeracy (2022) Year 5



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

1.0%

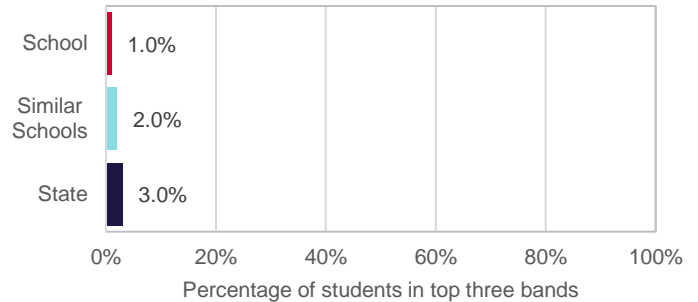
Similar Schools average:

2.0%

State average:

3.0%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

1.0%

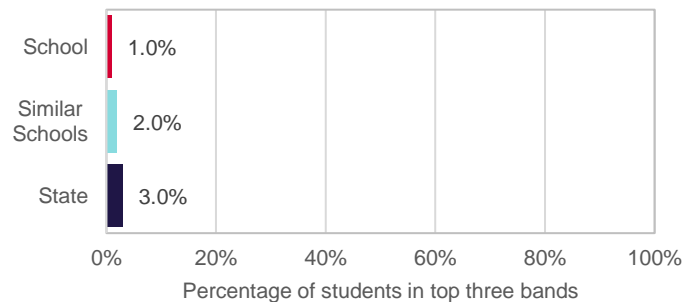
Similar Schools average:

2.0%

State average:

3.0%

#### 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.

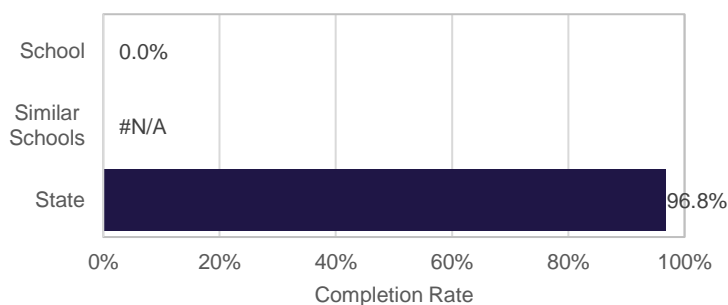
### Victorian Senior Secondary Certificate

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:	0.0%	100.0%
Similar Schools completion rate:	NDA	NDA
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDP

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

Percentage VET units of competence satisfactorily completed in 2024:

NDA



**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

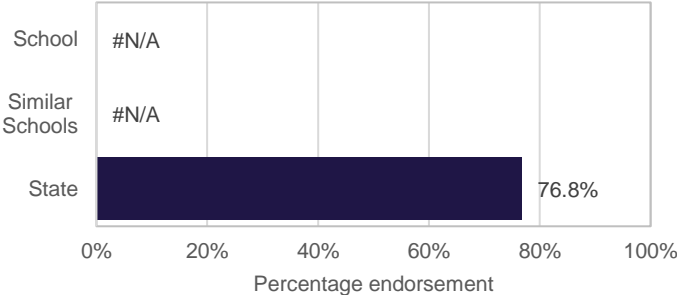
The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

**Sense of Connectedness Years 4 to 6**

Latest year (2024)      4-year average

School percentage endorsement:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	76.8%	77.9%

**Sense of Connectedness (latest year) Years 4 to 6**

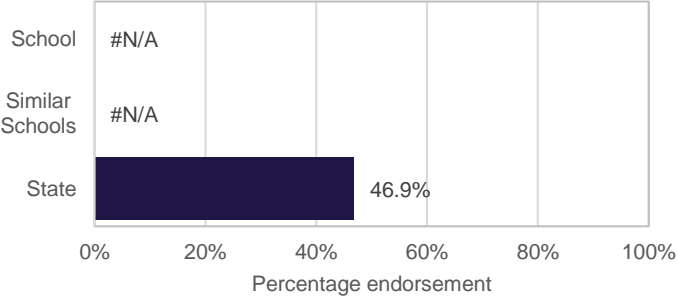


**Sense of Connectedness Years 7 to 12**

Latest year (2024)      4-year average

School percentage endorsement:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	46.9%	48.0%

**Sense of Connectedness (latest year) Years 7 to 12**



## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

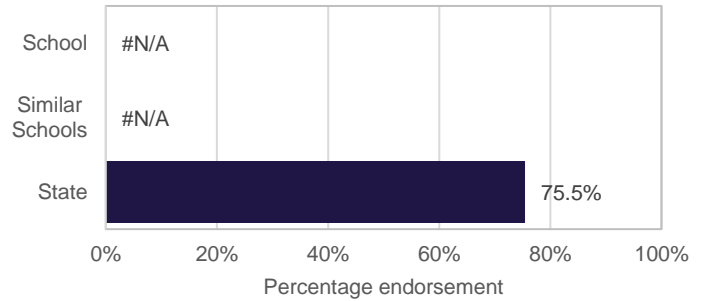
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2024)	4-year average
NDA	NDA
NDA	NDA
75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6



#### Management of Bullying Years 7 to 12

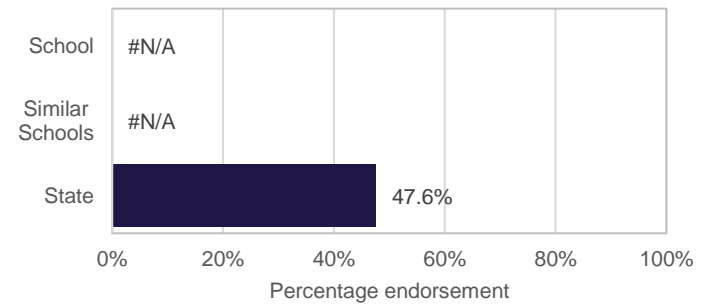
School percentage endorsement:

Similar Schools average:

State average:

Latest year (2024)	4-year average
NDA	NDA
NDA	NDA
47.6%	49.1%

#### Management of Bullying (latest year) Years 7 to 12





## 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

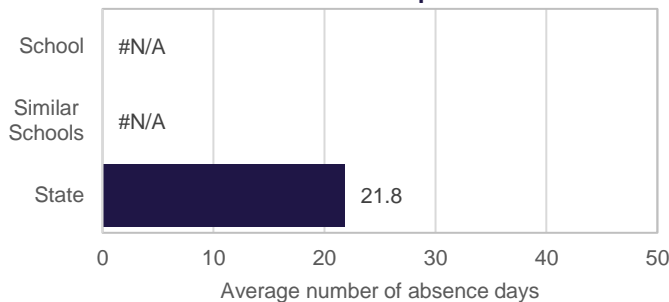
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6



#### Student Absence Years 7 to 12

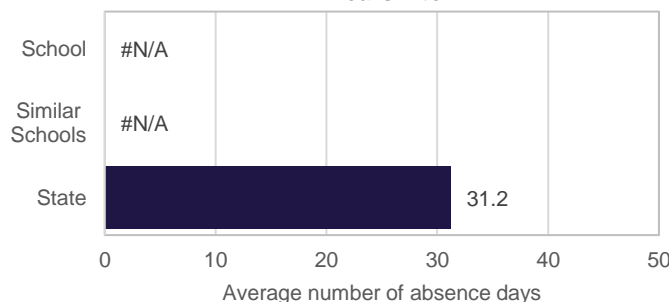
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	31.2	27.2

Student Absence (latest year) Years 7 to 12



### Attendance Rate (latest year)

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

Attendance Rate by year level (2024):

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Attendance Rate by year level (2024):

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDA	NDA	NDA	NDA	NDA	NDA

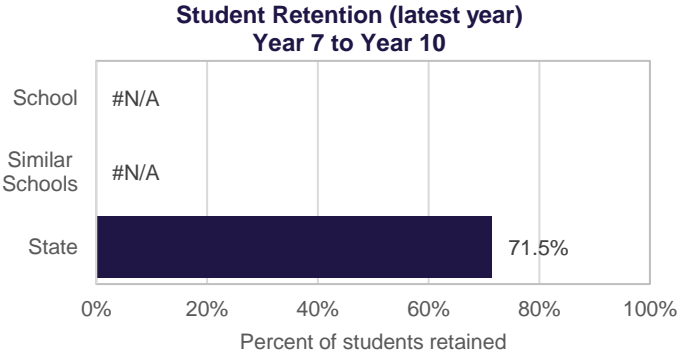


**ENGAGEMENT (continued)**

**Student Retention**

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

<b>Student Retention Year 7 to Year 10</b>	Latest year (2024)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	71.5%	73.2%

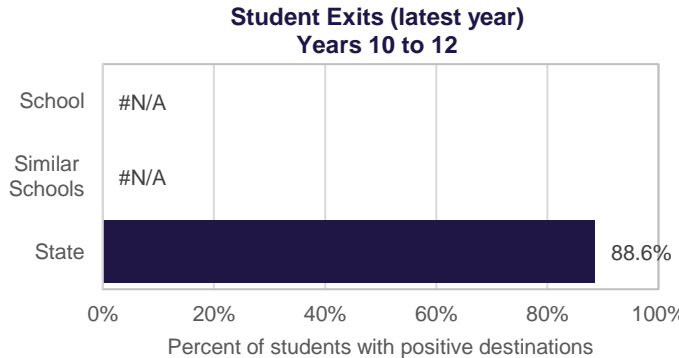


**Students exiting to further studies or full-time employment**

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'.

<b>Student Exits Years 10 to 12</b>	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	NDA	NDA
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	\$8,949,214
Government Provided DET Grants	\$10,476,405
Government Grants Commonwealth	\$16,484
Government Grants State	\$0
Revenue Other	\$364,818
Locally Raised Funds	\$1,771,406
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$21,578,327</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,811,545
Adjustments	\$0
Books & Publications	\$164
Camps/Excursions/Activities	\$8,968
Communication Costs	\$96,879
Consumables	\$221,504
Miscellaneous Expense <sup>3</sup>	\$2,978,242
Professional Development	\$35,814
Equipment/Maintenance/Hire	\$252,849
Property Services	\$7,196
Salaries & Allowances <sup>4</sup>	\$9,920,494
Support Services	\$328,948
Trading & Fundraising	\$912
Motor Vehicle Expenses	\$4,539
Travel & Subsistence	\$11,975
Utilities	\$61
<b>Total Operating Expenditure</b>	<b>\$23,680,089</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$2,101,762)</b>
<b>Asset Acquisitions</b>	<b>\$290,463</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	\$1,427,132
Official Account	\$1,760,776
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$3,187,908</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$2,311,424
Other Recurrent Expenditure	\$12,937
Provision Accounts	\$800,000
Funds Received in Advance	\$852,845
School Based Programs	\$113,153
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$60,000
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	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,150,359</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.*

