

2024 Annual Report to the School Community

School Name: Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

- 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 26 March 2025 at 11:00 AM by Vicki Minton (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 26 March 2025 at 11:00 AM by Vicki Minton (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Baden Powell College is a multi-campus educational institution located in the vibrant City of Wyndham, dedicated to fostering academic excellence and nurturing the unique potential of each student. With two campuses—Derrimut Heath Campus in Hoppers Crossing, catering to primary students, and Tarneit Campus serving students from Prep to Year Nine—we provide a comprehensive educational experience that supports holistic development.

Vision

Baden Powell College is dedicated to fostering academic excellence, nurturing social-emotional growth, and unlocking each individual student's unique potential.

Mission

Empowering minds. Nurturing hearts

Educational Philosophy

Rooted in core values of **Respect, Endeavour, Integrity, and Resilience**, our educational approach emphasises the importance of a supportive and respectful environment. We believe that true growth extends beyond academics, and we strive to create an atmosphere that promotes lifelong learning, self-discovery, and personal development.

Curriculum and Teaching

We pride ourselves on offering a broad, innovative, and differentiated curriculum designed to meet the diverse needs of our students. Our commitment to a safe and friendly school environment prioritises both academic achievement and social development. We invest in building the capacity of our staff, ensuring consistency and excellence in education.

Collaboration and Continuous Improvement

Collaboration is key to our success. Our teams work seamlessly together, leveraging diverse perspectives to enhance the learning experience. We foster a culture of coaching and continuous improvement among our dedicated staff, supported by a robust professional development program that keeps our educators at the forefront of innovative teaching practices.

Community and Inclusivity

Baden Powell College is home to over 800 students, representing a rich tapestry of cultures, experiences, and abilities. Our inclusive environment celebrates diversity and promotes a strong sense of belonging. Our dedicated team includes a College Principal, Assistant Principals, Leading Teachers, Learning Specialists, a Mental Health Practitioner, and a Counsellor, ensuring that every student is supported in their educational journey.

Campuses

- **Derrimut Heath Campus (P-6):** Located on Sycamore Street, Hoppers Crossing, this campus caters to primary school students.
- **Tarneit Campus (P-9):** Situated on Baden Powell Drive, Tarneit, this campus serves students from Prep to Year Nine.

At Baden Powell College, we are dedicated to creating an enriching educational environment where students can thrive academically, socially, and emotionally, preparing them to contribute positively to the world around them.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, our school made significant progress toward the goals outlined in the Annual Implementation Plan (AIP), marking a year of intentional growth and continuous improvement in student learning outcomes. We implemented several strategic actions aimed at maximising learning growth for every student, ensuring that our practices were data-driven, focused, and aligned with our vision for success.

Key to our achievements was the strategic planning of professional development. Our professional development schedule was carefully aligned with the instructional model, ensuring that all training sessions directly supported the enhancement of teaching practices across the college. A highlight of this was the successful Years 7-9 Curriculum Day, which reinforced the instructional model and fostered consistency in teaching practices across these year levels. Additionally, professional learning for P-6 teachers, led by Literacy Consultant Bobbie Cameron, strengthened instructional practices and deepened the knowledge of our teachers in the lower year levels.

Instructional coaching also played a pivotal role in enhancing teaching quality. With support from Leading Teachers and external consultants, coaching was made available equitably across the school. Notably, all P-6 staff received coaching from Literacy Consultant Bobbie Cameron as well as every English teacher in Years 7-9. The 7-9 mathematics teachers were coached by external consultant Rob Park. This approach to coaching, alongside our focus on mentoring and professional development, contributed to notable success and improved practice, knowledge and skills of Baden Powell College staff.

To further support literacy, visible classroom libraries and reading and writing goals were established across all learning spaces. This initiative, along with the consistent use of data walls, enabled teachers to actively track and respond to student progress, using data to inform teaching strategies. These tools helped foster a more personalised approach to learning, with differentiated work programs being developed and documented based on students' individual needs.

This year also saw the consistent use of the instructional model across lessons and the formal documentation of PLT cycles. Data literacy was a major focus, with staff trained to analyse multiple data sets, such as ZPD trackers and rubrics, to inform differentiated learning programs. While there has been great progress, ongoing work is needed in areas such as data collection consistency and the effective use of data platforms, which will continue to be a priority in the coming year.

In summary, the strategic actions undertaken in 2024, such as enhanced professional learning, the consistent application of our instructional model, and a focus on data-driven practices, have led to improved student engagement, academic achievement, and overall growth. These efforts underscore our commitment to maximising learning growth for every student, and we are excited to continue building on these successes in the coming year.

Wellbeing

In 2024, our school made notable strides in improving student wellbeing, ensuring that all students had access to the support and strategies necessary for their personal growth and emotional regulation. Through a series of high-impact actions and initiatives, we created a supportive environment where students could thrive both academically and socially.

One of the key highlights was the refinement and embedding of social and emotional regulation practices across all classrooms. Consistent application of strategies such as the Behaviour Regulator, Ready to Learn plans, Berry Street practices, and Real Schools initiatives contributed significantly to improving student behaviour and engagement. Teachers across the college have embraced these practices, fostering calm, productive learning environments that enhance both emotional and academic wellbeing.

We also made significant progress in educational adjustments, which were regularly documented, reviewed, and refined to cater to individual student needs. This ensured that students received tailored support, particularly those requiring additional interventions. As part of this, individualised learning plans (IEPs), Behaviour Support Plans (BSPs), and Safety Plans were implemented for students needing extra attention, and these plans were consistently updated in collaboration with staff and parents.

Another notable initiative was the optimised use of the Wellbeing Room, which continues to serve as a critical resource for students needing a break or emotional support. Tracking and monitoring the room's usage allowed us to better understand its impact on student wellbeing. In addition, social skills programs were embedded into routines to improve social behaviour, helping students build stronger interpersonal skills.

Overall, we made significant progress in building staff capacity to sustain these practices, ensuring consistent support for all students. The college is now well-positioned to continue embedding these wellbeing strategies and refining practices for even greater impact in the future.

Engagement

In 2024, engagement was a central focus, with a strong emphasis on improving student attendance and fostering an environment where students are actively involved in their learning. By combining data analysis with targeted strategies, we worked to ensure students not only attended school regularly but were also motivated to participate in their educational experience.

Student attendance was closely monitored throughout the year, with a particular focus on identifying patterns of absence and addressing any underlying causes. Leaders worked actively to support staff in responding to behaviour and attendance concerns, ensuring that students' needs were addressed promptly. We saw a positive trend in attendance rates, reflecting a broader commitment to creating a school environment where students feel motivated to attend.

Key highlights related to engagement included the consistent use of the Regulator across classrooms, which helped foster positive behaviour and an orderly learning environment. This approach allowed students to achieve positive behaviour milestones, celebrated through merit badges and weekly assemblies. This recognition not only promoted individual growth but also reinforced a culture of engagement and achievement.

The integration of Berry Street practices across the college also played a vital role in engagement. By embedding strategies into units of work and daily classroom activities, we created an environment where students could engage with learning in ways that respected their emotional and social development. While the consistency of these practices across all classrooms remains an area for growth, the foundation has been set for more widespread implementation in the future.

Additionally, the college continued to invest in professional development to support staff in fostering student engagement. Real Schools professional development helped staff integrate consistent language and strategies, ensuring a cohesive approach to student engagement and wellbeing.

In summary, 2024 marked a year of positive momentum in student engagement, with improvements in attendance, behaviour, and overall participation in school life. These efforts, combined with ongoing professional development and strategic interventions, will continue to foster a highly engaging and inclusive learning environment in the years ahead.

Other highlights from the school year

One of the standout achievements of 2024 was the continued success in uniting both campuses of Baden Powell College, an area of focus identified in our 2019 school review. Over the past five years, we have worked diligently to connect our students, staff, and broader community across both campuses, creating a more cohesive school environment. This alignment includes consistent year-level structures, school times, house names, and numerous shared community events, all of which have helped bridge the gap between the campuses.

In 2024, students from both campuses came together for a variety of exciting events, including camps, excursions, concerts, athletics carnivals, and fun activities such as colour runs. These shared experiences not only helped strengthen relationships among students but also fostered a deeper sense of belonging and school spirit across the college.

One event that particularly stood out this year was our Movie Night, which was a wonderful opportunity for the entire community to come together and enjoy a fun, relaxed evening. The event was a huge success, with families and staff coming together to celebrate our shared connection and school pride.

As we continue to build on this unity, we are proud of the progress made and excited about the future of our connected school community.

Financial performance

Baden Powell College continues to maintain a strong financial position, operating with a surplus each year. This financial stability allows the school to consistently invest in initiatives that support student learning and enhance the school environment.

Over the past two years, funds raised through school fundraising events will be directed towards upgrading the libraries at both campuses.

In 2024, the school council entered into an agreement with a new Before and After School Care provider 'Their Care' for 2025, ensuring continued support for families and students. Additionally, multiple short-term service and supplier agreements have been established to improve the facilities and grounds across both campuses. These enhancements remain a priority, as we continue to create an optimal learning environment.

Baden Powell College also leases devices to ensure access to the latest technologies, helping students develop 21st-century ICT competencies. Furthermore, additional Commonwealth funding has been allocated to build the capacity of pre-service teachers joining the profession as part of their university studies, supporting future educators and their training.

**For more detailed information regarding our school please visit our website at
<https://www.bpc.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 896 students were enrolled at this school in 2024, 416 female and 479 male.

48 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: **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

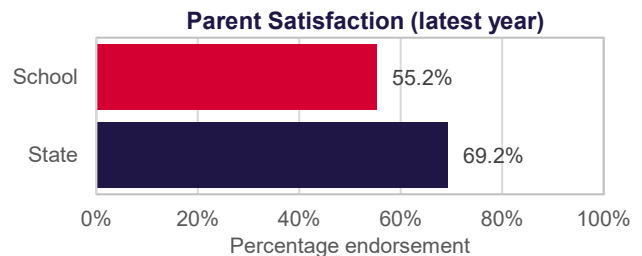
Latest year
(2024)

School percentage endorsement:

55.2%

State average (P-12 schools):

69.2%



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

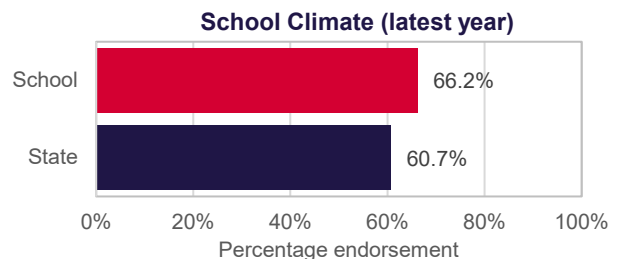
Latest year
(2024)

School percentage endorsement:

66.2%

State average (P-12 schools):

60.7%



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:

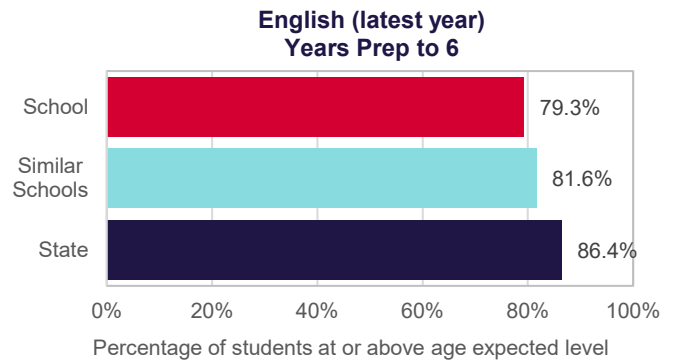
79.3%

Similar Schools average:

81.6%

State average:

86.4%



English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

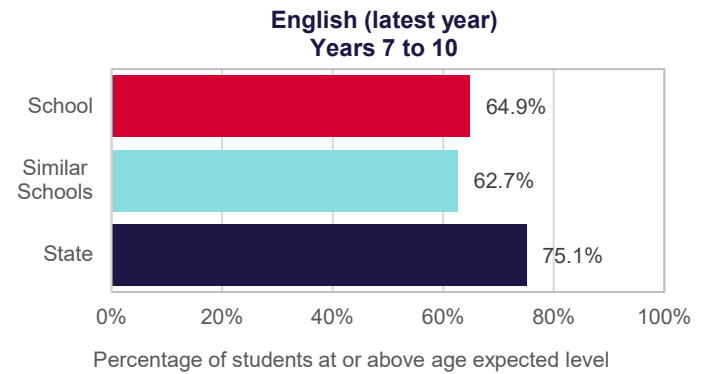
64.9%

Similar Schools average:

62.7%

State average:

75.1%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

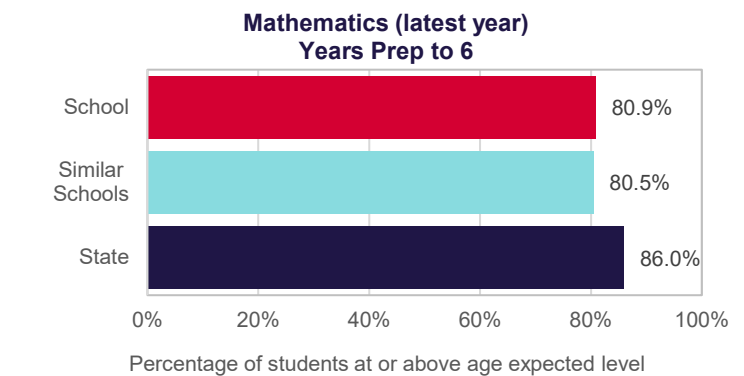
80.9%

Similar Schools average:

80.5%

State average:

86.0%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

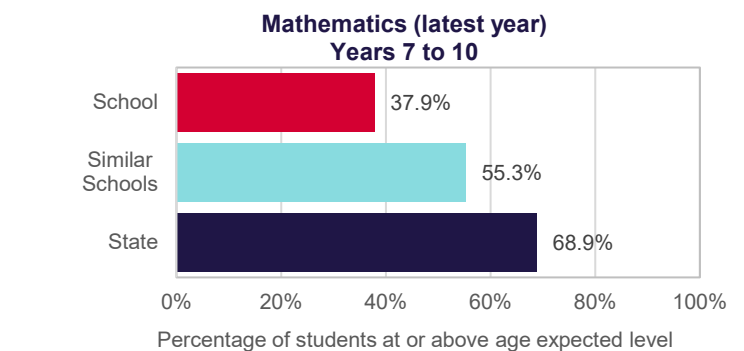
37.9%

Similar Schools average:

55.3%

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.

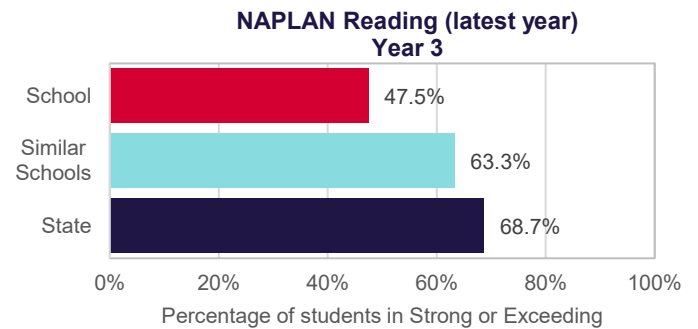
NAPLAN

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.

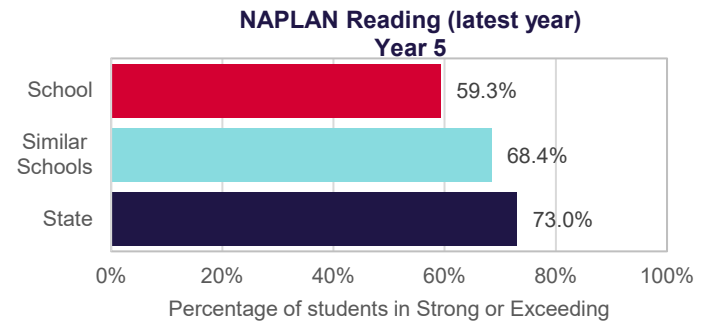
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.5%	49.3%
Similar Schools average:	63.3%	63.6%
State average:	68.7%	69.2%



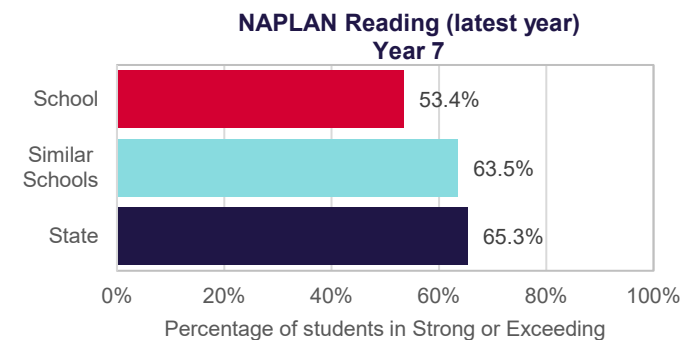
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.3%	66.8%
Similar Schools average:	68.4%	71.0%
State average:	73.0%	75.0%



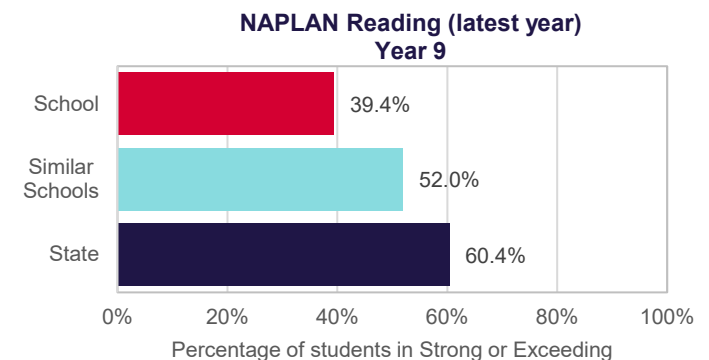
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.4%	59.2%
Similar Schools average:	63.5%	61.8%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.4%	37.2%
Similar Schools average:	52.0%	51.8%
State average:	60.4%	60.2%

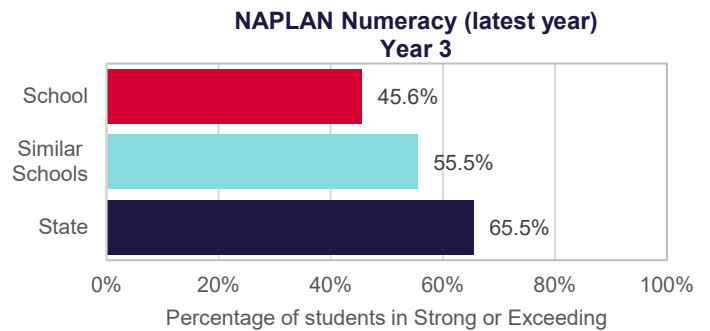


LEARNING (continued)

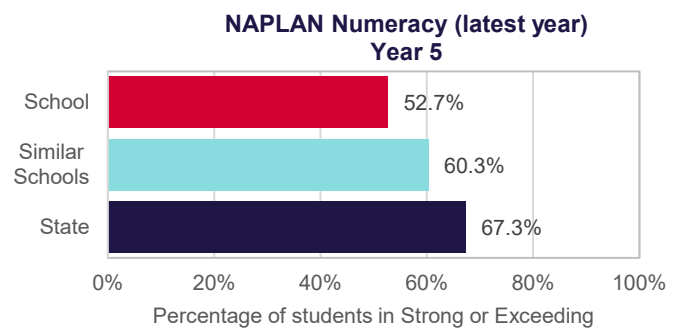
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

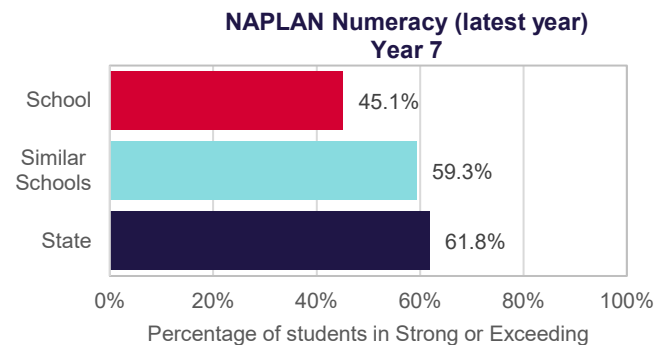
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.6%	51.0%
Similar Schools average:	55.5%	56.9%
State average:	65.5%	66.4%



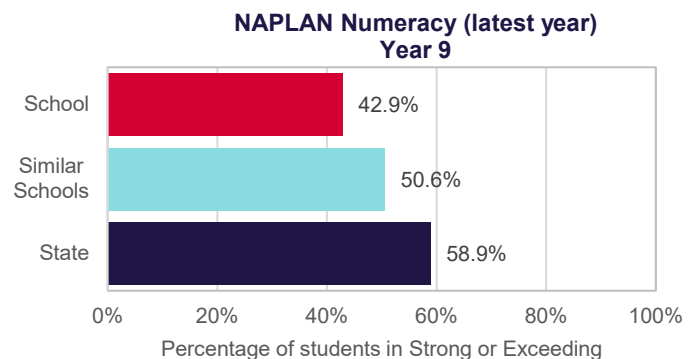
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	52.7%	52.9%
Similar Schools average:	60.3%	61.1%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.1%	52.3%
Similar Schools average:	59.3%	58.6%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	43.8%
Similar Schools average:	50.6%	50.7%
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:

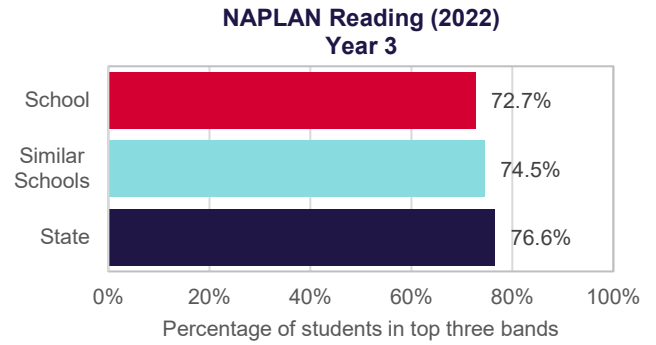
72.7%

Similar Schools average:

74.5%

State average:

76.6%



**Reading
Year 5**

(2022)

School percentage of students in the top three bands:

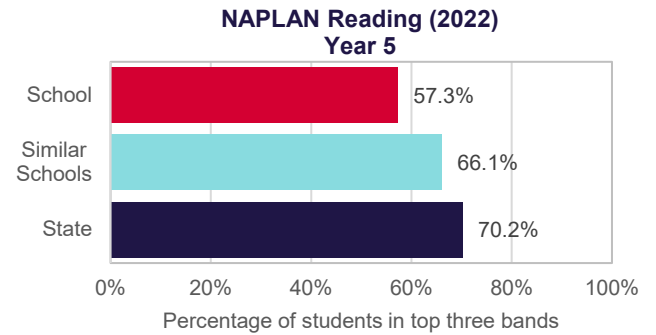
57.3%

Similar Schools average:

66.1%

State average:

70.2%



**Reading
Year 7**

(2022)

School percentage of students in the top three bands:

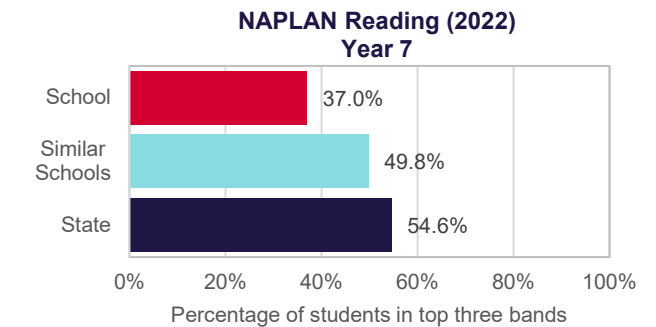
37.0%

Similar Schools average:

49.8%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in top three bands:

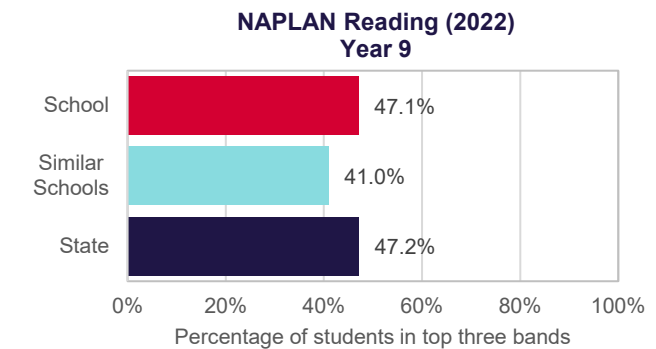
47.1%

Similar Schools average:

41.0%

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:

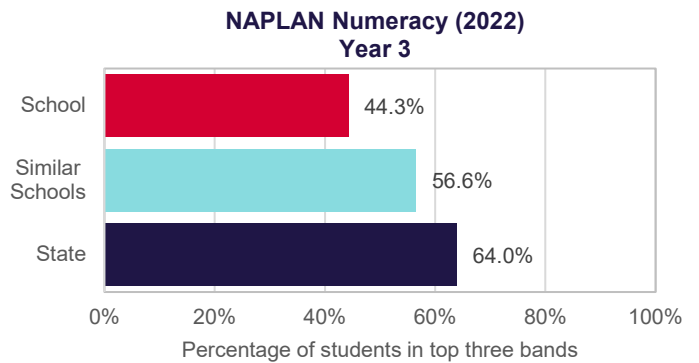
44.3%

Similar Schools average:

56.6%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

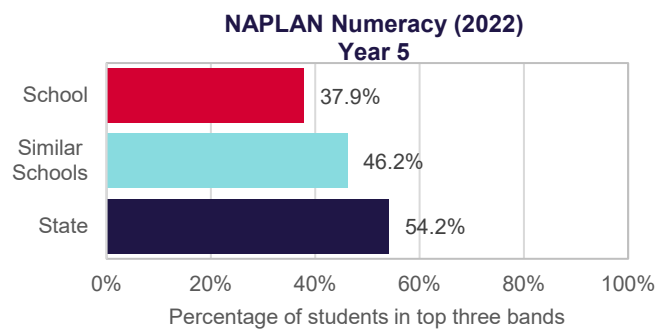
37.9%

Similar Schools average:

46.2%

State average:

54.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

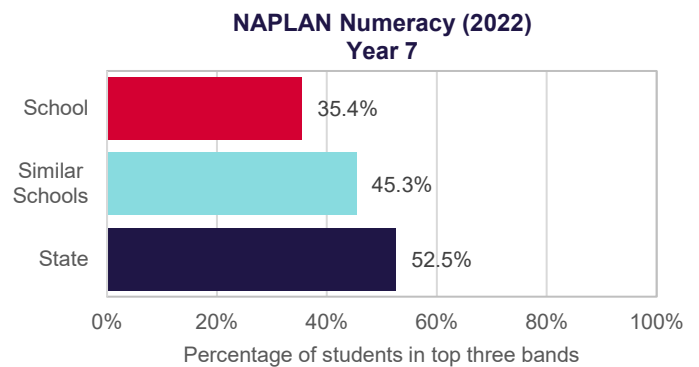
35.4%

Similar Schools average:

45.3%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

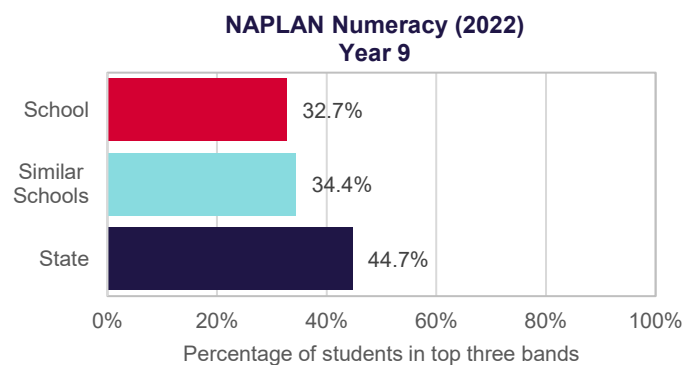
32.7%

Similar Schools average:

34.4%

State average:

44.7%



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.*

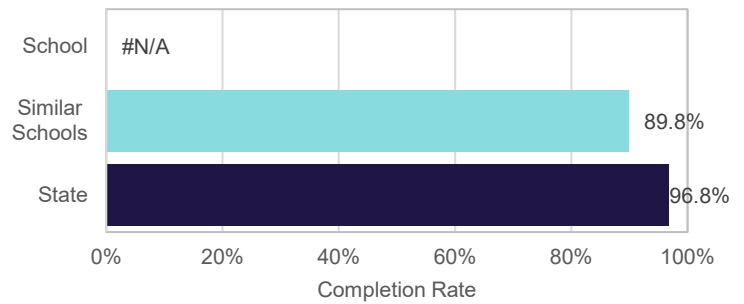
Victorian Senior Secondary Certificate

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:	NDA	NDA
Similar Schools completion rate:	89.8%	94.6%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

NDA

Percentage VET units of competence satisfactorily completed in 2024:

NDA



WELLBEING

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

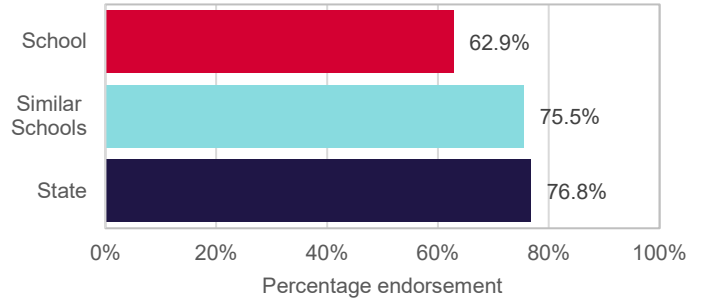
Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	62.9%	65.9%
Similar Schools average:	75.5%	76.6%
State average:	76.8%	77.9%

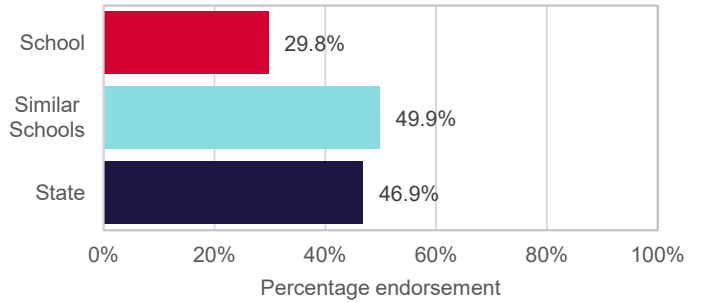
Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	29.8%	35.1%
Similar Schools average:	49.9%	49.1%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

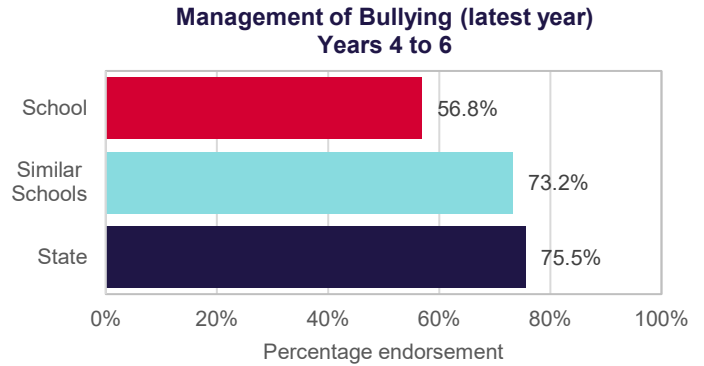
Student Attitudes to School – Management of Bullying

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**

Latest year (2024) 4-year average

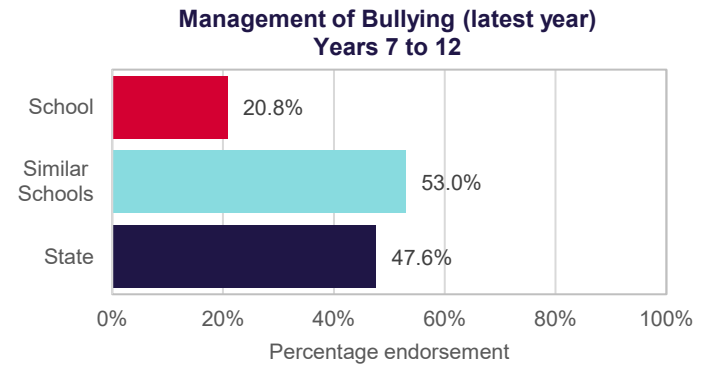
School percentage endorsement:	56.8%	60.2%
Similar Schools average:	73.2%	73.0%
State average:	75.5%	76.3%



**Management of Bullying
Years 7 to 12**

Latest year (2024) 4-year average

School percentage endorsement:	20.8%	29.4%
Similar Schools average:	53.0%	52.6%
State average:	47.6%	49.1%



ENGAGEMENT

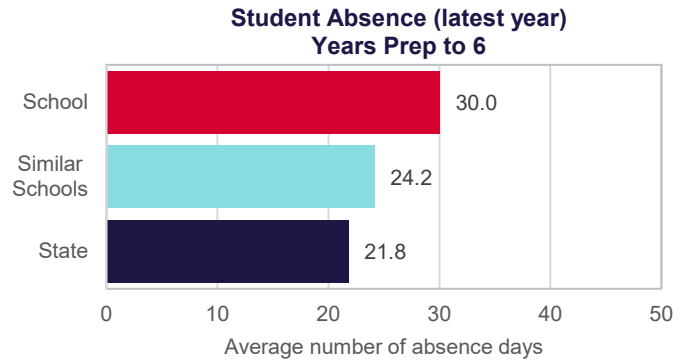
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

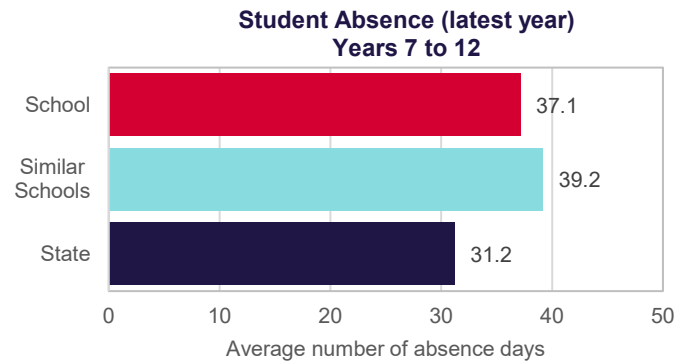
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	30.0	28.5
Similar Schools average:	24.2	22.3
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	37.1	39.8
Similar Schools average:	39.2	35.1
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):	83%	83%	86%	85%	86%	85%	84%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	82%	82%	80%	NDA	NDA	NDA	

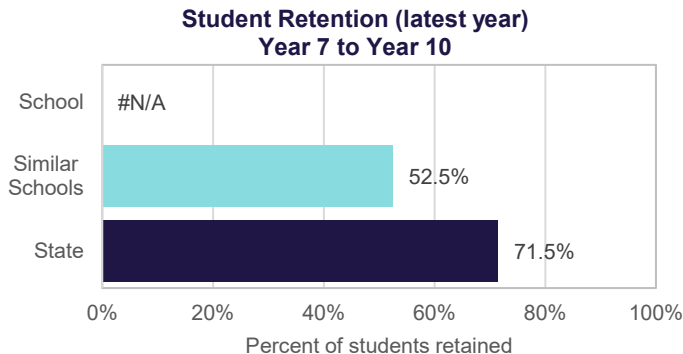


ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	52.5%	50.9%
State average:	71.5%	73.2%

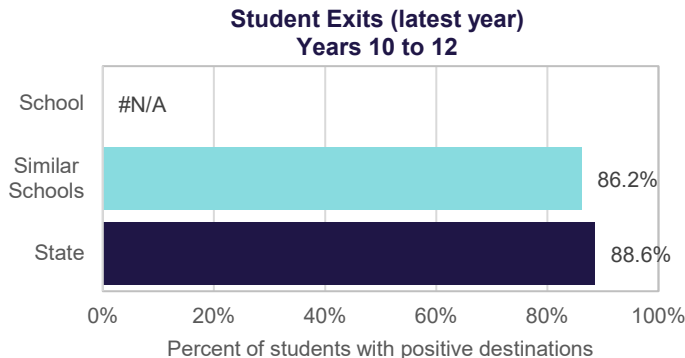


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	86.2%	86.9%
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	\$10,886,459
Government Provided DET Grants	\$2,029,332
Government Grants Commonwealth	\$44,579
Government Grants State	\$0
Revenue Other	\$41,999
Locally Raised Funds	\$344,559
Capital Grants	\$9,420
Total Operating Revenue	\$13,356,349

Equity ¹	Actual
Equity (Social Disadvantage)	\$498,192
Equity (Catch Up)	\$37,928
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$536,119

Expenditure	Actual
Student Resource Package ²	\$10,081,104
Adjustments	\$0
Books & Publications	\$1,766
Camps/Excursions/Activities	\$111,457
Communication Costs	\$13,825
Consumables	\$139,645
Miscellaneous Expense ³	\$60,092
Professional Development	\$199,893
Equipment/Maintenance/Hire	\$387,933
Property Services	\$289,658
Salaries & Allowances ⁴	\$157,911
Support Services	\$672,373
Trading & Fundraising	\$40,915
Motor Vehicle Expenses	\$124
Travel & Subsistence	\$100
Utilities	\$130,756
Total Operating Expenditure	\$12,287,553
Net Operating Surplus/-Deficit	\$1,068,796
Asset Acquisitions	\$48,592

- (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

Funds available	Actual
High Yield Investment Account	\$712,370
Official Account	\$443,564
Other Accounts	\$0
Total Funds Available	\$1,155,934

Financial Commitments	Actual
Operating Reserve	\$321,117
Other Recurrent Expenditure	\$456
Provision Accounts	\$0
Funds Received in Advance	\$403,218
School Based Programs	\$24,205
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$59,000
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
Total Financial Commitments	\$807,996

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.

