

2024 Annual Report to the School Community

School Name: Northern Bay P-12 College (8901)



- 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 20 March 2025 at 02:53 PM by Scott Diamond (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 08 May 2025 at 12:18 PM by Scott Diamond (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

Northern Bay College is a comprehensive Prep – Year 12 school spread across five campuses in the Geelong suburbs of Corio and Norlane. We are also fortunate to host the Geelong Industry Trade Training Centre (GITTC), manage our own Family and Early Learning Centre, have our own School Camp site – Staughton Vale Outdoor Education Centre and be part of the Our Place initiative through the Korayn Birallee Community Centre and the Polly Farmer Foundation - Follow the Dream Program - empowering First Nation students reach their personal and academic potential.

Northern Bay College offers a comprehensive curriculum program for all students where Student Voice and Agency (the understanding and capacity to manage your own learning) is held in high regard and used as the stimulus for the planning and program development our staff complete. These curriculum programs are complimented by some excellent co-curricular programs such as SEED – our specialist sports program; IMPACT – an immersive and experiential program that covers all aspects of the Arts; Extended School Day program – which provides our students with after school experiences that enhance their classroom experiences, to name but a few.

At Northern Bay College our best asset without doubt are our amazing and inspiring students. Students who work to uphold and demonstrate our school values of Growth, Persistence, Collaboration and Kindness in everything they do. The College embraces a growing cultural diversity and has a long and proud history of welcoming families from refugee and asylum seeker backgrounds. As such the college is extremely proud of the ethnic diversity that exists in harmony across our school. Currently over 600 students have a first language other than English with **11%** of our students being of Middle Eastern origin and **10%** Karen / Karenni and **9%** of our students are First Nation students. The College supports the needs of these students through a structured EAL program (English as an Additional Language) and through the implementation of initiatives included in the Marrung Strategy.

The college has a steady enrolment just shy of 1830 students. At Northern Bay College 266 students are funded under the Program for Students with Disabilities now the Disability Inclusion Profile (DIP). The college has an SFO of 0.7354 with 1351 students attracting social disadvantage equity funding. The college has 319.37 equivalent full-time staff; 176.17 teachers (12.8 principal class members) and 143.2 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Northern Bay College takes immense pride in the remarkable improvements seen across multiple areas of student learning this year. Our progress in six of the twelve NAPLAN Reading, Writing and Numeracy measures through Year 3-Year 9 demonstrates the impact of our collective efforts. The most significant improvements have been seen in Years 7 and 9, where sustained work in literacy and numeracy has translated into stronger outcomes for our students.

In the Senior Years, our students' academic achievement data has reached new heights, positioning the college on the verge of a 25 Study Score mean. This is a testament to the hard work of both students and staff in raising expectations and delivering high-quality learning experiences. Particularly outstanding was our VCE English mean score, which exceeded 26, with nearly 10% of students achieving above 37. This represents the strongest performance the college has ever recorded in this key VCE indicator and is a reflection of the dedication and skill of our educators.

Beyond VCE, our VPC program has continued to provide an essential and meaningful pathway for students, while the VM program has seen increasing levels of academic rigour. The integration of School-Based Apprenticeships and Traineeships (SBATs) into these studies is giving students even greater opportunities to engage in hands-on learning while securing qualifications that set them up for future success.

Additionally, our ongoing work in numeracy is setting the stage for further gains. The implementation of our numeracy teaching model, supported by intensive staff coaching, is enhancing teacher capacity and student engagement. We have high hopes that this approach will not only lead to improved academic outcomes but also positively shift the overall attitudes of both teachers and students toward mathematics.

With this momentum, we look forward to even greater success in the years ahead.

Wellbeing

Northern Bay College takes great pride in the strength of our wellbeing team, which continues to provide outstanding support for our students. With a dedicated group of Wellbeing Leaders and Coordinators working alongside our Mental Health and Wellbeing Leaders, the college has built a comprehensive support system that fosters student wellbeing across all year levels. In the early years, this team plays a crucial role in curating and delivering a Social and Emotional Learning curriculum from Prep to Year 6, equipping students with the skills to manage their own wellbeing and navigate challenges with confidence.

A key focus has been increasing student agency in managing their own wellbeing. Through targeted programs, students are developing a stronger sense of resilience and self-awareness, allowing them to identify challenges and access support when needed. This proactive approach is reflected in our data, with significant improvements in key wellbeing indicators.

The Student Opinion Survey highlights strong growth in student perceptions of school connectedness, particularly in Years 9-12. Areas such as service access, peer relationships, life satisfaction, and physical health have all shown increased positive endorsement, reinforcing the impact of our wellbeing initiatives. Additionally, across all measures of the Student Opinion Survey, students reported higher levels of satisfaction than the network average in 20 out of 24 categories—an incredible achievement that speaks to the culture of care and connection within our school.

We are particularly proud of the improvements seen in the management of bullying, with students feeling increasingly supported and equipped to navigate social challenges. This data reaffirms our belief that wellbeing is not just about intervention but about positioning students with the tools to maintain and strengthen their own wellbeing, both in school and beyond. With these strong foundations, we remain committed to ensuring all students feel safe, connected, and empowered at Northern Bay College.

Engagement

Northern Bay College is incredibly proud of the progress we have made in student engagement, with our work now translating into tangible results. Attendance rates across the college have continued to improve, with a significant reduction in the number of students missing more than twenty days of school. Both our P-6 and Year 7-12 attendance rates now sit ahead of state and similar school levels—an outstanding achievement that puts us in a strong position to meet the ambitious targets set in our Strategic School Plan (SSP). Alongside this, when looking solely at attendance, the college ranks fourth across our similar school group on attendance rates at Prep-Year 6. Again, some really significant gains to celebrate as a school community.

This improvement in engagement extends beyond attendance. The latest Student Opinion Survey data highlights increased levels of stimulated learning, with our results exceeding both state and similar school benchmarks. Additionally, our focus on student voice and agency has led to exceptional growth in Years 7-12, where our results now sit above the state and similar school averages. This demonstrates the increasing confidence and ownership our students have over their learning, a direct result of the trust and belief our staff place in their potential.

These gains are strongly connected to the many facets of our college's pedagogical work. From high-quality teaching practices to the culture of high expectations set by our staff, every effort has contributed to fostering an environment where students feel engaged, valued, and capable of success. It is clear that when students are connected to their learning and their school, achievement and wellbeing outcomes follow.

Looking ahead, we are excited to see this positive trajectory continue. With strong engagement underpinning all aspects of school life, Northern Bay College remains committed to ensuring every student has the opportunity to thrive.

Other highlights from the school year

2024 NBC Highlights

1. Outstanding Achievements in Sports

This year, our students excelled in sports, with the Year 6 Girls Softball team crowned State Champions and the Senior Girls finishing as runners-up in statewide competitions. These achievements reflect the dedication of our students and staff, as well as the opportunities provided by programs like SEED. Participation across the college reached new heights, with the highest number of teams progressing to state-level finals, fostering teamwork and resilience.

2. Leadership and Community Engagement

Student leadership thrived in 2024, with Year 10 leaders stepping up to represent the college and coordinate events. Year 9 Mentor Leaders and initiatives like the VM Enterprise Bike Shop highlighted the independence and community connections our students continue to build. Our CALD family information sessions and Harmony Day celebrations further strengthened inclusivity and community partnerships.

3. Arts and Cultural Growth

The ADT Art Show and the opening of our new theater showcased our students' creative talents, celebrating the arts in a dedicated space. Programs like the Possum Skin Workshop connected students with cultural heritage, providing meaningful experiences and fostering pride in their identities.

4. New Facilities and Programs

The Goldsworthy Campus Build and Subject Selection Day for Year 8 families were significant milestones, offering a glimpse into the future of learning at NBC. Programs like Stepping Stones ensured smooth transitions for students, while staff professional development in Love Maths transformed instructional approaches across the college.

Financial performance

Northern Bay College ended the 2024 year with a surplus of \$4,867,290. During the year, we received \$6,441,095 in Equity Funding, of which \$3,198,808 was in credit, \$3,083,218 in cash and \$159,069 in Equity Catch Up. Other grants for the year included a Bushfire Program Grant for our Staughton Vale Outdoor Education Centre, EYKLP, Community Hubs and Youth Employment Scheme funding for our Trainees. Towards the end of the year just over \$700,000 was received in the School Saving Bonus (SSB) initiative. Our surplus comprises \$1,621,254 as a cash reserve, a planned SRP deficit of \$1,055,000 which includes approximately \$550,000 of GITTC Wages and the rest committed to various school based programs. These include Swimming in Schools, Community Hubs, Early Years Koorie Literacy & Numeracy, CSEF Funds held and now also the School Saving Bonus funds.

For more detailed information regarding our school please visit our website at <https://www.nbc.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,775 students were enrolled at this school in 2024, 860 female and 909 male.

32 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

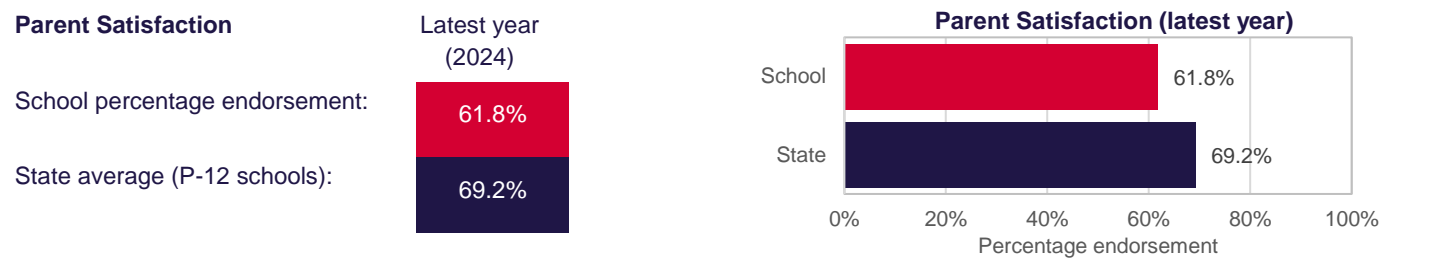
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

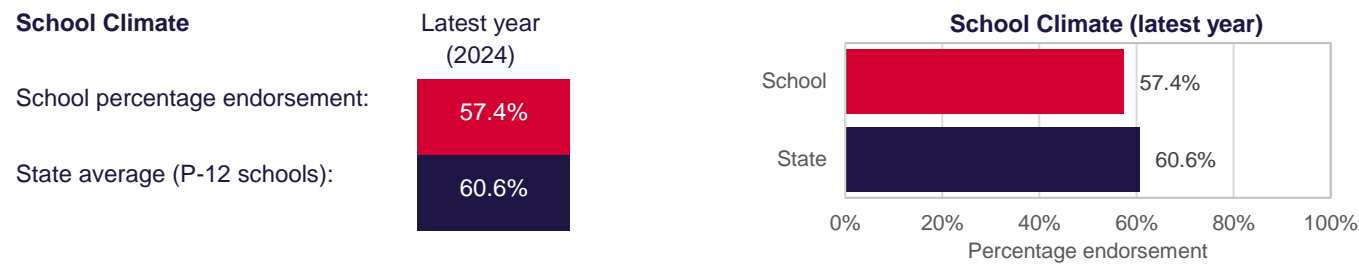


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

58.5%

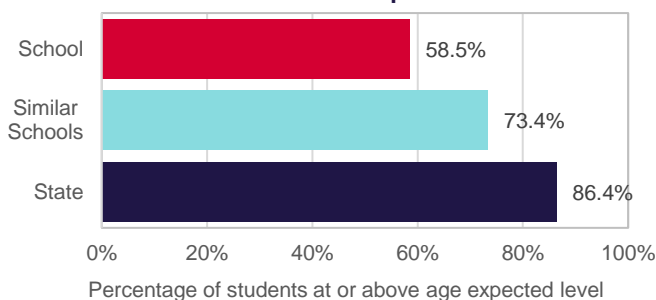
Similar Schools average:

73.4%

State average:

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

44.6%

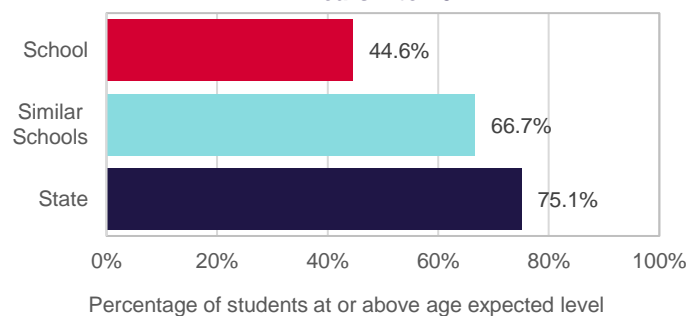
Similar Schools average:

66.7%

State average:

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

56.5%

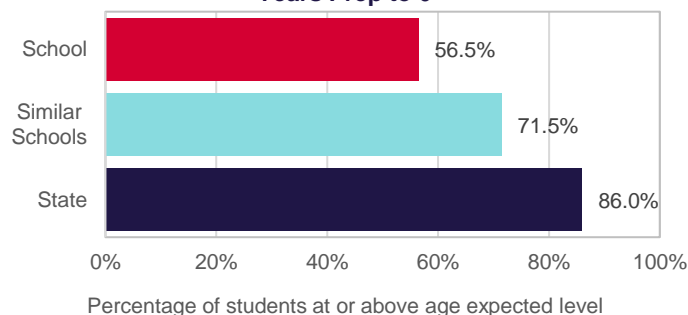
Similar Schools average:

71.5%

State average:

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

28.6%

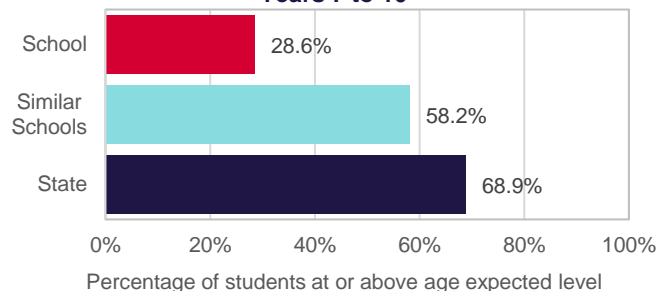
Similar Schools average:

58.2%

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.

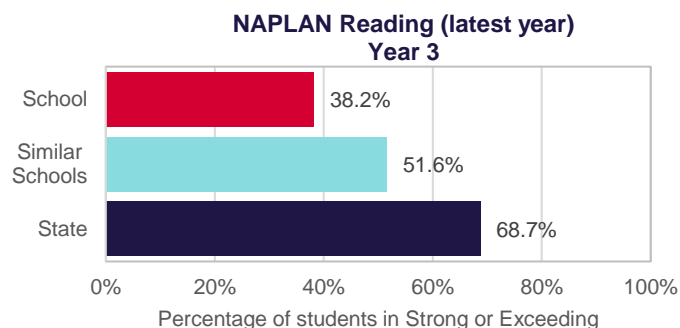
NAPLAN

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.

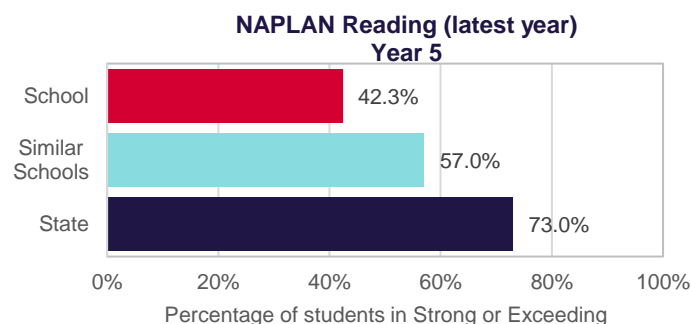
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.2%	42.3%
Similar Schools average:	51.6%	51.9%
State average:	68.7%	69.2%



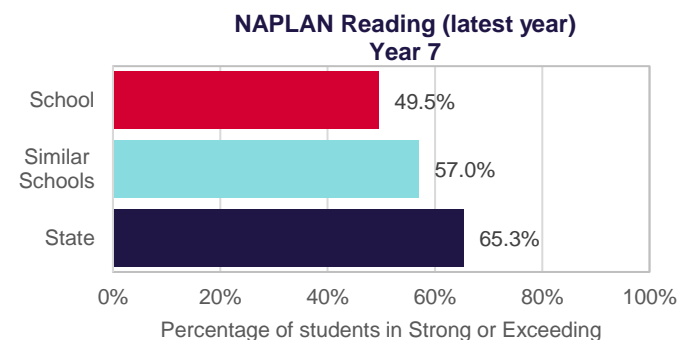
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.3%	46.7%
Similar Schools average:	57.0%	59.3%
State average:	73.0%	75.0%



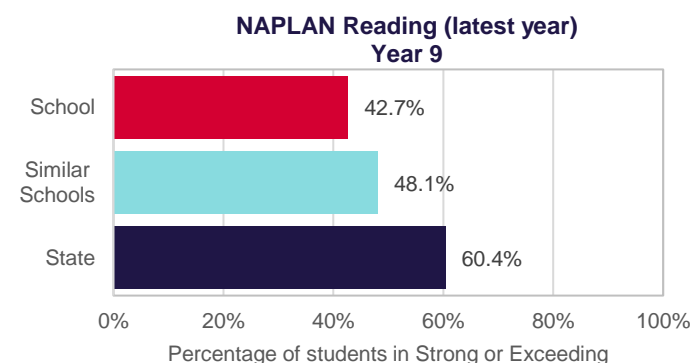
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.5%	48.1%
Similar Schools average:	57.0%	56.1%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.7%	40.2%
Similar Schools average:	48.1%	47.4%
State average:	60.4%	60.2%

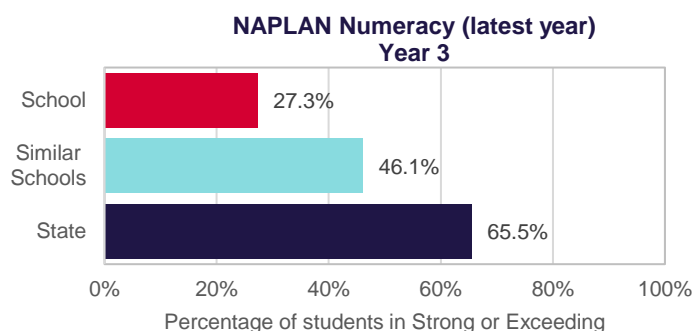


LEARNING (continued)

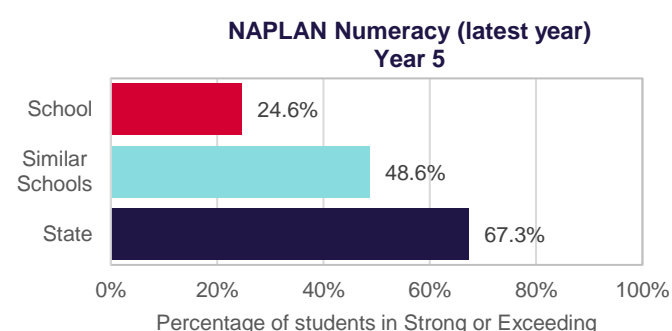
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

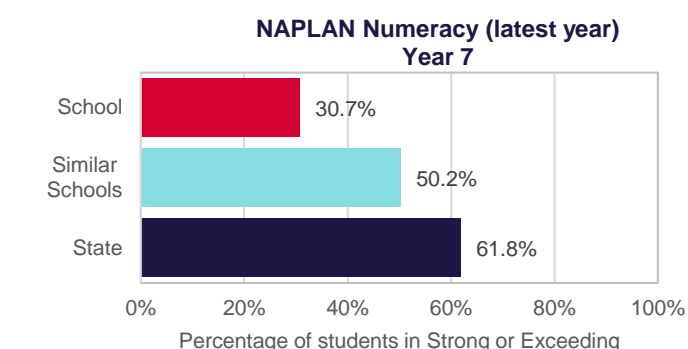
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	27.3%	31.9%
Similar Schools average:	46.1%	46.7%
State average:	65.5%	66.4%



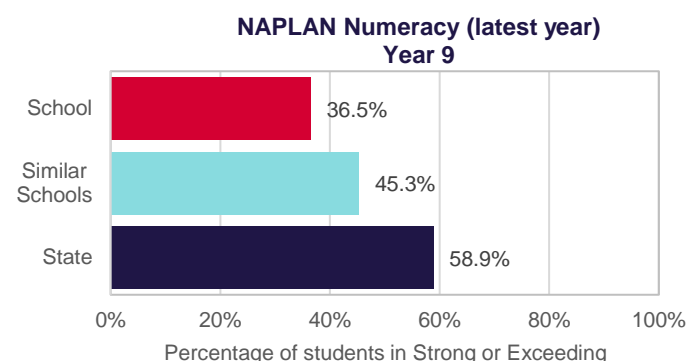
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	24.6%	28.2%
Similar Schools average:	48.6%	48.4%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	30.7%	35.7%
Similar Schools average:	50.2%	50.3%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.5%	33.2%
Similar Schools average:	45.3%	45.9%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN 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:

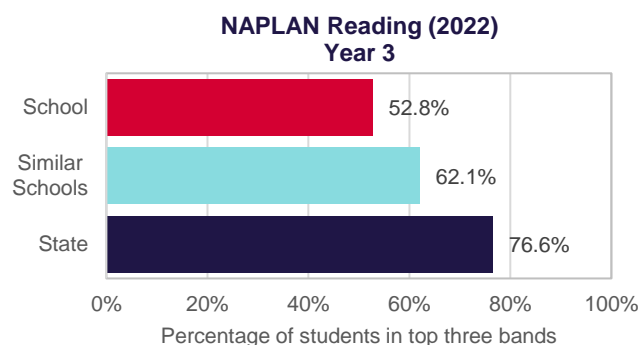
52.8%

Similar Schools average:

62.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

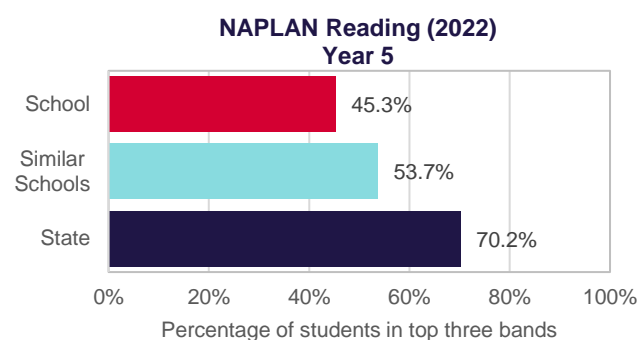
45.3%

Similar Schools average:

53.7%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

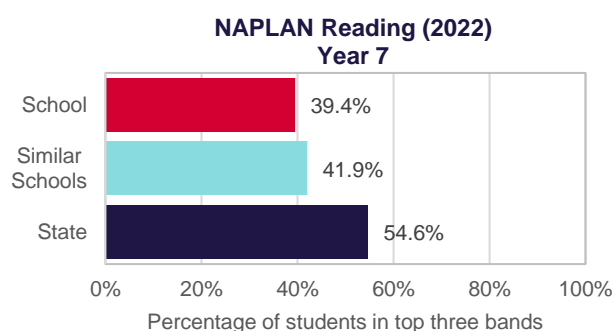
39.4%

Similar Schools average:

41.9%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

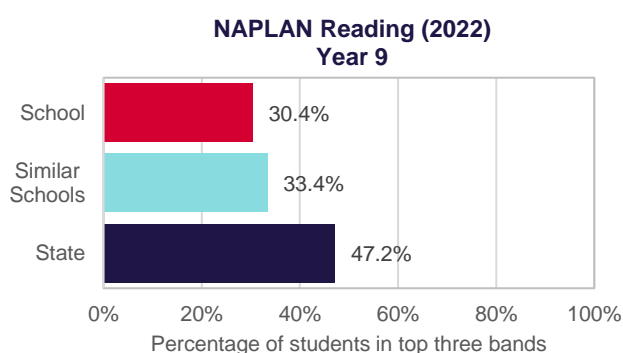
30.4%

Similar Schools average:

33.4%

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:

33.7%

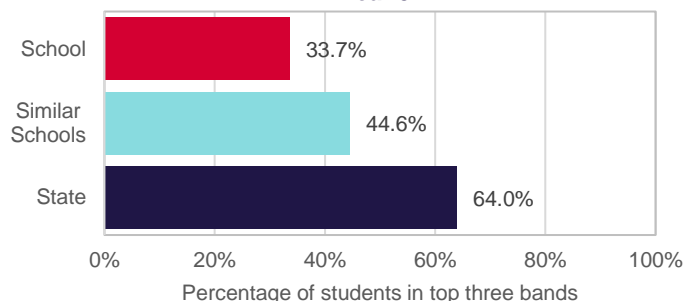
Similar Schools average:

44.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

28.2%

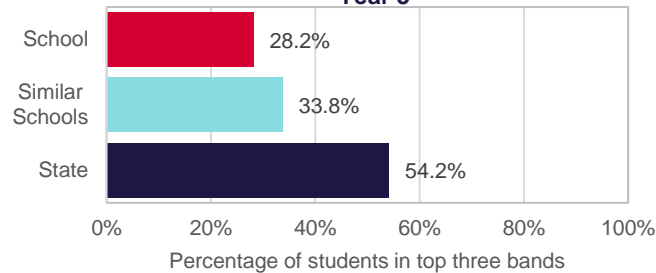
Similar Schools average:

33.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

26.9%

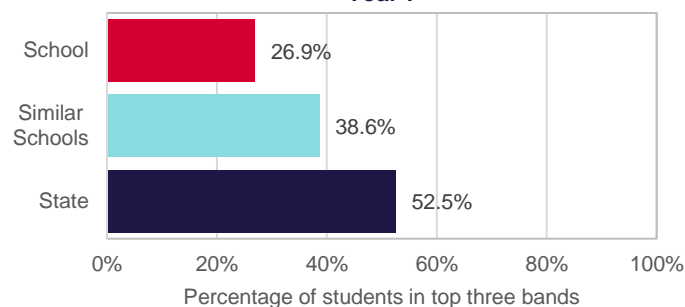
Similar Schools average:

38.6%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

21.2%

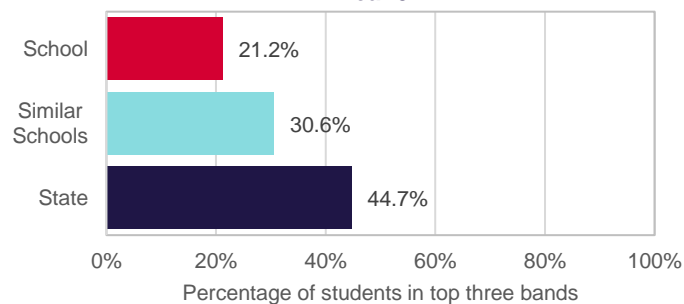
Similar Schools average:

30.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

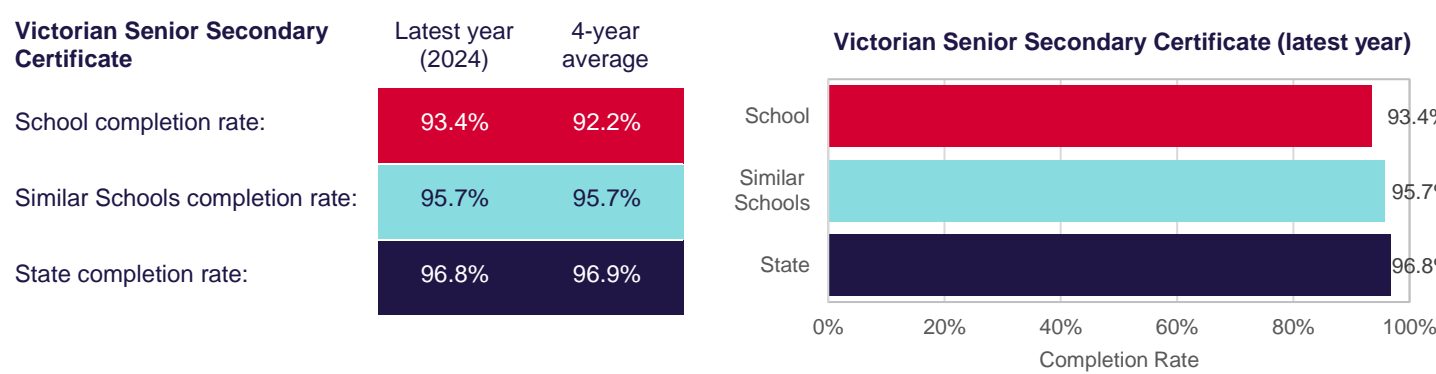


LEARNING (continued)

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

Victorian Senior Secondary Certificate

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



Mean study score from all VCE subjects:	24.9
Number of students awarded the VCE Vocational Major	20
Number of students awarded the Victorian Pathways Certificate	10
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	68%
Percentage VET units of competence satisfactorily completed in 2024:	64%

WELLBEING

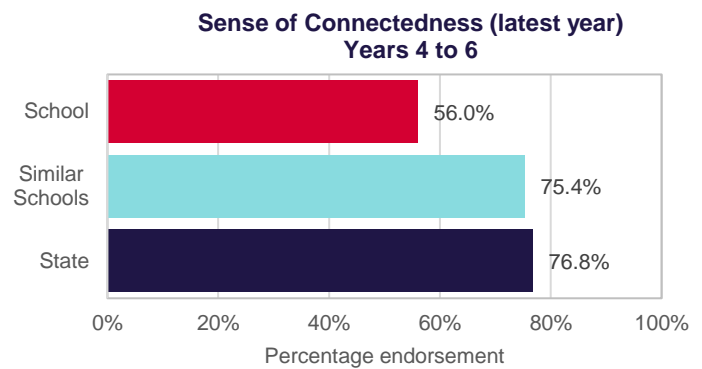
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

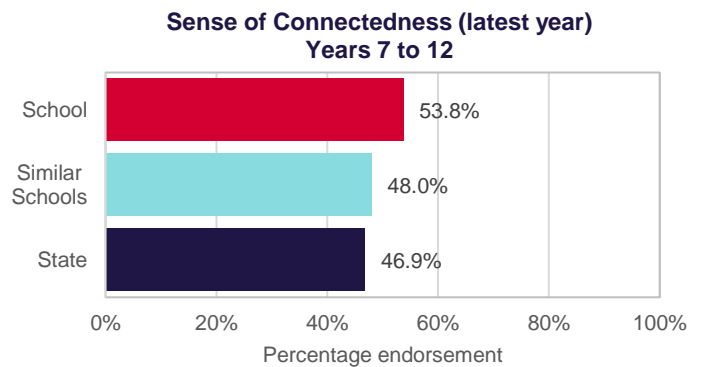
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	56.0%	62.1%
Similar Schools average:	75.4%	77.3%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	53.8%	54.5%
Similar Schools average:	48.0%	49.7%
State average:	46.9%	48.0%



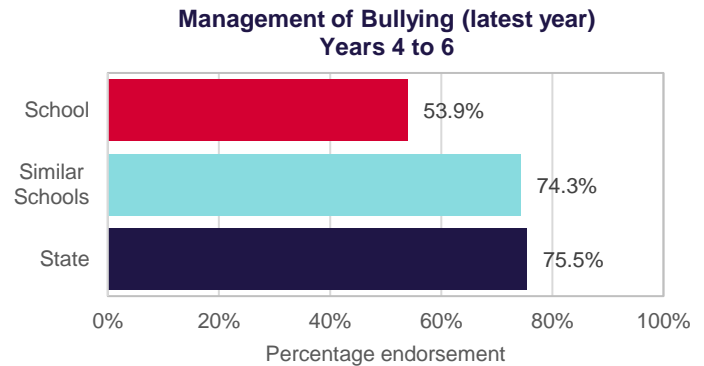
WELLBEING (continued)

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).

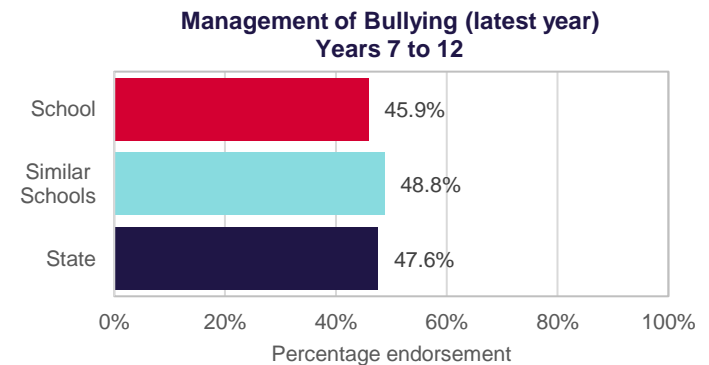
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	53.9%	58.5%
Similar Schools average:	74.3%	75.2%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	45.9%	51.8%
Similar Schools average:	48.8%	50.7%
State average:	47.6%	49.1%



ENGAGEMENT

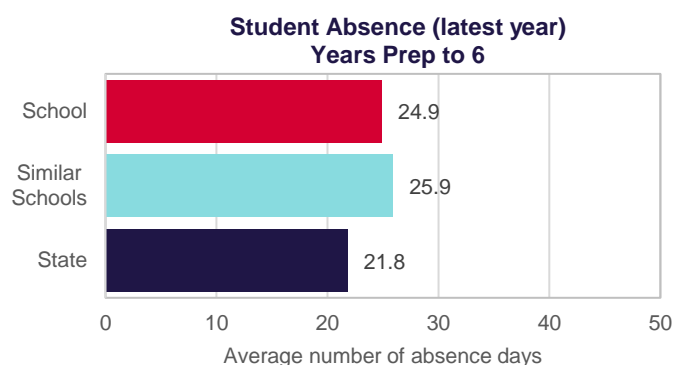
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

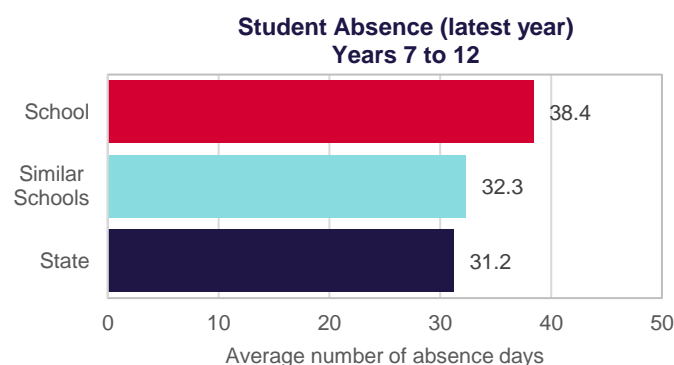
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	24.9	25.9
Similar Schools average:	25.9	24.6
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	38.4	37.4
Similar Schools average:	32.3	27.4
State average:	31.2	27.2



Attendance Rate (latest year)

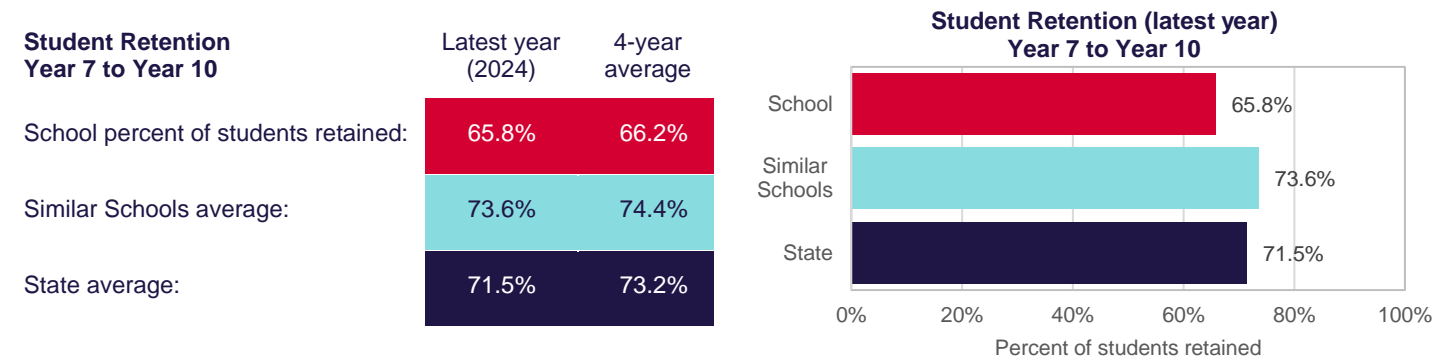
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	86%	87%	89%	88%	87%	86%	88%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	84%	81%	78%	76%	83%	85%	

ENGAGEMENT (continued)

Student Retention

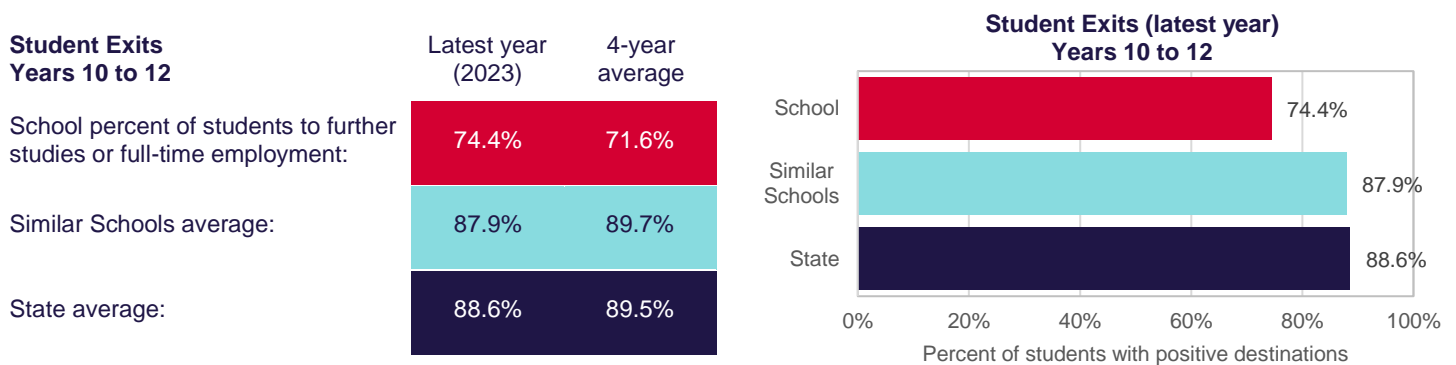
Percentage of Year 7 students who remain at the school through to Year 10.



Students exiting to further studies or full-time employment

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

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



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$33,496,417
Government Provided DET Grants	\$6,513,367
Government Grants Commonwealth	\$126,539
Government Grants State	\$12,000
Revenue Other	\$1,198,197
Locally Raised Funds	\$697,029
Capital Grants	\$0
Total Operating Revenue	\$42,043,550

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,282,026
Equity (Catch Up)	\$123,691
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,405,717

Expenditure	Actual
Student Resource Package ²	\$34,603,429
Adjustments	\$0
Books & Publications	\$86,598
Camps/Excursions/Activities	\$666,466
Communication Costs	\$124,273
Consumables	\$1,003,839
Miscellaneous Expense ³	\$135,553
Professional Development	\$191,417
Equipment/Maintenance/Hire	\$1,298,445
Property Services	\$1,280,866
Salaries & Allowances ⁴	\$1,738,794
Support Services	\$2,767,648
Trading & Fundraising	\$83,667
Motor Vehicle Expenses	\$18,659
Travel & Subsistence	\$700
Utilities	\$330,604
Total Operating Expenditure	\$44,330,957
Net Operating Surplus/-Deficit	(\$2,287,408)
Asset Acquisitions	\$674,253

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$4,735,659
Official Account	\$131,631
Other Accounts	\$0
Total Funds Available	\$4,867,290

Financial Commitments	Actual
Operating Reserve	\$1,621,255
Other Recurrent Expenditure	\$7,485
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,389,238
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$860,911
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,878,889

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.