

2024 Annual Report to the School Community

School Name: Casterton Secondary College (7695)



- 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 23 April 2025 at 09:33 AM by Meridith Walker (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2025 at 06:36 AM by Meridith Walker (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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

Casterton is 353km West of Melbourne and is approximately 70 km from Hamilton and Mount Gambier.

The College currently has 13.4 teaching staff: 3 principal class, 10.4 teachers, 11.1 support staff; a school doctor, a Mental Health Practitioner and is currently in the process of employing a school nurse.

Casterton Secondary College offers each of its 108 students educational and careers-based opportunities in a small school setting. Primary School enrolments suggest future enrolments will fluctuate.

High expectations-no excuses, persistence, respect, accountability and a supportive challenging environment are the constructs that lead to positive outcomes for students while growing and maintaining positive partnerships between the school and the wider community.

Our moral purpose is to achieve the best academic and personal outcomes for all students through the acquisition of the skills, knowledge and personal qualities required to be successful, confident and optimistic members of society. This is achieved through a rich and challenging curriculum at all year levels supported by purposeful teaching, informed assessment processes and self-regulation. Students participate in a range of academic and extra-curricular activities, develop computer literacy, and an awareness of the importance of vocational pathway planning and preparation.

All students are supported to develop social skills, and positive personal attitudes and values through mutual respect and positive behaviour which underpins our commitment to provide every student with the “tools” that lead to successful outcomes. We actively encourage students to become life-long learners and support their transition through school and beyond.

The Trade Training Centre, Applied Science Centre and 16-hectare school farm support students in practical and technology subjects and form part of the wide range of curricula offered by the College. Cross-curricula applied learning provides students with opportunities to engage in activities that develop an understanding of the link between their learning, the world in which they live and employment pathways.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the percentage of Year 9 students in the “Strong” or “Exceeding” category of testing in NAPLAN: Reading was **85%** - which was above similar schools (56.8%), and State schools (60.4%); Numeracy was also **85%** - which was above similar schools (53.1%), and State schools

(58.9%). We are thrilled with our students' progress.

Teacher judgements of student achievement, at or above age expected standards, in years 7-10 was: **62.4%** in English, and **69.6%** in Mathematics - both above similar schools but below State.

Literacy and Numeracy will be high priorities in 2025, with a particular focus on reading/comprehension, writing and mathematics. Teachers will use data to identify and inform planning that meets the learning needs of all students. Strategies to support students in Years 7-10 improve literacy and numeracy skills include: daily reading and writing programs, weekly numeracy and literacy blocks, timetabled in-class support for identified students in every Maths and English class in Years 7-10. Small group literacy support will also be provided to targeted Year 7 and 8 students.

The 2024 VCE mean study score was **28.8**. Strategies in place to assist students in VCE included: skills workshops, seminars, in-school study sessions, Edrolo and in-school revision lectures. Individual assistance for student pathways was also provided. In 2025, senior school students will receive the support outlined above in addition to any new resources.

The Victorian Senior Secondary Certificate completion rate (VCE/VM) in 2023 and over 4 years was **100%**, above both State (96.9%) and similar (95.4%) schools.

The percentage of VET units of competence that were satisfactorily completed in 2024 was 100% which is a reflection of the high level of support our students receive.

The VM programs, in 2025, will continue to be rigorous and will value add to students' courses.

Targeted high impact teaching strategies will provide teachers and leadership with a common language, a measure of proficiency and resources that will impact student learning. This will be supported by peer observations to build individual capacity and a shared understanding of effective classroom practice.

The AP:Teaching and Learning will lead professional learning underpinned by the CSC Instructional Model (which will be reviewed to incorporate the VTLM- Victorian Teaching and Learning Model) for all staff, in numeracy, reading for learning and understanding text, and specific writing and vocabulary skills relating to subject domains. Support will be provided by PLC leaders and the Leadership Team.

Wellbeing

Our Student Attitudes to School Survey results were significantly better than State, Network, and Similar schools for 2024 and over a 4-year average. Outstanding results for all factors in the survey indicate our students are motivated and interested in their learning, they positively endorsed a stimulating environment, acknowledged they take ownership for their learning, and are confident learners.

Members of the school community can take pride in the results in the knowledge that school staff are committed to providing a quality education and wrap around support for all students.

Sense of "Connectedness" factor result (**55.6%**) was well above the State (46.9%), and Similar (45.2%) schools for 2024 and over a 4-year average (**59.9%**).

Similarly, the "Management of Bullying" factor result (**77.2%**) was well above State (47.6%), and Similar (52.9%) schools for 2024 and over a 4-year average (**78.2%**).

The results indicate our students are happy, feel safe and look forward to attending school. They feel like they belong at the school.

The health and well-being of our students is paramount. During 2024 staff provided opportunities to empower students to develop agency for their learning, and provide feedback to peers, staff, and leadership. PIVOT (evidence-based method to gather feedback on teaching) student surveys were used by teachers to stimulate discussion with students and to inform future planning. Students understood that the high expectations set for them and the opportunities to self-regulate their learning provided a framework to achieve success.

The Student Voice, Leadership and Agency Policy and Processes document provided staff with strategies to enable students to take responsibility for and have input into their learning and assessment tasks.

In 2024, all Year seven students participated in the eSmart Digital Licence program whilst Year 8 students participated in the Healthy Minds program (all staff received training).

The school regularly analysed a variety of data sets, including the Panorama “Staying in Education Platform”, to identify vulnerable students and provide them with appropriate levels of support. Staff received a copy of the “Staying in Education Platform” every 2 weeks. This will continue in 2025.

All Year 7-12 students will attend a single day program at the Noorla Yo-Long Outdoor Adventure site in 2025 which will be designed to meet the needs of each age group. Year 7 students have already completed their session as part of their induction into secondary school.

Noorla Yo-Long Outdoor Adventure programs support student mental health and wellbeing and complements our whole school approach to embedding a safe and inclusive learning culture and environment. The program run by SAPOL (SA Police) has been running for a number of years.

Throughout 2024, school staff referred students they had concerns about to the relevant sub-school leader and other members of the leadership team, who then provided an appropriate level of support. SSS and organisations such as Headspace and CAMHS provided a service to both existing clients and newly referred students.

The Student Engagement Policy is reviewed annually, and its purpose is to ensure that all students and members of our school community are aware of and understand our values of Respect, Accountability and Persistence; our mantra of “High Expectations – No Excuses”; our commitment to providing a safe, inclusive, and supportive learning environment; expectations for positive student behaviour; support available to students and families; and our school’s policies and procedures for responding to inappropriate student behaviour.

Restorative Justice practices are embraced by the school community. The success of this model is reflected by the minimal number of students being withdrawn from class for inappropriate behaviours.

In 2025, the school will implement the Casterton Secondary College’s Approach to Whole School Positive Behaviour program which:

- complements the school’s Restorative Justice practices
- creates and maintains a positive and safe learning environment
- reinforces our school culture
- maximises individual academic and social growth.

Students enrolling in Year 7 are assisted by a comprehensive transition program that operates throughout the year (and includes students from Year 4 and 5) in partnership with our feeder

primary schools. The transition program will continue in a similar format in 2025, with a review conducted in term 4. The school will also have Open Days throughout the year to showcase the many wonderful learning opportunities and experiences that we provide to all students.

Engagement

The 2024 percentage retention rate of students who remained at school from Year 7 to Year 10 was **70.4%**, higher than similar schools (67.6%) and marginally below State (71.5%). The school's retention rate reflects the small number of students who accepted apprenticeships or left the town with their parents/carers due to employment opportunities.

Student attendance rates in all year levels other than Year 10 (**84%**) ranged between **90%** and **94%**. Year 9 attendance was impacted by a very small number of school refusers. In 2024, the average number of absence days was **19.3** which was significantly less than State (31.2) and similar schools (35.3) whilst the school's 4-year average was **18.8 days**. Casterton Secondary College students are to be congratulated on their attendance.

Student attendance and connectedness to school will continue to be a focus in 2025, with the school working closely with families and relevant agencies to support students who are at risk of not completing school.

Students and parents/carers receive information through:

- the school's attendance policy, procedures and parent information brochure that articulates student attendance being the responsibility of everyone.
- regular newsletter articles provide parents/carers with information about the Victorian Government's Attendance Guidelines and Strategies to support their child.
- CSC Facebook
- XUNO

The "Attendance Ladder" competition for home groups is a strategy used to improve student attendance and will continue to support student engagement throughout 2025.

Contact is made daily to the parents/carers of students with unexplained absences. Individual Attendance Plans are developed in consultation with parents/carers and the students identified as being at risk through frequent absences.

The Staying in Education platform helps schools to identify students who are at risk of disengaging from education and leaving school early by calculating an overall risk score (four separate domains are used: NAPLAN achievement, teacher judgement (Years 7-10), student absence and mobility) for individual students.

The higher the estimated risk score, the greater the likelihood the student will leave school before Year 12.

The Exit Destinations measure uses 2023 data and excludes destinations recorded as "unknown". The percentage of Year 10-12 students in 2023, exiting to go onto further studies or full-time employment was **88.9%**, above both similar schools (84.7%) and State (88.6%). The four-year average (**90.7%**) is above both similar schools (85.7%) and State (89.5%)

Student learning pathways in the Post Compulsory years included combinations of VCE studies, VM/VPC, School Based Apprenticeships and Structured Workplace Learning. Our students satisfactorily completed their courses.

A review of the current Careers Framework/Action Plan will ensure all students in Years 7-12 engage in a careers program that is age appropriate and comprehensive, one which is reported on annually. The Careers Coordinator provides students with relevant information related their chosen career pathway.

2025 work experience opportunities will be available to senior school students. Links with business are firmly established, regularly reviewed, and strengthened. In 2025, Year 10 students will participate in two blocks of work experience.

“Start-up” classes will again commence in late November in preparation for 2026.

Year 12 students attended an interview with their parents/carers in the first two weeks of the 2024 school year to discuss how to successfully navigate and complete Year 12 through goal setting, time management, study timetables, a quiet space for study etc. This will continue in 2025.

Students engage in blended learning opportunities including the virtual school, providing them with choice at year 11 and 12.

Year 7 students studied Indonesian as part of a blended pilot program with the Victorian Virtual School of Languages. Casterton Secondary College is the first secondary school in Victoria to participate in a blended language program. The success of the 2024 Indonesian/Humanities program has resulted in it being extended to include Year 8 in 2025.

In 2025, the college will provide a variety of flexible learning programs to improve student engagement and retention, including: intervention meetings for students at risk of not completing year 12; whilst regular parent/student information sessions and parent/teacher interviews will increase the levels of engagement with parents/carers.

In 2025, a school nurse, mental health practitioner and a doctor will support and complement the school's focus on student health and well-being through the delivery of individual consultations, targeted programs, policy and processes. The holistic approach will also include external providers and SSS.

Financial performance

In 2024, CSC received a cash grant of \$680 910, a credit grant of \$2 806 560 and equity funding of \$134 434, which was utilised to support our key learning areas in 2024 and to pay the salaries of our principal class, teachers and support staff.

Other revenue received included: bank interest \$56678, Camps/Excursions \$9651, Canteen/Uniform Shop \$51769, Hire of facilities \$3316 and a total of \$1500 was raised through fundraising.

The school's financial commitments included targeted programs & provisional accounts such as the Computer Replacement fund, Planned Maintenance funds, Provision for Bus Replacement, Long Service Leave, STEM, Applied Science, all of which ensures that student programs & resources can be purchased and accessed when needed

Some of the large expenses/projects for 2024 included- the basketball court fence \$34021, 31 x new air conditioners \$121,000, 3 x new drink fountains, Healthy Minds program \$4190, new digital microscope \$2652 and School Funded Project- Driveway \$244,676 (Completed).

Other expenses in 2024 included materials for Edrolo, Clickview, Elevate program, Word Flyers, Athletics, Pivot, SPA Tracker, staff and student resources and other general school expenses

including utilities and communication costs.

All surplus funds have been committed in the school's 2025 annual budget.

**For more detailed information regarding our school please visit our website at For more
detailed information regarding our school please visit our website at
www.castertonsc.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 113 students were enrolled at this school in 2024, 62 female and 51 male.

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

Overall Socio-Economic Profile

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

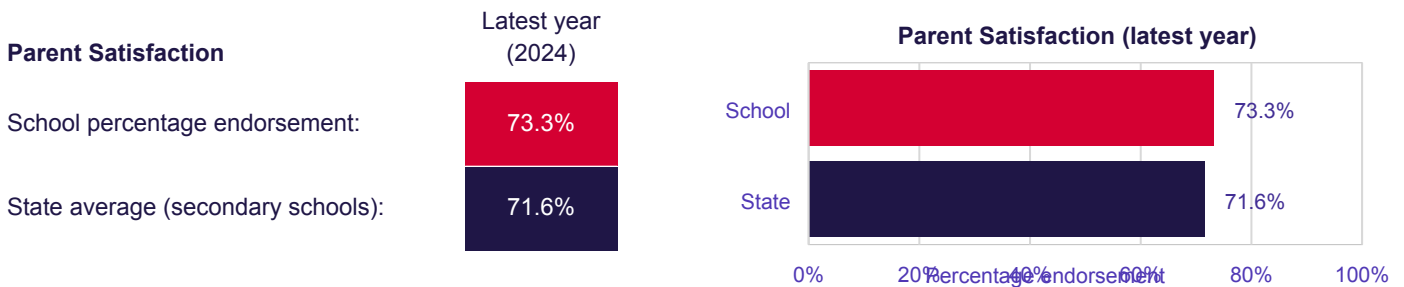
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

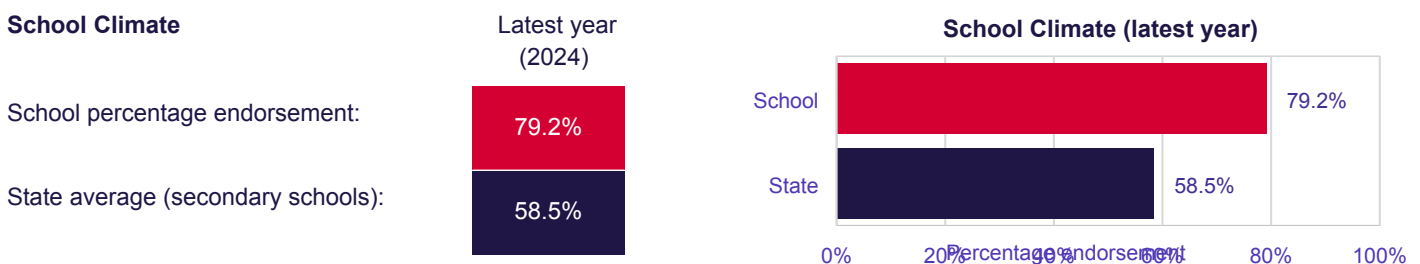


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

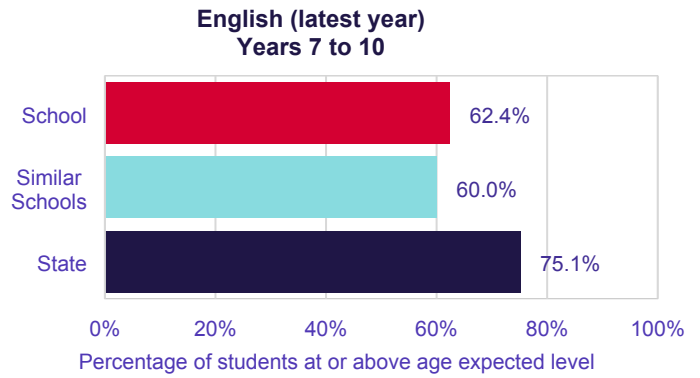
62.4%

Similar Schools average:

60.0%

State average:

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

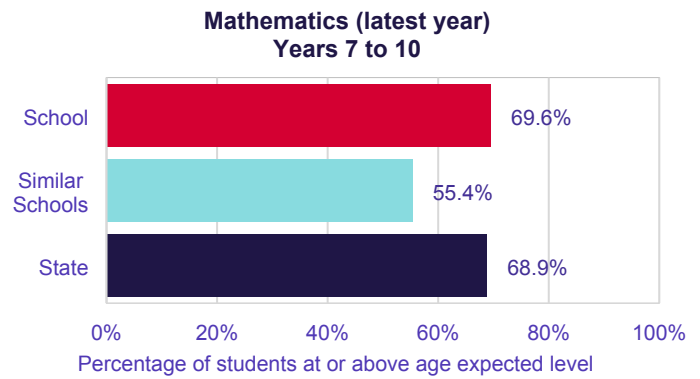
69.6%

Similar Schools average:

55.4%

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.

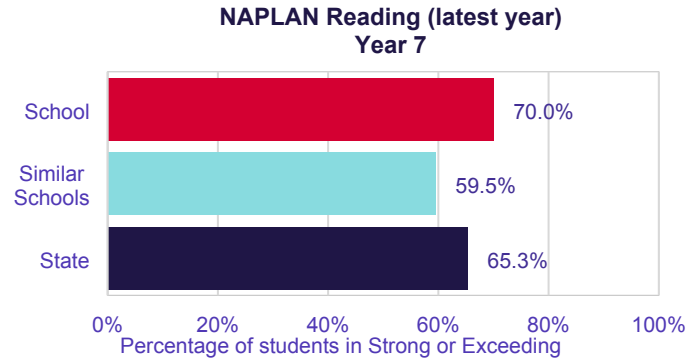
NAPLAN

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.

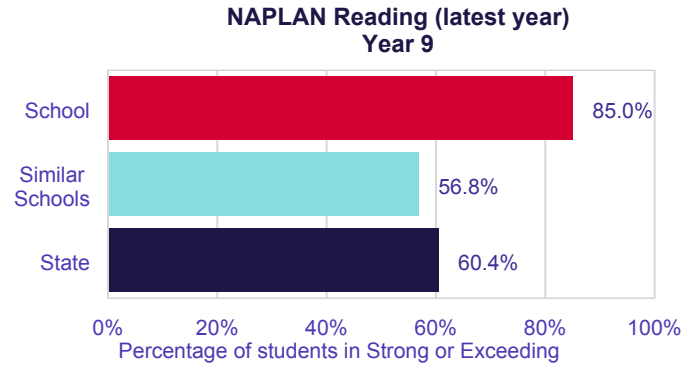
**Reading
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	66.7%
Similar Schools average:	59.5%	59.1%
State average:	65.3%	65.7%



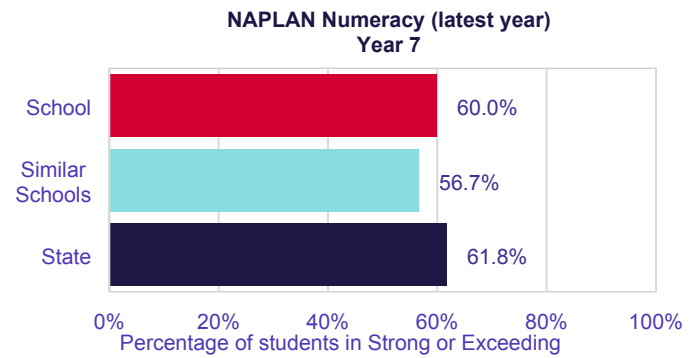
**Reading
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.0%	68.2%
Similar Schools average:	56.8%	53.9%
State average:	60.4%	60.2%



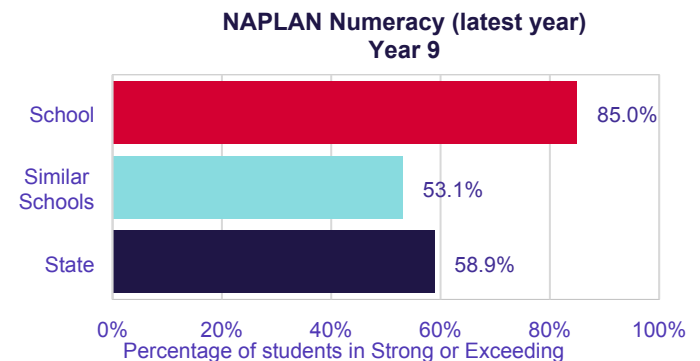
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	71.1%
Similar Schools average:	56.7%	56.1%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.0%	72.1%
Similar Schools average:	53.1%	53.5%
State average:	58.9%	59.4%



LEARNING (continued)

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

NAPLAN (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

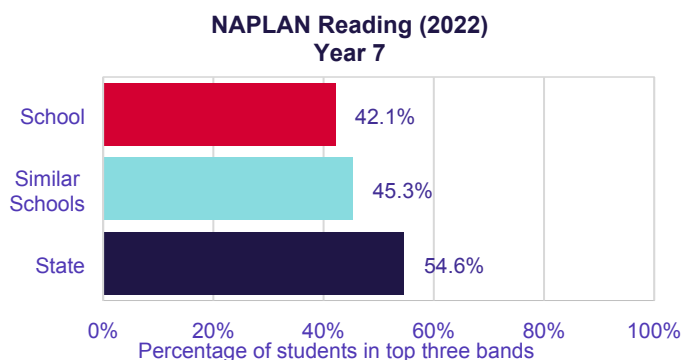
42.1%

Similar Schools average:

45.3%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

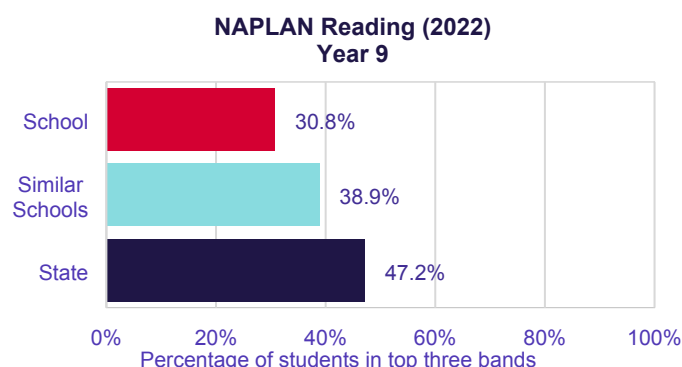
30.8%

Similar Schools average:

38.9%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

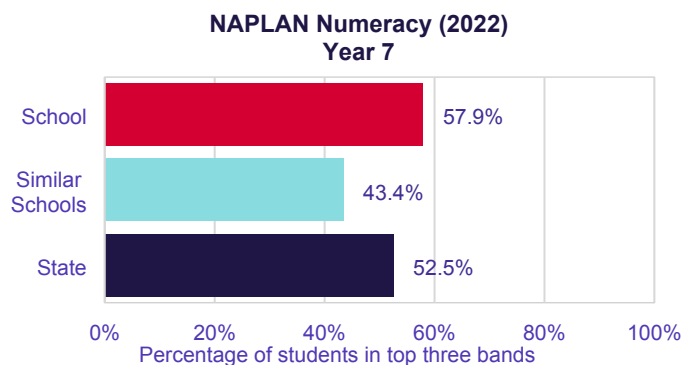
57.9%

Similar Schools average:

43.4%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

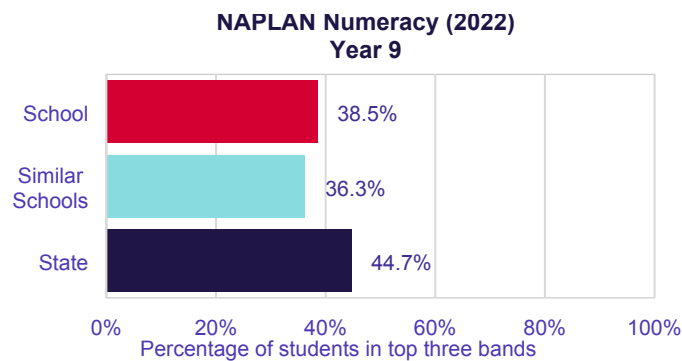
38.5%

Similar Schools average:

36.3%

State average:

44.7%



LEARNING (continued)

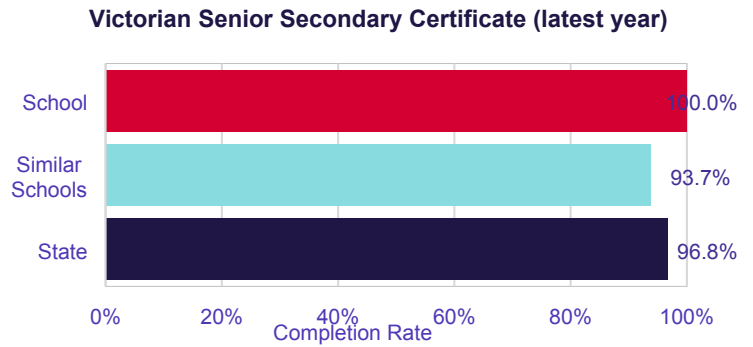
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	100.0%	100.0%
Similar Schools completion rate:	93.7%	95.4%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

28.8

Number of students awarded the VCE Vocational Major

NDP

Number of students awarded the Victorian Pathways Certificate

NDP

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

35%

Percentage VET units of competence satisfactorily completed in 2024:

100%

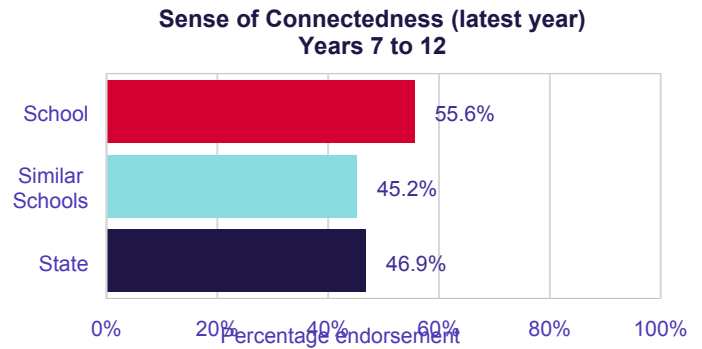
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

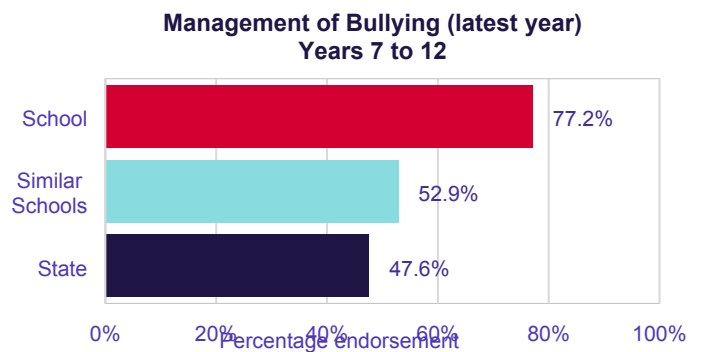
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	55.6%	59.9%
Similar Schools average:	45.2%	46.3%
State average:	46.9%	48.0%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	77.2%	78.2%
Similar Schools average:	52.9%	53.7%
State average:	47.6%	49.1%



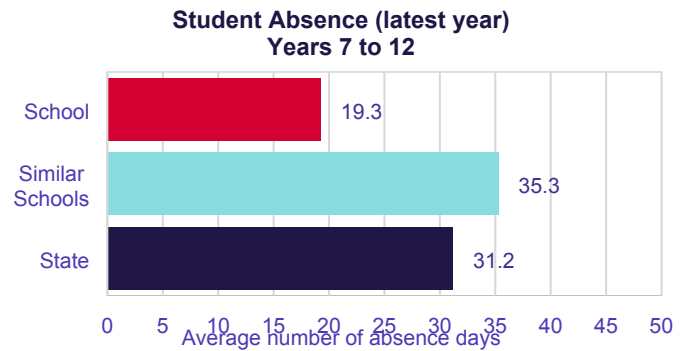
ENGAGEMENT

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 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	19.3	18.8
Similar Schools average:	35.3	32.4
State average:	31.2	27.2



Attendance Rate (latest year)

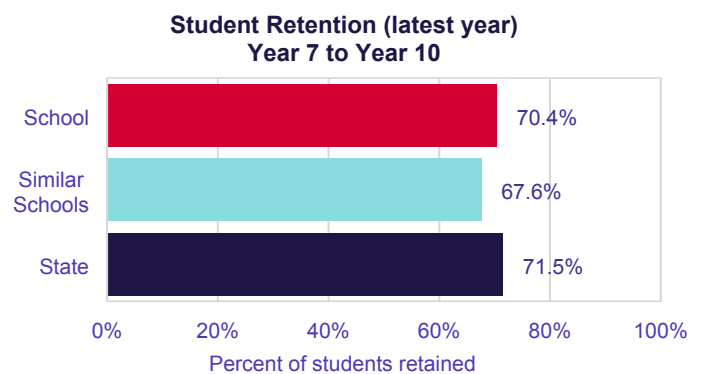
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	93%	90%	90%	84%	94%	93%

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:	70.4%	71.3%
Similar Schools average:	67.6%	70.3%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

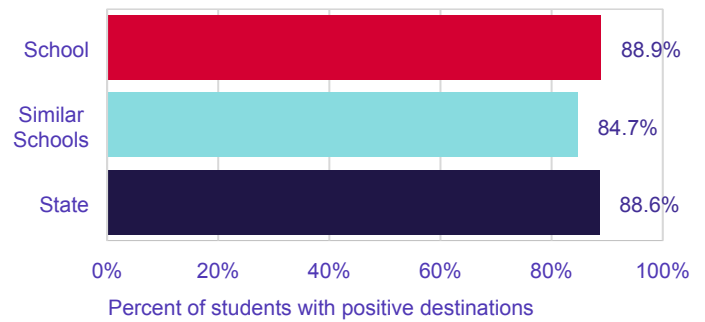
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	88.9%	90.7%
Similar Schools average:	84.7%	85.7%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$2,806,560
Government Provided DET Grants	\$680,910
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$90,245
Locally Raised Funds	\$80,227
Capital Grants	\$0
Total Operating Revenue	\$3,657,943

Equity ¹	Actual
Equity (Social Disadvantage)	\$126,849
Equity (Catch Up)	\$7,586
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,434

Expenditure	Actual
Student Resource Package ²	\$2,580,489
Adjustments	\$0
Books & Publications	\$504
Camps/Excursions/Activities	\$54,945
Communication Costs	\$6,075
Consumables	\$69,191
Miscellaneous Expense ³	\$55,861
Professional Development	\$11,351
Equipment/Maintenance/Hire	\$63,302
Property Services	\$303,940
Salaries & Allowances ⁴	\$60,471
Support Services	\$48,932
Trading & Fundraising	\$50,481
Motor Vehicle Expenses	\$3,885
Travel & Subsistence	\$0
Utilities	\$53,002
Total Operating Expenditure	\$3,362,429
Net Operating Surplus/-Deficit	\$295,514
Asset Acquisitions	\$285,074

- (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	\$1,156,644
Official Account	\$32,107
Other Accounts	\$0
Total Funds Available	\$1,188,751

Financial Commitments	Actual
Operating Reserve	\$131,283
Other Recurrent Expenditure	\$0
Provision Accounts	\$11,852
Funds Received in Advance	\$0
School Based Programs	\$586,508
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$266,570
Maintenance - Buildings/Grounds > 12 months	\$180,687
Total Financial Commitments	\$1,176,899

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.