

2024 Annual Report to the School Community

School Name: Ballarat High School (7540)



- 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 30 April 2025 at 07:38 PM by Stephen Fields (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 07 May 2025 at 04:25 PM by Stephen Fields (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

School context

Ballarat High School, commencing in 1907 as an Agricultural High School, provides a wide range of opportunities and pathways for students drawing from over 20 primary feeder schools. The school is able to offer a wide range of academic and enrichment programs to its students due to its excellent facilities, community links and highly skilled and experienced work force. In 2024, 1,422 students were enrolled at our school, comprising of 748 female and 671 males. 31 students had English as an additional language and 35.5 students were Aboriginal or Torres Strait Islander. The school had 9 International Students and 389 NCCD enrolments.

This school's SFOE band value is: **Low - Medium**

School Vision

Ballarat High School is a learning community where every person is valued, respected, and challenged as a learner.

School Improvement Vision

This belief is underpinned by our School Improvement vision that focuses on learning, wellbeing, and culture.

- **Learning:** Maximise learning through an instructional model and assessment practices.
- **Wellbeing:** Optimise wellbeing through school wide positive behaviour supports and inclusive practices.
- **Culture:** Develop a culture of high expectations, collaboration, shared values, and trust.

By implementing our school improvement vision, we will be able to maximise learning growth and achievement for all students and optimise the social and emotional wellbeing and resilience of every student. Our values of Pride, Respect, and Responsibility under the motto of Duty Always ensure we build and maintain strong and positive relationships. We focus on teaching and learning improvement strategies that will raise standards and outcomes for all individuals in a culture of high expectations, collaboration, shared values, and trust.

Pride is demonstrated by:

- Trying my hardest in all areas of learning.
- Wearing my uniform correctly.
- Using my manners.
- Celebrating the success of others.

Respect is demonstrated by:

- Following instructions of staff.
- Listening when others are speaking.

- Respecting people's differences.
- Co-operating with others.

Responsibility is demonstrated by:

- Showing kindness and supporting others.
- Being an upstander.
- Being mindful of the space of other's and their possessions.

The school's Instructional Model had been codeveloped with staff and provides clear expectations of what both teachers and students should be doing at each stage of the learning process.

There are 87.95 equivalent full time Teachers, 8 Leading Teachers, 6 Learning Specialists, 5 Principal Class and 37.95 Education Support Staff. For 2024, the school appointed a new principal after the previous 14 years' service of their retiring principal.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

In 2024, our school continued to prioritise high-quality teaching and learning, with a focus on improving student achievement and engagement across all year levels. Through targeted intervention programs, a whole-school focus on literacy, and enhanced use of data-informed teaching practices, we made meaningful progress toward our learning goals. The development, implementation and evaluation of developmental rubrics has been successful with staff feedback identifying how helpful this work has been in securing greater consistency in moderation and feedback. It has helped staff within curriculum design to link progression points within teaching sequence. Staff recognise that this is the first iteration of this work and that this process will take several years before fully embedded and reflected within a shared language of learning in classrooms.

A key highlight was the improvement in English achievement across Years 7 to 10. According to teacher judgments against the Victorian Curriculum, 76.8% of students were working at or above age-expected standards, outperforming both the similar schools and state averages of 75.1%. This result reflects the impact of our PLCs and an increased dialogue around literacy instruction. The work in 2024 will form the basis for the implementation of a structured reading program in the coming years and greater understanding from senior English teachers of the Science behind reading and the explicit teaching of reading in a secondary setting.

While Mathematics achievement in Years 7 to 10 (64.3%) was below the similar schools and state averages, our school has recognised this as a priority area. In response, we introduced a numeracy strategy in Semester 2, including targeted tuition and differentiated learning plans in

response to patterns within student misconceptions. Early signs of improvement are evident in Year 9 NAPLAN Numeracy, where our 2024 result of 54.8% in the Strong or Exceeding category showed improvement on previous years.

Our Reading outcomes in NAPLAN were generally consistent with state performance. In Year 9, 60.5% of students were in the Strong or Exceeding category, closely aligning with the state average of 60.4%. Similarly, Year 7 students achieved 65.2%, just below the similar schools' average, demonstrating a need for greater development of our transition program and the supports we put in place for students based on data.

At the senior secondary level, we are proud of our 96.4% VCE completion rate, which is in line with the state average and reflects strong student engagement and support. Additionally, 32% of Year 12 students participated in VET programs, with an 80% satisfactory completion rate—highlighting our commitment to providing diverse and meaningful pathways for all learners. Whilst our mean study score from all VCE subjects (28.8) showed consistency across three years of an average of 29, we believe that we can and will improve upon this. The mean VCE study score in English was 27.18 with only 6% of students achieving study scores above 37 (compared with 7% in similar schools and 13% at state level) and we know that this is an area for improvement. The practices within the Maths team (with a mean VCE score of 29.49) indicates the impact of increased collective efficacy within assessment and feedback through moderation processes and collegiate work as a key factor in improving outcomes for students.

Wellbeing

Wellbeing

In 2024, our school remained committed to nurturing a safe, inclusive, and supportive environment where all students feel connected and empowered to thrive. Our wellbeing initiatives were guided by a whole-school approach, with a focus on strengthening student engagement, relationships, and resilience.

A key highlight of the year was the improvement in the Management of Bullying measure from the Attitudes to School Survey. Our endorsement rate rose to 48.2%, exceeding the similar schools average (44.9%) and aligning closely with the state average (47.6%). This improvement reflects the success of proactive strategies including the implementation of restorative practices, student-led wellbeing campaigns, and staff professional development in consistent wellbeing approaches.

While Sense of Connectedness remains an area for growth, our latest result of 44.6% was slightly above the similar schools' average (44.2%) and reflects incremental progress from our four-year average of 43.0%. This also reflects an 8% improvement from the previous year. In response to this, we launched several student voice and agency initiatives throughout the year and we continue to listen to and respond to student need to make student-centred decisions. There was also a 10% improvement from 2023 to 2024 in students identifying that they have an advocate at school with 67% positive endorsement being above both state (63%) and similar schools (62%).

Students can see not only the cultural change that is occurring throughout the school, but the increased levels of support that they are receiving. The improved levels of endorsement from students that are captured in the AtoSS data speak to the professional learning staff have engaged with this year and the measures that have been put in place in order to support students developing self-regulation.

These included the expansion of student leadership programs, the establishment of student-led wellbeing forums, and increased opportunities for cross-year mentoring and house activities aimed at fostering belonging.

Our school also prioritised staff-student relationships, embedding regular wellbeing check-ins from both our Wellbeing team and our existing pastoral care system. Teachers have shown greater consistency implementing the BHS Student Management Plan and following the processes and procedures. Teachers received two whole days of professional learning to develop their classroom management repertoire to enable them to implement the BHS Student Management Plan, participating in professional development focused around Restorative Practices with David Vinegrad and Glen Pearsall and which supported them to develop a positive classroom environment.

While we acknowledge there is still work to do, we are encouraged by the gains made this year and remain committed to continuous improvement in the wellbeing of every student.

Engagement

Engagement

Student engagement continues to be a key focus at our school, underpinning both academic achievement and wellbeing. In 2024, we prioritised strategies to strengthen attendance, foster connection, and provide meaningful learning experiences that motivate and retain students.

Our attendance data showed an average of 32.9 absence days per student, which is higher than both the similar schools average (31.4) and the state average (31.2). Attendance rates across Years 7–10 remained consistent at 80–82%, while Years 11 and 12 achieved stronger rates at 88% and 91% respectively. These figures reflect a pattern of stronger attendance as students' progress into senior years. In response, we have increased our efforts in early intervention, including personalised follow-ups with families, increased use of attendance tracking tools, and improved communication between staff, students, and parents. What is evident on further analysis is that the tighter structures, follow up and connections in our senior years has a direct correlation with improved attendance rates. In Year 12, 45% of students had a 95% or higher attendance in 2024 compared to 32% at state and 30% at similar schools. However, this sits in stark contrast to Year 9 with only 8% of students having a 95% or higher attendance in 2024 compared to 17% at state and 12% at similar schools. There are also some concerns when looking at Year 7 attendance data with only 13% of students having a 95% or higher attendance in 2024 compared to 21% at state and 17% at similar schools.

Despite challenges with attendance, we recorded a **strong Year 7–10 retention rate of 82.7%**, well above both the similar schools (74.5%) and state averages (71.5%). This indicates that once students are enrolled, they are highly likely to stay engaged with the school through to the middle years—an encouraging sign of sustained connection and satisfaction with their school experience.

To understand some of the underlying issues that act as barriers to engagement, we held regular student forums and discussions with key staff members to redesign both our transition program and our Year 9 program to promote more project-based learning opportunities where students co-designed aspects of their curriculum. A reimagining of pathways and how we provide students with opportunities and experiences to strengthen learning has also been codeveloped with staff. Year 7s will be supported through a relocation to the Arch building and Year 9 will experience a change in their curriculum to increase engagement.

Looking ahead, improving attendance across all year levels remains a priority, and we are committed to refining our strategies to ensure all students feel motivated, valued, and supported every day. Clearer responsibility at a sub-school and principal class level should ensure students are better tracked and supported to reengage with their learning with additional support and connection with families.

Other highlights from the school year

Highlights from the School Year

2024 was a vibrant and memorable year for the Ballarat High School community, filled with opportunities that extended learning beyond the classroom and fostered a strong sense of school spirit.

One of the standout events was our whole-school production in Term 3 of *Matilda*, which showcased the incredible talent and dedication of our students and staff. The performances were met with packed houses for each performance and highlighted the strength of our performing arts program. Their presence was felt right across the year with each term showcasing more and more talent from a cross the year groups.

Our camps and excursions also made a significant impact, with Year 7 students enjoying a successful transition camp, and senior students participating in subject-specific excursions, including visits to universities, industry settings, and cultural institutions. These experiences deepened student engagement and strengthened peer relationships. At a senior level, both the Vocational Major and Outdoor Education teachers devoted hours of additional time to run a series of very successful camps for our students and along with the Energy Breakthrough Team, provided life changing learning beyond the classroom. Perhaps the most impactful camp was our exchange with our sister school Meisei High School in Hokkaido, Japan. This program involves a three-week visit every other year, where Ballarat students go to Hokkaido, attend Meisei High School, and stay with host families.

In sport, Ballarat High School celebrated multiple regional and state-level achievements across so many sports. Increased numbers of participants, especially in our Rowing Program, saw levels return to pre-COVID. Our students demonstrated teamwork, perseverance, and pride while representing the school and each achievement reflects hours and hours of dedication, practise and commitment.

We also strengthened our community partnerships, including raising awareness around mental health through our support for the James Petrie Foundation as well as a wide range of fundraising events including a 'Colour Run' in support of the Fiona Elsey Cancer Research Centre.

All of these events, as well as the celebration of key events in our year such as Harmony Week, IDAHOBIT, NAIDOC Week, RUOK Day, Mothers and Fathers' Day and many more were driven by our students and supported by our staff.

These highlights reflect the diverse opportunities available at Ballarat High School and the commitment of our staff and students to making 2024 a year of connection, creativity, and celebration.

Financial performance

Financial Performance

Like many businesses, Ballarat High School is currently reviewing our finances carefully and making some changes to ensure our net operating position is positive into the future. In 2024 we experienced some losses due to lower-than-expected student enrolments, higher casual relief and staffing costs, reduced parent voluntary contributions from families, which the school had previously relied upon over a number of years to fund the wide range of sporting and extra-curricular programs it offers. This meant that funding had to be diverted to pay for programs that had not been budgeted for.

The school engaged with a team from the department of education to review all current processes in order to bring into line with best practice. By doing this, the school is confident that it will be able to address the deficit and bring greater financial stability over the course of the next twelve months.

- The following areas had a positive impact leading to increased opportunities:
Stage 3 surplus funds received as cash \$208k
- School Saving Bonus – families’ cost of living support – \$600k
- Shade Sails – completed - \$35k
- Overseas students – increasing diversity
- Fundraising Dinner – Yr 12 students new initiative – providing funds for the James Petrie Foundation
- VM continue to run educational and fundraising activities successfully securing a grant for a Container Café in 2025
- Hilton White and other supporters continue to assist with scholarships, and awards night
- Hire of facilities continues to be a growth area with community events such as VSL; festivals such as Hindu, Ganesh, Rock n Roll; competitions such as Masters Baseball, Basketball, Cricket, Football, Netball, Hockey, Volleyball & Futsal.

**For more detailed information regarding our school please visit our website at
<https://www.ballaraths.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 1,422 students were enrolled at this school in 2024, 748 female and 671 male.

6 percent of students had English as an additional language and 3 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).

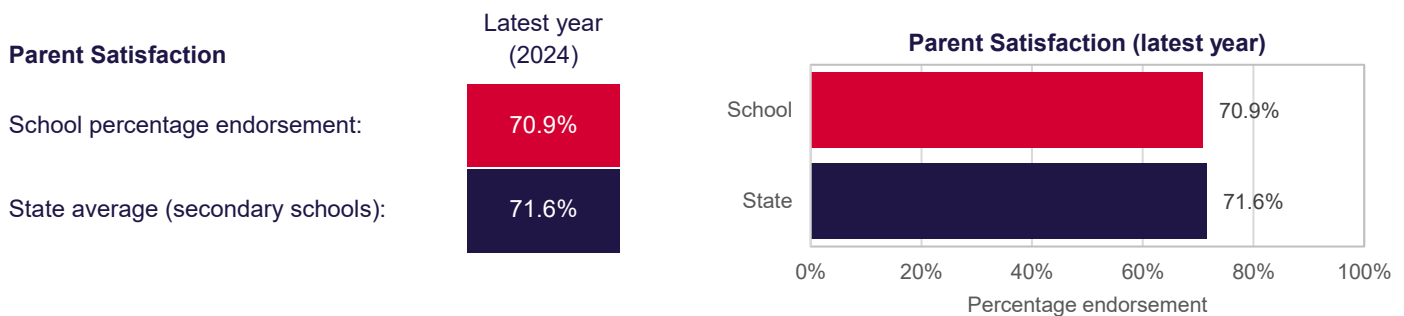
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

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.

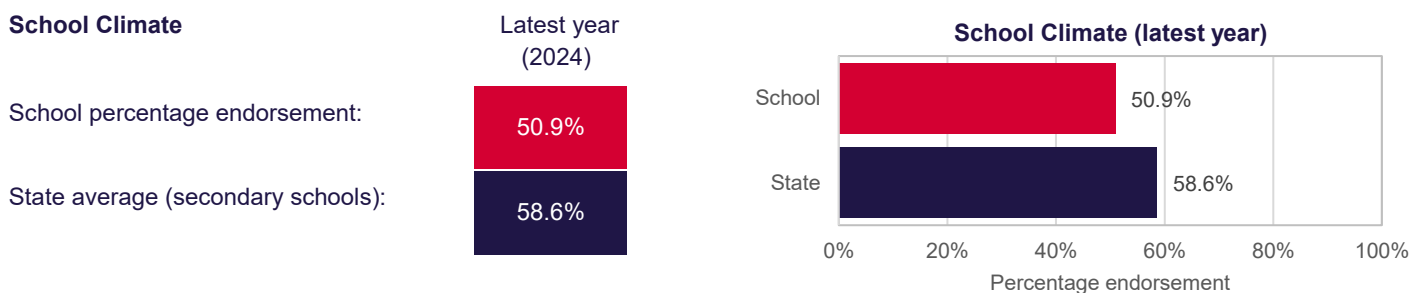


School Staff Survey

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:

Similar Schools average:

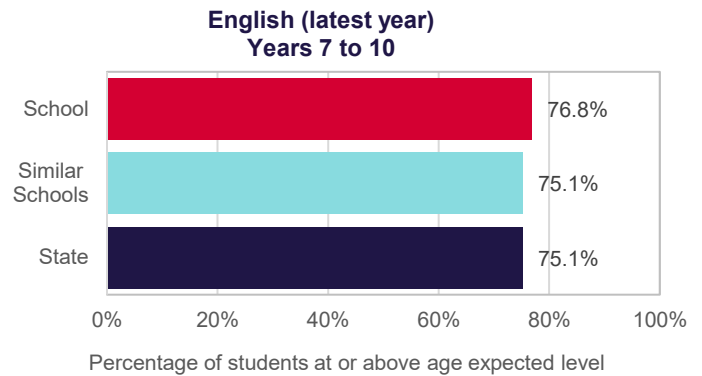
State average:

Latest year
(2024)

76.8%

75.1%

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

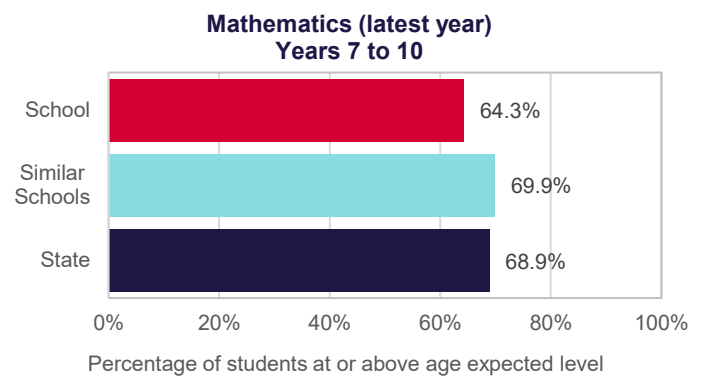
State average:

Latest year
(2024)

64.3%

69.9%

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.

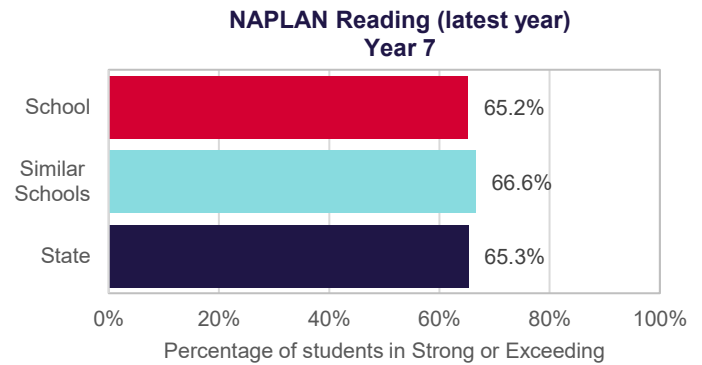
NAPLAN

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.

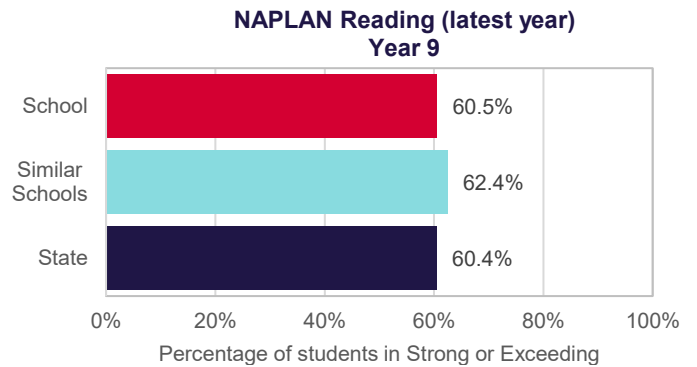
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.2%	66.9%
Similar Schools average:	66.6%	67.8%
State average:	65.3%	65.7%



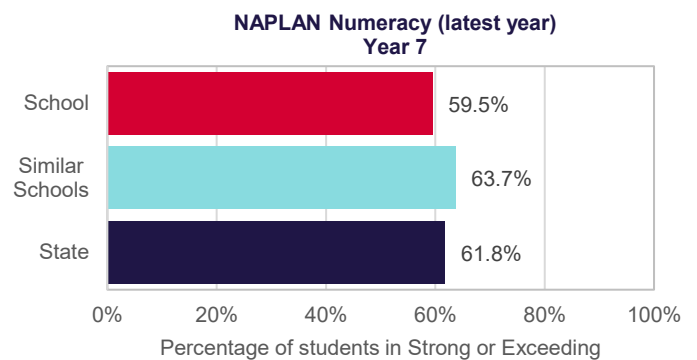
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.5%	61.9%
Similar Schools average:	62.4%	61.6%
State average:	60.4%	60.2%



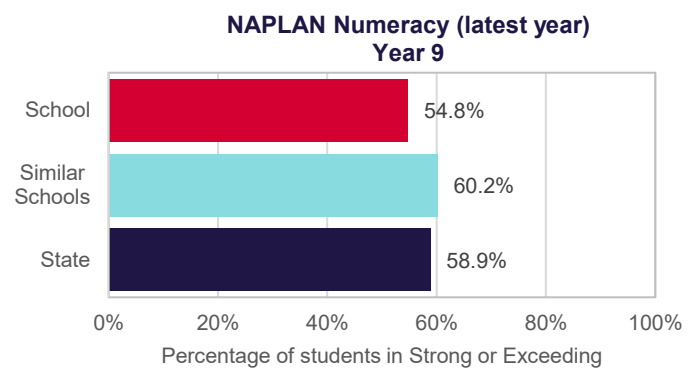
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.5%	59.6%
Similar Schools average:	63.7%	64.8%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.8%	60.6%
Similar Schools average:	60.2%	60.5%
State average:	58.9%	59.4%

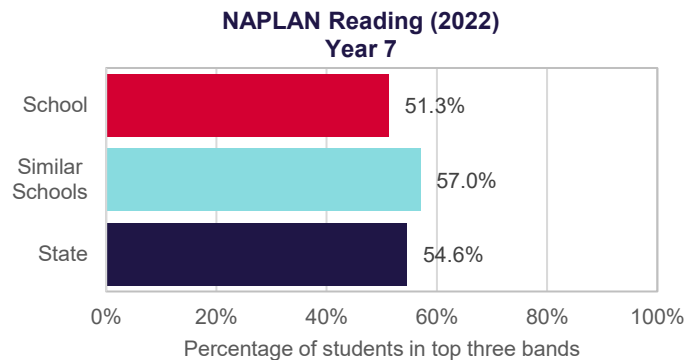
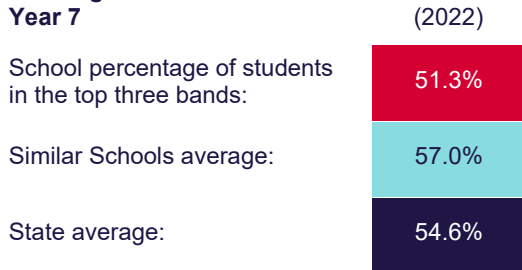


LEARNING (continued)

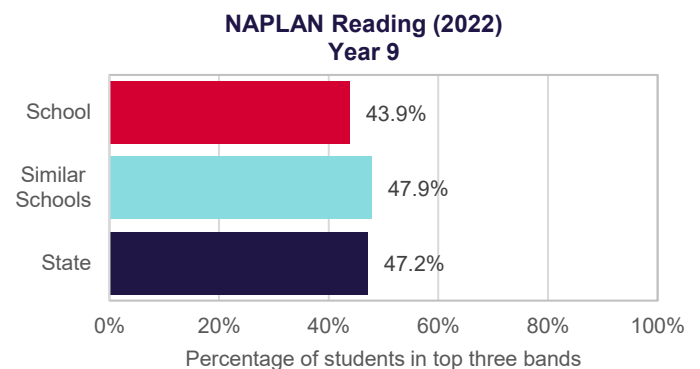
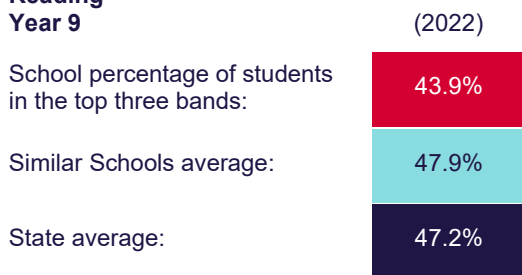
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

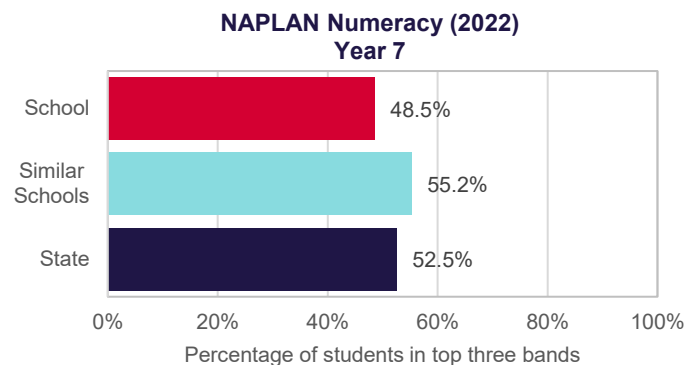
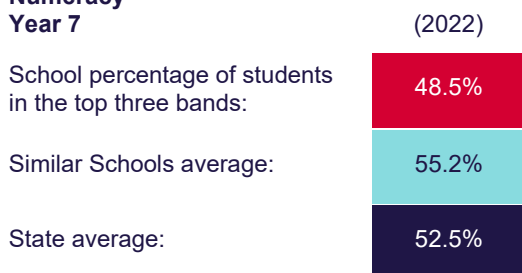
Reading Year 7



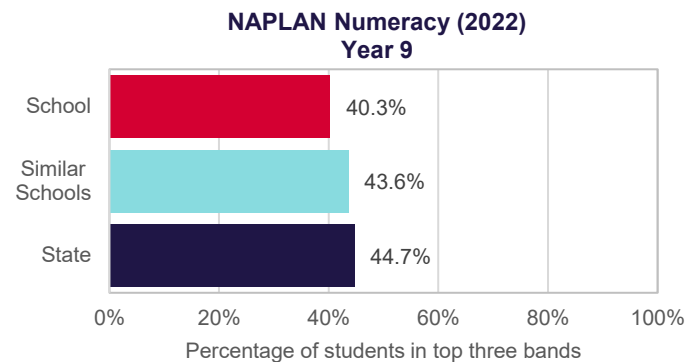
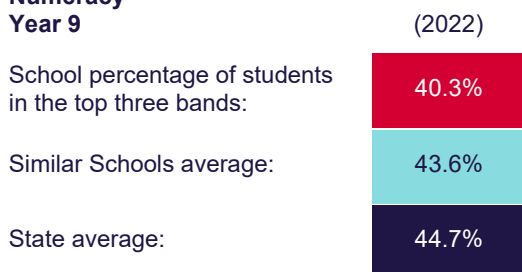
Reading Year 9



Numeracy Year 7



Numeracy Year 9



LEARNING (continued)

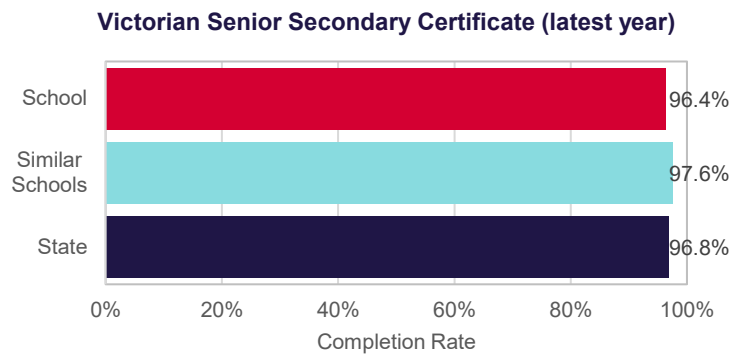
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	96.4%	95.8%
Similar Schools completion rate:	97.6%	97.0%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

28.8

Number of students awarded the VCE Vocational Major

44

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:

32%

Percentage VET units of competence satisfactorily completed in 2024:

80%

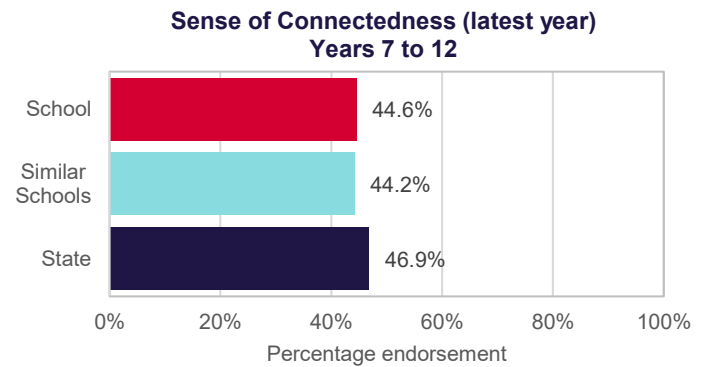
WELLBEING

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).

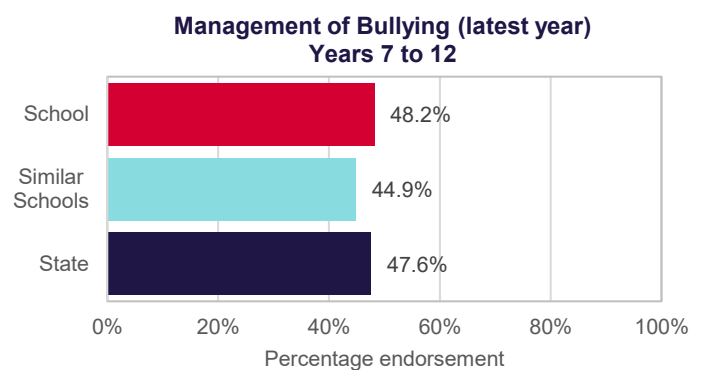
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	44.6%	43.0%
Similar Schools average:	44.2%	44.9%
State average:	46.9%	48.0%



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:	48.2%	44.5%
Similar Schools average:	44.9%	45.9%
State average:	47.6%	49.1%



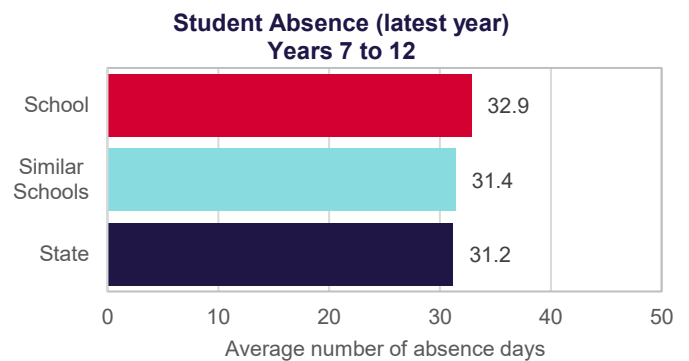
ENGAGEMENT

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:	32.9	25.1
Similar Schools average:	31.4	27.6
State average:	31.2	27.2



Attendance Rate (latest year)

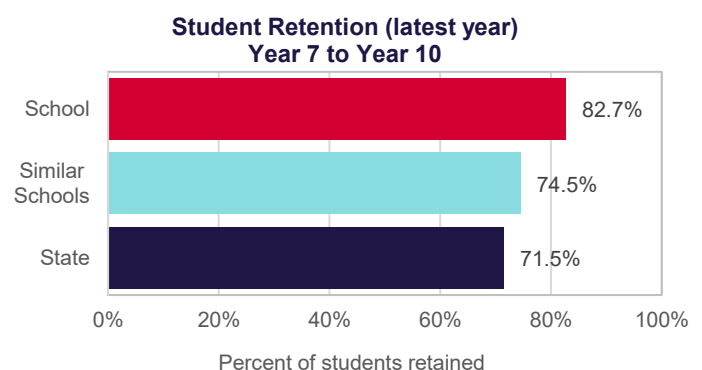
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	82%	82%	80%	82%	88%	91%

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:	82.7%	85.7%
Similar Schools average:	74.5%	77.9%
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.

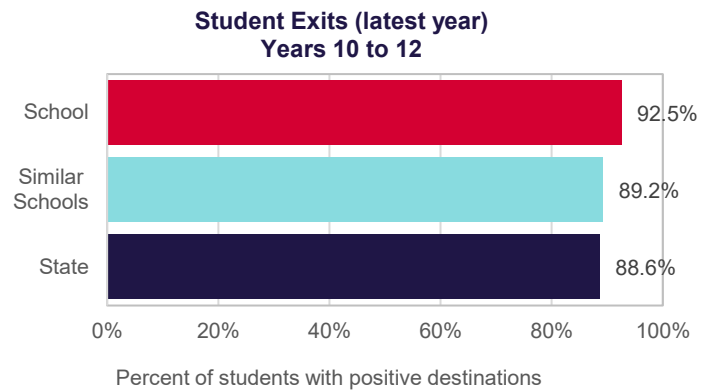
Students exiting to further studies or full-time employment

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:	92.5%	95.4%
Similar Schools average:	89.2%	89.7%
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	\$17,785,381
Government Provided DET Grants	\$2,566,509
Government Grants Commonwealth	\$0
Government Grants State	\$93,660
Revenue Other	\$163,627
Locally Raised Funds	\$1,286,056
Capital Grants	\$208,880
Total Operating Revenue	\$22,104,114

Equity ¹	Actual
Equity (Social Disadvantage)	\$289,765
Equity (Catch Up)	\$85,152
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$374,917

Expenditure	Actual
Student Resource Package ²	\$18,442,279
Adjustments	\$0
Books & Publications	\$9,971
Camps/Excursions/Activities	\$420,655
Communication Costs	\$25,684
Consumables	\$427,984
Miscellaneous Expense ³	\$253,053
Professional Development	\$43,554
Equipment/Maintenance/Hire	\$218,279
Property Services	\$574,198
Salaries & Allowances ⁴	\$1,065,096
Support Services	\$467,029
Trading & Fundraising	\$369,453
Motor Vehicle Expenses	\$3,836
Travel & Subsistence	\$179
Utilities	\$241,000
Total Operating Expenditure	\$22,562,250
Net Operating Surplus/-Deficit	(\$458,136)
Asset Acquisitions	\$119,371

- (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	\$1,158,889
Official Account	\$65,195
Other Accounts	\$115,450
Total Funds Available	\$1,339,534

Financial Commitments	Actual
Operating Reserve	\$704,038
Other Recurrent Expenditure	\$24,353
Provision Accounts	\$11,800
Funds Received in Advance	\$717,595
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$88,480
Cooperative Bank Account	\$94,375
Funds for Committees/Shared Arrangements	\$29,090
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$96,925
Capital - Buildings/Grounds < 12 months	\$15,000
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	\$1,781,656

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.