

# 2024 Annual Report to the School Community

School Name: Virtual School Victoria (6261)



- 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 01 April 2025 at 08:49 AM by Fiona Webster (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 01 April 2025 at 08:51 AM by Fiona Webster (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

### The Victorian Curriculum

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

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

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

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

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

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

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

### NAPLAN

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

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

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

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

## About Our School

### School context

Virtual School Victoria (VSV) has campuses in Thornbury and Morwell (within Gippsland TAFE). It provides a safe, supportive, and inclusive virtual and blended learning environment for students unable to access education at their local school for at least six months. VSV enables eligible Victorian children and young people to engage or re-engage with education and succeed on their own terms.

Students may enrol for various reasons, including living in isolated areas, family travel, elite sports or performing arts commitments, physical or mental health conditions, or limited subject availability at their home school. VSV ensures access to education as a basic right, anytime and anywhere with internet access. Its values—Respect, Empathy, Collaboration, and Growth—reflect its inclusive ethos.

In 2024, VSV had 7,000 students, an increase of 281 from 2023, with 2,986 full-time equivalent students counted in the August census. Of these, 4,252 were school-based students accessing unavailable VCE subjects, while 2,748 were full-time students, including 1,682 in the Medical: Social Emotional category and 101 in the Medical: Physical category. VSV also delivered the Victorian High-Ability Program (VHAP) to over 20,000 students. During the year, 1,267 students withdrew due to various reasons, including returning to mainstream schooling.

VSV employed 391.8 FTE staff in 2024 and is structured into Senior, Middle Years, and Primary sub-schools, along with the VHAP Unit and the Bellum Bellum campus. Staff operate in a hybrid model of remote and onsite work. However, with increasing enrolments and staff numbers, the Thornbury building is too small to safely accommodate all staff onsite simultaneously.

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

#### Learning

Goal: In 2024 progress was made towards achieving the school goal of improving learning outcomes for students enrolled at Virtual School Victoria.

The Performance Summary provides comparison with 'similar schools' based on metrics that do not include recognition of the transient nature of the school population with the requirement for annual enrolments and the diversity of the student cohort. This means that students completing NAPLAN have been enrolled at the school for less than a term when the assessments are completed. Therefore, NAPLAN data is a problematic measure of school performance.

The VCE completion rate increased in 2024. Scores over 40 increased as did the average study score. Students in English Language, Foundation Mathematics and Psychology achieved study scores of 50. One student achieved the perfect ATAR of 99.55.

In 2024 Victorian Curriculum 2.0 - English and Maths changes were mapped and staff prepared for implementation in 2025 through a curriculum day, access to professional learning and time dedicated to curriculum mapping. Literacy and Numeracy support provided through Tutor Learning Initiative funding and the Virtual Tutor Program were highly successful and commended by partner schools.

Course Developers were provided with a series of in person and online events and resources to support the development of the 2024 courses for reaccredited study designs in 2025. Teachers engaged in peer observation of teaching and learning.

Preliminary research was completed into feedback models in preparation for the development of a VSV whole school feedback model. A practice principle statement that defines 'Feedback at VSV' was developed.

In Primary a delivery model was developed in preparation for the implementation of the DE reading initiative Phonics Plus in 2025.

## Wellbeing

Goal: To improve the engagement and wellbeing of VSV students

In 2024, student enrolment under the Medical: Social Emotional category increased, continuing a decade-long upward trend. A total of 1,682 students enrolled under this category, including 1,072 referred due to School Refusal. Additionally, 792 students enrolled with a diagnosis of Autism Spectrum Disorder, and 523 with ADD/ADHD. VSV students did not receive Program for Students with Disabilities (PSD) or Tier 3 Disability Inclusion (DI) funding, which is allocated to students attending in-person schools. VSV received Tier 2 DI funding, which in turn was needed to support students eligible for all funding tiers.

VSV's diverse and highly vulnerable student cohort presented challenges requiring flexibility. To improve student engagement and wellbeing, the Wellbeing and Inclusion Teams provided targeted support. The Learning Advisor role for non-school-based students was further enhanced, with each teacher supporting 10–12 students to improve engagement and academic success.

In 2024, 40 staff members completed Youth Mental Health First Aid training, bringing total staff trained in this field to approximately 80%. VSV further embedded Trauma-Informed Practice as a whole-school approach, aligning with the School Strategic Plan.

Student enrolment and referral data sets were shared across teams, enhancing understanding of student needs in planning and leadership. Technical processes for early identification of student risks at enrolment were reviewed and refined, along with protocols for managing confidential documents and communication.

The Wellbeing section of the Performance Summary indicated that VSV students in Years 4–12 reported a stronger sense of connectedness to school than the state average, despite the challenges of virtual learning.

## Engagement

Goal: To improve the engagement and wellbeing of VSV students

Enrolment at VSV is on an annual basis and students predominantly engage in a virtual learning environment rather than physically attending 'school'. The requirement for annual enrolment means that data on student retention was not recorded through the CASES21 database in the same way as mainstream schools. Accordingly, retention and attendance data is not presented in the Performance Summary. As per the School Strategic plan attendance and engagement data tracking processes have been developed and implementation has commenced.

In 2024 the school measured attendance through a combination of work submissions, engagement with teachers and participation in virtual classes/events and in-person activities. Learning Advisors and subject teachers routinely used Learning Management System data to monitor student participation. A variety of engagement activities were offered to students in 2024. In the Primary School students attended virtual and in-person excursions and incursions. The Middle School ran extensive Connect Week programs every term consisting of virtual and in-person excursions and incursions. Senior School students participated in hybrid Connect Days and a wide range of virtual and in-person seminars. Students in the Middle and Senior School had the opportunity to attend engagement and subject based camps.

The student representatives on School Council captured student voice from the Student Representative Council, providing students with a sense of agency in their learning and a platform for influencing school operations.

In 2024 the focus on parent and community engagement was increased through further development of the VSV parents' group which provided opportunities for parents to meet in a facilitated online environment and in person.

## Other highlights from the school year

Other highlights for the VSV school community include:

- Opening of the Bellum Bellum Campus in Morwell – Bellum Bellum was established to provide rural and regional students in Inner Gippsland with access to hard-to-staff subjects through a blend of in-person and virtual learning, allowing them to study closer to their home school. In 2024, the subjects offered included Physics Units 1–4, Specialist Mathematics Units 1–4, and Politics Units 1–4.
- Success in the VCE Season of Excellence – VSV VCE students were once again well represented, with multiple students selected across the Performing and Visual Arts.
- Premier's VCE Awards – Several VSV students were honoured with a Premier's VCE Award in recognition of their outstanding academic achievements.
- Expanded Subject-Based and Engagement Camps – Multiple camps and excursions were conducted in various locations, providing students with valuable hands-on learning experiences and opportunities for social connection.

- Introduction of Enrolment Windows and Exceptional Circumstances Regional Panel – Structured enrolment windows were introduced supported by a regional panel to assess exceptional circumstances applications, ensuring equitable access for students requiring flexible enrolment options.
- AADES Community of Practice (CoP) – Differentiation and AADES Conference – VSV contributed to the national conversation on best practices in online education through active participation in AADES initiatives, focusing on differentiated instruction to enhance student learning.
- Student Diary – As a result of consultation with the Student Representative Council a new student diary was developed to enhance student organisation, time management, and engagement with their studies and will be piloted in 2025.

## Financial performance

The Student Resource Package in 2024 was based on the predicted enrolment of 2776.2 Full Time Equivalent student enrolments across Foundation – Year 12. VSV does not charge state government schools and students enrolment fees with the aim of increasing accessibility to curriculum provision for all Victorian students. Instead, the school is provided with ‘accessibility funding’ and in 2023 this amounted to \$910,113.89. In 2024 the following resources were allocated to Virtual School Victoria; \$4,471,028.00 fund the continued implementation of the Expansion of the VCE into Rural and Regional Victoria initiative, \$3,582,359.20 to fund the Student Excellence Program, and \$607,213.39 to fund the Regional Blended Learning Hub, Bellum Bellum at Morwell. Virtual School Victoria receives no DE funding for ICT hardware and software, the core of school operations. The recurrent operating costs (\$1.3 million in 2024) for ICT hardware, software, licensing and technical support and consultancy is through invested locally raised funds.

**For more detailed information regarding our school please visit our website at <https://www.vsv.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 2,525 students were enrolled at this school in 2024, 1488 female and 958 male.

0 percent of students had English as an additional language and 2 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.

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

#### Parent Satisfaction

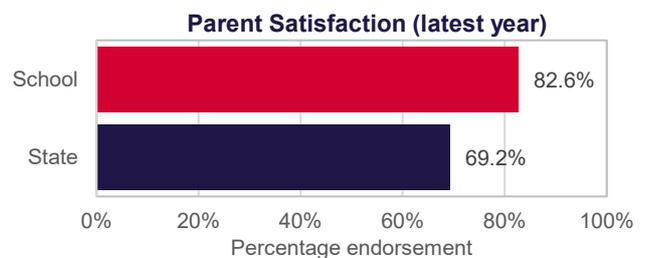
Latest year  
(2024)

School percentage endorsement:

82.6%

State average (P-12 schools):

69.2%



### School Staff Survey

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

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

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

#### School Climate

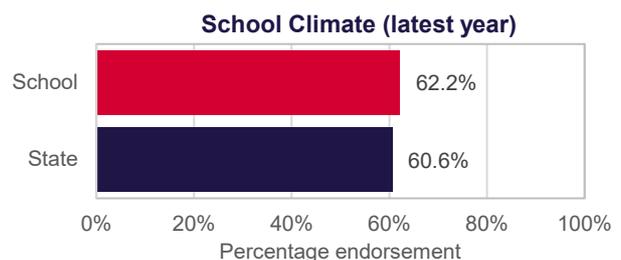
Latest year  
(2024)

School percentage endorsement:

62.2%

State average (P-12 schools):

60.6%



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

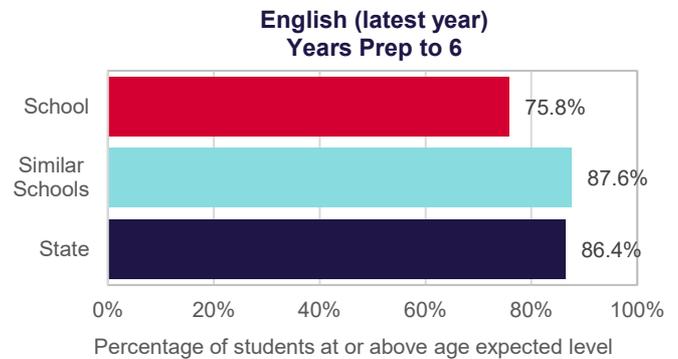
75.8%

Similar Schools average:

87.6%

State average:

86.4%



#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

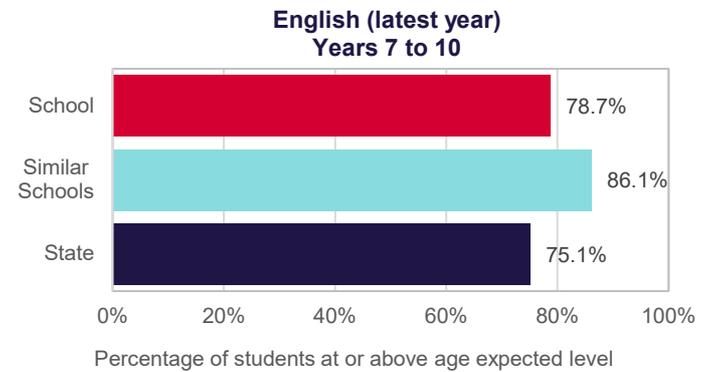
78.7%

Similar Schools average:

86.1%

State average:

75.1%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

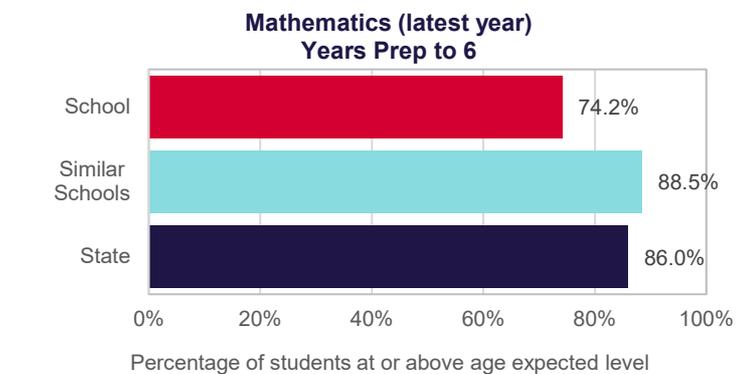
74.2%

Similar Schools average:

88.5%

State average:

86.0%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

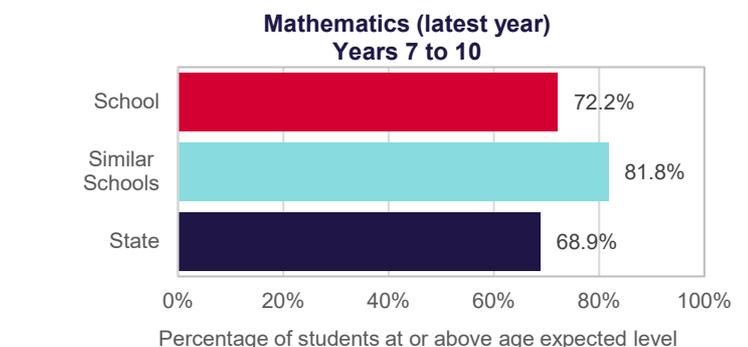
72.2%

Similar Schools average:

81.8%

State average:

68.9%



## LEARNING (continued)

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

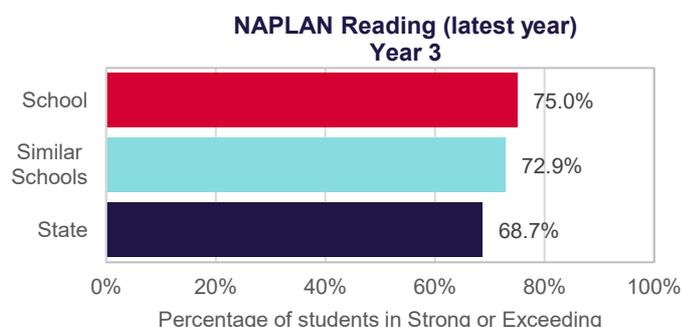
### NAPLAN

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

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

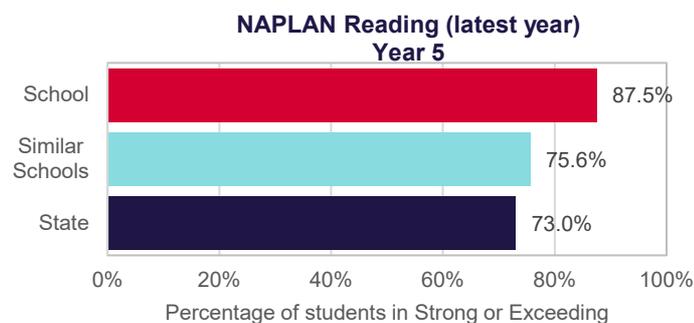
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	80.0%
Similar Schools average:	72.9%	72.3%
State average:	68.7%	69.2%



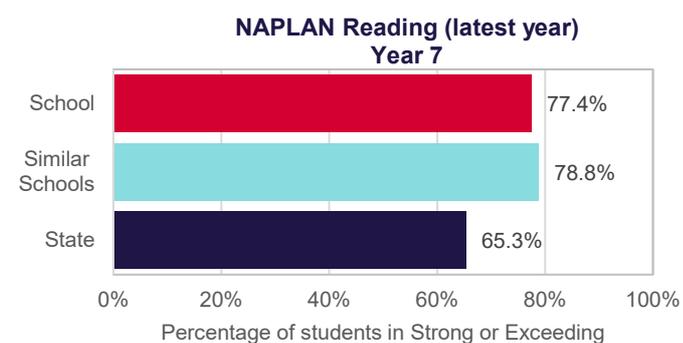
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	82.1%
Similar Schools average:	75.6%	77.7%
State average:	73.0%	75.0%



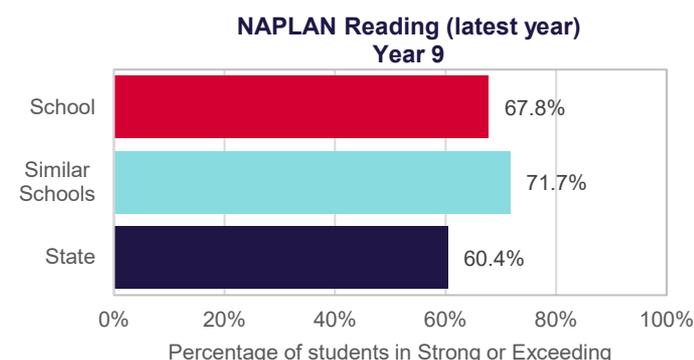
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.4%	81.0%
Similar Schools average:	78.8%	78.9%
State average:	65.3%	65.7%



#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.8%	73.1%
Similar Schools average:	71.7%	71.4%
State average:	60.4%	60.2%

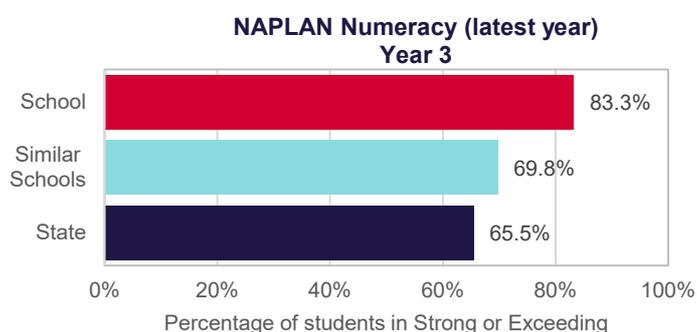


## LEARNING (continued)

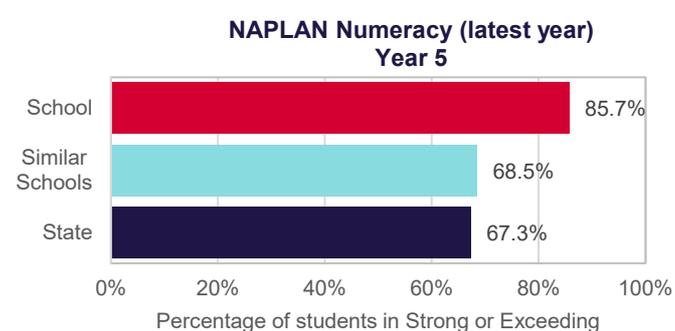
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

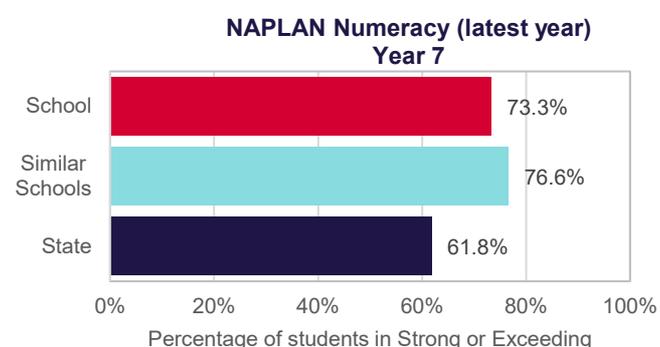
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	90.0%
Similar Schools average:	69.8%	70.0%
State average:	65.5%	66.4%



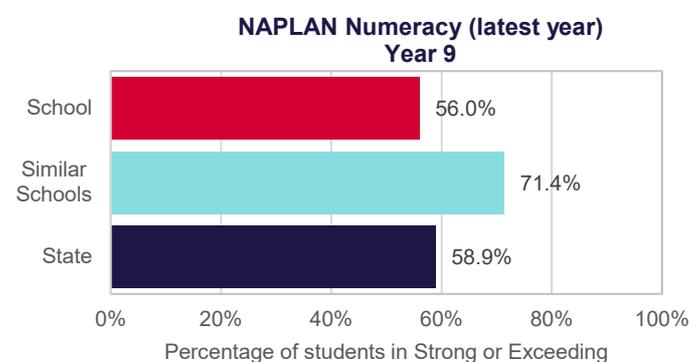
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	84.6%
Similar Schools average:	68.5%	69.1%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	70.5%
Similar Schools average:	76.6%	76.9%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.0%	64.4%
Similar Schools average:	71.4%	71.8%
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:

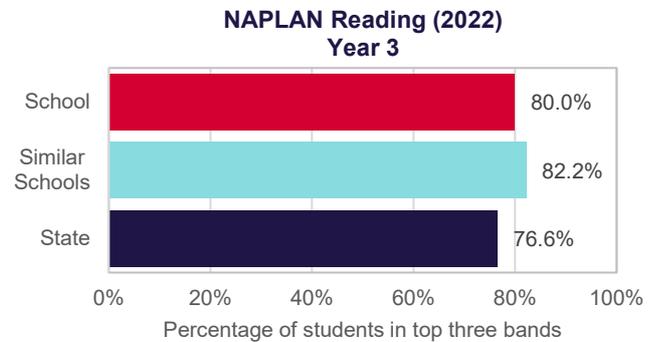
80.0%

Similar Schools average:

82.2%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

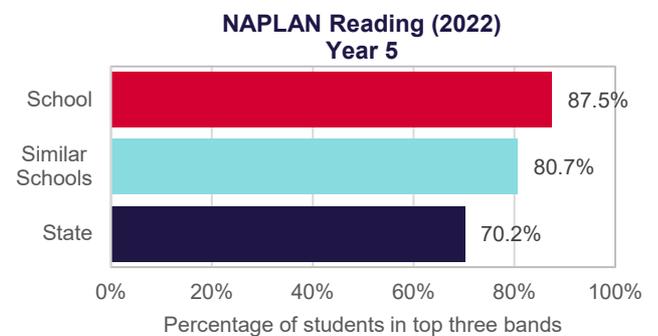
87.5%

Similar Schools average:

80.7%

State average:

70.2%



#### Reading Year 7

(2022)

School percentage of students in the top three bands:

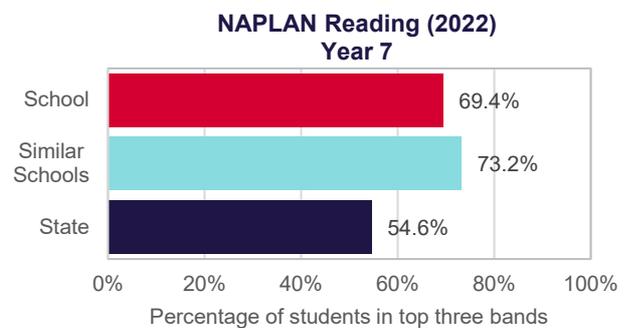
69.4%

Similar Schools average:

73.2%

State average:

54.6%



#### Reading Year 9

(2022)

School percentage of students in top three bands:

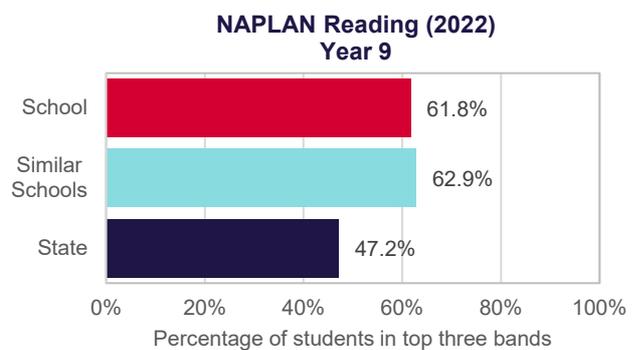
61.8%

Similar Schools average:

62.9%

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:

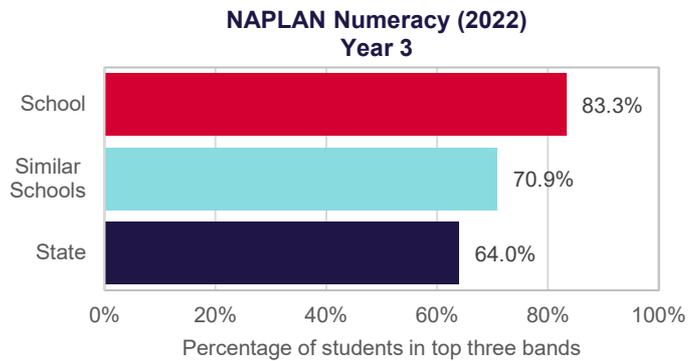
83.3%

Similar Schools average:

70.9%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

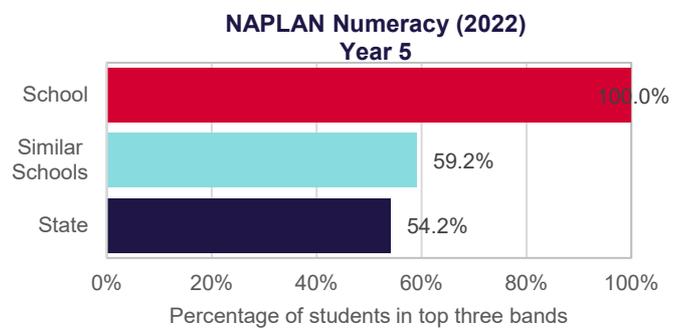
100.0%

Similar Schools average:

59.2%

State average:

54.2%



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

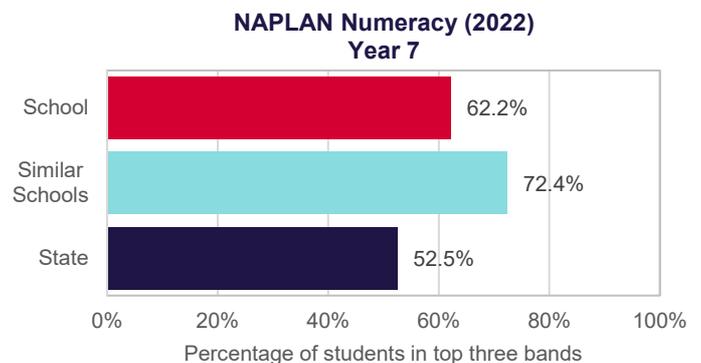
62.2%

Similar Schools average:

72.4%

State average:

52.5%



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

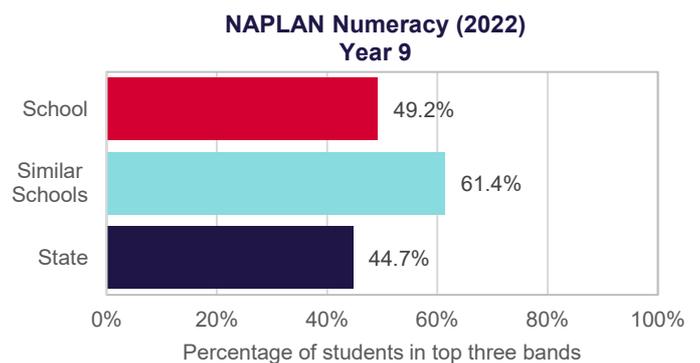
49.2%

Similar Schools average:

61.4%

State average:

44.7%



## LEARNING (continued)

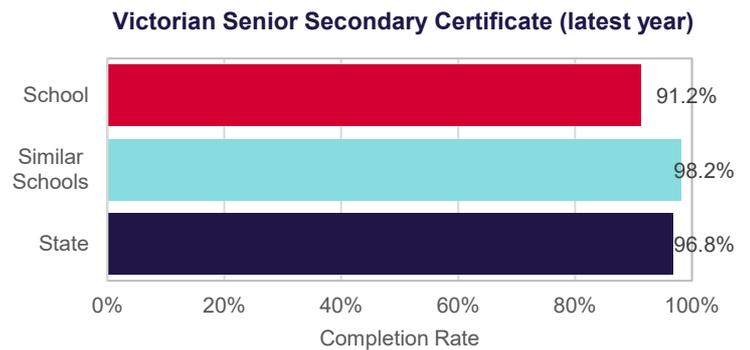
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	91.2%	89.7%
Similar Schools completion rate:	98.2%	97.7%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

27.3

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

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

3%

Percentage VET units of competence satisfactorily completed in 2024:

82%

## 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.

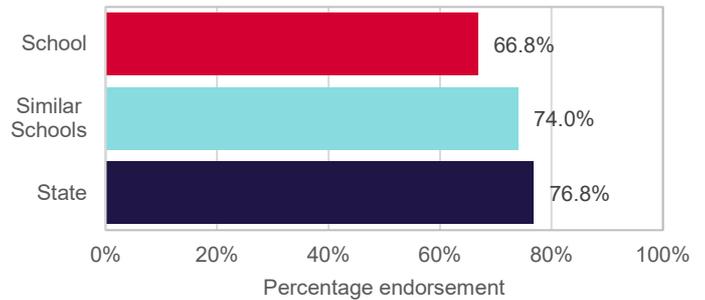
### Student Attitudes to School – Sense of Connectedness

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:	66.8%	70.3%
Similar Schools average:	74.0%	74.9%
State average:	76.8%	77.9%

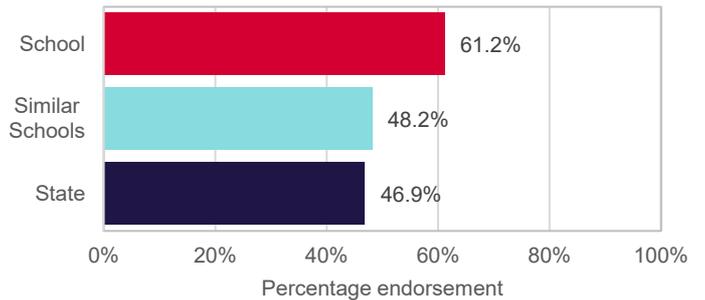
Sense of Connectedness (latest year) Years 4 to 6



#### Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	61.2%	61.1%
Similar Schools average:	48.2%	49.0%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



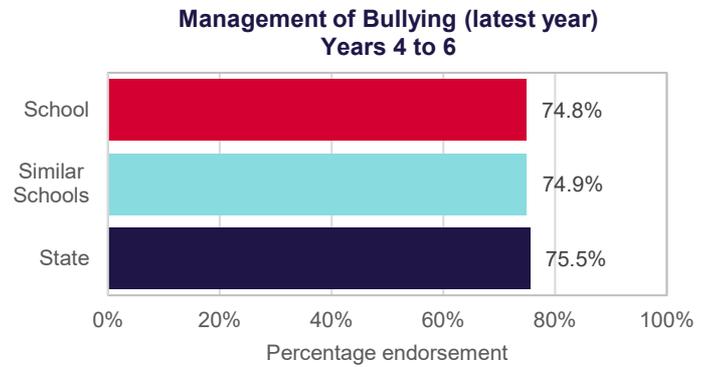
## WELLBEING (continued)

### Student Attitudes to School – Management of Bullying

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

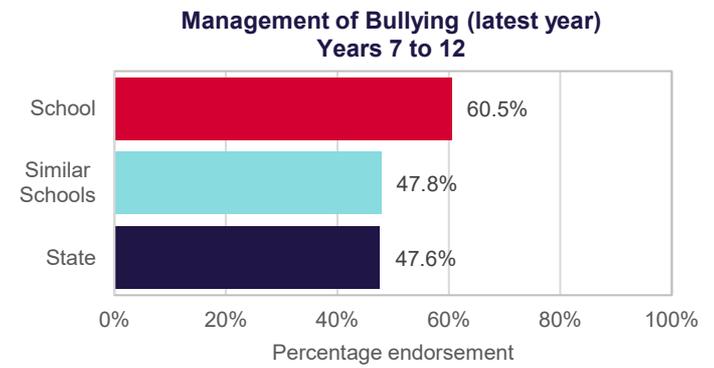
#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	74.8%	77.8%
Similar Schools average:	74.9%	75.4%
State average:	75.5%	76.3%



#### Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	60.5%	59.3%
Similar Schools average:	47.8%	49.5%
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

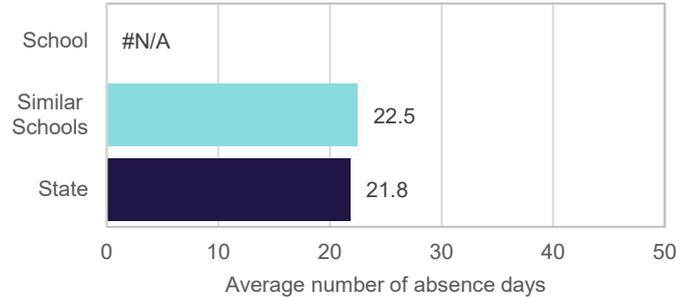
School average number of absence days:

Similar Schools average:

State average:

Latest year (2024)	4-year average
NDA	NDA
22.5	20.3
21.8	20.1

Student Absence (latest year) Years Prep to 6



#### Student Absence Years 7 to 12

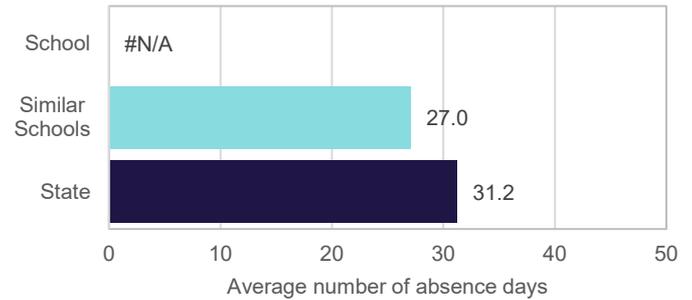
School average number of absence days:

Similar Schools average:

State average:

Latest year (2024)	4-year average
NDA	NDA
27.0	23.2
31.2	27.2

Student Absence (latest year) Years 7 to 12



### Attendance Rate (latest year)

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

Attendance Rate by year level (2024):

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

Attendance Rate by year level (2024):

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



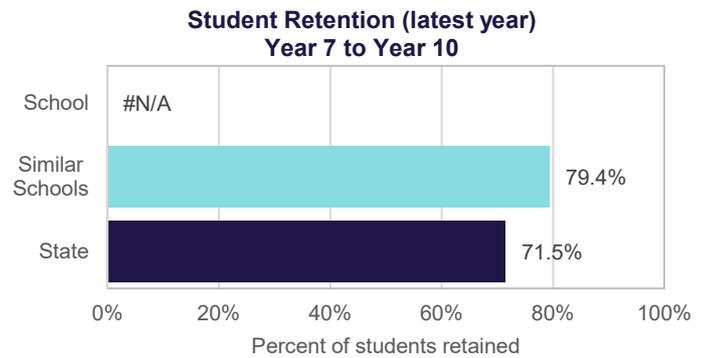
## ENGAGEMENT (continued)

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	79.4%	81.1%
State average:	71.5%	73.2%



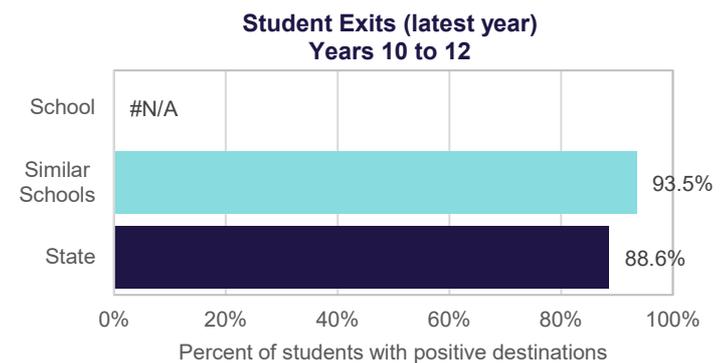
### Students exiting to further studies or full-time employment

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

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

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	93.5%	93.4%
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	\$45,960,153
Government Provided DET Grants	\$2,287,595
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$293,723
Locally Raised Funds	\$1,435,161
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$49,976,632</b>

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

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$47,885,513
Adjustments	\$0
Books & Publications	\$5,790
Camps/Excursions/Activities	\$138,275
Communication Costs	\$241,904
Consumables	\$258,460
Miscellaneous Expense <sup>3</sup>	\$130,735
Professional Development	\$74,190
Equipment/Maintenance/Hire	\$907,620
Property Services	\$130,169
Salaries & Allowances <sup>4</sup>	\$545,183
Support Services	\$614,851
Trading & Fundraising	\$4,972
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$7,061
Utilities	\$187,682
<b>Total Operating Expenditure</b>	<b>\$51,132,406</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,155,773)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,747,919
Official Account	\$212,382
Other Accounts	\$55,707
<b>Total Funds Available</b>	<b>\$4,016,008</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$541,149
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,041,600
School Based Programs	\$1,319,486
Beneficiary/Memorial Accounts	\$55,707
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$640,000
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$380,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,327,942</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

