

2024 Annual Report to the School Community

School Name: Narre Warren South P-12 College (8839)



- 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 12 May 2025 at 09:07 PM by Justine Smyth (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 12 May 2025 at 09:08 PM by Justine Smyth (Principal)

HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Narre Warren South P-12 College is a large, co-educational government school located in the South Eastern suburbs of Melbourne. The college offers a unique Prep to Year 12 learning environment, enabling a seamless and continuous education journey for students from early childhood through to their final years of secondary education. The current 2024 enrolment was 2,509 students were enrolled with 1224 female and 1285 male. 63% of students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. The Student Family Occupation [SFO] index is 0.6652.

The college operates on a single campus divided into three Sub Schools: Primary Prep–Year 6, Secondary Years 7–9 and Senior Secondary Years 10–12. Each sub-school is led by an Assistant Principal, with dedicated roles focusing on teaching and learning, wellbeing, inclusion, and intervention.

The college is known for its commitment to academic excellence, inclusion, and student wellbeing. It caters to a diverse student population, reflecting the multicultural nature of the local community. Narre Warren South P-12 College places strong emphasis on personalised learning, student voice and community engagement.

With dedicated and experienced staff, Narre Warren South P-12 College strives to empower every student to achieve their full potential in a safe, supportive and respectful environment. Narre Warren South P-12 College emphasises the development of young people into fulfilled and positive members and leaders within the community. The college fosters a harmonious environment by celebrating diversity, promoting high aspirations, and encouraging positive relationships.

All members of the school community are committed to enthusiastic engagement in student learning. Narre Warren South P-12 College is dedicated to upholding a core set of values, where Perseverance, Respect, Integrity, Dedicated Teamwork and Excellence (PRIDE) are an integral part of all interactions. Students, staff and parents all endeavour to build positive relationships using the PRIDE values. Narre Warren South P-12 College promotes and maintains our vision of "getting the best from and for our students"

Facilities at the college are modern and well-resourced, supporting a broad curriculum that includes academic, vocational, and co-curricular programs. The college also has a strong focus on developing global citizens through programs that foster leadership, social responsibility and cross-cultural understanding.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the Primary School continued its Structured Synthetic Phonics approach in Prep to Year 2, using data from DIBELS and Little Learners Love Literacy assessments to guide instruction. A complete overhaul of the Primary PLC process led to a whole-school focus on improving mathematical problem-solving.

NAPLAN results showed strong gains in:

- Year 3 Reading: 13% increase in students in the strong or exceeding bands.
- Year 5 Reading: 9% increase in students in the strong or exceeding bands.
- Year 3 Numeracy: 18% increase in students in the strong or exceeding bands.

To further support students in 2025, three Intervention Learning Specialists have been appointed to reduce the number of students in the “Needs Additional Support” and “Developing” NAPLAN bands.

Year 7 performance in 2024 was slightly below State and similar schools, with only 15% of students achieving high growth in Numeracy and 19% of students achieving high growth in Reading. However, targeted literacy interventions contributed to stronger Year 9 outcomes with:

- 24% of Year 9 students showing high growth in Reading. This is an 8% improvement from 2023 and equal with State and similar schools.

Numeracy remains an area of concern for the college, with Year 9 results falling 13% from 2023 and below State averages. Improving numeracy will be a key focus for 2025 Year 10 students to ensure readiness for VCE and VM pathways.

VCE English showed solid growth, with the median study score rising from 27 to 31.

- 61% of students scored 29 or higher.
- 11% achieved a study score of 37+, exceeding the state average of 13%.

Math-based VCE subjects continue to challenge students, with only 5% scoring above 37, which is 5% below similar schools.

VCE completion dropped to 90% (a 7% decline), but VM completion rose to 97% (up 3%).

Positive outcomes for our Senior Secondary include:

- An increase in students receiving an ATAR from 149 in 2023 to 160 in 2024.
- A consistently high percentage of students transitioning into further education, training, or employment

These outcomes reflect the impact of strengthened academic and wellbeing supports, including tutoring, in-class assistance, and emotional support for students navigating VCE demands and future planning.

Wellbeing

In 2024, the college expanded the Wellbeing team to include a second Speech Therapist and an Educational and Developmental Psychologist. We also commenced a partnership with Monash Health, which sees a Paediatrician and Paediatric Fellow attending onsite once per week. Our Paediatricians had 130 appointments booked across the year and were able to observe students in the classroom and yard to help inform diagnoses and suggested strategies and supports. The expansion of our Allied Health team and our partnership with Monash Health has supported our transition from PSD to DI and has enabled us to provide significant assessments and reports to support funding applications.

The Wellbeing Centre itself remained a busy space, with 580 students being supported on team member caseloads throughout the course of the year. All staff at the college undertook Professional Learning in the Berry Street Education Model designed to enhance staff capacity to support student wellbeing and trauma-informed practice in the classroom.

Engagement

Our Primary Sub School continues to foster an inclusive and respectful environment, with over 90% of students reporting that diversity is valued. With a rich mix of cultures across both Primary and Secondary Sub Schools, we aim to build on this success by promoting and celebrating diversity throughout the entire college.

Attendance remained a key challenge in 2024, particularly in Secondary, where over half of the students attended less than 80% of classes. This remains a significant concern as we commence the 2025 year and is a top priority. Our response will include a revised attendance policy with a tiered approach aligned with DET guidelines, alongside an expanded team of teachers and education support staff working closely with students and families. We also plan to acknowledge and celebrate the many students who consistently maintain high attendance.

There were slight improvements in student engagement, as reflected in the Student Attitudes to School Survey. Students reported feeling more connected to the college across both campuses, supporting ongoing staff efforts to create a caring and supportive environment where students are encouraged to thrive.

Over recent years, the college has explored different behaviour frameworks, including SWPBS in 2023 and Berry Street Education Model in 2024. Due to leadership changes and staff turnover, SWPBS has been inconsistently embedded across the college. In 2025, Whole school implementation of Berry Street Education Model will continue with an emphasis on calm and orderly learning environments. We will prioritise consistent implementation by investing in ongoing professional learning, providing necessary resources, and establishing structured, engaging learning environments. Through routine, consistency and curriculum engagement, we will aim to improve student motivation and attendance.

Other highlights from the school year

Camps across both Primary and Secondary continued to enrich the student experience in 2024. Year 7 students attended The Ranch in Boneo and Years 3-6 stayed at Campaspe Downs for an adventure camp, where The Leap of Faith and laser tag were favourite activities. Year 9 students also participated in the City Experience.

A small group of Year 5 students participated in our Network's High Ability Community of Practice, tackling the issue of local food insecurity. Their work included volunteering at a local pantry, collecting donations, and launching a new on-site community pantry in partnership with Foodbank to support families in need.

The College proudly hosted the annual Blue Ribbon Cup, drawing a strong turnout from Melbourne City players and Victoria Police and providing an exciting platform for our student athletes, especially those in the Soccer Academy.

Our school musical, 'More Than a Musical', was a resounding success, performing to over 700 attendees. Featuring students from Years 4-12, the production showcased their talent and commitment through months of rehearsals and performances.

Financial performance

Overall, the school remained in a sound financial position over the 2024 year. A well-planned annual income and expenditure budget has ensured the school's resources support the educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well-informed of the school's finances. Actual revenue and expenditure during 2024 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2024 year. Narre Warren South P-12 College is committed to continuing the provision of high quality, educational opportunities for all students

**For more detailed information regarding our school please visit our website at
<https://nwsc.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 2,509 students were enrolled at this school in 2024, 1224 female and 1285 male.

63 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: **High**

Parent Satisfaction Summary

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

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

Parent Satisfaction

Latest year
(2024)

School percentage endorsement:

75.4%

State average (P-12 schools):

69.2%

Parent Satisfaction (latest year)



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)

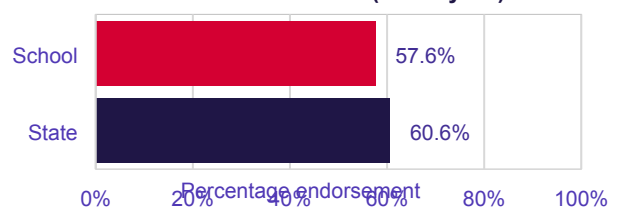
School percentage endorsement:

57.6%

State average (P-12 schools):

60.6%

School Climate (latest year)



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:

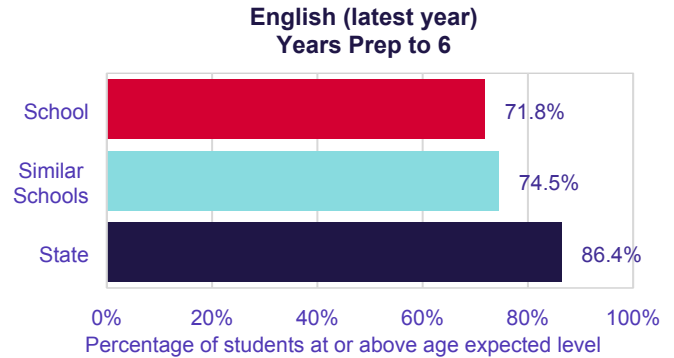
71.8%

Similar Schools average:

74.5%

State average:

86.4%



English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

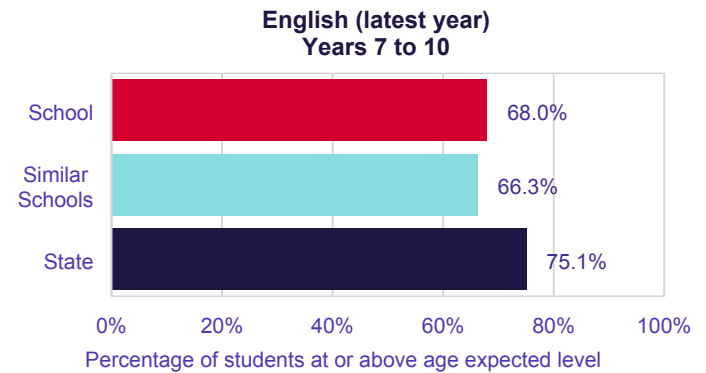
68.0%

Similar Schools average:

66.3%

State average:

75.1%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

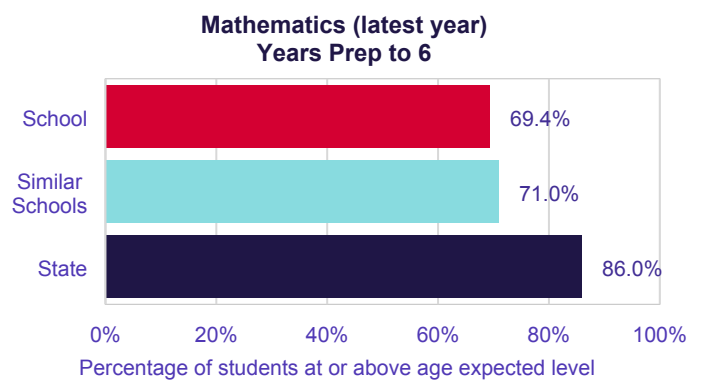
69.4%

Similar Schools average:

71.0%

State average:

86.0%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

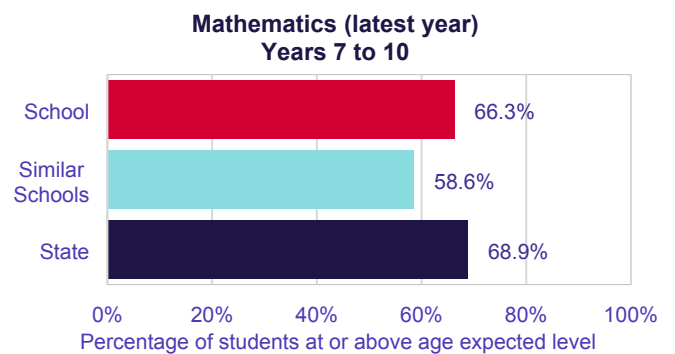
66.3%

Similar Schools average:

58.6%

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.

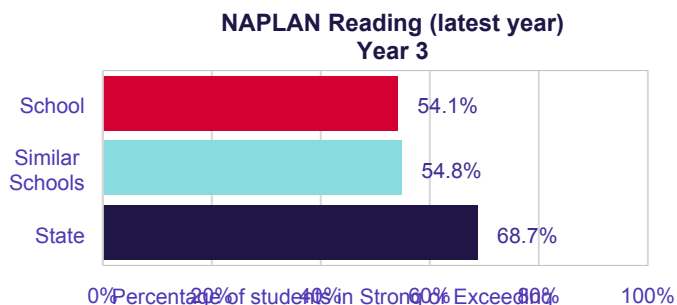
NAPLAN

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.

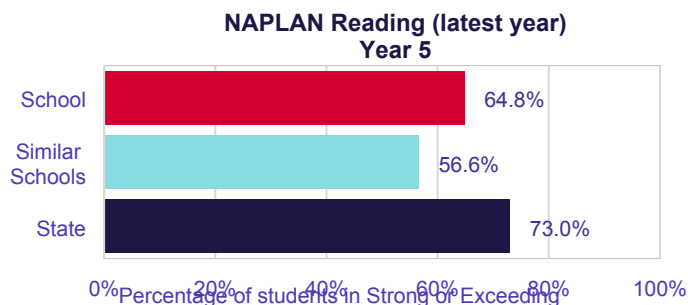
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.1%	47.4%
Similar Schools average:	54.8%	53.6%
State average:	68.7%	69.2%



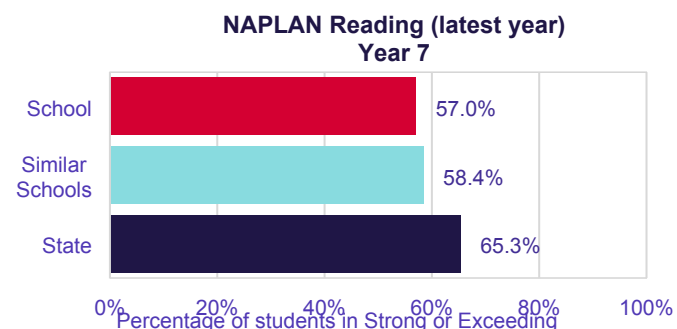
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.8%	60.4%
Similar Schools average:	56.6%	59.8%
State average:	73.0%	75.0%



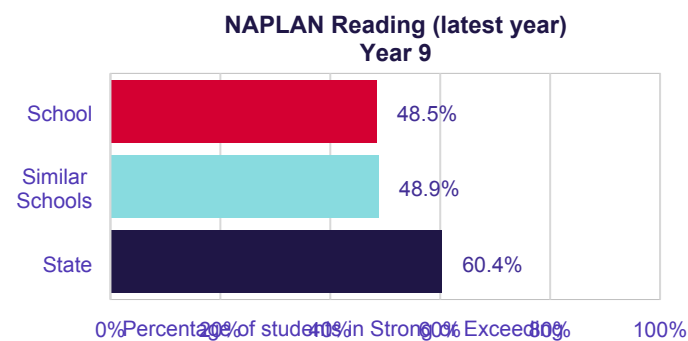
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.0%	57.5%
Similar Schools average:	58.4%	57.8%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.5%	48.3%
Similar Schools average:	48.9%	48.2%
State average:	60.4%	60.2%

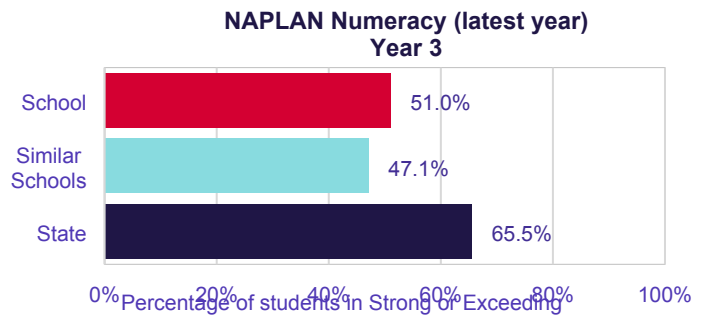


LEARNING (continued)

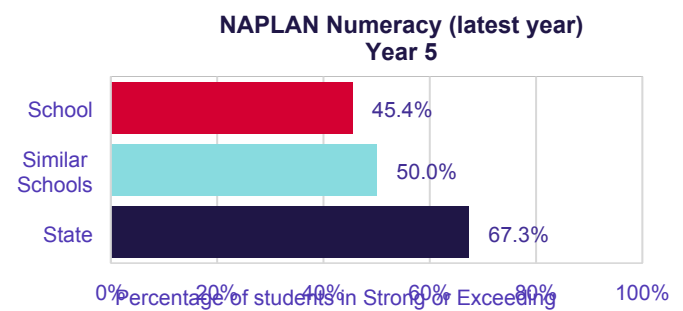
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

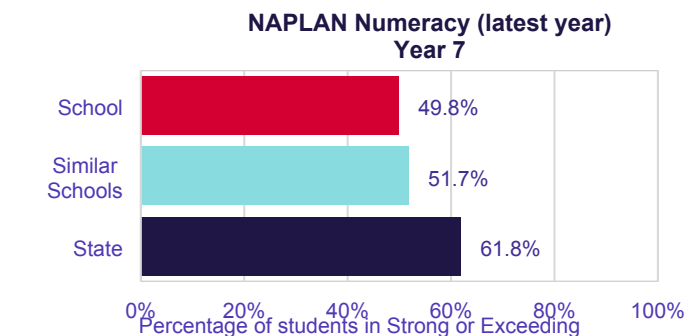
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.0%	42.3%
Similar Schools average:	47.1%	46.6%
State average:	65.5%	66.4%



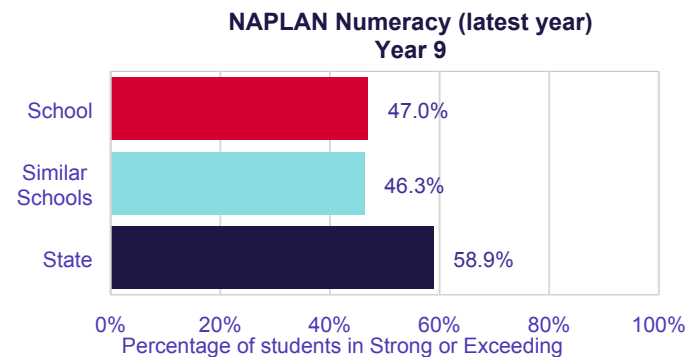
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.4%	45.4%
Similar Schools average:	50.0%	50.9%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.8%	51.1%
Similar Schools average:	51.7%	52.0%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.0%	52.0%
Similar Schools average:	46.3%	47.3%
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:

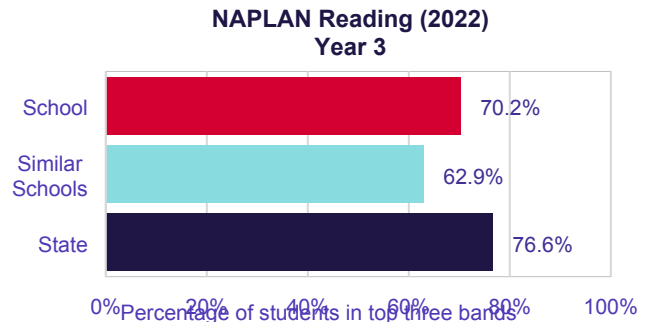
70.2%

Similar Schools average:

62.9%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

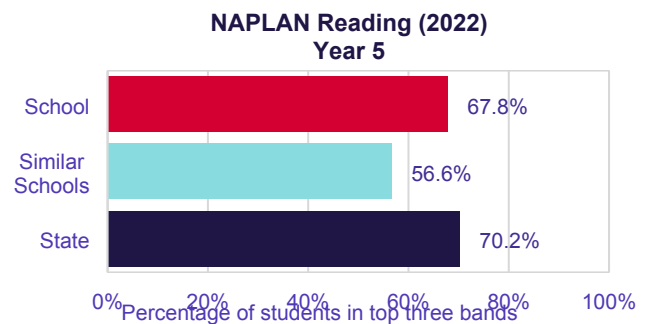
67.8%

Similar Schools average:

56.6%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

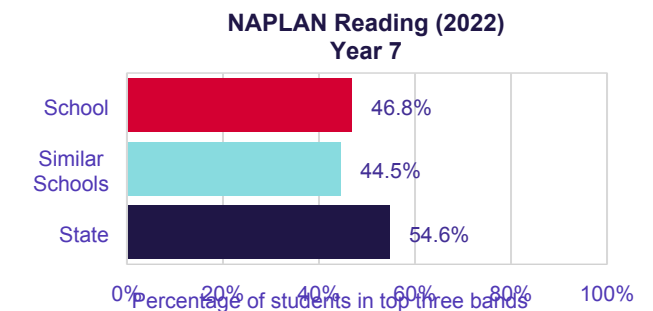
46.8%

Similar Schools average:

44.5%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

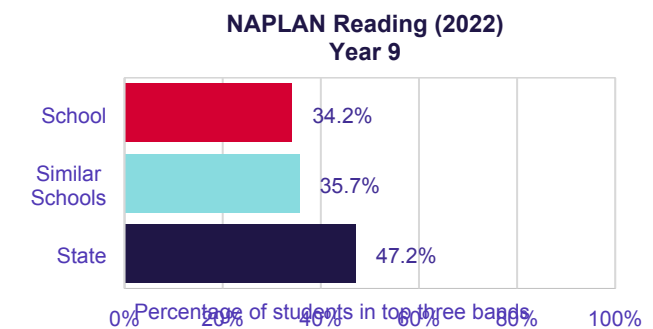
34.2%

Similar Schools average:

35.7%

State average:

47.2%



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

(2022)

School percentage of students in the top three bands:

44.6%

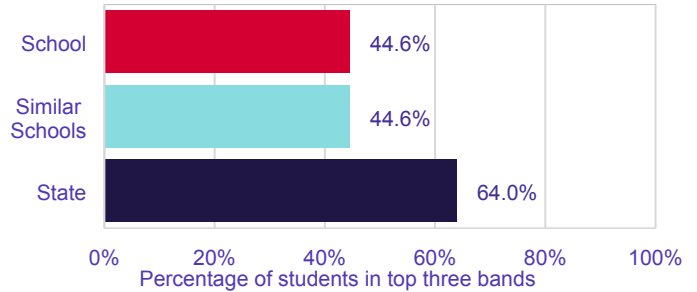
Similar Schools average:

44.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

46.1%

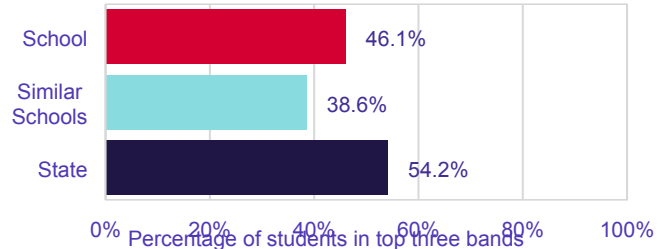
Similar Schools average:

38.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

48.0%

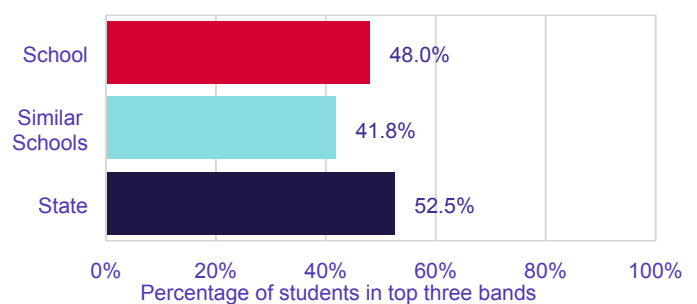
Similar Schools average:

41.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

41.2%

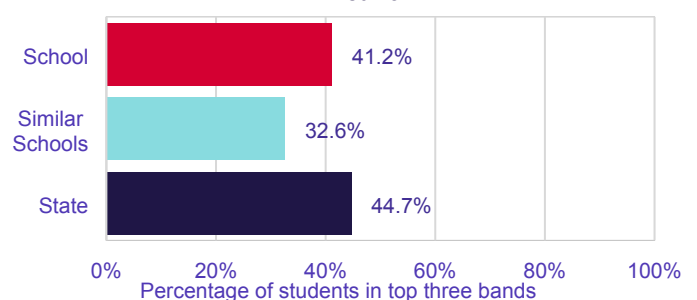
Similar Schools average:

32.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

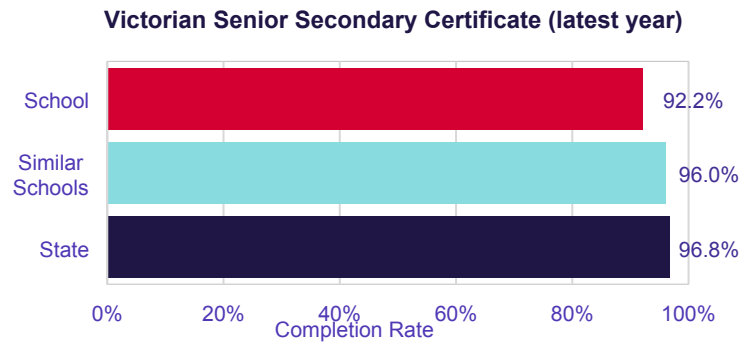
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	92.2%	94.7%
Similar Schools completion rate:	96.0%	96.1%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

27.0

Number of students awarded the VCE Vocational Major

89

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:

36%

Percentage VET units of competence satisfactorily completed in 2024:

91%

WELLBEING

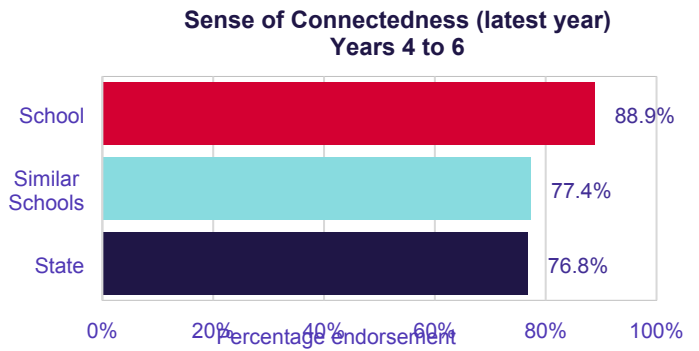
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

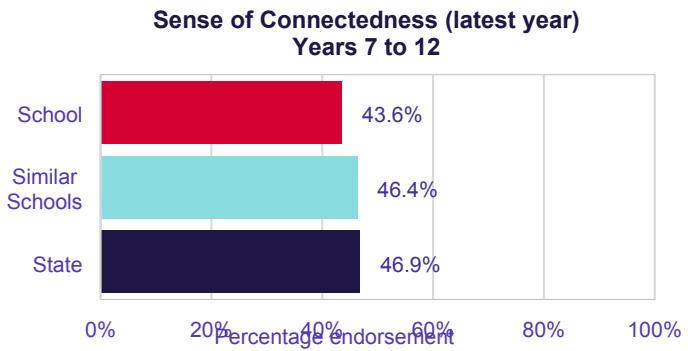
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	88.9%	94.5%
Similar Schools average:	77.4%	79.1%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	43.6%	53.4%
Similar Schools average:	46.4%	48.3%
State average:	46.9%	48.0%



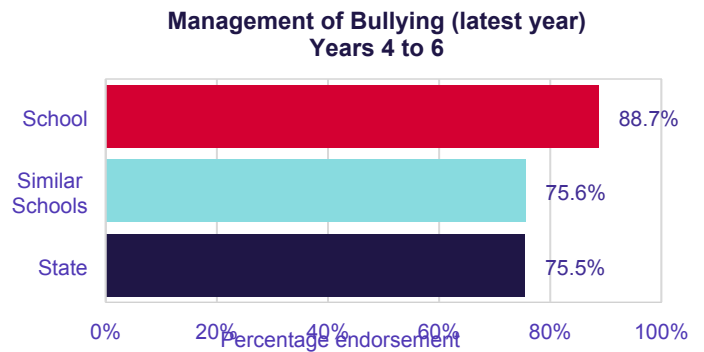
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

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

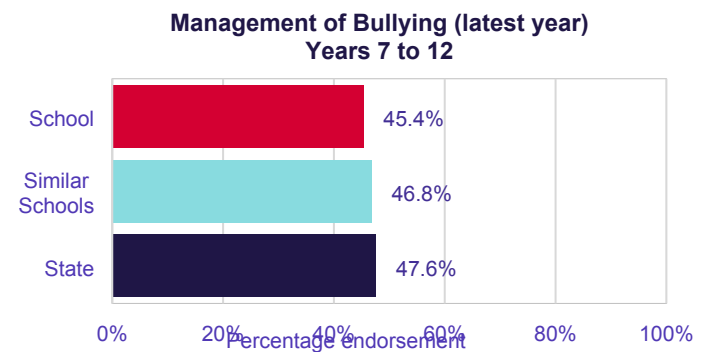
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	88.7%	94.5%
Similar Schools average:	75.6%	76.5%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	45.4%	53.3%
Similar Schools average:	46.8%	49.0%
State average:	47.6%	49.1%



ENGAGEMENT

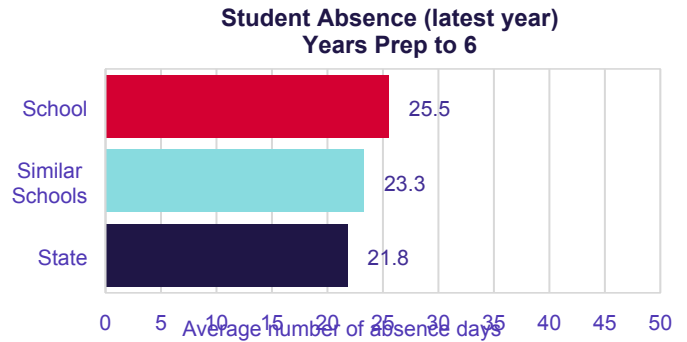
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

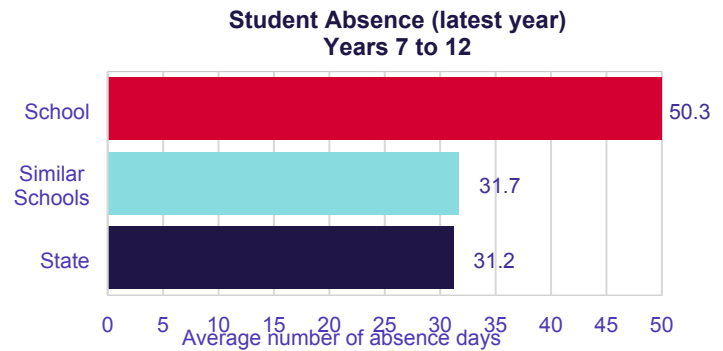
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	25.5	22.2
Similar Schools average:	23.3	22.8
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	50.3	28.6
Similar Schools average:	31.7	27.3
State average:	31.2	27.2



Attendance Rate (latest year)

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

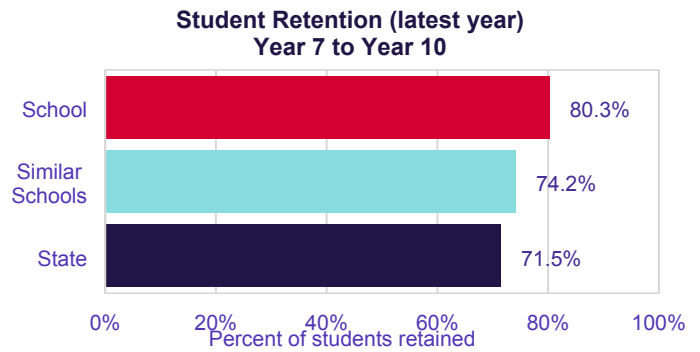
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	88%	88%	86%	88%	85%	87%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	80%	75%	70%	72%	75%	77%	

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:	80.3%	82.3%
Similar Schools average:	74.2%	75.7%
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:	93.9%	96.0%
Similar Schools average:	88.5%	90.2%
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	\$33,284,180
Government Provided DET Grants	\$8,445,201
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$364,738
Locally Raised Funds	\$411,498
Capital Grants	\$0
Total Operating Revenue	\$42,515,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,547,350
Equity (Catch Up)	\$128,466
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,675,816

Expenditure	Actual
Student Resource Package ²	\$32,808,592
Adjustments	\$0
Books & Publications	\$23,023
Camps/Excursions/Activities	\$464,928
Communication Costs	\$35,536
Consumables	\$1,039,273
Miscellaneous Expense ³	\$255,507
Professional Development	\$166,310
Equipment/Maintenance/Hire	\$1,163,754
Property Services	\$265,164
Salaries & Allowances ⁴	\$93,541
Support Services	\$4,210,502
Trading & Fundraising	\$26,333
Motor Vehicle Expenses	\$12,370
Travel & Subsistence	\$0
Utilities	\$251,034
Total Operating Expenditure	\$40,815,867
Net Operating Surplus/-Deficit	\$1,699,550
Asset Acquisitions	\$614,087

- (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	\$2,634,344
Official Account	\$135,876
Other Accounts	\$0
Total Funds Available	\$2,770,220

Financial Commitments	Actual
Operating Reserve	\$1,349,874
Other Recurrent Expenditure	\$8,771
Provision Accounts	\$0
Funds Received in Advance	\$77,772
School Based Programs	\$0
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	\$11,116
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	\$1,447,532

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.