

2024 Annual Report to the School Community

School Name: Bright P-12 College (0776)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2025 at 02:14 PM by Jean Olley (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 03 April 2025 at 10:53 AM by Jean Olley (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

Bright P-12 College is a thriving educational community, dedicated to placing equal importance on Wellbeing and Learning. These two areas are interconnected and reciprocal: success in teaching and learning leading to accomplishment enhances wellbeing, and a flourishing sense of wellbeing boosts achievement and mastery. Our Mission of excellence and equity through developing the learning and wellbeing of every student connects to the Framework for Improving Student Outcomes (FISO 2.0.) When integrated these elements build a positive environment through strong relationships that enables all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities.

Each student at our school possesses unique abilities, talents and aspirations and it is our responsibility and privilege to recognise and harness these abilities by providing a learning environment that fosters relationships, engagement and growth.

At the core of our educational philosophy are the values of Respect, Effort, and Collaboration. These principles guide our approach to learning and community engagement, ensuring that every member of our college feels valued and motivated to achieve their best.

Bright P-12 College proudly serves students from Prep to Year 12, with a dynamic and supportive structure that includes two mini schools: Primary (Prep to Year 6) and Secondary (Year 7 to 12). Each is led by a dedicated Assistant Principal and supported by a passionate team of staff. Our commitment to excellence is reflected in our role as a leading educational institution in the region.

Located in the centre of Bright, our college benefits from the town's affluence, rural charm, and remote tranquillity. Bright's appeal, with its natural beauty and lifestyle, attracts families from larger cities, contributing to a diverse and growing community.

Our dedicated staff, students, and the broader community are committed to inclusivity, ensuring that every family is supported and feels a part of our college family.

At Bright P-12 College we are preparing the next generation for their journeys ahead, grounded in our shared values and the unique opportunities that our beautiful location offers.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bright P-12 College: Instructional Model & Strategic Improvements

In 2022 Bright P-12 College developed a **comprehensive Instructional Model** that has guided our continuous improvement efforts from **2022 through to 2025**. This model is built around three

key priorities—**Relationships, Engagement, and Growth**—which were identified by staff as critical areas for development. These priorities have shaped our **Professional Learning Communities (PLCs), leadership-led professional learning during meetings, and pupil-free days**.

Through this dedicated work, our teams have developed several key supporting documents, including:

- **Success Criteria** for Relationships, Engagement, and Growth
- **Literacy Framework**
- **Lesson Structure Guide**
- **Peer Observation Framework**

In **2024**, a dedicated team of **primary and secondary teachers** collaborated to develop a **whole-school literacy plan**, incorporating professional learning from both external experts and Bright P-12 College staff. Additionally, staff engaged in a **PLC cycle on writing** to refine classroom strategies aimed at enhancing student outcomes.

Our commitment to numeracy improvement was further strengthened through the participation of **Primary leaders** in the **Leading Numeracy professional development program** at Bastow, leading to the successful implementation of **evidence-based strategies across P-6**.

These initiatives reflect our ongoing commitment to fostering high-quality teaching and learning practices that support the success of all students at Bright P-12 College.

In 2024, our **Teacher Judgements** of student achievement against the **Victorian Curriculum** in both Primary and Secondary indicated that our students are performing **above age-expected standards in English and Mathematics**. This achievement was further reflected in our **NAPLAN results for Years 3 to 9**, particularly in **Reading and Numeracy**.

These results highlight the impact of our collective efforts in **assessment literacy**, empowering staff to use assessment effectively to understand each student's position in their learning journey and guide their progress.

In 2024 our Victorian Senior Secondary completion rate improved from 2023 and our VCE Mean study score of 28.7 was impressive and evidence of our progress with teaching and learning.

Wellbeing

We have prioritised professional development for staff in mental health and trauma-informed practice to enhance their capacity to effectively support students' wellbeing. Strong relationships are being fostered through structured initiatives such as homegroups, camps, and external programs, including Mancave and Flourish, which contribute to a sense of belonging and engagement.

The use of Compass to document student profiles, combined with proactive involvement from Year Level Coordinators in student and parent engagement, has enabled a more individualised and responsive approach to student support. Additionally, we have strengthened our wellbeing framework by embedding mental health practitioners within the school and establishing clear referral processes to ensure timely and appropriate support for all students. To further build

students' resilience and emotional regulation, we are introducing *The Resilience Project* at the secondary level, equipping them with essential skills to navigate challenges effectively.

Our Student Attitude to School areas of Sense of Connectedness and Management of Bullying for Years 4 - 12 were below in Similar Schools and the State. This is an area for improvement for the College and will be a focus in 2025.

Engagement

In 2024, we embedded the **Relationships** component of our instructional model, reinforcing our **trauma-informed approach** to create a safe and calm learning environment. This approach has enabled us to prioritize student wellbeing while fostering meaningful connections that support both academic and personal growth.

Key Focus Areas:

- **Building Strong, Effective Relationships** – Staff are committed to establishing authentic connections with students to enhance engagement and learning outcomes.
- **Understanding Student Needs** – Staff have a deep awareness of both the **academic and wellbeing** needs of each learner.
- **Equipping Staff to Manage Behaviour** – Staff receive ongoing support and professional learning to develop effective behaviour management strategies.
- **Trauma-Informed Practices** – Staff are trained to recognize and respond to the impact of trauma on student learning and wellbeing.
- **Student Voice & Agency** – Students are encouraged and supported to express their perspectives and contribute to the school community.
- **Fostering Positive Peer Relationships** – Students are provided with tools and opportunities to build and sustain positive relationships.

While significant progress has been made, we recognise the need to **further strengthen staff capacity in behaviour management** and **enhance the role of the Student Representative Council (SRC)** to amplify student voice.

Student absences at Bright P-12 College remain **higher than those of Similar Schools and the State average** across **Prep to Year 12**. The primary reasons include **holidays, medical absences, and both approved and unapproved parent-choice absences**.

Historically, our absence rates have been influenced by the geographical location of our families and the flexibility some have to take holidays outside the designated school holiday periods.

In 2025, we will undertake a **closer review of our approach to managing student absences**, with a focus on strategies to **maintain student engagement and ensure continuity in learning** despite periods of absence.

Other highlights from the school year

2024 has been another very busy and successful year at Bright P-12 College. Our focus on wellbeing has enabled our staff to support the social, emotional, physical and academic needs of each student at our school. We have all benefitted from the results of our priority on wellbeing with students coming to school calm and motivated to learn each day. These benefits extend beyond the classroom and our very strong NAPLAN results are testament to the efforts our students and staff demonstrate at school.

Beyond the classroom, we have had a rewarding year, winning the **Outstanding School Achievement Award from Snow Australia for our Mount Hotham ski program** as well as taking home **two awards from the Victorian Schools Garden Program for our work on Sustainability**.

Our classrooms have been buzzing with excitement during several **University-led incursions**. Our students from Prep to Year 12 enjoyed **excursions and camps to Mount Buffalo, Harrietville, Melbourne, Geelong and Canberra**. Outdoor Education students explored the stunning rivers and mountains around the area on various expeditions. In 2024, **we welcomed students from Japan** and we are currently planning next year's student exchange to Germany. Our **music concerts and Student Showcase at the Bright Art Gallery** attracted over 1,000 visitors and our **Primary and Secondary Athletics Days** brought students together to cheer for their Houses and encourage each other to do their very best. Gala Day and the Fun Run were exciting highlights that brought the community together and our students have engaged in several fundraising drives across the year.

We are incredibly proud of our students and the commitment they have shown this year. I would like to take this opportunity to thank every parent, carer, staff member and member of our broader community for your incredible support during 2024.

2025 is shaping up to be another action-packed year, with many incursions, excursions and in-class extension activities planned to support our students with their academic, social and emotional growth. As we welcome new students into Prep and Year 7, we also bid a fond farewell to our Class of 2024 and wish them all the best with their future endeavours, knowing they are well supported by our Careers Team as they embark on the next exciting stage of their lives.

Financial performance

Our financial position remains strong with a total cash of \$1,693,539 in the two bank accounts at the end of 2024. However, during 2024 Bright P-12 College staffed the school to create an optimum learning environment with a strong emphasis on wellbeing support which created a deficit of \$714,335. During 2025 the finalised SRP credit deficit will be paid back to the Department of Education. This amount was budgeted for in the 2024 cash budget. The benefit to the students through this expenditure is evident in the learning outcomes visualised in this report and in the calm learning environments evident at Bright P-12 College.

During 2024 Bright P-12 College re-developed stage 1 of the Primary Playground project with the removal of bitumen and replacement with additional grassed and trees. Stage 2 of this project is expected to start in Term 4 of 2025.

The Bright P-12 College hired the Stadium during 2024 to various sporting groups and the Bright Food Co-op as well the Uniform shop hired a space in the 1876 building. Bright P-12 College developed a partnership with Their Care to provide OHSC services to Bright P-12 College families and surrounding primary schools.

The Bright FunRun is our biggest fundraising initiative raising significant funds for the College, along with smaller Parents and Friends fundraising events.

The 57,839 dollars received through our Student Resource Package (SRP) was used to provide specific and generalised wellbeing and learning support for students identified as needing extra support.

**For more detailed information regarding our school please visit our website at
<http://www.brightp12.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 483 students were enrolled at this school in 2024, 233 female and 249 male.

5 percent of students had English as an additional language and 1 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**

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

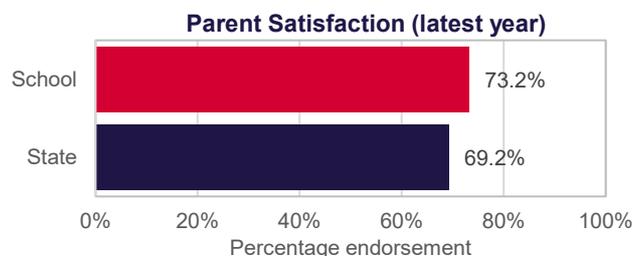
Latest year
(2024)

School percentage endorsement:

73.2%

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

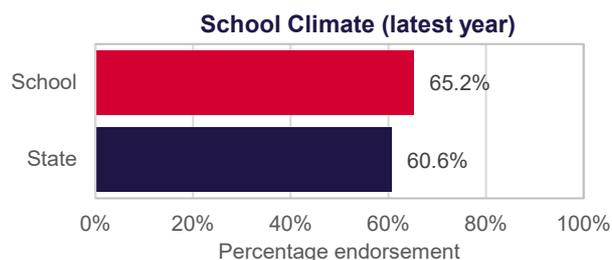
Latest year
(2024)

School percentage endorsement:

65.2%

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:

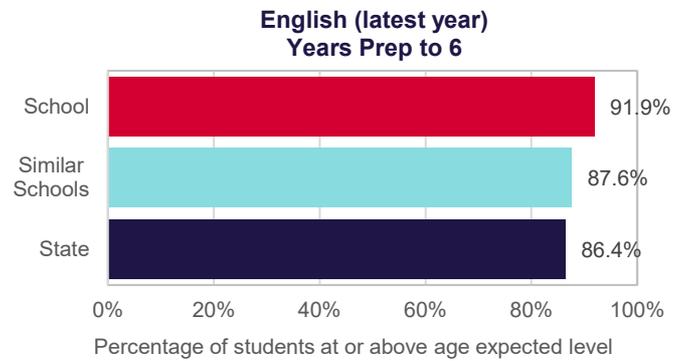
91.9%

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:

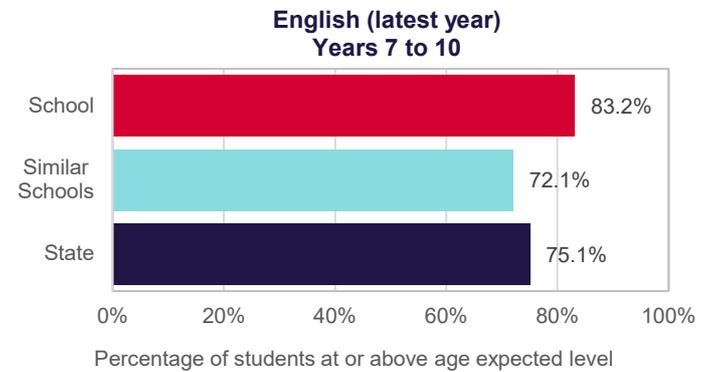
83.2%

Similar Schools average:

72.1%

State average:

75.1%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

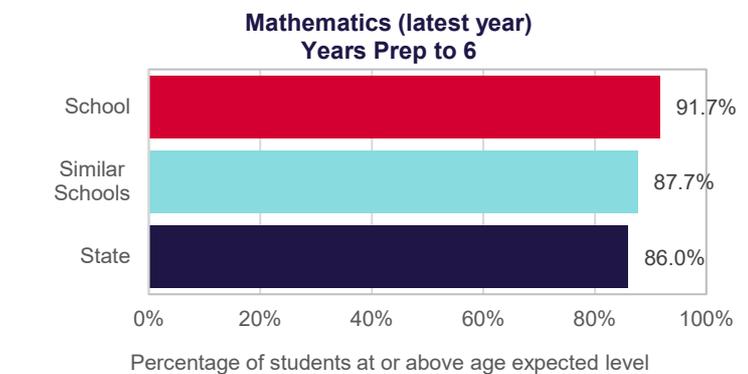
91.7%

Similar Schools average:

87.7%

State average:

86.0%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

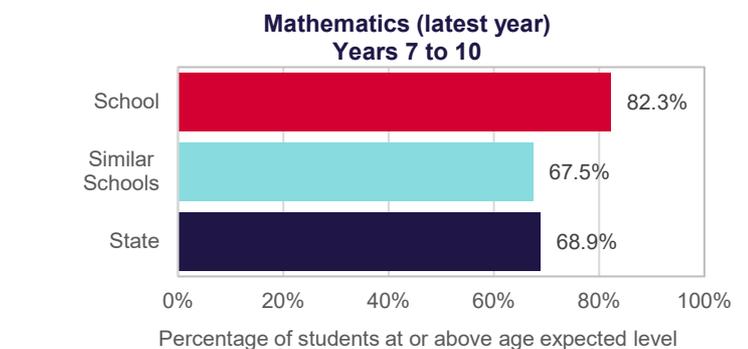
82.3%

Similar Schools average:

67.5%

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.

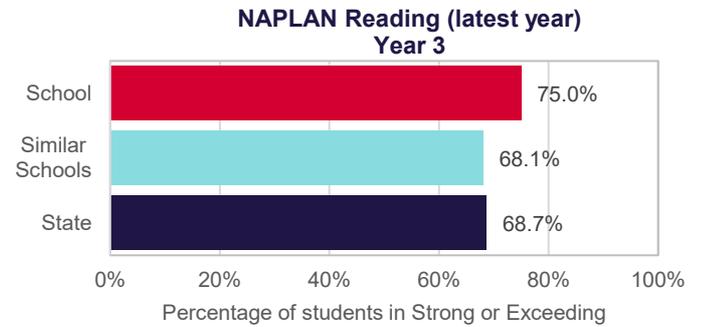
NAPLAN

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.

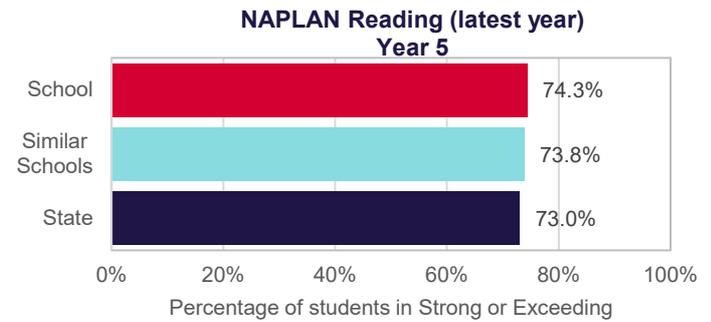
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	70.7%
Similar Schools average:	68.1%	68.9%
State average:	68.7%	69.2%



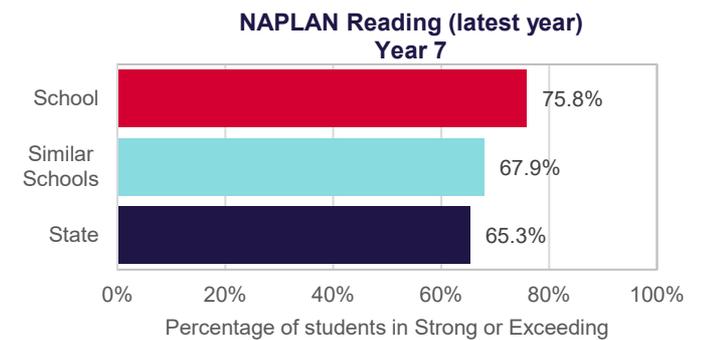
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.3%	81.6%
Similar Schools average:	73.8%	76.9%
State average:	73.0%	75.0%



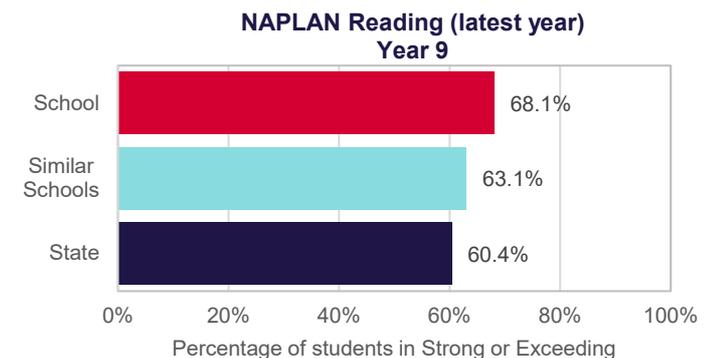
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.8%	76.5%
Similar Schools average:	67.9%	67.1%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.1%	72.5%
Similar Schools average:	63.1%	62.7%
State average:	60.4%	60.2%

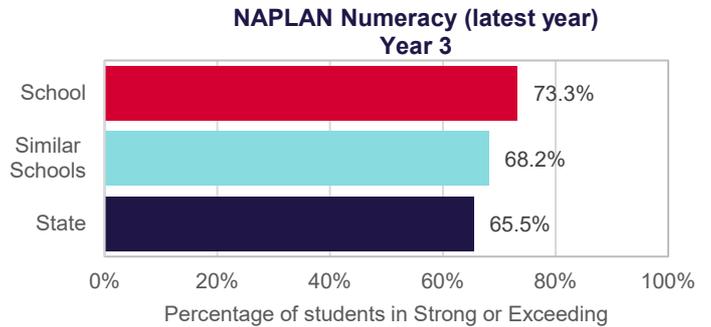


LEARNING (continued)

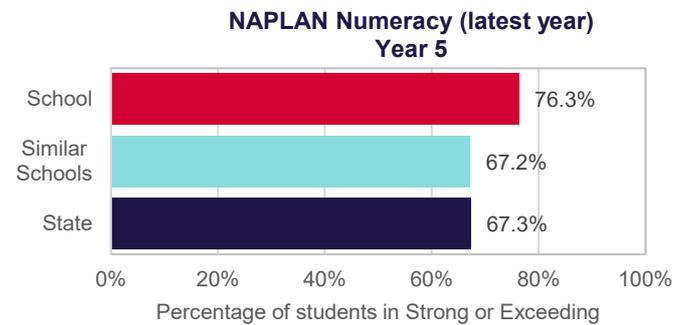
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

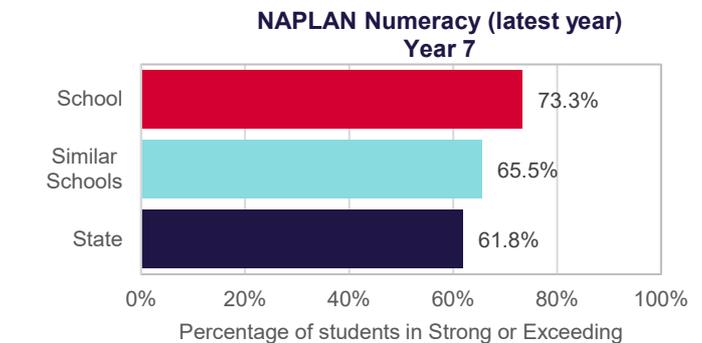
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	73.3%
Similar Schools average:	68.2%	68.9%
State average:	65.5%	66.4%



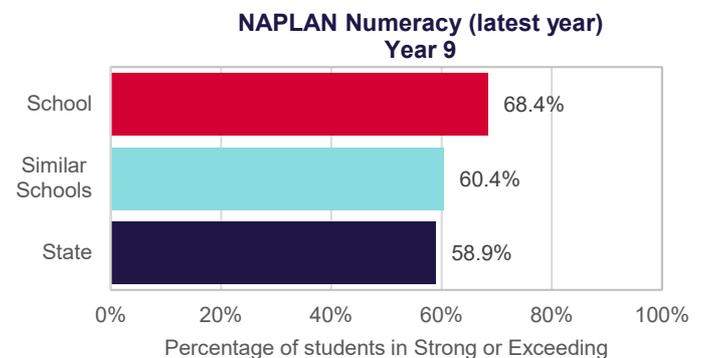
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.3%	72.2%
Similar Schools average:	67.2%	67.3%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.3%	70.9%
Similar Schools average:	65.5%	63.7%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.4%	64.8%
Similar Schools average:	60.4%	61.2%
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:

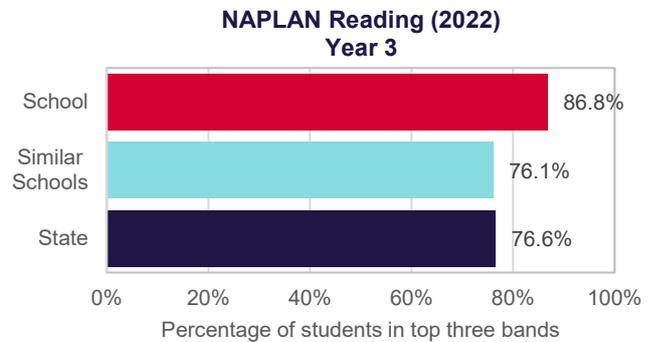
86.8%

Similar Schools average:

76.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

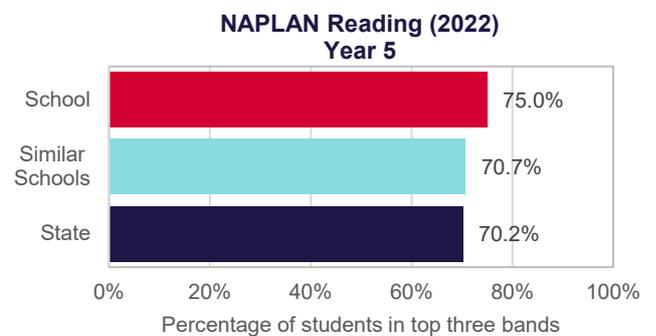
75.0%

Similar Schools average:

70.7%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

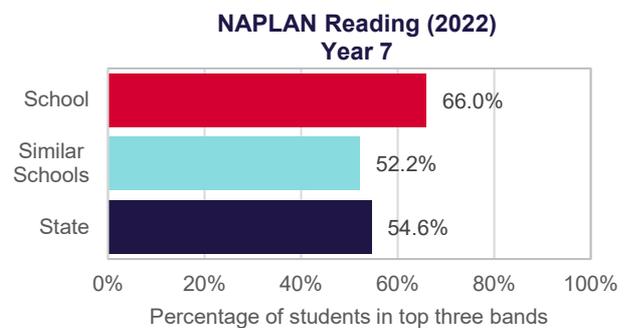
66.0%

Similar Schools average:

52.2%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

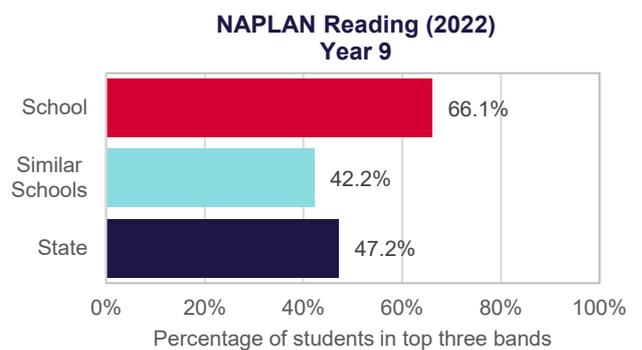
66.1%

Similar Schools average:

42.2%

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:

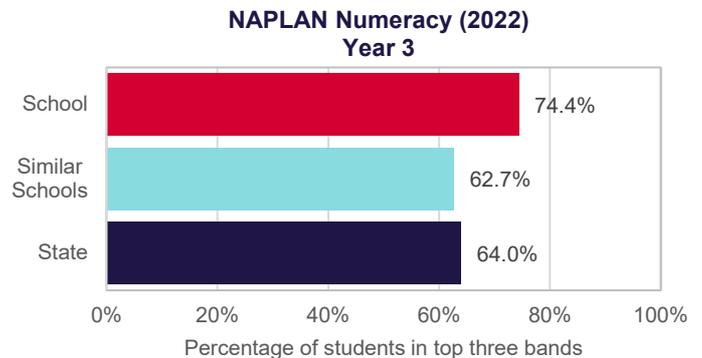
74.4%

Similar Schools average:

62.7%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

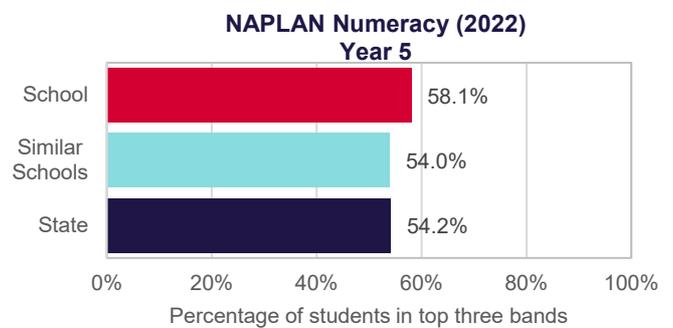
58.1%

Similar Schools average:

54.0%

State average:

54.2%



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

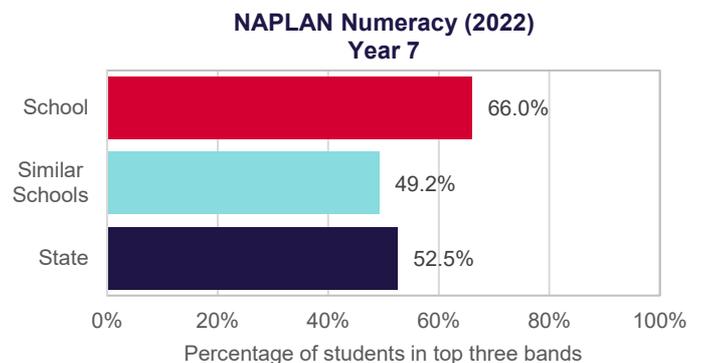
66.0%

Similar Schools average:

49.2%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

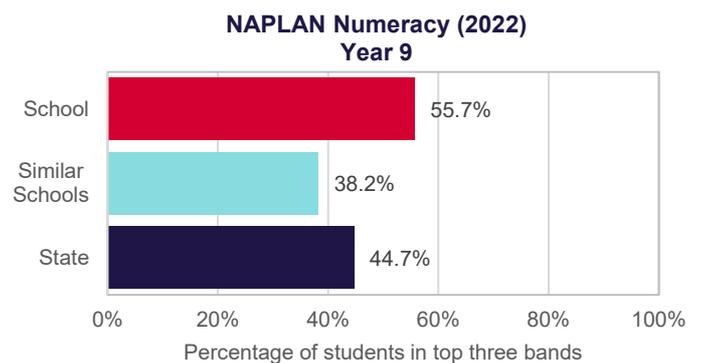
55.7%

Similar Schools average:

38.2%

State average:

44.7%



LEARNING (continued)

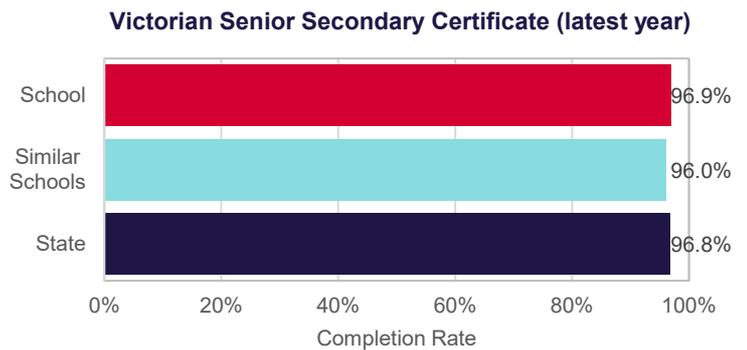
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	96.9%	97.0%
Similar Schools completion rate:	96.0%	97.2%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

28.7

Number of students awarded the VCE Vocational Major

4

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:

38%

Percentage VET units of competence satisfactorily completed in 2024:

100%



WELLBEING

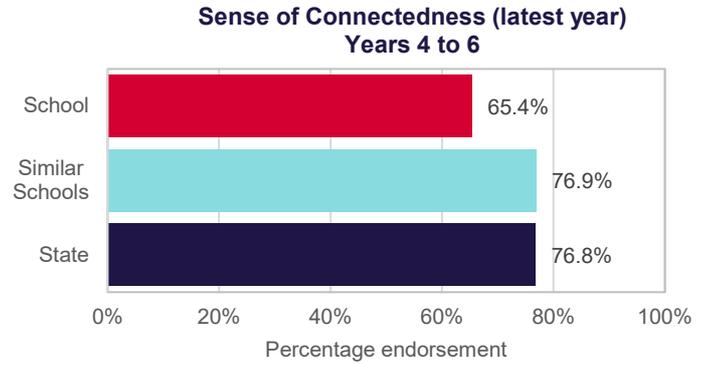
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

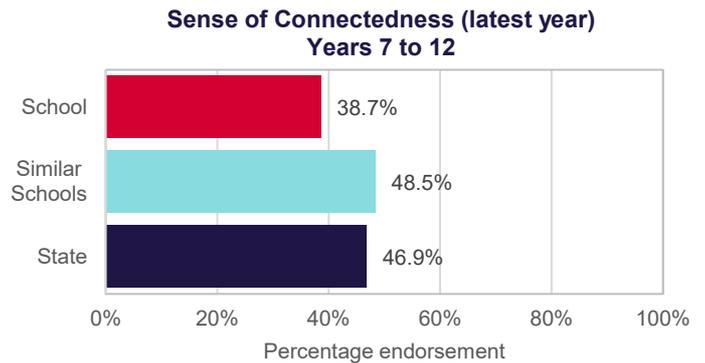
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	65.4%	70.1%
Similar Schools average:	76.9%	76.8%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	38.7%	42.7%
Similar Schools average:	48.5%	49.1%
State average:	46.9%	48.0%



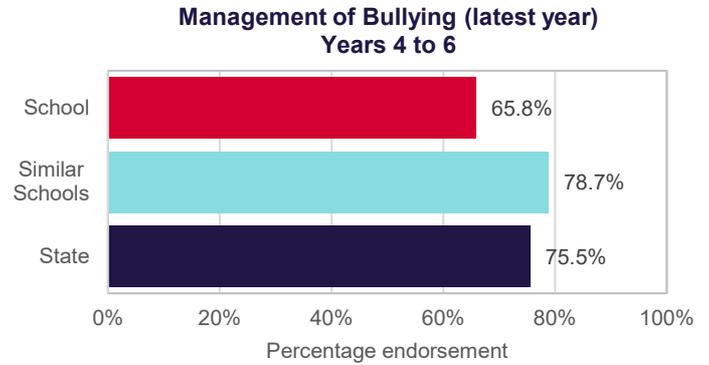
WELLBEING (continued)

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).

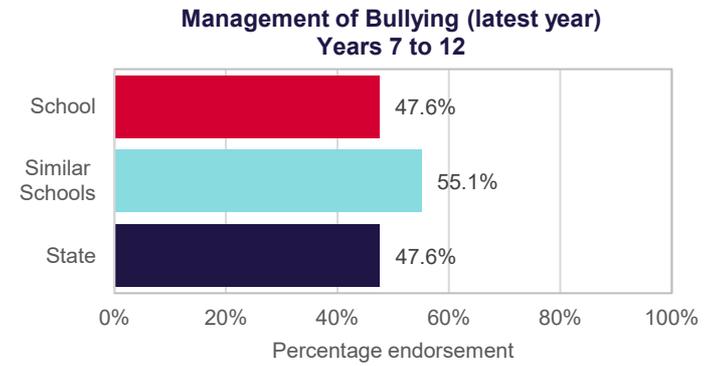
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	65.8%	69.4%
Similar Schools average:	78.7%	78.8%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	47.6%	47.8%
Similar Schools average:	55.1%	54.8%
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.

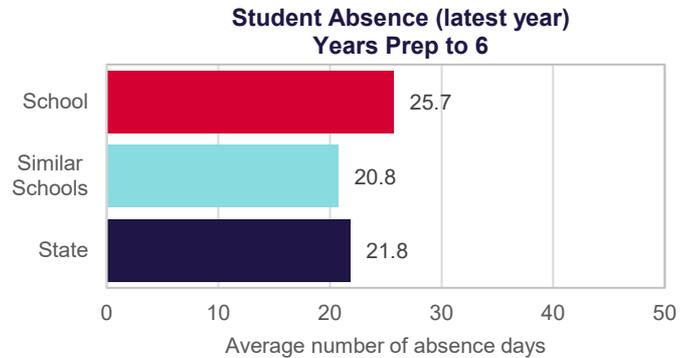
Student Absence Years Prep to 6

School average number of absence days:

Similar Schools average:

State average:

Latest year (2024)	4-year average
25.7	21.8
20.8	19.6
21.8	20.1



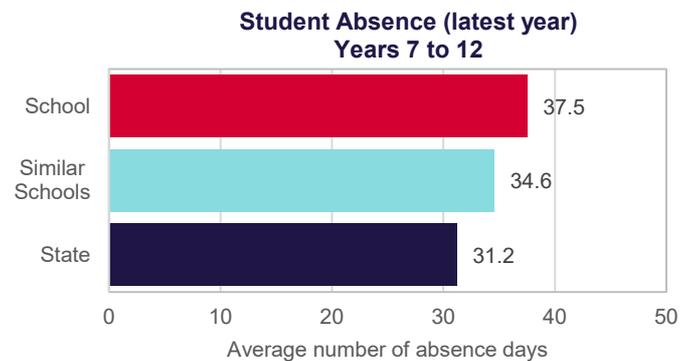
Student Absence Years 7 to 12

School average number of absence days:

Similar Schools average:

State average:

Latest year (2024)	4-year average
37.5	32.9
34.6	30.2
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):	89%	89%	87%	89%	88%	85%	85%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	81%	84%	76%	79%	84%	84%

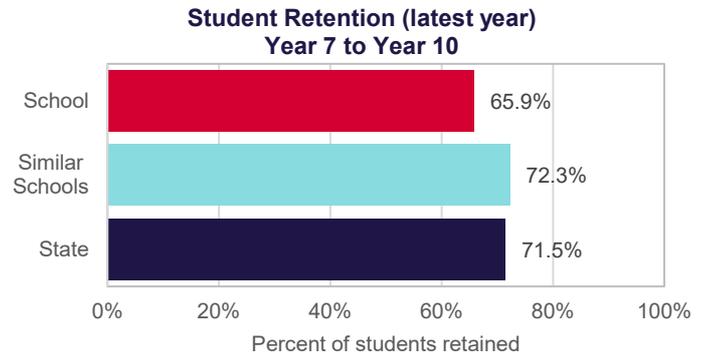


ENGAGEMENT (continued)

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:	65.9%	69.1%
Similar Schools average:	72.3%	72.7%
State average:	71.5%	73.2%

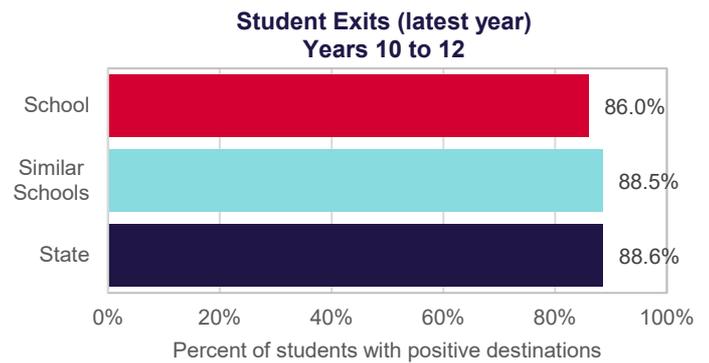


Students exiting to further studies or full-time employment

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:	86.0%	84.9%
Similar Schools average:	88.5%	89.0%
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	\$6,774,161
Government Provided DET Grants	\$1,071,285
Government Grants Commonwealth	\$643
Government Grants State	\$6,604
Revenue Other	\$102,616
Locally Raised Funds	\$566,130
Capital Grants	\$0
Total Operating Revenue	\$8,521,439

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,700
Equity (Catch Up)	\$5,139
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$57,839

Expenditure	Actual
Student Resource Package ²	\$7,398,146
Adjustments	\$0
Books & Publications	\$8,799
Camps/Excursions/Activities	\$315,662
Communication Costs	\$5,694
Consumables	\$215,910
Miscellaneous Expense ³	\$42,072
Professional Development	\$22,468
Equipment/Maintenance/Hire	\$89,600
Property Services	\$198,845
Salaries & Allowances ⁴	\$583,788
Support Services	\$121,313
Trading & Fundraising	\$153,136
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$80,341
Total Operating Expenditure	\$9,235,774
Net Operating Surplus/-Deficit	(\$714,335)
Asset Acquisitions	\$35,469

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



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,577,902
Official Account	\$115,637
Other Accounts	\$0
Total Funds Available	\$1,693,539

Financial Commitments	Actual
Operating Reserve	\$310,794
Other Recurrent Expenditure	\$1,915
Provision Accounts	\$0
Funds Received in Advance	\$15,485
School Based Programs	\$547,096
Beneficiary/Memorial Accounts	\$800
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$536,333
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$304,854
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,737,278

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.

