2024 Annual Report to the School Community

School Name: Torquay P-6 College (3368)

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

Attested on 30 April 2025 at 06:50 PM by Louise Kahle (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 30 April 2025 at 06:50 PM by Louise Kahle (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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- 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

Torquay College is committed to fostering an inclusive and high-performing learning environment where every student has the opportunity to thrive academically, socially, and emotionally. The school aims to improve leadership structures, enhance teaching practices, and embed a student-centred approach to learning.

Some significant highlights for the the 2024 year include:

- increased outcomes in the student Attitudes to School Survey (AtoSS), including connectedness to school, advocacy and an increase in positive responses to student voice and agency.

- increased outcomes is the School Staff Survey (SSS), including collective efficacy, trust in colleagues, instructional leadership and school climate.

- increased outcomes in the Parent Opinion Survey, including student connectedness, school pride and confidence and school communication.

Our values of Respect, Doing Your Best, and Friendship form the foundation of our community and guide all decisions, actions, and interactions. We believe that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. Respect: We believe in treating others with kindness, empathy, and fairness. By valuing and appreciating the differences in our community, we create a safe and welcoming space for all. Respect is reflected in how we listen to others, honour their ideas, and celebrate diversity. Doing Your Best: We strive for excellence in all aspects of our school life. Whether in academics, extracurricular activities, or personal growth, we are committed to giving our best effort, maintaining a growth mindset, and continuously improving. We encourage resilience and perseverance, knowing that every effort counts towards our success.
Friendship: Building strong, supportive relationships is at the heart of our community. We promote inclusivity and encourage positive interactions that foster a sense of belonging. Through friendship, we create a collaborative and caring environment where everyone feels valued and supported.

In 2024, we had 687 student enrolled at Torquay College.
School Structure:
Foundation - 4 classes
Year 1 - 3 classes
Year 2 - 4 classes
Year 3 - 4 classes
Year 4 - 5 classes
Year 5 - 5 classes
Year 6 - 5 classes
The school student family education index (SFOE) was 0.1755. 116 were identified as needed support through the Nationally Consistent Collection of Data (NCCD), and 25 students received Tier 3 funding. In 2024, there were 7 Aboriginal and Torres Straight Islanders students enrolled at Torquay College.
The staffing profile was made up of: 1 x Principal, 2 x Assistant Principals, 2 x Learning Specialist, 38 x Teachers, 13 x Education Support Staff and 1 x Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the school made notable progress in achieving the goals outlined in its Annual Implementation Plan (AIP). The successful completion of most of the planned initiatives reflected the school's commitment to improving overall student performance and teaching practices.

The School Performance Report indicated a Medium level of achievement with a Medium change level, which means that while progress had been made, there was still room for further growth and improvement. This could be interpreted as a steady but not yet transformative shift in student learning outcomes and instructional quality. The school implemented a range of strategies to support all students, focusing on both those who needed additional assistance (scaffolding) and those who had excelled and needed more challenges to further their learning. One of the key areas of focus was numeracy, where differentiated strategies were used to meet the diverse needs of students.

As a result, students developed deeper knowledge, skills, and dispositions in literacy and numeracy, meaning that they were not only learning academic content but also improving their approach to learning itself. This likely involved fostering critical thinking, problem-solving, and persistence in academic challenges. Teachers also experienced growth in their instructional practices, increasing their confidence and ability to adapt their teaching to meet the varying needs of their students. The training and professional development initiatives seemed to support this improvement, with teachers enhancing their understanding of evidence-based practices that better cater to the diverse learning needs of their students.

The analysis of school data further highlighted the success of targeted strategies. In particular, the School Staff Survey revealed significant improvements in staff alignment and confidence. There was a noticeable reduction in neutral responses, which is a positive sign as it indicates a growing sense of agreement and commitment to the school's goals. In particular, there was greater strength in the domains of collective efficacy, academic emphasis, and instructional leadership. This suggests that teachers were increasingly working together as a cohesive team, emphasising academic excellence, and feeling supported by strong leadership.

The results of the NAPLAN assessments provide more specific evidence of the school's progress. For students in Year 3 to Year 5, there was a 17.1% increase in the percentage of students showing High or Medium relative growth. This was a significant improvement, especially when compared to similar schools, signaling that the school's efforts were yielding positive results. However, in Numeracy, the situation was more mixed. Although there was an improvement in student growth in literacy, numeracy saw a decrease of almost 10% in the percentage of students showing High or Medium relative growth. This decline, especially when compared to similar schools, indicates that while the school was making progress in many areas, there was still a need to focus more on improving numeracy outcomes.

In conclusion, while there were clear signs of success in the implementation of the school's strategies—especially in literacy and overall student growth—the results highlight the need for further attention and tailored strategies in numeracy. The data suggests that by refining and

intensifying efforts in numeracy instruction, particularly to address the observed dip in NAPLAN results, the school can continue to improve its performance and better support the diverse needs of all students.

Wellbeing

In 2024, wellbeing remained a central priority for Torquay College, reflecting the school's ongoing commitment to addressing the health and wellbeing of its entire school community—students, staff, and parents/carers. The school faced significant challenges, especially in the aftermath of the disruptions caused by the pandemic, which impacted mental health and overall wellbeing for many individuals. This, in addition to some changes in leadership impacted on the overall wellbeing of both staff and students, however many processes were implemented to ensure the needs of staff and students were met including a supportive environment, dedication to wellbeing programs, including the student engagement and wellbeing team, and consultation through a range of channels including parent information sessions, the consultative committee and staff meetings.

The Student Engagement and Wellbeing (SEW) team played a crucial role in driving the school's wellbeing initiatives. This team worked closely to implement key actions from the Annual Implementation Plan (AIP) to ensure that resources were mobilized effectively to address the wellbeing and mental health needs of students, particularly those who were most vulnerable. The SEW team focused on data collection to identify when specific supports were necessary, as well as understanding the nature of those needs. This data-driven approach allowed the team to tailor interventions to individual students or small groups, ensuring that support was both timely and targeted.

The school community made significant progress in strengthening its connections, fostering a culture of mutual trust and collaboration. This was crucial in creating an environment where students felt supported not only academically but also emotionally and socially. A key part of this effort was the redevelopment of the School-Wide Positive Behaviour Support (SWPBS) expectations, which helped to enhance classroom practices and create more consistent and supportive environments for students. By clearly defining behavioral expectations, the school was able to provide structure and stability, which contributed to improved student wellbeing.

The focus on creating calm and orderly classrooms was an important strategy in supporting positive student outcomes. The school's approach, which emphasised Positive Classroom Management Strategies, will be further developed and implemented in 2025. This approach aims to create classrooms that are not only orderly but also nurturing, where students feel safe, respected, and valued. These strategies are key to reducing classroom disruptions and promoting an environment conducive to both learning and emotional growth.

The School Performance Report reflected significant improvements across a variety of wellbeing and engagement metrics. Notably, a highlight was the increase in positive endorsement from students in the Attitudes to School Survey, particularly in the area of Managing Bullying, which saw a 12.5% increase in positive responses—this was 10% above the average for similar schools. This was an important outcome, indicating that students felt the school was taking effective steps to address bullying and ensure a safe environment.

In addition to bullying management, there were notable increases in positive student feedback across other key areas, such as emotional awareness and regulation, school connectedness, stimulated learning, and student voice and agency. These areas are deeply interconnected with

wellbeing, as students who feel connected to their school, emotionally aware, and engaged in their learning are more likely to thrive academically and socially. The focus on student voice and agency is particularly important, as it empowers students to take ownership of their learning and contributes to their sense of belonging and self-worth.

The school made significant strides in addressing the wellbeing of students and staff in 2024, fostering an environment that prioritises mental health, emotional growth, and positive relationships. While there is still work to be done, especially in terms of refining classroom management strategies and continuing to build on the positive aspects of the school culture, the progress made is commendable. The positive results in the Attitudes to School Survey and the improvements in areas like emotional regulation and school connectedness show that the school's targeted efforts in wellbeing are making a tangible impact on students' overall development and engagement. The continued focus on building a culture of trust and collaboration within the school community will be essential for sustaining and furthering this progress in the coming years.

Engagement

In 2024, the School Leadership and SEW Team continued to focus on attendance as an area of concern, particularly in light of a 1.8% drop in attendance rates, which now sit 2% below similar schools. To better understand and address the causes of absenteeism across the college, each team utilised data from departmental resources and the school-based platform Compass. This allowed for a detailed analysis of the different types of absences recorded. Acknowledging that family holidays accounted for a portion of the absence data, we noted an ongoing trend since the COVID lockdowns, where families increasingly take holidays during school time. While students remain engaged in learning while away, this practice still negatively impacts our attendance data. Another significant factor identified was unapproved parent-choice absences. The SEW team used this data to identify priority students who were at risk of exceeding the threshold of 10 or more days absent. For those students, we reached out to parents and carers to offer support and explore ways to help students re-engage in school.

Key school personnel continued to provide targeted support to improve attendance:

- Mental Health and Wellbeing Leader: Collaborated with all staff to enhance understanding of positive mental health strategies in the classroom and led re-engagement programs for students across P-6.

- Student Engagement Leader: Continued to offer Tier 2 support for students in need.

- Inclusion Leader: Worked with teaching and ES staff to ensure that students' academic, social, and emotional learning needs were met through appropriate adjustments to learning programs.

Additionally, the school refined its student attendance policy and developed a guide encouraging staff to proactively connect with families when students begin experiencing ongoing chronic absenteeism. This initiative, aimed at early intervention, will be reviewed at the end of Semester 1, 2024.

Our attendance data for 2024 revealed the following:

- Across Prep – Year 6, the average number of days absent per student increased to 22.5, a figure still significantly higher than similar schools and the state average.

- Attendance rates in Prep – Year 3 remained strong, with 90% or higher attendance throughout 2023. However, in Years 4-6, attendance rates dropped slightly below 90%, reflecting the overall decline in attendance.

In summary, the school made steady progress in supporting students with high absenteeism. Through ongoing trial programs and data-driven inquiry cycles, we aim to embed further improvements in 2024.

Next Steps for 2024:

- Strengthen the connection between the school and the community.
- Redevelop SWPBS expectations and further strengthen classroom practices.

Other highlights from the school year

At Torquay College, students have a rich array of opportunities for personal growth and engagement through various activities. These include:

- School Camps and Excursions: Students from different year levels participated in memorable camps, such as the Grade 6 Camp at Howqua, Grade 5 Camp at Kangaroobie, Grade 4 Camp at Wilken, and Grade 3 Camp at YMCA. Additionally, numerous excursions were organised, connecting students directly to the curriculum and fostering deeper engagement with their learning.
- School Productions: The school's cultural activities were highlighted by the production of *Back to the Future*, showcasing the creativity and talents of students.
- Whole School Events and Celebrations: The annual Creations Fair in November was a significant event that brought the school community together, celebrating student achievements and fostering school spirit.
- Sporting Achievements: Torquay College had strong representation in competitive sports, with students competing at divisional, regional, and state levels, demonstrating their athletic dedication.
- Links with Kindergartens: The college maintained strong relationships with local kindergartens by providing tours and visits, helping to ease the transition for younger children moving into school life.

Overall, Torquay College continues to offer a well-rounded educational experience that blends academic learning with extracurricular engagement, community involvement, and environmental consciousness.

Financial performance

The Financial Performance and Position report shows an end-of-year deficit of $101,355. This managed deficit is offset by OSHC revenue, leaving the school in a very stable position entering 2025. All equity and Tier Two funding were used to support Tier Two programs. Profits generated

from our OSHC program helped counteract the deficit, while also ensuring that we could maintain additional programs such as the Stephanie Alexander Kitchen Garden Program and the Torquay College Environmental Centre. These two programs have deep historical roots within the community and offer our students a unique and engaging way to learn subject matter based on discipline.

With enrolments in decline, careful consideration was given to staffing, school class structure, and size for 2025 to ensure the school does not enter an unmanaged deficit. Community consultation significantly impacted the structures for 2025, listening to school community feedback, the school determined new structures that would result in an increased deficit for 2025, however new Tier 3 funding and some staffing adjustments has indicated that this deficit will be significantly managed by the offset of OSHC revenue and maintenance budgets. New Tier 3 funding for 2025 will determine the extent of this deficit. All PSD and Tier 3 funding received has been allocated to the continued employment of classroom education support staff.

For more detailed information regarding our school please visit our website at https://www.torquaycollege.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 696 students were enrolled at this school in 2024, 334 female and 362 male.

1 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.

Percent 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: 74.5%

State average (primary schools): 81.6%

Parent Satisfaction (latest year)

|	
School	74.5%
State	81.6%

Percentage endorsement
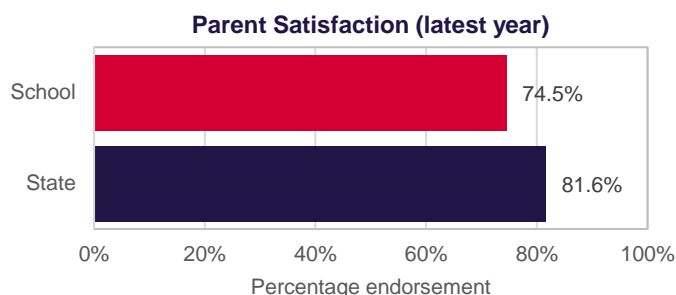
School Staff Survey

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

Percent 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: 72.9%

State average (primary schools): 77.7%

School Climate (latest year)

School	72.9%
State	77.7%

Percentage endorsement
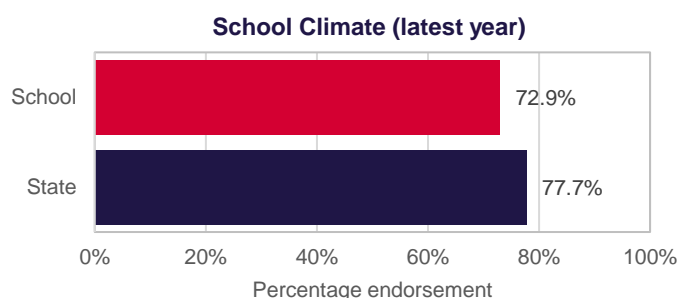
LEARNING

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: 91.1%

Similar Schools average: 93.0%

State average: 86.4%

English (latest year)
Years Prep to 6

School	91.1%
Similar Schools	93.0%
State	86.4%

Percentage students at or above age expected level
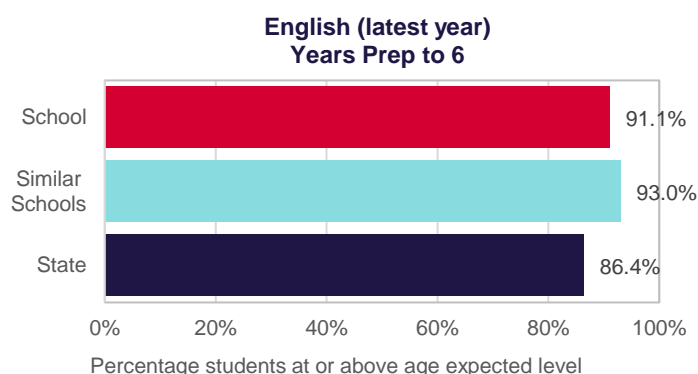
Mathematics
Years Prep to 6

Latest year (2024)

School percentage of students at or above age expected standards: 93.1%

Mathematics (latest year)
Years Prep to 6

School	93.1%
Similar Schools	93.7%
State	85.9%

Similar Schools average:	93.7%
State average:	85.9%

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.*
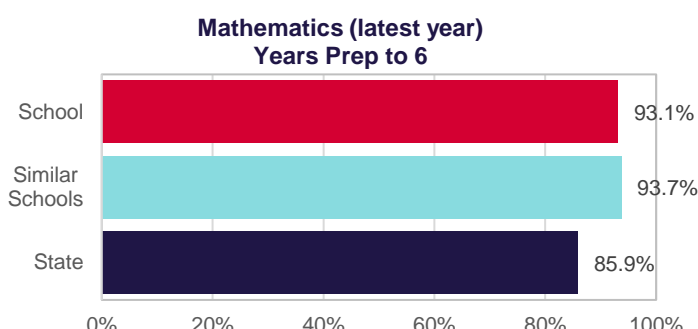
NAPLAN

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.
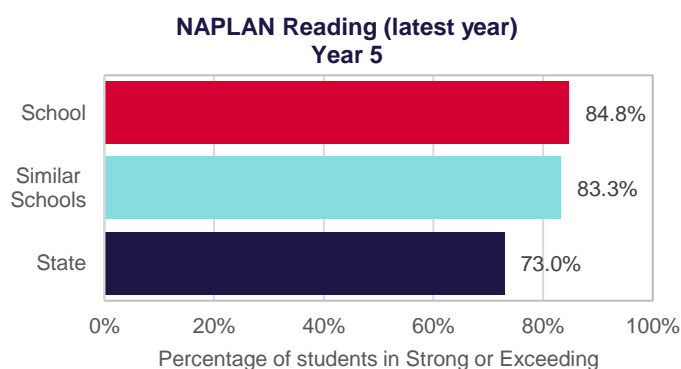
Reading Year 3

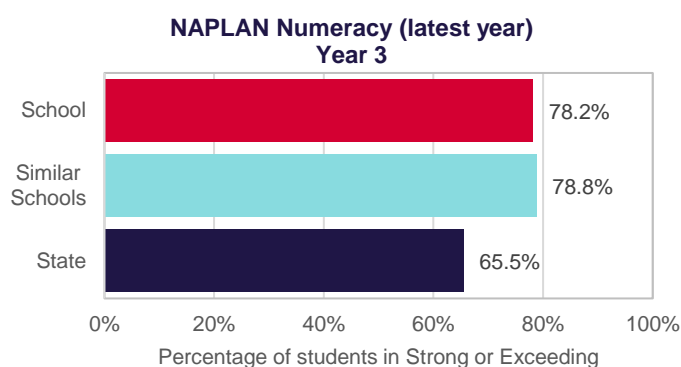|	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.3%	85.0%
Similar Schools average:	80.6%	80.6%
State average:	68.7%	69.2%

NAPLAN Reading (latest year) Year 3

School	84.3%
Similar Schools	80.6%
State	68.7%

Percentage of students in Strong or Exceeding
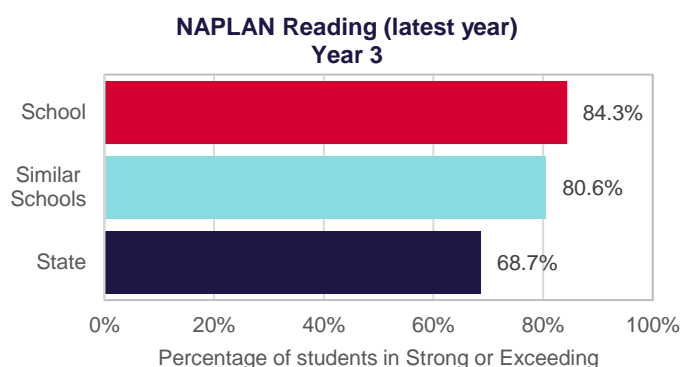
Reading Year 5

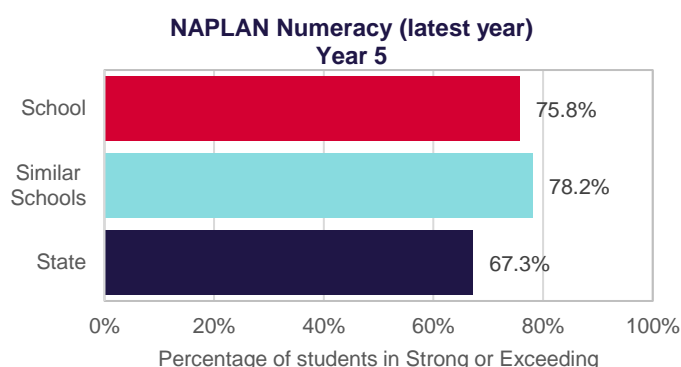|	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	84.5%
Similar Schools average:	83.3%	85.3%
State average:	73.0%	75.0%

NAPLAN Reading (latest year) Year 5

School	84.8%
Similar Schools	83.3%
State	73.0%

Percentage of students in Strong or Exceeding

Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.2%	80.7%
Similar Schools average:	78.8%	79.6%
State average:	65.5%	66.4%

NAPLAN Numeracy (latest year) Year 3

School	78.2%
Similar Schools	78.8%
State	65.5%

Percentage of students in Strong or Exceeding

Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.8%	75.8%
Similar Schools average:	78.2%	78.4%
State average:	67.3%	67.6%

NAPLAN Numeracy (latest year) Year 5

School	75.8%
Similar Schools	78.2%
State	67.3%

Percentage of students in Strong or Exceeding

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)

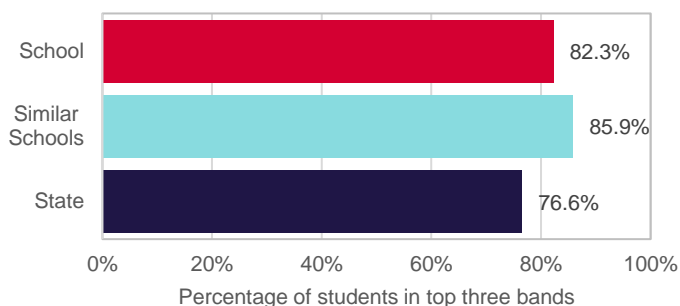| School percentage of students in the top three bands: | 82.3% |
| Similar Schools average: | 85.9% |
| State average: | 76.6% |

NAPLAN Reading (2022)
Year 3

	Percentage
School	82.3%
Similar Schools	85.9%
State	76.6%

Percentage of students in top three bands

Reading
Year 5   (2022)

School percentage of students in the top three bands:	81.8%
Similar Schools average:	81.1%
State average:	70.2%

NAPLAN Reading (2022)
Year 5

	Percentage
School	81.8%
Similar Schools	81.1%
State	70.2%

Percentage of students in top three bands
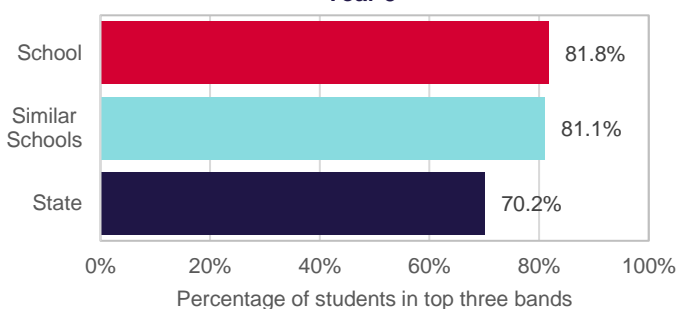
Numeracy
Year 3   (2022)

School percentage of students in the top three bands:	79.4%
Similar Schools average:	75.2%
State average:	64.0%

NAPLAN Numeracy (2022)
Year 3

	Percentage
School	79.4%
Similar Schools	75.2%
State	64.0%

Percentage of students in top three bands
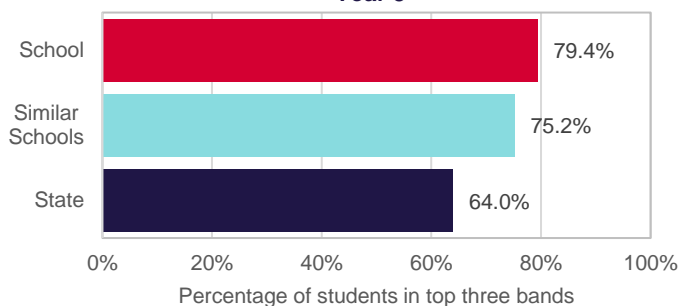
Numeracy
Year 5   (2022)

School percentage of students in the top three bands:	56.4%
Similar Schools average:	65.1%
State average:	54.2%

NAPLAN Numeracy (2022)
Year 5

	Percentage
School	56.4%
Similar Schools	65.1%
State	54.2%

Percentage of students in top three bands
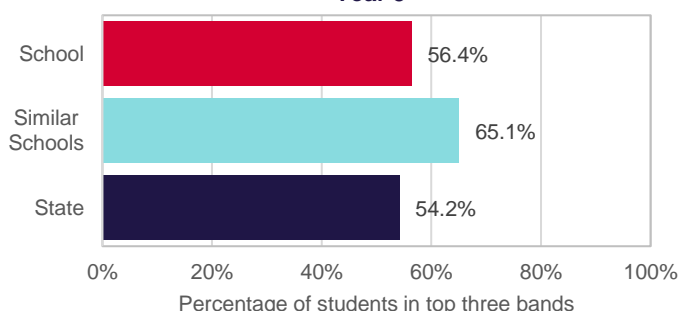
WELLBEING

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.***
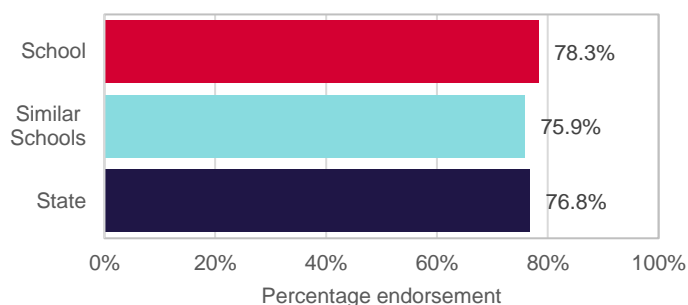
Student Attitudes to School – Sense of Connectedness

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:	78.3%	72.7%
Similar Schools average:	75.9%	77.2%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6

School 78.3%
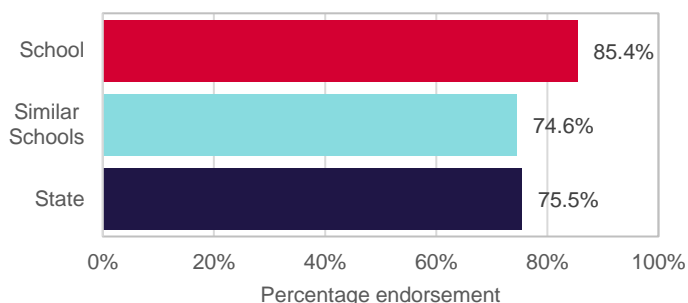Similar Schools 75.9%
State 76.8%

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:	85.4%	70.8%
Similar Schools average:	74.6%	75.7%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

School 85.4%
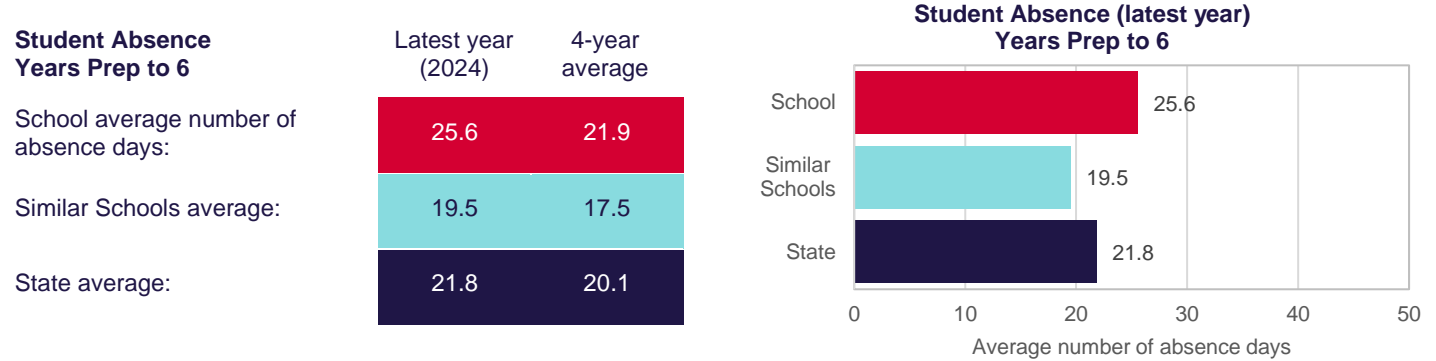Similar Schools 74.6%
State 75.5%

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:	25.6	21.9
Similar Schools average:	19.5	17.5
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6

School	25.6
Similar Schools	19.5
State	21.8

Average number of absence days

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%	90%	88%	88%	87%	86%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,809,736
Government Provided DET Grants	$555,001
Government Grants Commonwealth	$193,884
Government Grants State	$3,436
Revenue Other	$60,122
Locally Raised Funds	$616,738
Capital Grants	$0
Total Operating Revenue	**$8,238,919**

Equity [1]	Actual
Equity (Social Disadvantage)	$29,958
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$29,958**

Expenditure	Actual
Student Resource Package [2]	$6,910,151
Adjustments	$0
Books & Publications	$1,435
Camps/Excursions/Activities	$296,922
Communication Costs	$8,524
Consumables	$220,031
Miscellaneous Expense [3]	$33,334
Professional Development	$30,761
Equipment/Maintenance/Hire	$53,269
Property Services	$394,330
Salaries & Allowances [4]	$615,928
Support Services	$13,295
Trading & Fundraising	$43,488
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$88,868
Total Operating Expenditure	**$8,710,336**
Net Operating Surplus/-Deficit	**($471,417)**
Asset Acquisitions	**$0**

(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 16 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	$1,162,513
Official Account	$68,226
Other Accounts	$14,625
Total Funds Available	**$1,245,364**

Financial Commitments	Actual
Operating Reserve	$300,576
Other Recurrent Expenditure	$794
Provision Accounts	$0
Funds Received in Advance	$0
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	$0
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	**$301,370**

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.