2025 Annual Report to the School Community

School Name: Monbulk College (8065)

- 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 25 March 2026 at 11:59 AM by Mark Quinlan (Principal)

- As executive officer of the school council, I attest that this 2025 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 26 March 2026 at 06:59 PM by Mark Quinlan (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

School Vision and Values

Monbulk College empowers our students to be proud, resilient, aspirational, creative, and critical members of the local and global community. Monbulk College staff, students and community believe in:

- Respect – treating yourself, others, and the school environment with integrity and honesty; Embracing diversity; Treating others with kindness and compassion; Engaging in our community with empathy, pride, and self-awareness.
- Excellence – achieving success within a culture of high expectations; Promoting an aspirational and creative culture that celebrates success; Empowering each other to learn and grow; Being a motivated, life-long learner and critical global citizen.
- Responsibility – taking ownership of your personal and educational growth; Acting with honesty and resilience; Collaborating to create a safe, effective, and respectful school environment; Taking initiative in, and ownership of, all learning, and encouraging others to do the same.

School Size and Structure

Monbulk College has built an educational model around the stages of learning comprising Middle Years - Years 7 to 9 and Senior Years - Years 10 to 12. Within this model of education, we are better able to meet the holistic needs of our students. The staffing profile comprises approximately 70 staff, including 3 Principal Class, 3 Leading Teachers, 3 Learning Specialists and 40 teachers, 12 equivalent full time Education Support Staff and 1 Mental Health Practitioner.

Geographic Location

Monbulk College is a single campus, co-educational college located in the Dandenong Ranges where it services the local community.

Social and Enrolment Characteristics

A total of 599 students were enrolled at this school in 2025. Enrolments at the college has continued to increase over the past three years Students attending the College come from a range of socio-economic backgrounds. The Student Family Occupation and Education (SFOE) Index (0.2937) for Monbulk College indicates a low to medium level of social disadvantage.

Features of the College

The College offers broad teaching and learning programs that are based on the Victorian Curriculum, covering all key learning areas for all students until they specialise in the later secondary years. Monbulk College also has strong co-curricular programs, including opportunities for students to explore Japan and develop their language skills, hosting students from sister schools, engaging in inter-school sport such as Volleyball or studying Instrumental Music. Monbulk College offers the Senior School Certificate options including the Victorian Certificate of Education (VCE), Head Start and the Victorian Certificate Education Vocational Major (VM). Students can study Vocational Education and Training (VET) subjects within these certificates.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Monbulk College continued to focus on the priority goals of:

Student learning - with an increased focus on pedagogical practices, literacy and numeracy. Our teachers have continued to focus on building pedagogical practices, the science of learning, literacy and numeracy skills. The development of the pedagogical practices and the science of learning to improve literacy and numeracy outcomes was discussed and trialled in our regular professional learning communities.

In 2025 we achieved the following:

VCE - Our college dux gained an ATAR of 98.50, which places them in the top 1.5% of the State. This was an outstanding result for the college. 2 students received scores above 90+ and 30.4% of our students were in the top 30% of the state. The percentage of students with 37+ scores in English was 4.3% and the percentage of students with 40+ scores was 2.9%. Some or our top subject study scores were - Art Creative Practice - 44 & 45; Chemistry - 40; English - 47; Mathematical Methods - 42; Visual Communication Design - 43 & 50.

VCE VOCATIONAL MAJOR (VM) - Our VM students had an 100% completion rate in 2025. 83% VET Unit of Competency completion rate, up from 65% in 2023 and 77% in 2024.

NAPLAN - Seventy-Eight percent (78%) of our Year 7 students were ranked as strong or exceeding for reading compared to 65.0% in the state and 73% of our Year 9 students were ranked as strong or exceeding for reading compared to 62.7% in the state. Seventy percent (70.5%) of our Year 7 students were ranked as strong or exceeding for numeracy compared to 65.6% in the state and 67.7% of our Year 9 students were ranked as strong or exceeding for numeracy compared to 61.9% in the state. 75.6% of our Year 9 students had medium or high relative growth (Years 7 to 9) for reading compared to 74.1% in the state and 69% of our Year 9 students had medium or high relative growth (Years 7 to 9) for numeracy compared to 73.5% in the state. Participation rates for NAPLAN was 95% for Year 7 and 99% for Year 9.

Instructional Model - We have continued to embed our unique Instructional Model (LEARN) in 2025. This can be seen on Compass lesson plans and curriculum planning documentation. Our instructional model has strong links to the Victoria Teaching & Learning Model 2.0.

Learning Support Programs - Students were targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS) and had Individual Education Plans (IEPs) developed and utilised throughout the year. The College's cohort of Disability Inclusion (DI) students are well supported and are making good progress, achieving all identified personal learning goals. Our students with a disability and additional learning needs each have Individual Education Plans (IEP) and Student Support Groups each term. Parents, teachers, students and the Wellbeing team are involved in these meetings.

Professional Learning Communities (PLC) & Learning Area Working Teams (LAWTs) - Our PLCs & LAWTs focused on literacy, numeracy, differentiation, engagement, formative assessment and pedagogical strategies. This allowed teachers to share best practice with each other and develop new practices across learning areas and within learning area teams.

School Performance Report - The School Performance Report is generated each year and contains details of how the school has performed on a selected set of student outcome measures, compared to all other government schools, by allocation to a performance group. Our overall performance group was high. As an overall performance group, the report indicated that Monbulk College student outcomes were high across learning and wellbeing measures.

Wellbeing

In 2025, Monbulk College continued to focus on the priority goals of:

Student wellbeing - Happy, Active and Healthy Kids. Our highlights were:

Wellbeing Team - Due to staffing changes, the school employed a new Mental Health practitioner. With extensive experience in the hospital sectors, the MHP has brought a unique skill set that not only supports our students but has also strengthened our engagement with community support services and organisations. The college has also partnered with Monash University to enable placements for pre-service counsellors and psychologists. This has been a real asset to the team and school.

The college continued to access the regional nurse program two days a week and a Yarra Ranges funded counsellor to improve education in the areas of drug and alcohol education. Our students had full access to support programs throughout the school day.

External agencies were organised to provide additional support. The various support teams continually informed our students, through posters/assemblies/classrooms, where students could access help.

The school conducted regular wellbeing intake meetings facilitated by senior staff and wellbeing team and used weekly support from School Support Services (SSS). The team has continued to conduct various seminars and workshops organised for students and/or staff. For example, vaping, harm minimisation, consent, cyber-safety, gender identity, dealing with trauma students and anxiety to name a few. Our student wellbeing team have conducted various focus groups and small group counselling sessions to better support our students.

The wellbeing team continued to have external organisations to present various workshops on emotional awareness, managing bullying,

Breakfast Club - The Wellbeing Team continued with Foodbank to provide healthy breakfast, three days a week (Tuesday to Thursday) and food snacks throughout the day for all students. This is extremely popular for our students.

Engagement

In 2025, Monbulk College continued to focus on student engagement. Our achievement and highlights were:

Attendance - Attendance is a key indicator of students' engagement with the school and with their learning. Specific re-engagement programs for individual students were utilised, including the introduction of an attendance officer. The percentage of students with a positive attitude to school attendance was at 72%. An analysis of student attendance showed that 21% of students had attendance rates of 95 to 100% and 0% of students had 30 plus days absent.

School Wide Positive Behaviour Support (SWPBS) - The College has continued to develop the SWPBS initiative. In 2025, the College continued to implement and embed the SWPBS behaviour matrix which is based on our school values which clarified the behaviour expectations that we want to see around the College in various school settings. This has continued to be embedded across the school. The SWPBS Reward System was introduced in 2025. The system encourages and rewards students for demonstrating our school values of Respect, Excellence and Responsibility. Students can earn points for a variety of positive behaviours and contributions. Students can redeem their points at our SWPBS Reward Shop, located in the library and open during lunchtime on a select day each week. There is a wide range of rewards available, catering to different interests and preferences. This reward system not only helps promote positive behaviour but also builds a sense of community and achievement. Students are encouraged to take pride in their efforts and celebrate their contributions to our school culture.

Student Leadership Framework - The college have continued to develop student voice and agency. Our student leadership group focused on developing the SWPBS behaviour matrix and continued to build, through student committees, inclusivity, student learning, student voice, sustainability and student wellbeing.

Camps -

Year 7 - we successfully conducted a Year 7 camp with a focus on building relationships, building resilience and self-confidence, teamwork and character building within Year 7.

Year 8 - We have continued with our partnership with the Rubicon Outdoor School. This Department of Education school conducted two 5-day camps for our Year 8 students. The theme of the camp was resilience and challenge and many of the activities were based around this theme. Our students really enjoyed the camp, stating that it was the best adventure/outdoor camp.

Year 9 - Our Year 9 students were invited to attend the Outdoor School - Bogong Campus which is situated mid-way between Mount Beauty and Falls Creek, in the foothills of the spectacular Bogong High Plains. This camp partnership at Bogong provides high quality, exciting and challenging outdoor education programs and experiences including bushwalking, overnight camping, rock-climbing, orienteering, high ropes course, mountain bike riding, environmental studies, canoeing and rock hopping.

SSL - The college continued to access the "School for Student Leadership (SSL) program - The School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. Our

college sent 4 students and have focused on their challenging project of developing an indigenous garden within the school.

Excursions - The college has developed a strong partnership with the Yarra Ranges TECH school to conduct various STEM projects for Years 7 to 9. A number of workshops are conducted at the Yarra Ranges TECH School throughout the year. The college conducted a number of incursions, excursions, whole school sport carnival days, sports competitions (School Sport Victoria and Sporting Association special competitions) Clubs - Many student organised clubs were available to the all Year 7 to 12 year levels. For example - STEM club, "We can't sit straight" group, Chess club, Dungeons and Dragons club, music bands to name a few.

Reconciliation Week - Our Marrung Leader conducted various activities throughout National Reconciliation Week (NRW) which was a time for our students to learn about shared histories, cultures, and achievements, and they explored we could contribute to achieving reconciliation in Australia. There were competitions run by the Humanities Learning Area, the fire pit and yarning circle were in action at lunchtime and our Library had various activities in the that space.

Other highlights from the school year

School Review - In 2025, an alignment review was completed to inform school improvement for the school. The assessment was facilitated by an independent, external school improvement specialist with input from the regional senior education improvement leader (SEIL), ISS senior leader and education improvement leader (EIL). The review found that the college had initiated a range of improvement programs and practices to improve student learning and wellbeing outcomes. The review established two new goals for the 2025-2029 School Strategic Plan:

Goal 1 - Maximise the learning growth of every student - Maximising learning growth was identified by the review panel as the priority focus for improving student learning.

Goal 2 - Optimise the wellbeing and engagement of every student - Optimising wellbeing and engagement was identified by the review panel as the priority focus for improving student wellbeing.

Monbulk Parent Club - The Monbulk College Parent Club has continued to conduct various working bees, parent forums, morning teas, BBQs and fund-raising events. The club organised the yearly fundraising event, "Hilltop Music Festival". It was a day jam packed with wonderful music, community connectedness, joy and celebration. Total attendance was actually 1008 and total funds raised was approximately $13000. The fund raising helped raise monies for the music team (musical equipment), GaGa Ball Pit, Amphitheatre mural, SWPBS, Sustainability Projects and First Nations Initiatives.

Art & Technology Show - The Art & Technology teams conducted the Art & Technology Exhibition on Thursday 20 November 2025. The Art and Technology Teams along with other staff and the Monbulk Parent Club made the exhibition such a success. The exhibition was a wonderful display of student work from Years 7 to 12.

Music Camp - We had 52 students from Years 7 to 10 attend a 2-day music camp at Ferngully Lodge in Healesville. The camp saw phenomenal musical growth, new friendships, mutual respect and it was a brilliant foundation for our upcoming Hilltop Music Festival.

Hilltop Music Festival - The 2025 Monbulk College Hilltop Music Festival (Sunday 14th September 2025) was an extraordinary day for our community. It was held at the Ferny Creek Recreation Reserve on a perfectly sunny day in the hills, the festival brought together over eight (8) hours of continuous entertainment across three stages, indoor, outdoor and log cabin. The festival featured 40 acts and more than 160 student and community artists. The talent on display was remarkable and outstanding. The atmosphere throughout the festival was one of celebration, pride, and connection. Importantly, the music festival was also a highly successful fundraising initiative for Monbulk College, with proceeds directed toward strengthening our programs, enriching learning opportunities for students and providing additional equipment.

Art Mural - Elizabeth Gleeson, a local artist, worked with the Arts Learning Area Leader and a Y10 class to design and produce an amazing mural for the amphitheatre. The mural was possible due to fund raising efforts of the Monbulk Parent Club.

Sports - We have continued success in the extensive school sporting programs offered at Monbulk College. Congratulations to all in Valley for winning the Cross Country and Athletics in 2025 and to Forest for winning the Swimming carnival. Congratulations also to our Sport All-Rounder winners for 2025. This was based on effort, participation, sportsmanship and results in our 3 carnivals plus the various other sport days.

Japanese Language Sister School Trip - Our students engaged in a valuable language exchange with Yamasho, building cross-cultural friendships. In 2025, the trip offered a deep immersion into Japanese culture and language, greatly enhancing students' language skills through real-world interactions like ordering food and navigating public transport. The key highlights were Tokyo: Students experienced the blend of modern and traditional Japan, visiting sites like Shibuya Crossing and Asakusa Temple; Kyoto: Exploring the Kiyomizu-dera Temple which deepened their appreciation for Japan's heritage; Hiroshima: The Peace Memorial Park visit was a profound moment, fostering a strong understanding of peace and resilience; and the week at the sister school.

Market Day - Year 10 Money Markets & Law class and a VCE Y11 Business Management class organised the school's first Market Day. It was a huge success with loads of energy, creativity, and entrepreneurial spirit on display. The students raised over $2000 for the Cancer Council. An incredible effort for an important cause.

Charity Fundraising - Throughout the year the student leadership group organised free dress days to fundraise for a specific charity cause. Each free dress day they raised approximately $300 per day to donate to specific charities.

Financial performance

Monbulk College maintained a sound financial position throughout 2025. The 2020 to 2025 School Strategic Plan, along with the 2025 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. In 2025, the renovation of the theatre commenced. The College looks forward to the completion of theatre in 2026. MYLNS/Tutoring teacher funding is provided in the cash grant, and the College engages with a range of memorandum of understanding (MOU) to support student engagement (MDLC, Box Hill TAFE, CFA). Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further support. The effective use of the school's resources for 2025 was reflected in two main components; the use of

allocated SRP funding and locally raised funds. With the new facilities, additional expenditure was required to ensure that classrooms and study spaces were adequately resourced. We have continued to further development college's expansive grounds and have commenced projects on increasing shelter areas, garden development, seating areas and extra-curricular activity areas. Monbulk College has been successful with obtaining additional funding for 3 additional leadership roles within the school. The focus areas for each leader was teaching/learning/engagement; inclusive education and differentiation; and attendance/engagement. These roles have were in place for Semester 2 2025.

For more detailed information regarding our school please visit our website at https://www.monbulkcol.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 599 students were enrolled at this school in 2025, 267 female and 330 male. 1% had English as an additional language and 2% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low - Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**49.0%**
	Similar schools	67.8%
	State	74.1%

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.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**50.0%**
	Similar schools	56.3%
	State	59.3%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Year 7 - 10 % of students at or above age expected standards	**School**	**73.9%**
	Similar schools	81.7%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**67.6%**
	Similar schools	77.3%
	State	70.5%

NAPLAN

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

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**78.8%**	**80.1%**
	Similar schools	74.3%	73.4%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**73.0%**	**69.2%**
	Similar schools	66.9%	67.6%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**70.5%**	**69.5%**
	Similar schools	73.5%	70.4%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**66.7%**	**62.5%**
	Similar schools	66.6%	65.2%
	State	61.9%	60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**75.6%**
	Similar schools	72.0%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**69.0%**
	Similar schools	72.3%
	State	73.5%

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 VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	**School**	**98.4%**	**96.7%**
	Similar schools	97.6%	97.2%
	State	97.2%	96.9%
Mean VCE study score	**School**	**26.7**	**NDA**
Total VCE VM students	**School**	**11**	**NDA**

WELLBEING

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).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**58.9%**		**45.9%**
	Similar schools	45.9%		44.3%
	State	49.8%		47.7%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**63.2%**		**50.9%**
	Similar schools	48.3%		46.1%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**98.9%**	**93.6%**
	Similar schools	78.3%	78.7%
	State	81.5%	81.2%

Student retention

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

		2025	4-year average
Real retention rate	**School**	**79.8%**	**79.5%**
	Similar schools	76.1%	75.0%
	State	68.8%	68.7%

Average absence days per student

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

		2025	4-year average
Year 7 - 12	**School**	**28.7**	**29.8**
	Similar schools	28.6	28.2
	State	30.2	29.4

Attendance rate

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

		2025
Year 7	**School**	**85.5%**
Year 8	**School**	**83.5%**
Year 9	**School**	**85.6%**
Year 10	**School**	**85.0%**
Year 11	**School**	**86.3%**
Year 12	**School**	**89.4%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$7,941,623
Government Provided DET Grants	$1,179,362
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$88,618
Locally Raised Funds	$668,842
Capital Grants	$0
Total Operating Revenue	**$9,878,445**

Equity	Actual
Equity (Social Disadvantage)	$66,977
Equity (Catch Up)	$67,473
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$134,450**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$8,037,089
Adjustments	$0
Books & Publications	$1,088
Camps/Excursions/Activities	$231,780
Communication Costs	$15,559
Consumables	$236,098
Miscellaneous Expenses[2]	$61,631
Agency Staff	$0
Professional Development	$31,972
Equipment/Maintenance/Hire	$85,703
Property Services	$273,694
Salaries & Allowances[3]	$366,924
Support Services	$247,989

Expenditure	Actual
Trading & Fundraising	$104,655
Motor Vehicle Expenses	$1,993
Travel & Subsistence	$0
Utilities	$115,203
Total Operating Expenditure	**$9,811,380**
Net Operating Surplus/-Deficit	**$67,065**
Asset Acquisitions	**$44,825**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$1,469,052
Official Account	$63,962
Other Accounts	$0
Total Funds Available	**$1,533,014**

Financial Commitments	Actual
Operating Reserve	$295,715
Other Recurrent Expenditure	($260)
Provision Accounts	$0
Funds Received in Advance	$306,733
School Based Programs	$139,035
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$21,941
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$442,000
Capital - Buildings/Grounds < 12 months	$100,000
Maintenance - Buildings/Grounds < 12 months	$215,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,520,164**

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.