

# 2025 Annual Report to the School Community

School Name: Rosehill Secondary College (7275)



- 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 04 May 2026 at 10:08 AM by Arthur Soumalias (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 04 May 2026 at 06:30 PM by Arthur Soumalias (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

Rosehill Secondary College is located in the Moonee Valley Network within the Southwest Region, on a spacious site overlooking the Maribyrnong River Valley. In 2025, the College had a total enrolment of 1,126 students and 107.24 equivalent full-time (EFT) staff, comprising 5 Principal Class, 74.66 teaching staff, 3.16 paraprofessionals, and 24.42 Education Support staff.

The College is a co-educational single-campus school catering for Years 7–12, structured across three sub-schools: Junior (Years 7–8), Middle (Years 9–10), and Senior (Years 11–12). The student population is diverse, with 22% of students having English as an Additional Language and 1% identifying as Aboriginal or Torres Strait Islander.

Rosehill Secondary College is committed to providing a comprehensive and inclusive curriculum that supports all students to achieve their personal best. The College's values of Respect, Initiative, and Learning are explicitly taught and embedded through the School-Wide Positive Behaviours framework.

The College has a strong academic focus and a consistent record of high student achievement. At Years 7 and 8, students undertake a broad curriculum including English, Mathematics, Science, and elective subjects, supported by targeted Literacy and Numeracy programs. Extension opportunities are provided through the Selective Talent and Enrichment Program (STEP), as well as Advanced Mathematics (RAMP), English (REAP), and Science (RASP) programs across Years 7–9.

At Year 10, students are supported to transition into senior pathways, with opportunities for acceleration into VCE studies. The College offers a broad range of senior pathways, including VCE, VCE Vocational Major (VM), and onsite Vocational Education and Training (VET), alongside targeted support programs such as MYLNS and tutoring.

Rosehill Secondary College is committed to providing a safe, orderly, and supportive learning environment. Student wellbeing is prioritised through a comprehensive framework that includes the Respectful Relationships program and Berry Street Education Model strategies. This is supported by consistent student management processes and a dedicated wellbeing team.

The College provides high-quality facilities to support student learning, including dedicated Year 11 and Year 12 Study Centres, a STEM Centre, specialist science and visual arts spaces, a library, and a range of performing arts facilities. Recent capital works have delivered a new auditorium and modern learning spaces, including specialist areas for media, music, ceramics, and fashion and design. Outdoor facilities include a refurbished oval, gymnasium, courts, and landscaped passive recreation areas. Additional improvements include an Inclusion Hub, Student Wellbeing Centre, and upgraded student amenities.

In the final year of its current Strategic Plan, the College remains focused on sustaining strong outcomes in Teaching and Learning and Wellbeing, while continuing to enhance student achievement, engagement, and inclusion.

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

### Learning

It was pleasing to once again exceed all our learning targets for the school year. This achievement was further validated by being only of only a handful of schools rated as *High* in the Learning element when compared with all similar school groups.

Our student achievement data reflects these strong outcomes. Results from both PAT and NAPLAN were particularly encouraging.

In reading, 76.8% of Year 7 students achieved in the *Strong* or *Exceeding* categories, significantly above the state average. At Year 9, 76.3% of students were in these bands, also well above the state average.

A similar trend is evident in numeracy. At Year 7, 80.1% of students achieved in the *Strong* or *Exceeding* categories, well above the state average, while at Year 9, 70.9% of students reached these levels, again exceeding state benchmarks.

Writing outcomes were also very positive, as reflected in Panorama data. At Year 7, 80% of students were in the *Strong* or *Exceeding* categories, significantly higher than the state average. At Year 9, 71% of students achieved at this level, continuing the College's strong upward trajectory in writing performance and also well above the state and similar school averages.

At the senior level, the VCE median study score was 30, and 99.4% of students successfully completed their VCE at Rosehill in 2025.

Despite ongoing staffing challenges, the College was fully staffed and successfully delivered comprehensive TLI and MYLNS programs. These initiatives continue to play a critical role in supporting students requiring additional assistance, as reflected in our NAPLAN NAS (Needs Additional Support) data.

Only 4% of Year 7 students were in the NAS band for reading and 5% for numeracy. At Year 9, 3% of students were in the NAS band for reading—significantly lower than state, similar, and network schools. Numeracy results were similarly strong, with 9% of students in the NAS band, again below comparative benchmarks.

### Wellbeing

Rosehill Secondary College provides a calm and orderly environment for both students and staff, underpinned by a strong emphasis on positive relationships. This is supported through a consistent and effective Wellbeing and Discipline structure, grounded in the School-Wide Positive Behaviours framework and our commitment as a Respectful Relationships school. This approach has been further strengthened through all staff completing training in the Berry Street Education Model (BSEM).

The College maintains a strong and visible teacher and principal class presence in the yard, alongside a comprehensive wellbeing framework supported by a Student Wellbeing Leader, School Psychologists, a Mental Health Practitioner, and a school counsellor. The School-Wide Positive Behaviours program continues to deliver tangible benefits, reinforcing a consistent and proactive approach to student wellbeing and behaviour management.

The ongoing implementation of the Respectful Relationships program through Year 9 and 10 Inquiry, Design (ID), and Health and Physical Education further contributes to a safe and supportive school environment. Strong partnerships with external providers, including Schools Focused Youth, Valley Youth, headspace, Success Integrated, and Elevate Education enable the delivery of targeted support programs for both individual students and groups.

Student Attitudes to School Survey (ATOSS) data reflects these efforts. The Sense of Connectedness measure increased to 49.7%, on par with the state average but significantly higher than similar schools. The management of bullying recorded a 52.3% positive endorsement, notably above both the state and similar school averages.

The College also refurbished and reviewed its Homegroup program, which was reintroduced in 2024 and further enhanced in 2025. The program delivers a structured sequence of themes and learning experiences across each year level and has proven highly effective in strengthening student wellbeing. This is evidenced by improvements across all ATOSS measures referenced in the School Strategic Plan and Annual Report, with targets either met or exceeded.

## Engagement

Student retention across Years 7–10 remains strong, as reflected in the Performance Summary. The College's 2025 retention rate of 81.1% is significantly higher than both the state and similar school averages, indicating a stable student population and that the vast majority of students remain at Rosehill for the duration of their schooling.

Exit destination data is also highly positive, with 91.3% of students in 2024 transitioning to further education or full-time employment. This is well above both the state (81.5%) and similar school (77.1%) averages.

Student attendance is closely monitored through electronic roll marking via Compass. In 2025, the average number of absence days was 25.5, significantly lower than both the similar school (32.2) and state (30.2) averages. This positive trend is consistent across the four-year average.

Attendance is actively monitored by Year Level Coordinators and College Attendance Officers, who investigate any anomalies or concerns. Parents are required to approve absences via Compass or through a dedicated attendance phone line. Students identified with attendance concerns are placed on an 'alert' system, ensuring that unexplained absences are promptly followed up.

Students with ongoing attendance challenges are supported through targeted interventions led by Coordinators and the Student Wellbeing Team. This includes the development of proactive engagement strategies, as well as referrals to programs such as Navigator, external support services, and engagement initiatives like Tritactics. Where appropriate, flexible attendance

arrangements are implemented to support students experiencing significant health or wellbeing challenges.

In 2025, the College introduced a new Inclusion Hub to support neurodiverse students. This initiative has been instrumental in assisting students to successfully navigate the demands of school life, providing a safe and supportive environment where they can access assistance at the point of need. The hub is staffed by Learning Support personnel, as well as Disability Inclusion (DI) leaders and coordinators, ensuring a coordinated and responsive approach to student support.

## Other highlights from the school year

Rosehill Secondary College delivered a comprehensive inter and intra school sports program across all year levels, alongside a broad range of excursions that enriched student learning experiences.

Despite ongoing staffing challenges, as well as the administrative and financial demands associated with Time in Lieu (TIL), the College successfully maintained an extensive camps program in 2025. This included the Year 7 Camp, Year 9 Camp, Year 10 interstate camp to Tasmania, Year 11 Ski Camp, and Year 12 Camp, in addition to a range of Environmental Science and subject-specific camps. A STEM camp to New Zealand was also introduced, proving to be a highly successful initiative.

The continuation and expansion of these programs reflect the College's strong commitment to rebuilding connection and engagement, providing students with valuable opportunities to strengthen relationships with peers and staff while developing important social and personal skills.

A significant highlight of 2025 was hosting students from our Japanese sister school, Kogakkan High School. This longstanding partnership remains highly valued, offering students rich cultural experiences and opportunities for global learning that extend well beyond the classroom.

The Visual Arts faculty continued to excel, with numerous student works exhibited at the Fireworks Gallery in Aberfeldie and several students receiving awards. Notably, one student achieved a top design award, our fourth in the past four years, placing them among only 15 recipients across the state.

The College also delivered a highly successful school production in 2025, *The Pink Room*, staged in our new auditorium. This was a standout achievement for the Performing Arts team and students, while also supporting an important cause, with funds raised contributing to breast cancer awareness and support.

Once again, the Careers team did an outstanding job coordinating and placing close to 200 Year 10 students into work experience over a two-week period. This hands-on opportunity is an invaluable component of the Rosehill Secondary College program, providing students with meaningful insights into the world of work and helping to inform their future pathways.

We were also very pleased to introduce, for the first time, an onsite VET Health program, which proved exceptionally popular among students. This, alongside our established VET Fashion offering, highlights the College's growing contribution to the Moonee Valley Network in response

to the Firth Review, and our ongoing commitment to providing diverse and relevant pathways for our students.

## Financial performance

All funds received from the Department of Education, or raised by the school, were either expended or committed to future years to support the achievement of educational outcomes and the operational needs of the College. This expenditure was consistent with Department policies, School Council approvals, and the intended purposes of the funding.

Through deliberate planning of recurrent expenditure, the Rosehill Secondary College School Council achieved a notional surplus at the end of 2025. The Student Resource Package (SRP) increased by 5.41%, primarily reflecting adjustments associated with the VGSA 2022 salary increase, while the cash component of the SRP remained stable. Tier 3 Individualised Funding increased significantly by 275.96% following successful Disability Inclusion Profile (DIP) outcomes.

The International Students Program experienced strong growth, with revenue from Overseas Fee-Paying Students increasing by 118.77%, including Term 4, 2024 disbursements. Total Department funding of \$1,548,473 in 2025 represents a 14.51% decrease compared to 2024, largely due to a 71.71% reduction in Cash to Credit transfers, despite the overall SRP remaining stable.

Camps and Excursions revenue increased by 50.09%, supported by the Government's School Savings Bonus and the expansion of international learning opportunities. Locally raised funds remained consistent, reflecting continued parent contributions toward both essential and optional items.

Equity funding increased by 27.32%, driven by changes in the Student Family Occupation (SFO) and Education (SFOE) indices. While the number of eligible students remained relatively stable, there was a shift between equity categories, including movement into equity (catch-up) funding.

Expenditure patterns reflect ongoing workforce challenges, particularly in recruiting specialist teaching staff. This is evident in continued expenditure on Casual Relief Teachers (CRT) through Salaries and Allowances, alongside a 74.26% increase in Agency Staff costs compared to 2024.

The Camps and Excursions program continued to expand, with the addition of a New Zealand tour complementing the established Italy tour. This contributed to a 286.43% increase in International Student Travel expenditure.

The College maintained its strong focus on improving student learning outcomes through targeted initiatives, including the engagement of Literacy and Numeracy Coaches via external service providers. This investment has supported continued improvement in student achievement data, including NAPLAN results.

School Council also prioritised the enhancement of indoor and outdoor learning environments and passive spaces, with Building Works expenditure increasing by 6.18%. Other areas of expenditure remained broadly consistent with previous years.

Looking ahead, School Council has allocated significant funds to address a projected SRP workforce deficit in 2026, as outlined in the Financial Commitments summary.

All financial processes and record keeping were conducted in accordance with Department of Education requirements and were subject to regular review by School Council.

**For more detailed information regarding our school please visit our website at  
<https://www.rosehillsc.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 1,126 students were enrolled at this school in 2025, 531 female and 595 male. 22% had English as an additional language and 1% 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          | 78.6% | <div></div> |
|                                                                                               | Similar schools | 69.2% | <div></div> |
|                                                                                               | State           | 74.1% | <div></div> |

### 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          | 69.6% | <div></div> |
|                                                             | Similar schools | 56.5% | <div></div> |
|                                                             | State           | 59.3% | <div></div> |

## 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                                                                            |                 |              |                                                                                     |
|---------------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>English Year 7 - 10 % of students at or above age expected standards</b>     | <b>School</b>   | <b>88.8%</b> |  |
|                                                                                 | Similar schools | 72.1%        |  |
|                                                                                 | State           | 74.9%        |  |
| <b>Mathematics Year 7 - 10 % of students at or above age expected standards</b> | <b>School</b>   | <b>83.8%</b> |  |
|                                                                                 | Similar schools | 67.6%        |  |
|                                                                                 | State           | 70.5%        |  |

## NAPLAN

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

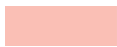
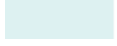
| 2025                                                                        |                 |              |                                                                                       | 3-year average |
|-----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>76.8%</b> |  | <b>74.8%</b>   |
|                                                                             | Similar schools | 65.8%        |  | 65.6%          |
|                                                                             | State           | 65.9%        |  | 65.7%          |
| <b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>76.3%</b> |  | <b>67.6%</b>   |
|                                                                             | Similar schools | 62.4%        |  | 61.1%          |
|                                                                             | State           | 62.7%        |  | 61.0%          |
| <b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>80.1%</b> |  | <b>73.6%</b>   |
|                                                                             | Similar schools | 65.3%        |  | 62.7%          |
|                                                                             | State           | 65.6%        |  | 63.5%          |
| <b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>70.9%</b> |  | <b>64.6%</b>   |
|                                                                             | Similar schools | 60.3%        |  | 58.9%          |
|                                                                             | 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                                                                                |
|--------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>Reading Year 7 to 9 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>72.9%</b> |  |
|                                                                          | Similar schools | 71.0%        |  |
|                                                                          | State           | 74.1%        |  |
| <b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b> | <b>School</b>   | <b>77.3%</b> |  |
|                                                                          | Similar schools | 71.6%        |  |
|                                                                          | 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 |
|-----------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>VCE/VCE VM completion rate</b> | <b>School</b>   | <b>99.4%</b> |  | <b>98.8%</b>   |
|                                   | Similar schools | 97.1%        |  | 97.0%          |
|                                   | State           | 97.2%        |  | 96.9%          |
| <b>Mean VCE study score</b>       | <b>School</b>   | <b>29.6</b>  |                                                                                       | <b>NDA</b>     |
| <b>Total VCE VM students</b>      | <b>School</b>   | <b>21</b>    |                                                                                       | <b>NDA</b>     |

## 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          | 49.7% | <div></div> | 45.6%          |
|                                      | Similar schools | 45.9% | <div></div> | 43.0%          |
|                                      | State           | 49.8% | <div></div> | 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          | 52.3% | <div></div> | 48.8%          |
|                                      | Similar schools | 48.3% | <div></div> | 44.9%          |
|                                      | State           | 50.8% | <div></div> | 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          | 91.3% |  | 93.3%          |
|                                                                  | Similar schools | 77.1% |  | 78.1%          |
|                                                                  | 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          | 81.1% |  | 78.7%          |
|                     | Similar schools | 75.3% |  | 74.9%          |
|                     | 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          | 25.5 |  | 25.6           |
|             | Similar schools | 32.2 |  | 31.4           |
|             | 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 | 88.6% |  |
| Year 8  | School | 84.6% |  |
| Year 9  | School | 83.0% |  |
| Year 10 | School | 86.3% |  |
| Year 11 | School | 90.5% |  |
| Year 12 | School | 91.7% |  |



## 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       | \$13,699,718        |
| Government Provided DET Grants | \$2,332,237         |
| Government Grants Commonwealth | \$15,596            |
| Government Grants State        | \$0                 |
| Revenue Other                  | \$212,194           |
| Locally Raised Funds           | \$1,055,911         |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$17,315,656</b> |

| Equity                                              | Actual           |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage)                        | \$213,789        |
| Equity (Catch Up)                                   | \$146,189        |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$359,978</b> |

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

| Expenditure                           | Actual       |
|---------------------------------------|--------------|
| Student Resource Package <sup>1</sup> | \$13,332,660 |
| Adjustments                           | \$0          |
| Books & Publications                  | \$15,085     |
| Camps/Excursions/Activities           | \$554,008    |
| Communication Costs                   | \$15,133     |
| Consumables                           | \$326,979    |
| Miscellaneous Expenses <sup>2</sup>   | \$91,276     |
| Agency Staff                          | \$338,159    |
| Professional Development              | \$40,613     |
| Equipment/Maintenance/Hire            | \$148,719    |
| Property Services                     | \$446,159    |
| Salaries & Allowances <sup>3</sup>    | \$469,912    |
| Support Services                      | \$307,238    |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Trading & Fundraising                 | \$132,455           |
| Motor Vehicle Expenses                | \$7,324             |
| Travel & Subsistence                  | \$5,709             |
| Utilities                             | \$128,015           |
| <b>Total Operating Expenditure</b>    | <b>\$16,359,445</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$956,211</b>    |
| <b>Asset Acquisitions</b>             | <b>\$141,962</b>    |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| <b>Funds Available</b>        | <b>Actual</b>      |
|-------------------------------|--------------------|
| High Yield Investment Account | \$5,063,123        |
| Official Account              | \$28,830           |
| Other Accounts                | \$86,004           |
| <b>Total Funds Available</b>  | <b>\$5,177,957</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---------------------------------------------|--------------------|
| Operating Reserve                           | \$504,464          |
| Other Recurrent Expenditure                 | \$0                |
| Provision Accounts                          | \$0                |
| Funds Received in Advance                   | \$0                |
| School Based Programs                       | \$2,413,908        |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$0                |
| Repayable to the Department                 | \$346,539          |
| Asset/Equipment Replacement < 12 months     | \$172,504          |
| Capital - Buildings/Grounds < 12 months     | \$1,405,000        |
| Maintenance - Buildings/Grounds < 12 months | \$305,541          |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$0                |
| Maintenance - Buildings/Grounds > 12 months | \$30,000           |
| <b>Total Financial Commitments</b>          | <b>\$5,177,957</b> |

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