

# 2024 Annual Report to the School Community

School Name: John Monash Science School (8856)



- 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 2025 at 03:17 PM by Andrew Chisholm (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 03 April 2025 at 04:36 PM by Andrew Chisholm (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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

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

### NDP and NDA

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

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

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

## The Victorian Curriculum

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

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

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

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

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

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## 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.

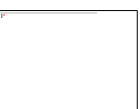
### NAPLAN

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

The vision of John Monash Science School is to become a nationally and internationally recognised centre of excellence and innovation in the education of senior secondary students in science, mathematics and associated technologies, reflecting global directions and priorities in scientific research and knowledge creation. JMSS is co-located on Monash University's Clayton campus, on the corner of Wellington and Blackburn Roads. Our values are expressed in UNESCO's Four Pillars of Education - Learning to Know, Learning to Be, Learning to Do and Learning to Live Together. At JMSS we firmly believe in educating the 'whole person', developing leadership, initiative and perspective in our graduates. Our curriculum documentation, from yearly plans, to unit plans and lesson plans, is all written with the Four Pillars and our own instructional learning model, the Phased Learning Structure, at the forefront of our thinking. Our JMSS Diploma was developed to reflect these values. It enables students to gain recognition for their development in and contribution to both JMSS and the wider community in terms of leadership, service, sport and cultural activities. Students earn points for their involvement and success in all of the endeavours they undertake, all of which speak to student development under one of these Four Pillars of Education. The student cohort in 2024 was 656 FTE in Years 10 to 12. Our students come from over 110 schools across the state, representative of all educational sectors and locations including rural Victoria. Students were selected after analysis of written assessments, activities and interviews. Of the students, 52% identified as male, 47% as female, and 1% as self-described. In 2024 the school had a staffing Full-Time Equivalent of 72.2, comprising three Principal Class Officers, 49 teachers and 29 Education Support Officers. In addition to our enrolled students, JMSS runs an extensive outreach program in science, mathematics, engineering and technologies that includes Emerging Sciences Victoria (ESV) our virtual learning program that had over 300 enrolments in 7 subjects from across the state, the Regional Exchange Program (REx) that hosted more than 20 rural students at JMSS across the year and our primary science outreach programs including Little Scientists and Mini Mathematicians that reached over 50 primary schools. We acknowledge the assistance of the Department of Education for their ongoing support of these STEM opportunities for these students. JMSS also continues to manage the governance, HR and finance for the Monash Tech School. In 2024 this saw more than 5400 students from 12 schools engage in a broad range of STEM programs.

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

#### Learning

The VCE results of the JMSS class of 2024 were some of our strongest to date. More than 67% of the 2024 student cohort received ATARs over 90, the median ATAR was 93.85, the median raw study score was 36 and the median scaled study score was 38. Just over 23% of study

scores were above 40. This resulted in over 200 of our graduating students being offered their first preference course through VTAC with 142 of those occurring in the first round of offers. 151 first round offers were made by Monash University. Importantly some of the learning goals inherent in our four year strategic plan have been achieved and our performance in English and Mathematics is 25% higher than the state in English and 30% higher than the state average in Mathematics.

The program of learning across other year levels continued to grow and 2024 saw the inclusion of a new immersion day for all Year 11 students at the Monash University Faculty of Pharmacy and Pharmaceutical Science. This occurred in addition to the Engineering Immersion Day (Year 11), STEM Immersion Day (Year 10) and Biomedicine Immersion Day (Year 10) which have all been running for a number of years. A huge thanks to our academic partners at Monash University for facilitating these immersion opportunities. The Australian Science Fair hosted annually by JMSS. This is a three day event in November and saw increased interstate participation. The numbers of students participating in extra curricular activities such as Olympiads and competitions was again very high.

JMSS students continued to have great success in numerous extracurricular endeavours with highlights including a student winning gold, silver and bronze medals for Australia at the International Earth and Environmental Science Olympiad in China and the JMSS team being crowned SIMC2.0 Champions at the Singapore International Mathematical and Computational Challenge. We are the first Australian school to win this competition.

## Wellbeing

JMSS has been proactive in providing programs to build resilience and self-efficacy in students. There are a number of initiatives which had a strong positive influence on student wellbeing over the past school year:

### 1. Positive Education

The JMSS Positive Education program (which incorporates the 6 domains: Positive Health, Positive Relationship, Positive Engagement, Positive Emotions, Positive Accomplishment and Positive Purpose) is delivered by the House Mentors and also in the teaching & learning practice by subject teachers. The program concentrates on helping students to develop a 'tool-box' of skills that will assist them to lead purposeful, healthy and resilient lives.

### 2. Tutoring Learning Initiative (TLI).

Although not funded by the Department of Education in 2024, JMSS has continued to build its TLI program with our own funds to support around 150 students of various capabilities and capacities. Students were supported in Mathematics, English and Chemistry (Year 12 students only). Students at JMSS were offered a place in the program based on an analysis of assessment data gathered towards the end of 2023 and throughout 2024. The data sets include periodic and final assessments in Year 10 and 11 subjects, student survey information, and in the case of new Year 10 students, diagnostic tests in English and Mathematics.

### 3. House System

The House System (comprising 28 Mentor Groups in 4 Houses) provides pastoral care to our students. The Mentors monitor the physical, emotional and social wellbeing of the students, monitoring student attendance and academic progress. The Mentors advocate for their students in their Mentor group and they support their students by making referrals to the Counseling Team for

further wellbeing support and ensuring that students are alerted to opportunities to further their academic and personal growth and development. The House Mentors, as well as all teachers, adopt a whole school approach in empowering students to take charge of their own learning and to manage it effectively. Individual Learning Plans are constructed by the Education Support Officers to support students requiring further learning support.

#### 4. Counselling Team

JMSS's Counsellors moved into a newly refurbished space. The overwhelming feedback from students was that the new location is much more accessible and less confronting to approach. The new space consists of a foyer with three specialised counselling rooms. Our Counsellors are also embedded into the wider-school program and run induction activities, and personal development activities and often attend sporting events.

#### 5. Co-Curricular Program

The Wednesday afternoon Co-Curricular Program for Years 10 and 11 students expanded with a number of exciting new electives added to the already wide variety of offerings. All the electives promote the development of skills and encourage students to be healthy and well-rounded individuals.

## Engagement

**1. Student Attendance** The attendance of students continued to be outstanding in 2024, with the average days absent of our students being 18 days less than the state average. Student absence is largely parent-approved, and mostly due to illness, with some due to holiday travel. Student survey data reveals that students are happy at JMSS, feel that the transition programs are very effective, are stimulated and motivated in their learning and have strong and productive relationships within their cohorts. Student connectedness to school exceeds the state average by over 27% and the percentage of students proceeding to tertiary studies is also well above state average. 2024 saw an increase in engagement in our unique curriculum opportunities for schools in remote parts of Victoria through our annual Regional Exchange program, and to over 50 local Primary Schools through the Little Scientist and Mini Mathematicians Programs. The regional exchange is an iconic feature of JMSS's calendar, where up to 30 students from regional schools homestay with JMSS families in 2 blocks in terms 2 and 3, attending JMSS classes each day with their JMSS buddies. During their three-week stay, they also enjoyed a walking tour of Melbourne, STEM immersions within Monash University and an AFL football match at the MCG. In 2024 JMSS continued to offer the Emerging Sciences Victoria program, an initiative designed to continue to give access to contemporary science electives to students in regional Victoria via online lessons twice weekly in seven emerging science electives. This program had its highest enrolments to date with over 300 participants.

**2. International, Interstate and Statewide Programs in Science** JMSS's involvement in International Science Fair and Exchange programs continued to strengthen in 2024. We attended Science and Maths Fairs at Queensland Academy of Science, Mathematics and Technology (QASMT) in Brisbane, Ritsumeikan Super Science School in Japan, Australian Science and Maths School in Adelaide, International Young Physicists in Brisbane, Singapore International Maths Competition and Mahidol Wittayanasorn School in Thailand. Our students presented projects and engaged in several other science activities at the science fairs as well as receiving

many awards. JMSS continued to play a key role in co-ordinating the International Science Schools Network, as an executive member of the ISSN. Individually JMSS students performed extremely well at International Olympiad competitions with a number of gold medals and high distinctions.

### 3. Pathways and Careers

Each student in Years 10 to 12 formulate a Managed Individual Pathway plan, articulating their future goals and aspirations and identifying strategies to achieve them. All students also complete a Career Action Plan where they research future careers, courses and pathways that they are interested in. JMSS has a well-established and comprehensive Course Counselling and Course Confirmation process for all students. Every student attends an interview with a panel of JMSS staff. Parents are invited to join these meetings. JMSS also hosts a targeted information evening for each year level prior to all course counselling as well as a careers expo that is attended by all Victorian Universities as well as many other tertiary providers in Victoria and interstate. Every Year 12 student has a compulsory MIPs interview with the Careers and Pathways Coordinator and all students are encouraged to complete at least one work experience placement whilst at JMSS.

## Other highlights from the school year

There were many other highlights that characterised the 2024 school year. This included:

- The ninth annual Reef and Rainforest trip held in Far North Queensland. This 8 day trip involves a range of fieldwork and citizen science opportunities in collaboration with James Cook University. 80 year 11 students and nine staff attended.
- Year 12 Camp to Lord Somers to build connections between staff and students in the 2024 Year 12 group
- Harmony Day, that is celebrated annually to recognise all backgrounds and cultures that make up the JMSS community
- Nine General Assemblies that bring in Scientists to inspire and motivate students. These guest speakers are often leaders in their field
- Numerous Music Soirees and Concerts and a Music Camp on the Mornington Peninsula
- the Science Exhibition Night held in May and the Australian Science Fair held in November
- Winning the Singapore International Maths Competition with representation from 36 countries.
- Representation at International and National Science Fairs including Japan
- Excellent sporting performances by many of our students reaching state championship level in swimming, athletics, fencing and dance.

## Financial performance

John Monash Science School (JMSS) continues to play a crucial role in administering finances and human resources for Monash Tech School (MTS) and Science Outreach Programs, including Emerging Science Victoria (ESV), Regional Science Exchange (REx), and Little Scientists and Mini Mathematicians. Additionally, JMSS serves as the financial administrator for the Monash Sport Division (MSD).

JMSS oversees MTS expenditure, with costs reimbursed in arrears through the Targeted Funding Portal. In 2024, the Department of Education was invoiced \$1,951,089.57 for MTS expenses, covering both salaries and operating costs. This amount is reflected in Government-Provided DE Grants. MTS salaries are excluded from the Student Resource Package (SRP) revenue but are recorded in expenditure (deficit). The funds claimed in 2024 remain in JMSS bank accounts until repayment at the end of the year. MTS also carried forward \$207,712.27 into 2024.

The Science Outreach Programs—Emerging Science Victoria (ESV) and Regional Science Exchange (REx)—received funding for a new initiative (2023–2025) in Semester 2, 2023, carrying forward \$287,902.98 into 2025. JMSS takes pride in establishing ESV, which broadcasts from a dedicated studio on the JMSS campus, providing Year 9 and 10 students across Victoria access to specialised STEM subjects via a virtual classroom. The Regional Science Exchange continues to bring regional students to JMSS for immersive two-week programs held twice a year. Meanwhile, the Little Scientists and Mini Mathematicians program runs weekly as part of the Co-Curricular Program, engaging over 40 primary schools annually.

Looking ahead, JMSS has allocated \$290,000 for capital works in 2025, including staff area refurbishments and the construction of an outdoor kitchen for students. Additionally, over \$400,000 has been set aside for IT asset and equipment upgrades, including the AV refitting across all JMSS laboratories.

**For more detailed information regarding our school please visit our website at <https://jmss.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 656 students were enrolled at this school in 2024, 297 female and 354 male.

36 percent of students had English as an additional language and NDP 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).

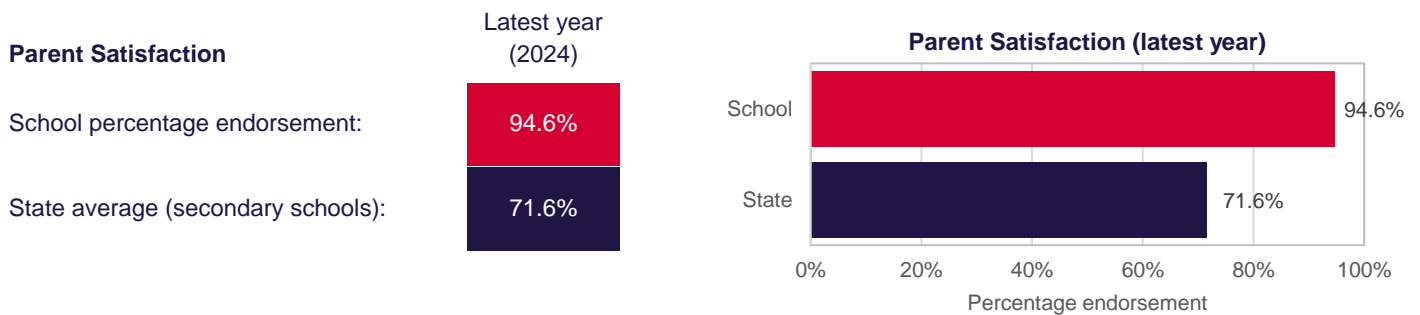
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

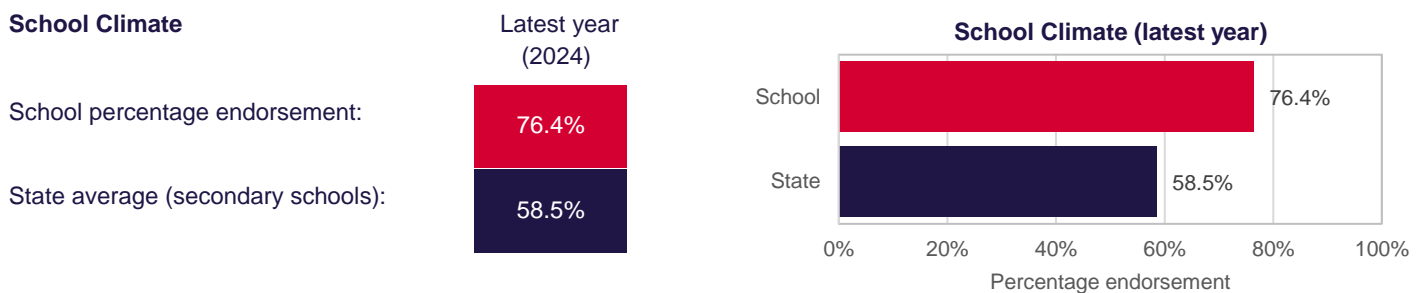


**School Staff Survey**

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

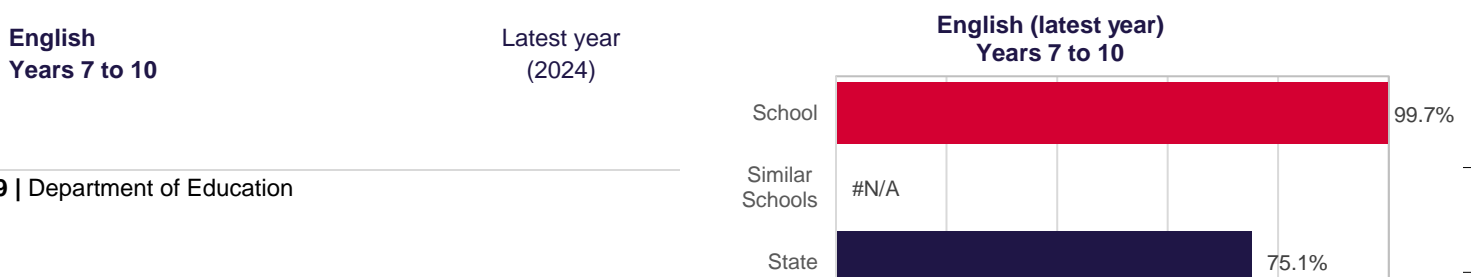


**LEARNING**

**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.



School percentage of students at or above age expected standards:

99.7%

Similar Schools average:

NDA

State average:

75.1%

**Mathematics  
Years 7 to 10**

Latest year  
(2024)

School percentage of students at or above age expected standards:

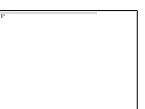
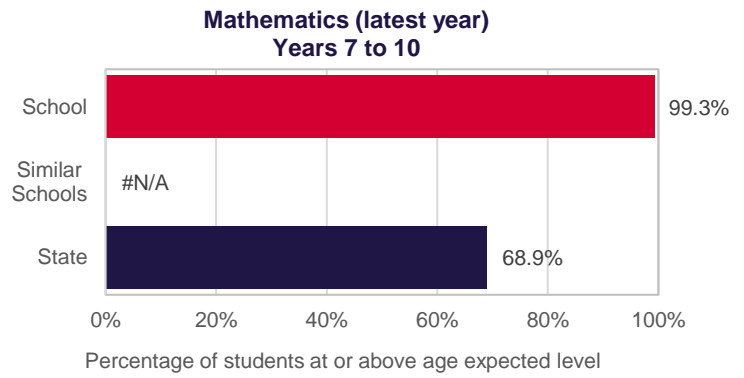
99.3%

Similar Schools average:

NDA

State average:

68.9%



## LEARNING (continued)

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

### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

#### Reading Year 7

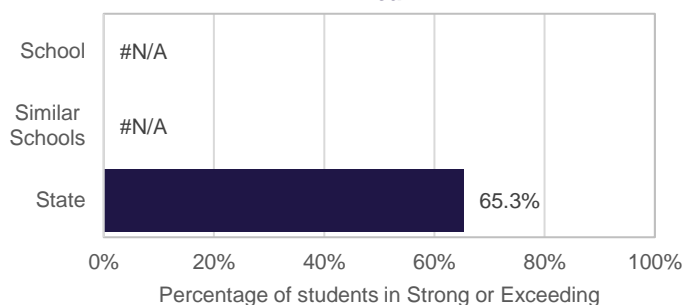
School percentage of students in Strong or Exceeding:

Latest year (2024)	2-year average
NDA	NDA
NDA	NDA
65.3%	65.7%

Similar Schools average:

State average:

#### NAPLAN Reading (latest year) Year 7



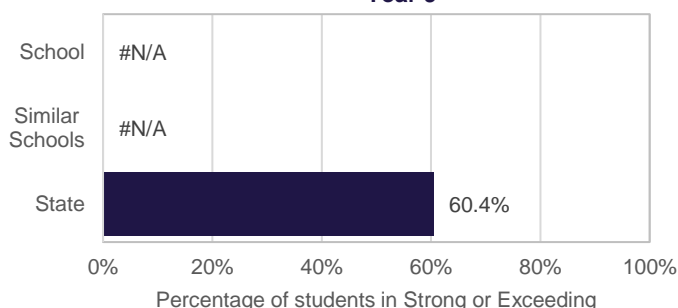
#### Reading Year 9

School percentage of students in Strong or Exceeding:

Similar Schools average:

State average:

#### NAPLAN Reading (latest year) Year 9



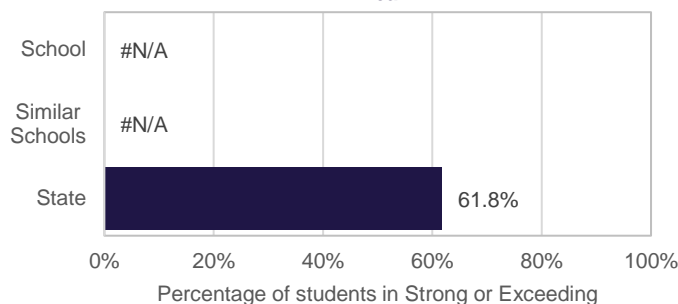
#### Numeracy Year 7

School percentage of students in Strong or Exceeding:

Similar Schools average:

State average:

#### NAPLAN Numeracy (latest year) Year 7



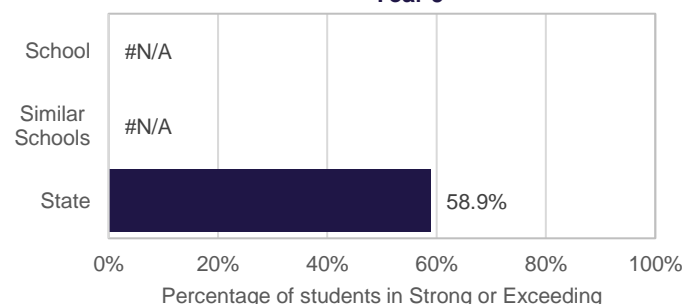
#### Numeracy Year 9

School percentage of students in Strong or Exceeding:

Similar Schools average:

State average:

#### NAPLAN Numeracy (latest year) Year 9



## LEARNING (continued)

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

### NAPLAN (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

NDA

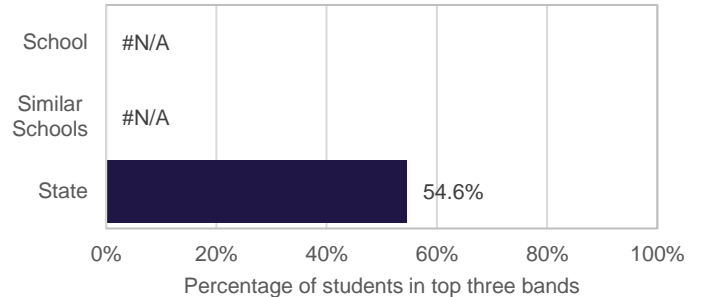
Similar Schools average:

NDA

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

NDA

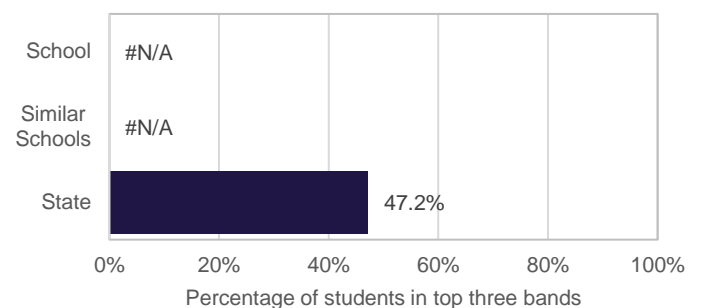
Similar Schools average:

NDA

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

NDA

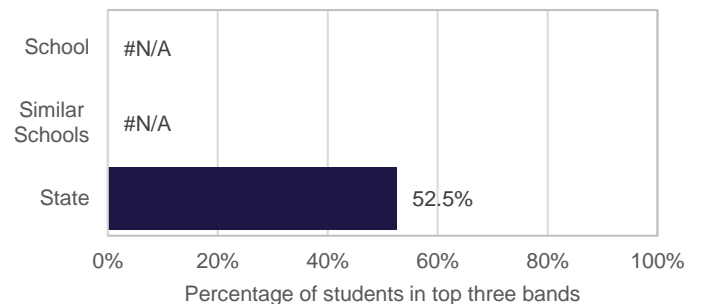
Similar Schools average:

NDA

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

NDA

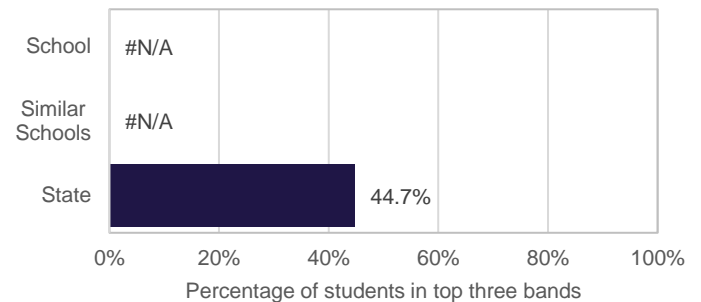
Similar Schools average:

NDA

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9



## LEARNING (continued)

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

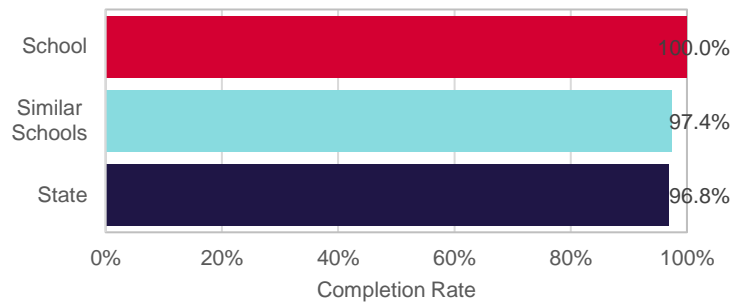
### Victorian Senior Secondary Certificate

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

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

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	100.0%	99.8%
Similar Schools completion rate:	97.4%	97.3%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

35.5

Number of students awarded the VCE Vocational Major

NDA

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

0%

Percentage VET units of competence satisfactorily completed in 2024:

100%



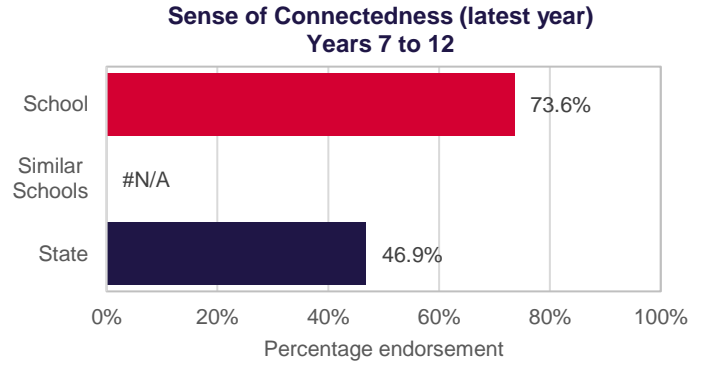
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

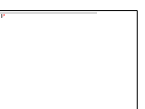
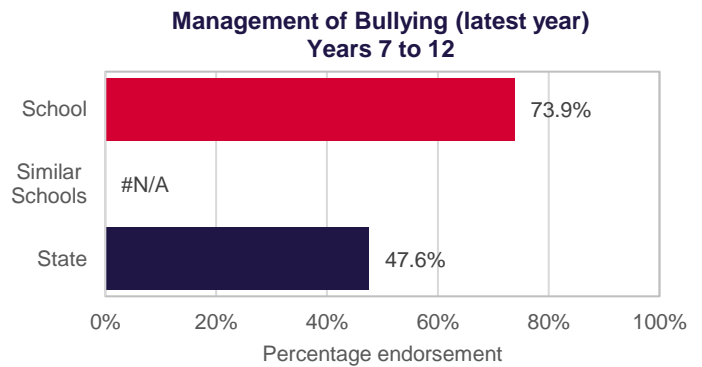
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	73.6%	79.7%
Similar Schools average:	NDA	NDA
State average:	46.9%	48.0%



### 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 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	73.9%	79.4%
Similar Schools average:	NDA	NDA
State average:	47.6%	49.1%



## ENGAGEMENT

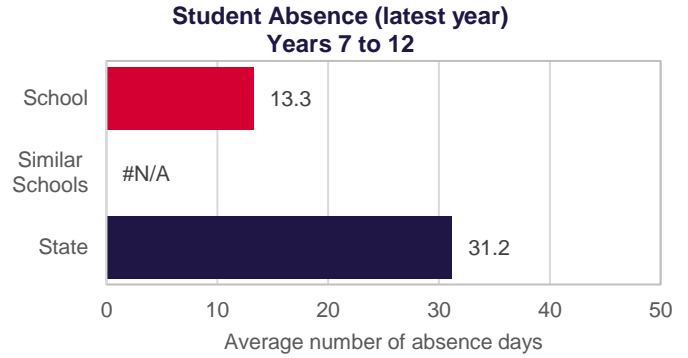
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	13.3	10.6
Similar Schools average:	NDA	NDA
State average:	31.2	27.2



### Attendance Rate (latest year)

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

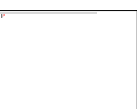
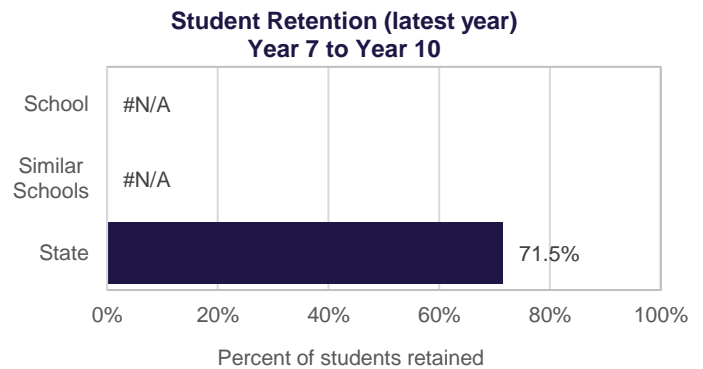
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDA	NDA	NDA	94%	93%	93%

### Student Retention

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

#### Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	71.5%	73.2%



## ENGAGEMENT (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.

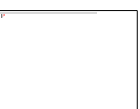
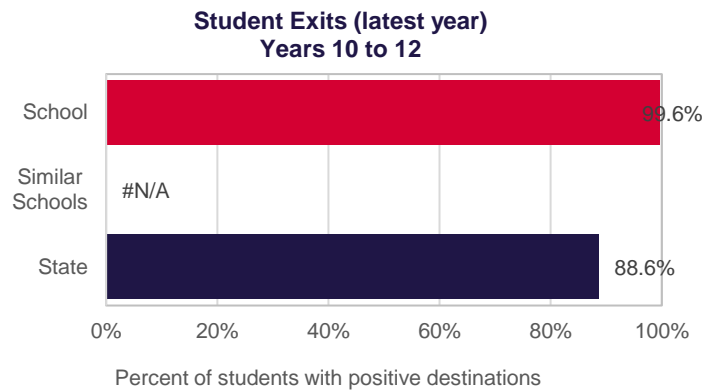
### Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school.  
Data excludes destinations recorded as 'Unknown'.

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	99.6%	99.7%
Similar Schools average:	NDA	NDA
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

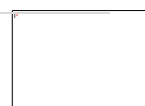
## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$8,292,097
Government Provided DET Grants	\$2,670,888
Government Grants Commonwealth	\$1,326
Government Grants State	\$0
Revenue Other	\$342,046
Locally Raised Funds	\$1,667,406
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$12,973,763</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,324
Equity (Catch Up)	\$245
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,569</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$10,016,056
Adjustments	\$0
Books & Publications	\$9,255
Camps/Excursions/Activities	\$673,065
Communication Costs	\$5,970
Consumables	\$326,113
Miscellaneous Expense <sup>3</sup>	\$1,396,691
Professional Development	\$112,598
Equipment/Maintenance/Hire	\$390,442
Property Services	\$150,432
Salaries & Allowances <sup>4</sup>	\$868,544
Support Services	\$309,069
Trading & Fundraising	\$51,656
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$70,769
Utilities	\$29,157
<b>Total Operating Expenditure</b>	<b>\$14,409,816</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,436,053)</b>
<b>Asset Acquisitions</b>	<b>\$26,538</b>

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



## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,578,524
Official Account	\$173,116
Other Accounts	\$426,829
<b>Total Funds Available</b>	<b>\$5,178,469</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$739,376
Other Recurrent Expenditure	\$26,946
Provision Accounts	\$9,242
Funds Received in Advance	\$92,228
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$940,141
Repayable to the Department	\$1,437,772
Asset/Equipment Replacement < 12 months	\$422,600
Capital - Buildings/Grounds < 12 months	\$290,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$3,958,305</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.*

