



ENCOURAGING \* CARING \* CHALLENGING



2024

*Annual Report*





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*“Kaya. We acknowledge that Eaton Community College is on Kaniyang Noongar Boodja. We acknowledge the Kaniyang people as the Traditional Custodians of the land on which we deliver our services and respect their continuing connection to land, waters, and community. We offer our respect to Elders past and present.”*

# PRINCIPAL'S *Report*



2024 was a year of growth, achievement, and progress at Eaton Community College. Our school continued to be a vibrant hub for learning, characterised by a diverse student body and a strong commitment to inclusivity. We continued to focus on ensuring that our students received the highest quality education, support, and opportunities to succeed in all aspects of their lives—academically, socially, and emotionally.

We take immense pride in the achievements of our students in 2024, both as individuals and in teams. Their hard work, determination, and resilience have resulted in outstanding accomplishments in academics, sports, and the arts. These successes not only bring pride to our school but also exemplify the spirit of collaboration and community that we strive to foster.

This year has seen a continuation of our commitment to improvement through rigorous self-review processes and the Public School Review conducted in Term 4. This review recognised our strong relationships and partnerships within the school, the wider community, and industry. It also affirmed our effective use of resources to maximise student outcomes. These insights have strengthened our capacity to implement targeted improvements that will further enhance student achievement and wellbeing.

With a strong focus on quality teaching, we continue to refine our use of data analysis, feedback, and evidence-based teaching strategies to support student learning. Our teachers are deeply committed to professional growth and innovation, ensuring that students receive the best possible education.

In 2024, we expanded our Senior School programs, offering greater flexibility for students to pursue their pathways in ways that align with their aspirations. The introduction of new certificate courses and career-focused programs provided students with broader opportunities, ensuring they are well-prepared for their futures. Strengthening our connections with local industries, community, and the Shire of Dardanup has also allowed us to create valuable learning experiences beyond the classroom.

A key focus this year has been our commitment to fostering a culturally safe and inclusive school environment. In 2024 we opened our Yarning Circle during our NAIDOC week celebrations, and this has proved to be a space where the community can come together to support each other, celebrate the diverse backgrounds and continue build a sense of belonging.

Our Student Services team remains dedicated to providing academic, social, and emotional support, reinforcing our belief that nurturing the whole child is essential for their success. By introducing the Wellbeing and Engagement Census (WEC) the team will gain valuable information to maintain a safe, supportive, and enriching environment where every student can thrive.

I would like to express my sincere gratitude to the Eaton Community College Board for their ongoing support and dedication. Their guidance has been instrumental in addressing our three key focus areas: quality teaching, pathways, and wellbeing. Their contributions ensure we continue to strive for excellence and create the best possible outcomes for our students.

During 2024, our Parents and Citizens (P&C) Association dissolved. We extend our deepest thanks to the volunteers who have generously given their time and effort over the years. Their contributions have made a lasting impact on our school community and will be fondly remembered.

Thank you to our students, staff, families, and community members for your continued support and involvement in our school. Together, we are dedicated to making Eaton Community College a place of opportunity, growth, and success for all.

A handwritten signature in black ink, appearing to read 'Pippa Herbert'.

Pippa Herbert  
Principal



# BOARD CHAIR'S *Message*



I am delighted to share the Annual Report from the School Board. An opportunity to reflect on our achievements over the past year and to celebrate future opportunities and challenges.

Eaton Community College, an Independent Public School, requires a school board with parents, community members, and Department of Education employees. With the diversity of individuals involved, we make sure decisions match the values and needs of students and their families, guiding the school for best student outcomes.

The School Board actively engages with the school's business plan and reviews the budget annually to ensure that finances are managed effectively, and resources are utilised efficiently. The board remains vigilant regarding the school's codes of conduct and uniform policies, making certain they meet the standards and expectations of the entire school community. It is our aim to ensure Eaton Community College provides an optimal environment for learning and personal development.

I would like to acknowledge our Principal, Pippa Herbet, whose leadership has brought a vibrant energy to our institution. Her positive impact on our school community

throughout the year has been a pleasure to experience, particularly her emphasis on honest reflection and sincere improvement. Eaton Community College continues to uphold its business plan and strategic goals with renewed vigour.

Moving forward, the School Board will persist in promoting collaboration among its members, school staff, and the community to support student growth and academic achievement. The Board continues to offer guidance to maintain the school's focus on delivering exceptional education and outstanding student outcomes remaining committed to the school's mission: We Rise.

Finally, I extend my gratitude to the board members, teaching staff, parents, and the entire school community for their unwavering support and dedication to the success of Eaton Community College.

A handwritten signature in black ink, appearing to read 'Ian Ridgwell'.

Ian Ridgwell  
Board Chair





# Supporting Student Success Through Shared Values

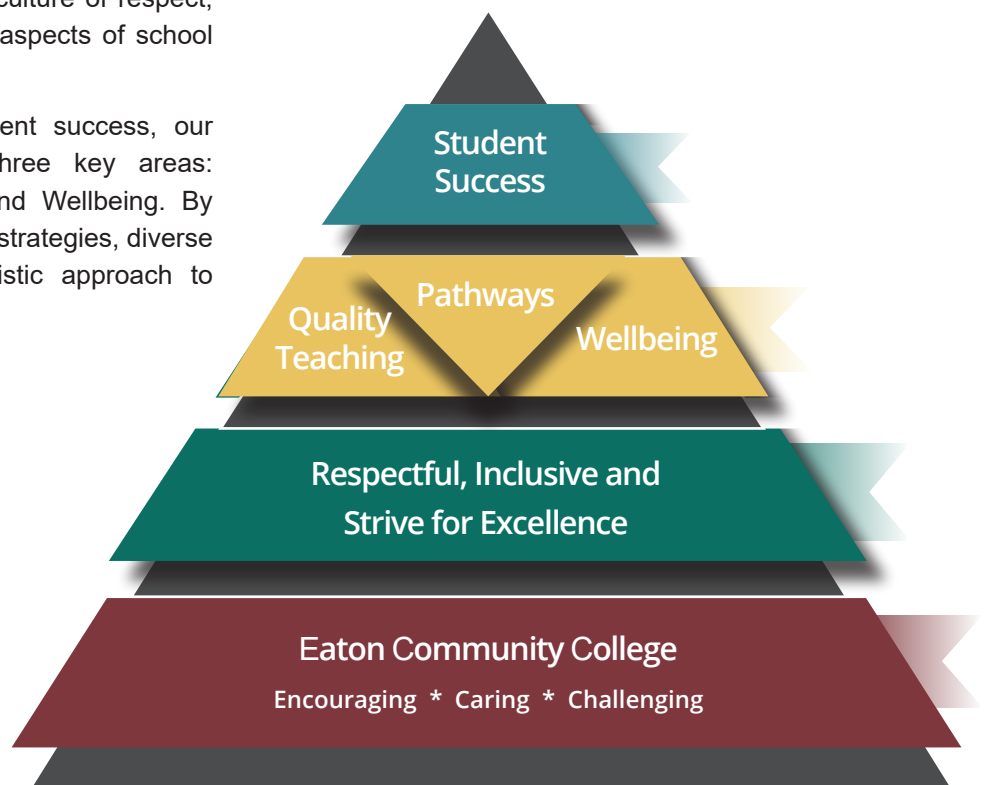
At Eaton Community College, our commitment to student success is underpinned by a strong alignment between our core values, Positive Behaviour Support (PBS) expectations, and the strategic focus areas outlined in our Business Plan. We believe that fostering a respectful, inclusive, and high-expectations learning environment enables every student to thrive.

Our core values—Encouraging, Caring, and Challenging—guide our approach to teaching and learning, ensuring that every student feels supported and motivated to reach their full potential. These values are reinforced through our PBS expectations, which promote a culture of respect, inclusion, and excellence in all aspects of school life.

To achieve our vision of student success, our Business Plan focuses on three key areas: Quality Teaching, Pathways, and Wellbeing. By prioritising high-impact teaching strategies, diverse learning pathways, and a holistic approach to

student wellbeing, we create opportunities for all students to excel, regardless of their background or aspirations.

At Eaton Community College, we celebrate diversity and inspire students to become lifelong learners. Through our shared commitment to excellence, we empower students with the knowledge, skills, and confidence to embrace their future with ambition and resilience.



# 2024

# Highlights

## Luka Visions Art Awards: -

### BEST OVERALL WINNER:

Aida Blackley, Year 11.

### WINNER:

Best work on paper:

Melody Ginns, Year 12.

## Commissioner for Children and Young People Photography Awards

### 1st PLACE

- Molly Franke, Year 11.

### PEOPLES CHOICE AWARD

- Tara Fink, Year 12.

## Interschool Athletics

Champion Girl Open

Sway Brown

Runner Up Boys Open

Stirling McBreen

Runner Up Boys Yr 10

Tyler Willshire

## Aqwest Photography Competition -

### 3rd PRIZE

Serah Fink, Year 9.

## Dardanup Art Spectacular,

### HIGHLY COMMENDED -

Cady Doust, Year 10.

### Work Placement

- 78 students , Year 9 - Year 12.
- 6733 hours completed.
- 61 employers from a range of industries.

## Country Week results:

Netball: 1st

Girls Basketball: Equal 1st

Boys Volleyball: 2nd

Girls Volleyball: 3rd

Boys Basketball: 4th

## Shaun Tan Awards for Young Artists

### WINNER

Michael Evans, Year 12.

## Young Originals Art Exhibition

- Slade Wright (Year 12),
- Aida Blackley (Year 11),
- Shandelle Bouchier (Year 11)



# Key Focus Area's

## KEY FOCUS 1

### Quality Teaching

During 2024, we have focused on building staff data literacy to support meaningful discussions on improving student achievement and progress. This data-driven approach has enabled us to identify areas for growth and implement targeted strategies to enhance student outcomes and close performance gaps.

A key initiative has been the consistent moderation of assessment tasks across the school. This process has strengthened staff understanding of judging standards, ensuring that teachers engage in rigorous conversations about student performance. By analysing strengths and areas for improvement, staff can provide more effective support to help students reach their full potential.

Through an extensive consultative process, Eaton Community College has also developed a structured model for student feedback, set to be implemented in 2025. This model will provide students with clear goals and actionable strategies to improve their achievement, reinforcing our commitment to high-quality teaching and learning.

#### Priorities

1.1	Implement vocabulary frameworks for subject specific language	<div><div></div></div> 20%
1.2	Develop and implement an ECC Model of Feedback to support teaching and learning	<div><div></div></div> 100%
1.3	Focus on developing students; open ended questions with full sentence responses	<div><div></div></div> 0%
1.4	Place an even greater focus on analysing data to drive student improvement targets	<div><div></div></div> 100%
1.5	Investigate how we can develop, implement and sustain a culture of homework vigour	<div><div></div></div> 10%



## KEY FOCUS 2

### Pathways

In 2024 we continued to focus on expanding course offerings and certificate programs to better support student achievement. At Eaton Community College, our motto, “Your Pathway, Your Way,” reflects our commitment to personalised learning. To help students make informed choices, we have developed a range of resources designed to guide them in selecting courses that align with their aspirations, ensuring they can access the pathways that best support their goals.

In 2024, we established the Pathways Professional Learning Team (PLT) with the primary goal of creating a guide for each learning area to embed career pathways within the curriculum. This initiative ensures that students gain a clearer understanding of how their studies connect to future opportunities, making career exploration a more integral part of their education.

Additionally, we have strengthened our partnerships with local primary schools. To facilitate this, we established the Primary Partnership PLT and introduced a regular schedule of cluster meetings between the principals of our local primary schools and the College. The focus of these meetings is to identify ways in which the three schools can work together more effectively to support the broader community, ensuring a smoother transition and success for students

### Priorities

2.1	Work with students and their families to improve time management, work ethic and motivation	50%
2.2	Focus on employable skills in all learning areas	40%
2.3	Facilitate industry visits into classrooms (industry experts, trades etc.)	60%
2.4	Embed micro credentials into our courses (e.g. First Aid, Skipper Ticket, White Card, etc.)	60%
2.5	Develop primary partnerships with our cluster primary schools	90%





# KEY FOCUS 3

## Wellbeing

The growing popularity of the Specialised Autism Learning Program (SALP) is evident in the increasing number of applications each year. Building on the success of this model, in 2024 we introduced the Learning Enrichment Community (LEC) to support all students with diagnosed disabilities. These two programs have played a vital role in creating a safe and supportive environment at the College, enabling students to engage more effectively in their education.

Cultural responsiveness remained a key focus, with cultural practices and curriculum being embedded both in classrooms and across the wider school community. Additionally, 2024 marked the introduction of a dedicated Year 10 to Year 11 transition program, designed to equip students with the knowledge and skills needed to succeed in Senior School.

To further support student wellbeing, the Student Services Team introduced the Wellbeing and Engagement Census (WEC), surveying Year 7 and 8 students to gather insights into their sense of belonging, social and emotional health, and overall wellbeing. The data collected provided valuable information, allowing us to develop a range of targeted strategies to strengthen student wellbeing and ensure every student feels supported at Eaton Community College.

### Priorities

3.1	Investigate the benefits of, and structures for home room classes	<div><div></div></div> 10%
3.2	Embed and enhance the use of wellbeing strategies within classroom settings	<div><div></div></div> 30%
3.3	Expand our transitions focus to include new students and the move from Year 10 to Senior School	<div><div></div></div> 80%
3.4	Embed cultural practices into everyday classroom routine, i.e. Acknowledgement to Country	<div><div></div></div> 90%
3.5	Use student wellbeing survey data to plan for and address areas of student/cohort/gender concerns	<div><div></div></div> 70%





# Student Improvement Targets

## Community

	Achieved
	Partially Achieved
	Not Achieved

	2023	2024	2025
1. 85% or more eligible students are retained from cluster primary schools			
2. 85% or more students are retained from Year 7 to Year 10			
3. Parents will identify with a positive score of 70% or higher in NSOS - I am satisfied with the overall standard of education achieved at this school - I would recommend this school to others - The staff at the school respect and listen to me			

The retention of students from local primary schools remains an area for growth. In 2024:

- 33% of Eaton Primary School students enrolled at ECC for Year 7.
- 57% of Glen Huon Primary School students transitioned to ECC.

While Glen Huon Primary School's retention is stronger, overall enrolments from local schools are below the 85% target. The school will continue working on strengthening relationships with local primary schools, enhancing transition programs, and promoting ECC as the preferred choice for families.

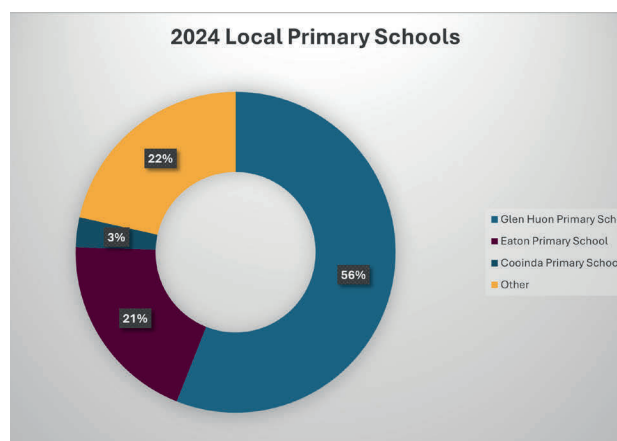
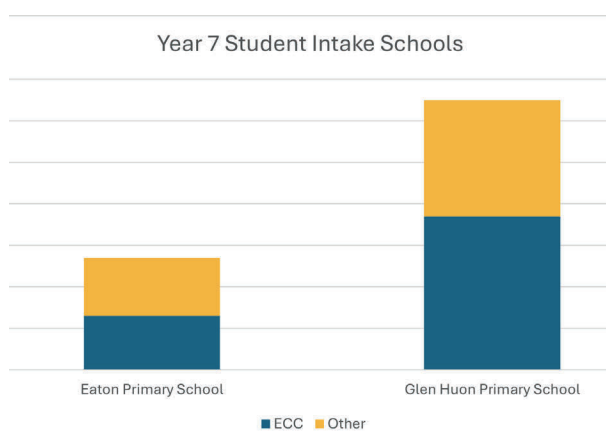
The National School Opinion Survey (NSOS) results reflect strong parent satisfaction, with all key areas exceeding the 70% benchmark:

- 80% of parents are satisfied with the overall standard of education.
- 75% would recommend ECC to others.
- 96% feel respected and listened to by school staff.

These results indicate high levels of parent confidence and positive relationships between families and the school. Moving forward, ECC will focus on sustaining and enhancing parent engagement initiatives to further strengthen the school community.



## Target 1



## Target 2

	Years 8 - 10	Years 8 - 12		Years 10 - 12		Years 10 - 11	Years 11 - 12
2021	95%	44%		51%		64%	64%
2022	91%	45%		45%		66%	70%
2023	90%	40%		43%		69%	65%

## Target 3

### NSOS Parent response

I am satisfied with the overall standard of education achieved at this school.

80%

I would recommend this school to others.

75%

The staff at the school respect and listen to me.

96%







## School Culture

	Achieved
	Partially Achieved
	Not Achieved

	2023	2024	2025
1. ECC will maintain or improve an attendance rate of 87%			
2. Staff will identify with a positive score of 75% or higher in NSOS <ul style="list-style-type: none"> <li>- Staff are well supported at this school</li> <li>- I like being at my school</li> <li>- This school takes staff opinions seriously. The percentage of students showing an increase in the differential between pre and post surveys.</li> </ul>			

Eaton Community College continues to work towards achieving its target attendance rate of 87%. While overall attendance has improved, it remains slightly below the statewide public-school average:

- Overall school attendance in 2024 was 81%, an increase from 79.1% in 2023.
- Non-Aboriginal student attendance improved from 80.1% (2023) to 82.4% (2024), aligning closely with like schools.
- Aboriginal student attendance remains a key focus area, with a slight decline from 69.1% (2023) to 68.2% (2024), though still outperforming like schools and the state average.

Year-level attendance trends show steady improvement in most cohorts, with Year 9 and Year 10 attendance increasing notably compared to previous years. Year 12 attendance (85%) continues to surpass the state average (82%), reflecting strong engagement among senior students.

The school remains committed to implementing targeted attendance strategies, including early intervention, parent engagement, and student support programs, to further increase attendance rates across all year levels.

The National School Opinion Survey (NSOS) results indicate strong staff morale and positive workplace culture, with the target of 75% or higher in key areas achieved:

- 79% of staff feel well supported at the school.
- 85.5% of staff believe that morale reflects quality professional relationships.
- 81% of staff feel their opinions are taken seriously.



These results highlight a positive school environment, though ongoing efforts will focus on enhancing staff support and ensuring continuous improvement in wellbeing. ECC remains dedicated to building a supportive workplace culture and increasing staff efficacy and sense of shared ownership of school improvement.

### Target 1

	Y7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
2022	80%	75%	74%	80%	82%	83%
2023	85%	79%	74%	72%	85%	90%
2024	82%	81%	79%	78%	84%	85%
Public Schools 2024	87%	83%	81%	79%	81%	82%

### Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	79.1%	79.6%	83.0%	68.2%	57.8%	55.2%	77.9%	76.0%	80.4%
2023	80.1%	81.9%	84.9%	69.1%	61.7%	59.2%	79.1%	78.3%	82.5%
2024	82.4%	81.6%	84.7%	68.2%	63.2%	57.6%	81%	79.3%	82.2%

### Target 2

NSOS Staff response

Staff are well supported at this school.

79%

Our staff morale reflects quality professional relationships.

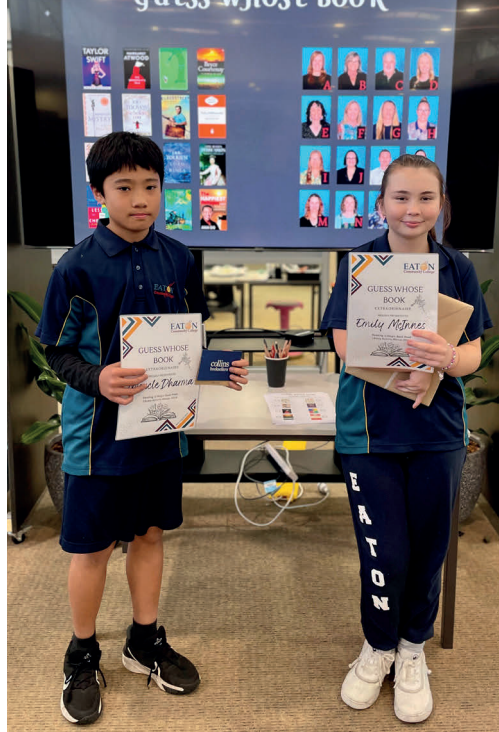
81%

This school take opinions seriously.

85.5%







## Engagement

	Achieved
	Partially Achieved
	Not Achieved

	2023	2024	2025
1. The percentage of students who have regular attendance (i.e. greater than 90%) to be greater than like schools			
2. 80% or more students achieve Often or Consistent in Sem 1 and Sem 2 ABEs			
3. 100% of staff and students engage in the ECC feedback process			

Eaton Community College remains committed to maintaining strong attendance, improving student engagement, and fostering a culture of feedback and growth to support ongoing student success. Eaton Community College has successfully met its attendance target, with the percentage of students maintaining regular attendance (greater than 90%) exceeding like schools.

- In 2024, 40.4% of students achieved regular attendance, an improvement from 39.8% in 2023 and significantly higher than the 38.4% recorded in like schools (2023).
- The percentage of students in the severe at-risk category has decreased from 15.5% in 2023 to 13.4% in 2024, demonstrating progress in attendance support initiatives.

While ECC has outperformed like schools, the school remains committed to further reducing absenteeism and moving closer to the statewide average of 48% for regular attendance.

The goal of having 80% or more students achieve “Often” or “Consistently” in their Attitude, Behaviour, and Effort (ABE) reports is still in progress.

- The overall average across all year groups is 70.8%, with Year 12 students achieving the highest success rate (82.7%).
- Year 7 students are closest to the target (76.5%), while Years 8, 9, and 10 remain areas for improvement.

To address this, ECC will continue implementing positive behaviour strategies, academic rigour and engaging students in high-impact learning environments to enhance their engagement and performance.



In 2025, 100% engagement from both staff and students in the ECC feedback process will occur. This initiative aims to create a culture of continuous improvement by ensuring all voices are heard and valued. Continued efforts will focus on enhancing participation rates through structured feedback opportunities and increased awareness of the process’s impact on teaching and learning outcomes.

Target 1

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	27.4%	30.5%	27.6%	14.4%
2023	39.8%	25.8%	18.8%	15.5%
2024	40.4%	28.7%	17.5%	13.4%
Like Schools 2023	38.4%	27.2%	18.5%	15.9%
WA Public Schools	48%	25%	15%	12%

Target 2

Year group	Percentage of students achieving often or consistently	
	2023	2024
Year 7	72.6	76.5
Year 8	68.9	63.7
Year 9	62.6	65.7
Year 10	60.1	66.1
Year 11	72.2	70.6
Year 12	90.9	82.7
Average	71.2	70.88





# Progress and Achievement

	Achieved
	Partially Achieved
	Not Achieved

2023	2024	2025

1. All NAPLAN tests indicate High Progress High Achievement for students transitioning from Years 7 to 9.			
2. 30% or more Year 9 students will prequalify for OLNA			
3. Students in Years 7 - 10 will equal or exceed like school performance in all learning areas			

Students at Eaton Community College continue to demonstrate above-expected progress in NAPLAN from Year 7 to Year 9. However, numeracy remains an area of focus, as students have yet to achieve high progress and high achievement in this domain. To address this, the school introduced a numeracy intervention program for Year 7 and 8 students two years ago, with its full impact expected to be reflected in the 2025 Year 9 NAPLAN results.

While students are making steady progress, data indicates that Year 7 and 8 cohorts perform below like schools in the MESH subjects (Maths, English, Science, and HASS). Encouragingly, as students advance to Year 9 and 10, their achievement levels improve, aligning with or exceeding like-school performance in three subjects. Notably, Science and HASS show the most significant improvement, while Maths remains a priority for early-year intervention.

In OLNA, the Year 10 and 11 cohorts outperformed like schools, whereas Year 12 students performed on par in 2024. A key barrier to WACE attainment was OLNA achievement. In response, the school has developed and will implement an OLNA support intervention program in 2025 to further assist students in meeting literacy and numeracy requirements.

This data reflects ongoing improvement across year levels and highlights the school's commitment to targeted interventions that support student success.

## Target 1

Performance is highlighted with the following:

	Above expected progress and achievement
	Expected progress and achievement
	Below expected progress and achievement

WA Public Schools	Numeracy			
	Year 7 (2022)		Year 9 (2024)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	7%	8%	2%	10%
Middle 60%	59%	59%	64%	59%
Bottom 20%	34%	32%	33%	31%



WA Public Schools	Reading			
	Year 7 (2022)		Year 9 (2024)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	8%	9%	10%	9%
Middle 60%	63%	58%	63%	60%
Bottom 20%	30%	33%	27%	31%

WA Public Schools	Writing			
	Year 7 (2022)		Year 9 (2024)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	14%	13%	10%	11%
Middle 60%	61%	62%	62%	60%
Bottom 20%	25%	26%	28%	29%

WA Public Schools	Spelling			
	Year 7 (2022)		Year 9 (2024)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	16%	11%	14%	11%
Middle 60%	52%	58%	57%	56%
Bottom 20%	33%	30%	29%	33%

WA Public Schools	Grammar & Punctuation			
	Year 7 (2022)		Year 9 (2024)	
	ECC	Like Schools	ECC	Like Schools
Top 20%	7%	11%	7%	9%
Middle 60%	61%	60%	63%	60%
Bottom 20%	31%	30%	30%	31%

#### Target 2 - OLNA Achievement

2024	Year 10	Year 11	Year 12
	Percentage of students qualified Like Schools.		
Percentage	45.7%	67.5%	78.4%
Like Schools	32.7%	62.7%	78.8%

#### Target 3 - Percentage of students achieving different grades.

Performance is highlighted with the following:

	Above expected achievement
	Expected achievement
	Below expected achievement

	MATHS	ENGLISH	SCIENCE	HASS
Year 7	Below expected achievement	Below expected achievement	Below expected achievement	Expected achievement
Year 8	Below expected achievement	Below expected achievement	Below expected achievement	Expected achievement
Year 9	Below expected achievement	Expected achievement	Expected achievement	Above expected achievement
Year 10	Above expected achievement	Expected achievement	Above expected achievement	Above expected achievement



## Pathways of Choice

	Achieved
	Partially Achieved
	Not Achieved

	2023	2024	2025
1. 100% of the Year 12 cohort are engaged in further education/training or are employed when finishing school.			
2. 100% of Year 12 ATAR students applying for entrance into university receive an offer.			
3. 100% VET completion rate for Year 12 graduating students.			

### Year 12 Outcomes including VET Data

The Post-School Destination Data highlights that the largest proportion of students (31.4%) transitioned into part-time employment, followed by university enrolment (17.1%), deferred study/training (14.3%), TAFE (11.4%), and full-time employment (11.4%). Additionally, apprenticeships (5.7%) and other training pathways continue to provide valuable vocational opportunities.

Many students who enrolled in university gained admission through alternate pathways, including Certificate IV qualifications and university preparation programs. Notably, only one ATAR student who applied for university did not receive an offer. The Future Pathways team works closely with students to ensure they have a clear understanding of their post-school options and how to access their chosen pathway.

### Vocational Education and Training (VET) Completion.

Progress in VET completion remains ongoing:

- Several qualifications achieved a 100% completion rate, including Aviation, Electrotechnology, Salon Assistance, and Community Services.
- Some courses, such as Automotive Servicing (88.9%), Sport Coaching (72.7%), and Building and Construction (66.7%), had partial completion rates, indicating areas for continued support and improvement.

Eaton Community College had the third-highest enrolments in the Bunbury Regional Trade Training Centre (BRTTC) in 2024 and remains one of the few schools that enables students to engage in external qualifications on any day of the week. The school remains committed to supporting students in both academic and vocational pathways, ensuring all students have access to meaningful post-school opportunities. Improving VET completion rates will continue to be a priority to ensure students successfully attain their qualifications.



## 1. Target 1 - Post-School Destination Data



## 3. Target 3

VET Qualification	Enrolled	Completed	Percent
CIII in Aviation (Remote Pilot)	3	3	100
CII in Electrotechnology (Career Start)	2	2	100
CII in Salon Assistant	2	2	100
CIII in School Based Education Support	2	2	100
CIV in Preparation for Health and Nursing Studies	2	2	100
CII in Community Services	1	1	100
CII in Construction Pathways	1	1	100
CII in Engineering Pathways	1	1	100
CII in Music	1	1	100
CII in Sport and Recreation	1	1	100
CIII in Business	1	1	100
CIII in Early Childhood Education and Care	1	1	100
CIII in Health Services Assistance	1	1	100
CIII in Music	1	1	100
CIV in School Based Education Support	1	1	100
CII in Automotive Servicing Technology	9	8	88.89
CII in Applied Digital Technologies	4	3	75
CII in Sport Coaching	11	8	72.73
CII in Building and Construction (Pathway - Trades)	3	2	66.67
CII in Hospitality	2	1	50

# Celebrating 2024.....

## Year 12 2024 Awards

### The Arts

Design: Photography General	Tara Fink
Visual Arts General	Gracie Madaffari
Media Production and Analysis General	Tara Fink

### English

English ATAR	Jurise Grundlingh
English General	Addison Edwards
English EAL/D ( English as an Additional Language) General SIDE	Reniel Siega

### Mathematics

Mathematics Applications ATAR	Indra Mohammed
Mathematics Essential General	Tara Fink

### Health and Physical Education

Physical Education Studies General	Addison Edwards
Outdoor Education General	Tara Fink

### Science

Biology ATAR	Jurise Grundlingh
Human Biology ATAR	Jurise Grundlingh
Human Biology General	Addison Edwards
Marine and Maritime Students General	Sway Brown

### HASS

Ancient History General	Henry Di Donna
Career and Enterprise General	Isla Laurenson
Psychology General	Tara Fink

### Technologies

Bethanie Fields Food Science and Technology General Award	Isla Laurenson
Children, Family and Community General	Layla Roskruige
Materials, Design Technology: Wood - General	Sway Brown
Engineering Studies General	Tara Fink

### Special Awards

Ampol Best All Rounder Award	Indra Mohammed
Citizen of the Year	Slade Wright
Forrest Medal - Principals Award	Isla Laurenson
Long Tan Youth Leadership and Teamwork Award	Isla Laurenson
Future Innovators Award	Tara Fink
Yaakiny Aboriginal Education Award	Pearl Kitto
Sportsperson of the Year	Addison Edwards
DUX - General	Tara Fink
DUX - ATAR	Jurise Grundlingh



# Year 12 Academic performance .....

DUX ATAR  
Jurise Grundingh

DUX General  
Tara Fink

86% of students  
studied 2 or more  
STEM courses.

Outstanding ATAR  
score -  
Jurise Grundingh  
97.45

30% of Yr 12 students  
achieved 2 or more  
VET qualifications.

3 Certificates of Merit  
awarded by SCSA.

Percentage of  
students achieving  
Certificates:  
Cert III - 14%  
Cert IV - 7%

## 2024 WACE Achievement

	PERCENTAGE ACHIEVING WACE
2021	86%
2022	89%
2023	86%
2024	77%

## 2024 Year 12 Pathways

	YR12 STUDENTS	ATAR	VET CERT III OR HIGHER
2022	48	3 (7%)	22.6%
2023	44	5 (12%)	24.2%
2024	52	4 (7.7%)	27.3%

## Year 12 VET Completion

	CERT II	CERT III	CIV	2 OR MORE QUALIFICATIONS
2021	21 (47%)	8 (18%)	2 (4%)	10 (22%)
2022	22 (45%)	5 (10%)	2 (4%)	6 (12%)
2023	24 (57%)	5 (12%)	3 (7%)	9 (21%)
2024	22 (50%)	6 (14%)	3 (7%)	13 (30%)

# Financial Summary.....

One Line Budget - December 2023 (Verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	\$161,757.70	\$161,758.00
Carry Forward (Salary):	\$476,276.97	\$476,276.97
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	\$8,742,146.00	\$8,742,146.00
Locally Raised Funds:	\$598,680.00	\$726,157.00
<b>Total Funds:</b>	<b>\$9,978,860.67</b>	<b>\$10,106,338.00</b>
<b>EXPENDITURE</b>		
Salaries:	\$8,300,614.00	\$8,300,614.00
Goods and Services (Cash):	\$1,252,775.00	\$1,219,788.00
<b>Total Expenditure:</b>	<b>\$9,553,389.00</b>	<b>\$9,520,402.00</b>
<b>VARIANCE:</b>	<b>\$425,471.00</b>	<b>\$585,936.00</b>

Income - December 2023 (Verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	\$161,757.70	\$161,758.00
Carry Forward (Salary)	\$476,276.97	\$476,276.97
<b>STUDENT-CENTRED FUNDING</b>		
Per Student	\$5,148,208.00	\$5,148,208.00
School and Student Characteristics	\$2,372,299.32	\$2,372,299.32
Disability Adjustments	\$-36,504.31	\$-36,504.31
Targeted Initiatives	\$1,292,085.23	\$1,292,085.23
Operational Response Allocation	\$6,218.67	\$6,218.67
<b>Total Funds:</b>	<b>\$8,782,306.91</b>	<b>\$8,782,306.91</b>
<b>TRANSFERS AND ADJUSTMENTS</b>		
Regional Allocation	\$9,720.00	\$9,720.00
Transition Adjustment	\$0	\$0
School Transfers – Salary	\$-347,016.78	\$-347,016.78
School Transfers - Cash	\$350,916.00	\$350,916.00
Department Adjustments	\$-53,780.60	\$-53,780.60
<b>Total Funds:</b>	<b>\$-40,161.38</b>	<b>\$-40,161.38</b>
<b>LOCALLY RAISED FUNDS (REVENUE)</b>		
Voluntary Contributions	\$29,393.00	\$17,437.54
Charges and Fees	\$125,962.50	\$152,795.33
Fees from Facilities Hire	\$0	\$0
Fundraising/Donations/Sponsorships	\$5,100.00	\$3,705.58
Commonwealth Govt Revenues	\$0	\$0
Other State Govt/Local Govt Revenues	\$1,449.00	\$2,175.82
Revenue from CO, Regional Office and Other schools	\$0	\$69,228.00
Other Revenues	\$122,775.00	\$166,538.01
Transfer from Reserve or DGR	\$314,000.00	\$314,277.13
<b>Total Funds:</b>	<b>\$598,679.50</b>	<b>\$726,157.41</b>



Expenditure - December 2023 (Verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
<b>SALARIES</b>		
Appointed Staff	\$8,015,441.79	\$8,015,441.79
New Appointments	\$0	\$0
Casual Payments	\$236,677.09	\$236,677.09
Other Salary Expenditure	\$48,494.88	\$48,494.88
<b>Total Funds:</b>	<b>\$8,300,613.75</b>	<b>\$8,300,613.75</b>
<b>GOODS AND SERVICES (CASH EXPENDITURE)</b>		
Administration	\$53,728.00	\$48,010.10
Lease Payments	\$0	\$0
Utilities, Facilities and Maintenance	\$377,250.00	\$352,754.17
Buildings, Property and Equipment	\$312,047.00	\$324,508.37
Curriculum and Student Services	\$439,129.22	\$424,587.00
Professional Development	\$36,999.70	\$31,091.56
Transfer to Reserve	\$12,500.70	\$12,501.00
Other Expenditure	\$21,120.50	\$26,336.01
<b>Total Funds:</b>	<b>\$1,252,775.12</b>	<b>\$1,219,788.21</b>

## Workforce Composition

	No.	FTE	
Administration			
Principal	1	1.0	
Associate / Deputy Principals	3	2.0	
Program Coordinators	10	9.6	
Total Administration Staff	14	12.6	
Teaching Staff			
Level 3 Teachers	1	0.8	
Other Teaching Staff	33	30.0	
Total Teaching Staff	34	30.8	
Allied Professionals			
Clerical / Administrative	16	14.5	1
Gardening / Maintenance	1	0.6	0
Instructional	1	1.0	0
Other Allied Professionals	21	17.5	1
Total Allied Professionals	39	33.6	2
Total	87	77.0	2



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