

EATON

Community College

ENCOURAGING * CARING * CHALLENGING



2025

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.”



Principals Report

2025 was a year of reflection, alignment and purposeful growth at Eaton Community College. Throughout the year, we focused on strengthening the foundations of our work while setting a clear and ambitious direction for the future of our school. A key priority was the development of our Business Plan for 2026 and beyond.

This process involved a review of our current performance, alongside meaningful consultation with staff and our community. Importantly, the Eaton Community College School Board played a critical role in guiding this work, providing valuable insight and support to ensure our strategic direction was both rigorous and responsive to the needs of our students and community. As a result, we sharpened our focus on improving student achievement, strengthening engagement, and building a positive and inclusive school culture. This work provided a clear roadmap for the next phase of our improvement journey.

Central to this progress was our commitment to building leadership at all levels across the College. In 2025, we made a deliberate effort to harness the strengths of our staff and develop leaders who were confident in using evidence, working collaboratively, and driving meaningful change. This collective approach strengthened consistency across the school and ensured that improvement efforts translated into real impact for our students.

There was a continued strengthening of teaching practice, with a greater focus on using data to inform decisions and support student progress. At the same time, students were provided with broader opportunities to explore future pathways, including access to practical qualifications, micro credentials, and individual pathway planning. Alongside this, we further developed structures that supported student wellbeing and connection, ensuring that students felt known, supported and able to succeed.

We began to see positive signs of progress. Student engagement strengthened, particularly in the senior school, and more students chose to remain at the College through the middle years and into senior schooling.

We also saw increasing confidence from our local community, with a growing number of students choosing Eaton Community College as their school of choice. Targeted approaches showed impact in specific areas, including improved outcomes for Aboriginal students and stronger connections with our local primary schools.

At the same time, we remained clear on the work ahead. Attendance continued to be a key priority, particularly in the middle years, and improving consistency of engagement.

A key part of our improvement journey has been strengthening students' sense of belonging. When students feel connected, supported and valued, they are more likely to engage in their learning and achieve success. We will continue to build on this momentum, ensuring a consistent approach that reflects both high care and high expectations.

I would like to acknowledge and thank our staff for their professionalism, commitment and willingness to embrace change in pursuit of better outcomes for our students. I also thank our students, families and wider community for their continued support of the College. I extend my sincere thanks to the Eaton Community College School Board for their ongoing guidance and commitment to the strategic direction of the College.

As we move into 2026, Eaton Community College is well positioned for the next phase of its improvement journey, one that is focused, aligned and committed to ensuring every student is supported to learn, empowered to achieve, and equipped to succeed.

Pippa Herbert
Principal

A message from the Board



Most people in our school community know that Eaton Community College has a School Board, but not everyone knows exactly what the Board does. As an Independent Public School, the Board helps guide the long-term direction of the College and supports the strategic work of the school. While the Principal and staff are responsible for the day-to-day running of the school, the Board provides oversight, support and community perspective to help ensure the best outcomes for students.

Our Board includes parent members, community members and Department of Education employees, bringing a range of perspectives and experience. Together, we review and monitor key areas such as the Business Plan, school performance, budget planning and strategic priorities, always with students at the centre.

This year has been another positive one for Eaton Community College. As reflected throughout this Annual Report, the College has continued to strengthen its focus on Quality Teaching, Pathways and Wellbeing, while creating opportunities for students to learn, grow and succeed.

I would like to acknowledge the leadership of our Principal, Pippa Herbert, whose commitment to school improvement, student wellbeing and future-focused learning has been clear throughout the year.

A particularly exciting addition this year has been the commencement of the InSPIRED Program, which is already giving students valuable exposure to STEM through innovative learning experiences. While its long-term impact will be seen over time, it is already opening up new ways for students to engage with future opportunities.

On behalf of the Board, I would like to thank the staff, leadership team and wider school community for their ongoing commitment to Eaton Community College. I would also like to thank my fellow Board members for their time and contribution throughout the year.

I look forward to continuing to support the College as it provides a positive and engaging learning environment for all students.

Niomi Higgs
Board Chair



Supporting Students Success Through Shared Values

At Eaton Community College, student success is achieved through a clear and deliberate alignment between our core values, school wide expectations, and the strategic priorities outlined in our Business Plan.

At the foundation are our core values, Encouraging, Caring and Challenging, which define who we are as a school and guide our approach to teaching and learning.

These values are strengthened through our expectations of being respectful, inclusive and striving for excellence, creating a consistent culture of high care and high expectations across the College.

Building on this foundation, our three key focus areas from our business plan, Quality Teaching, Pathways and Wellbeing, work together to support every student. Quality Teaching ensures students are supported to learn, Pathways provide direction and opportunity for the future, and Wellbeing ensures students and staff feel connected, supported and ready to succeed.

In 2025, we strengthened the alignment between these layers through the development of our new Business Plan, building on the work of the previous plan and ensuring a clear, evidence-informed direction for the future. This has sharpened our focus and strengthened the connection between our values, practices and priorities.

Through this aligned and intentional approach, all elements come together to achieve our ultimate goal - Student Success. Eaton Community College continues to foster a learning environment where every student is empowered to achieve and confidently navigate their future.



2025 Highlights

Staff Achievements

Kane Mack

Department of Education
Top 5 Allied
Professional Award

*

Nichole Lubcke

Selected as
'Artist in Residence'
at BRAG

Shire of
Dardanup
Young Citizen
of the Year

Tyler Brown
Year 12

Interschool Athletics

Open Champion Boys
Equal 1st Place
Corbin Edwards
& Bailee Kent
5th Place
Tyler Willshire

Year 8 Boys
4th Place
Zaidyn Wright

**JLTAVA Calligraphy
Competition Winner**

Kristi Sapkota, Year 7

Aqwest Photography Competition

Senior (Y7-12)
3rd Place
Serah Fink, Year 10

*

Board Choice
1st Place
Serah Fink, Year 10

VET and Workplace Learning

**6086
Hours**

**86 Certificates
Completed**

63 Employers

Country Week Results

Netball - 1st
Boys Basketball - 3rd
Girls Volleyball - 4th
Boys Volleyball - 6th

Key Focus Areas

KEY FOCUS 1

Quality Teaching

The College strengthened its use of data to inform teaching practice and improve student achievement and progress. Staff engaged in targeted data analysis to identify learning needs and implement evidence-based strategies within a culture of high care and high expectations for all students.

A key priority was the development of a whole-school approach to literacy and numeracy, supported by the appointment of a dedicated teacher and the expansion of small group tutoring and OLNA support classes across Year 10 to 12. These strategies have enhanced our capacity to support students at their point of need and build foundational skills for success. Alignment of programs and assessment with the Western Australian Curriculum also enhanced consistency and rigour across the school. Staff have continued to refine their assessment practices, ensuring greater clarity in judging standards and more accurate identification of student achievement levels.

The implementation of the ECC Feedback Model has further supported students to understand their progress and take greater ownership of their learning. Through consistent, term-based feedback across all learning areas, students are provided with clear information about their progress and practical strategies for improvement.

Priorities

1.1	Implement vocabulary frameworks for subject specific language	<div style="width: 40%;"></div> 40%
1.2	Develop and implement an ECC Model of Feedback to support teaching and learning	<div style="width: 100%;"></div> 100%
1.3	Focus on developing students; open ended questions with full sentence responses	<div style="width: 10%;"></div> 10%
1.4	Place an even greater focus on analysing data to drive student improvement targets	<div style="width: 100%;"></div> 100%
1.5	Investigate how we can develop, implement and sustain a culture of homework vigour	<div style="width: 20%;"></div> 20%



Key Focus Areas

KEY FOCUS 2

Pathways

Enhancing personalised pathways remained a key priority in 2025, with a focus on supporting students to make informed decisions about their future. Building on our motto, “Your Pathway, Your Way,” we expanded opportunities for students to engage in meaningful, real-world learning experiences.


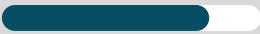

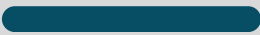

A key initiative was the introduction of microcredential courses for students in Years 10–12. These included White Card, First Aid, Bronze Medallion and Barista skill sets, providing students with industry-recognised skills that enhance employability and readiness for post-school pathways. This program will continue to expand in 2026 to further broaden student opportunities. Alongside this, all Year 9 students now complete individual pathway plans, supporting early goal-setting and informed subject selection as they transition into senior school.

Our Pathways Professional Learning Team continued to embed career education across learning areas, developing practical resources that support teachers to explicitly connect curriculum to future pathways. This ensures students gain a clearer understanding of how their learning links to career opportunities.

Collaboration through the Local School Collective strengthening connections between our school and our feeder primary schools, this has enhanced opportunities for student leadership, STEM engagement and community connection, while also enabling our students to actively support primary students through sports carnivals and other programs.

Together, these initiatives reflect a strong and deliberate focus on equipping students with the skills, knowledge and experiences needed to successfully navigate their future pathways.

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	 80%
2.3	Facilitate industry visits into classrooms (industry experts, trades etc.)	 60%
2.4	Embed micro credentials into our courses (eg. First Aid, Skippers Ticket, White Card etc.)	 100%
2.5	Develop primary partnerships with our cluster primary schools	 100%



Key Focus Areas

KEY FOCUS 3

Wellbeing

In 2025, Eaton Community College continued to develop its whole-school approach to student wellbeing, with a clear focus on building structures that support belonging, engagement and success for every student.

A key development was the finalisation of a new Homeroom structure and bell times, to be implemented in 2026. Central to this is Kaalak, meaning 'home' in Noongar, which will provide students with a consistent space and trusted adult to support their sense of belonging throughout their high school journey. This will be complemented by the implementation of Wellio lessons, explicitly teaching students the skills required to support their wellbeing, resilience and engagement.

We also commenced the development of a refined Student Services model, built around three pillars: Student Learning, Student Engagement and Student Wellbeing. This work is focused on strengthening our capacity to provide targeted and specialist support, including the employment of staff with specific expertise to better meet the diverse needs of our students.

To support successful transitions, advocacy structures were embedded for Year 10 students during the final five weeks of Term 4. This provided tailored guidance and support as students prepared for the expectations of Senior School.

Together, these initiatives reflect a deliberate and strategic approach to ensuring every student at Eaton Community College feels known, supported and equipped to succeed.

Priorities

3.1	Investigate the benefits of, and structures for home room classes	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%
3.2	Embed and enhance the use of wellbeing strategies within classroom settings	<div style="width: 60%;"><div style="width: 60%;"></div></div> 60%
3.3	Expand our transitions focus to include new students and the move from Year 10 to Senior School	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%
3.4	Embed cultural practices into everyday classroom routine, ie. Acknowledgement to Country	<div style="width: 90%;"><div style="width: 90%;"></div></div> 90%
3.5	Use student wellbeing survey data to plan for and address areas of student/cohort/gender concerns	<div style="width: 100%;"><div style="width: 100%;"></div></div> 100%





Student Improvement Targets

Community

	2023	2024	2025
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 15px; background-color: #76b82a; margin-right: 5px;"></div> Achieved </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 15px; background-color: #f1a333; margin-right: 5px;"></div> Partially Achieved </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <div style="width: 20px; height: 15px; background-color: #c0392b; margin-right: 5px;"></div> Not Achieved </div>			
Target 1: 85% or more eligible students are retained from our cluster primary schools			
Target 2: 85% or more students are retained from Year 7 to Year 10			
Target 3: Parents will identify with a positive score of 70% or higher in NSOS <ul style="list-style-type: none"> - 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 			

Transition from local primary schools remains an important focus for Eaton Community College. In 2025, the College worked closely with our local primary schools to establish the Local School Collective. This group aims to strengthen public education in our community by working together, sharing ideas and resources, and building stronger connections between the three local public schools.

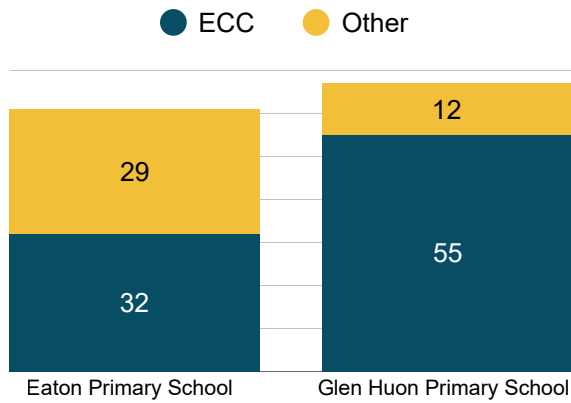
In 2025, we saw a strong increase in enrolments from our key intake schools. 82% of students from Glen Huon Primary School chose ECC, an increase of around 25% from the previous year. 52.5% of Eaton Primary School students enrolled at ECC, an increase of around 20%. Overall, 68% of students from our two main local primary schools transitioned to ECC, showing growing confidence from families in our school.

Student retention across the middle years has also improved. Retention from Year 8 to Year 10 increased from 76% in 2024 to 94% in 2025. This means more students are choosing to stay at ECC through the lower secondary years.

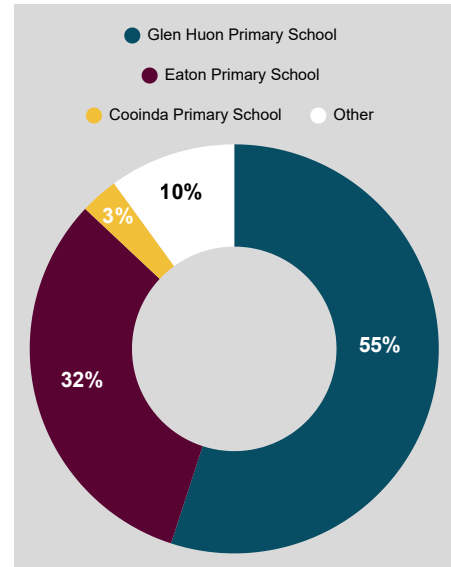
The National School Opinion Survey (NSOS) results remain consistent with 2024 and show strong parent satisfaction. All key areas scored above the 70% benchmark. These results show strong trust between families and the school. ECC will continue to build on this by strengthening parent engagement and maintaining open communication with our community.

TARGET 1

Year 7 Student Intake Schools



2025 Local Primary Schools



TARGET 2

Apparent Retention and Progression Rates (%)

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2023	90%	40%	43%	69%	65%
2024	76%	52%	57%	76%	82%
2025	94%	47%	52%	68%	68%

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

	2023	2024	2025
<ul style="list-style-type: none"> Achieved Partially Achieved Not Achieved 			
Target 1: ECC will maintain or improve an attendance rate of 87%			
Target 2: Staff will identify with a positive score of 75% or higher in NSOS <ul style="list-style-type: none"> - Staff are well supported at this school - I like being at my school - This school takes staff opinions seriously. 			

Eaton Community College continues to work towards its target attendance rate of 87%. In 2025, overall attendance declined compared to 2024 and remains below the statewide public-school average, reinforcing attendance as a key improvement priority.

Year-level data indicates inconsistent attendance across cohorts, Years 7-10 attendance below WA Public School averages, however senior school attendance is slightly above WA public schools.

Attendance trends show a clear shift across student groups. Non-Aboriginal attendance declined and now sits below like schools and the state average. In contrast, Aboriginal attendance improved by nearly 10% in 2025, now aligning with like schools and exceeding the state average by 32%. This reflects the impact of targeted, culturally responsive strategies and remains an important area of continued focus.

The College is continuing to implement targeted attendance strategies, including early identification of barriers, case management, improved procedures and follow up, strengthened parent engagement, and tailored student support, to improve outcomes across all student groups.

The National School Opinion Survey (NSOS) results continue to reflect strong staff morale and a positive workplace culture, with all key areas exceeding the 75% benchmark. These results highlight a strong and supportive school environment. The College will continue to build staff capacity, strengthen wellbeing, and foster a shared commitment to ongoing school improvement.

TARGET 1

	Y07	Y08	Y09	Y10	Y11	Y12
2023	85%	79%	74%	72%	85%	90%
2024	82%	81%	79%	78%	84%	85%
2025	83%	76%	73%	73%	81%	82%
WA Public Schools	87%	83%	81%	80%	80%	79%

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
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%
2025	77.7%	78.1%	84.5%	77.7%	78.1%	55.6%	77.7%	78.1%	81.7%

TARGET 2

NSOS Staff Response

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

79%

I would recommend this school to others

81%

The staff at the school respect and listen to me

85.5%





Engagement

	2023	2024	2025
<ul style="list-style-type: none"> Achieved Partially Achieved Not Achieved 			
Target 1: The percentage of students who have regular attendance (ie. greater than 90%) to be greater than like schools			
Target 2: 80% or more students achieve Often or Consistent in Sem 1 and Sem 2 ABE's			
Target 3: 100% of staff and students engage in the ECC feedback process			

Strengthening student engagement remains a key priority for Eaton Community College, with a continued focus on attendance, positive behaviour, and a strong culture of feedback and improvement.

In 2025, the proportion of students achieving regular attendance declined compared to 2024 and sits below like schools and the WA Public School average. There has also been a shift towards higher attendance risk, with increases in the moderate and severe categories. These trends indicate the need for a continued and targeted focus on improving attendance, particularly through early intervention and consistent whole-school approaches.

Student engagement, as measured through Attitude, Behaviour and Effort in students Semester 1 school reports, has improved in 2025, with 73% of students achieving “Often” or “Consistently,” up from 70.9% in 2024. Engagement remains strongest in the senior school, with Year 11 and 12 students demonstrating the highest levels of consistent engagement, while the middle years continue to be an area for improvement.

The College will continue to implement targeted engagement strategies, including strengthening classroom practice, reinforcing consistent expectations, and supporting students through responsive and inclusive approaches to learning and wellbeing.

In 2025, the College has also strengthened its focus on a culture of feedback, with increased emphasis on staff and student voice. This work supports continuous improvement by ensuring feedback is used to improve student achievement, enhance teaching practice, build accountability, and build a shared commitment to school improvement.

TARGET 1

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	39.8%	25.8%	18.8%	15.5%
2024	40.4%	28.7%	17.5%	13.4%
2025	36.1%	26.6%	19.9%	17.4%
Like Schools 2025	38.2%	26.2%	18.4%	17.2%
WA Public Schools	48.0%	24.0%	15.0%	13.0%

TARGET 2

Year Group	Percentage of students achieving "Often" or "Consistently"	
	2024	2025
7	76.5	77.4
8	63.7	68
9	65.7	59
10	66.1	69.3
11	70.6	79.36
12	82.7	85.1
Average	70.88	73.02





Progress and Achievement

<ul style="list-style-type: none"> Achieved Partially Achieved Not Achieved 	2023	2024	2025
Target 1: All NAPLAN tests indicate High Progress Achieving for students transitioning room Years 7 to 9.			
Target 2: 30% of Year 9 Students will prequalify for OLNA			
Target 3: Students in Years 7-10 will equal or exceed like school performance in learning areas			

Students at Eaton Community College continue to demonstrate steady progress across NAPLAN from Year 7 to Year 9, with 2025 results showing patterns broadly consistent with 2024.

Compared to like schools, Year 9 NAPLAN data show a mixed pattern across literacy and numeracy. Reading and Grammar and Punctuation are areas of strength, with higher achievement and strong progress. Spelling shows positive progress but remains slightly below expected achievement. In contrast, Numeracy and Writing sit below like schools in both progress and achievement, identifying these as key priorities for improvement.

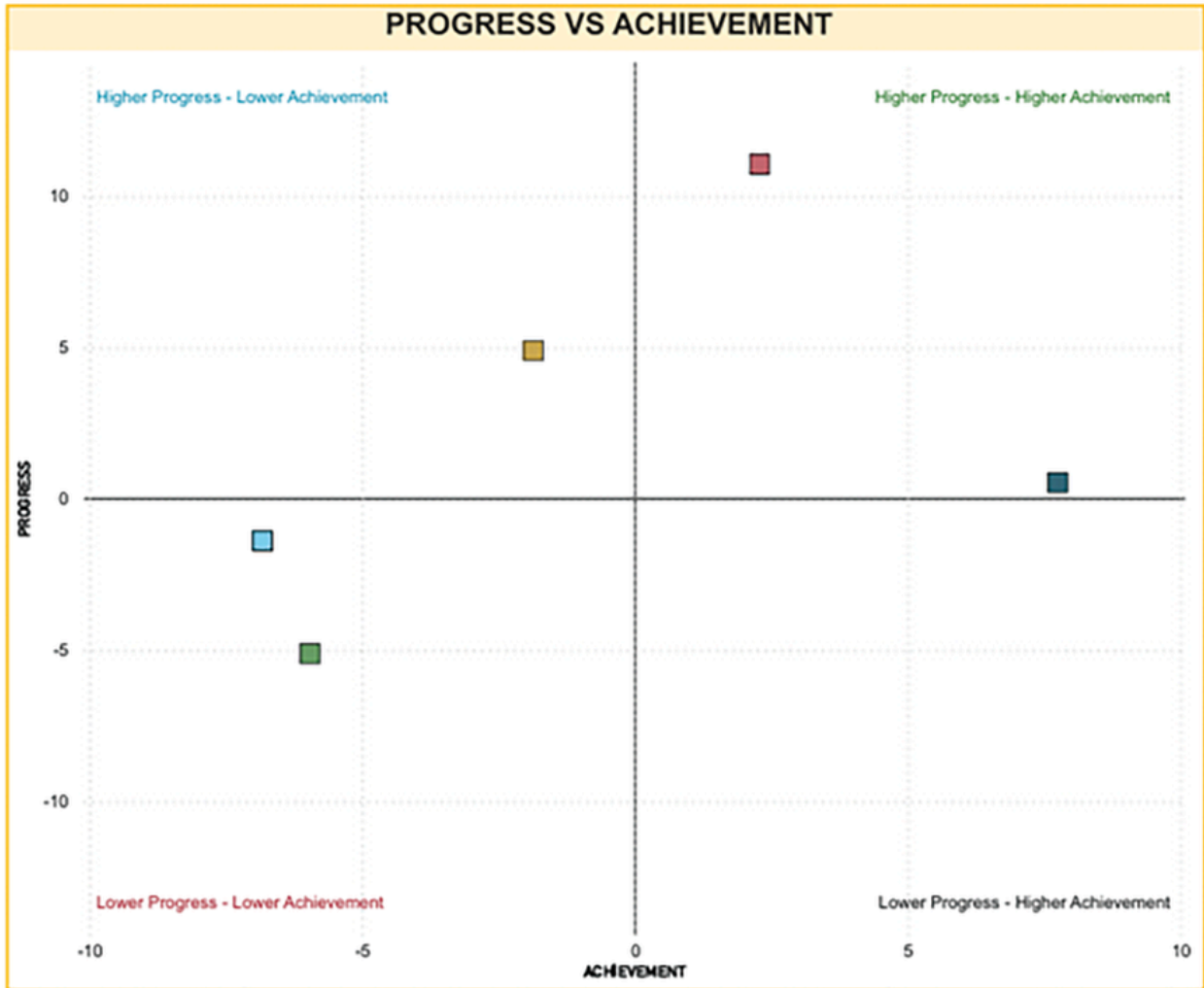
OLNA prequalification data remains relatively stable compared to 2024, with a slight improvement in 2025. This suggests some progress, while reinforcing the need to continue strengthening early attainment in literacy and numeracy through a focus on improving whole school practices.

Achievement data across learning areas shows a clear cohort pattern, with Year 7 and 8 students generally performing at expected levels compared to like schools, while Year 9 and 10 students are performing below expected levels. A focus on building high expectations and high care across all learning areas will be a focus over the next business plan.

These results highlight the importance of sustaining early progress and strengthening performance in lower school. The College will continue to implement targeted strategies in literacy and numeracy, student data literacy and academic rigour, with a focus on improving outcomes for students.

TARGET 1

NAPLAN Achievement



■ Year 9 Reading ■ Year 9 Numeracy ■ Year 9 Writing ■ Year 9 Spelling ■ Year 9 Grammar and Punctuation



TARGET 2

OLNA Achievement

	2023	2024	2025
Year 9	12.5%	10.7%	11.9%
Like Schools	13.3%	10.5%	11.6%

TARGET 3

Learning Area Achievement

Performance is highlighted with the following:

■ Above expected progress and achievement

■ Expected progress and achievement

■ Below expected progress and achievement

2025	MATHS	ENGLISH	SCIENCE	SCIENCE
Year 7	Expected	Below Expected	Above Expected	Above Expected
Year 8	Below Expected	Below Expected	Expected	Above Expected
Year 9	Expected	Below Expected	Below Expected	Expected
Year 10	Below Expected	Below Expected	Below Expected	Above Expected





Pathways of Choice

	2023	2024	2025
<ul style="list-style-type: none"> Achieved Partially Achieved Not Achieved 			
Target 1: 100% of the Year 12 cohort are engaged in further education/training or are employed when finishing school			
Target 2: 100% of Year 12 ATAR students applying for entrance into university receive an offer			
Target 3: 100% VET completion rate for Year 12 graduating students			

Eaton Community College continues to provide a broad range of pathways to support students in achieving successful post-school outcomes across university, training and employment. In 2025, student outcomes remained strong, with a growing number of students accessing multiple pathways and achieving meaningful qualifications.

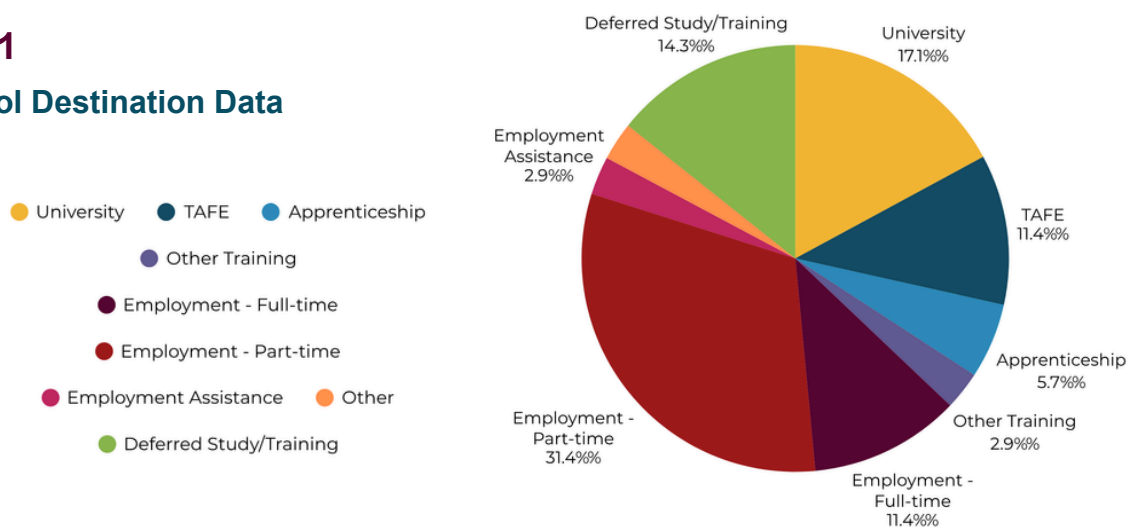
There has been a notable increase in higher-level VET attainment, with 15% of students achieving a Certificate III and 17% achieving a Certificate IV qualification. Additionally, 35% of Year 12 students achieved two or more qualifications, reflecting the College’s commitment to equipping students with diverse and flexible pathway options.

Importantly, 45% of students achieved a direct pathway to university, whether through ATAR or alternative entry pathways, providing increased opportunity and choice for further study.

The College continues to work closely with students to ensure they are informed, supported and prepared to pursue pathways that align with their aspirations, reinforcing our commitment to “Your Pathway, Your Way.”

TARGET 1

Post-School Destination Data



TARGET 2

VET Qualification	Achieved	Percent
Cert I in Employment Pathways	9	100
Cert II in Automotive Servicing Technologies	5	100
Cert II in Auto Vocational Preparation	5	100
Cert II in Building and Construction (Pathways)	1	100
Cert II in Civil Construction	1	100
Cert II in Community Services	0	100
Cert II in Construction	4	100
Cert II in Construction Pathways	1	100
Cert II in Creative Industries	0	100
Cert II in Electrotechnology	1	100
Cert II in Engineering Pathways	3	100
Cert II in Hospitality	3	100
Cert II in Outdoor Recreation	6	100
Cert II in Plumbing	2	100
Cert II in Skills for Work and Vocational Pathways	5	100
Cert II in Sport Coaching	12	100
Cert II in Visual Arts	3	100
Cert II in Workplace Skills	1	100
Cert III in Business	2	100
Cert III in Dental Assisting	1	100
Cert III in Early Childhood Education and Care	1	100
Cert IV in Preparation for Health and Nursing Studies	6	100
Cert IV in School-Based Education Support	5	100
Cert IV in Tertiary Preparation	1	100

Year 12 *Academic Performance*

DUX ATAR
Luka O'Connell

*

DUX General
Sienna Petersen

45% of Year 12
students
achieved a
direct pathway
to University

Murdoch University
Flexi Track
Top Student

Imogen Ryan

35% of Year 12
students achieved
2 or more VET
Qualifications

1 Certificate of
Merit awarded by
SCSA

VET
Achievement

15% of students
achieved a Cert III

* * *

17% of students
achieved a Cert IV



Year 12

Award Recipients

<i>The Arts</i>	
Design: Photography General	<i>Shaylie Smith</i>
Visual Arts General	<i>Aida Blackley</i>
Media Production and Analysis General	<i>Shaylie Smith</i>
Design: Ceramics General	<i>Shaylie Smith</i>
<i>English</i>	
English ATAR	<i>Aida Blackley</i>
English General	<i>Sienna Petersen</i>
<i>Mathematics</i>	
Mathematics Applications ATAR	<i>Luka O'Connell</i>
Mathematics Essentials General	<i>Sienna Petersen</i>
<i>Health and Physical Education</i>	
Physical Education Studies General	<i>Hazirah Mohammad</i>
Outdoor Education General	<i>Narelle Pollard</i>
Health Studies General	<i>Hazirah Mohammad</i>
<i>Science</i>	
Human Biology General	<i>Imogen Ryan</i>
Marine and Maritime Studies General	<i>Jett Trunfio</i>
<i>HASS</i>	
Ancient History ATAR	<i>Luka O'Connell</i>
Career and Enterprise General	<i>Sienna Petersen</i>
Psychology General	<i>Sienna Petersen</i>
<i>Technologies</i>	
Bethanie Fields Food Science and Technology General Award	<i>Molly Franke</i>
Children, Family and Community General	<i>Alivia Randall</i>
Materials, Design and Technology: Wood General	<i>Alex Combs</i>
<i>Special Awards</i>	
AMPOL Best All Rounder	<i>Alexander Sabourne</i>
Citizen of the Year	<i>Shandelle Bouchier</i>
Long Tan Youth Leadership and Teamwork Award	<i>Tyler Brown</i>
Future Innovators Award	<i>Arthur Di Donna</i>
Yaakiny Aboriginal Education Award	<i>Alivia Randall</i>
Sportsperson of the Year	<i>Tyson Buswell</i>
DUX - General	<i>Sienna Petersen</i>
DUX - ATAR	<i>Luka O'Connell</i>

Year 12 Data

2025 WACE Achievement

	Eligible Year 12 Students	Percentage Achieving WACE
2023	43	86%
2024	44	77%
2025	49	82%



2025 Year 12 Pathways

	YR 12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher
2023	43	4 (9.3%)	1 (2.3%)	32 (74.4%)
2024	52	1 (1.9%)	3 (5.8%)	30 (57.7%)
2025	56	4 (7.1%)	0 (0.0%)	35 (62.5%)

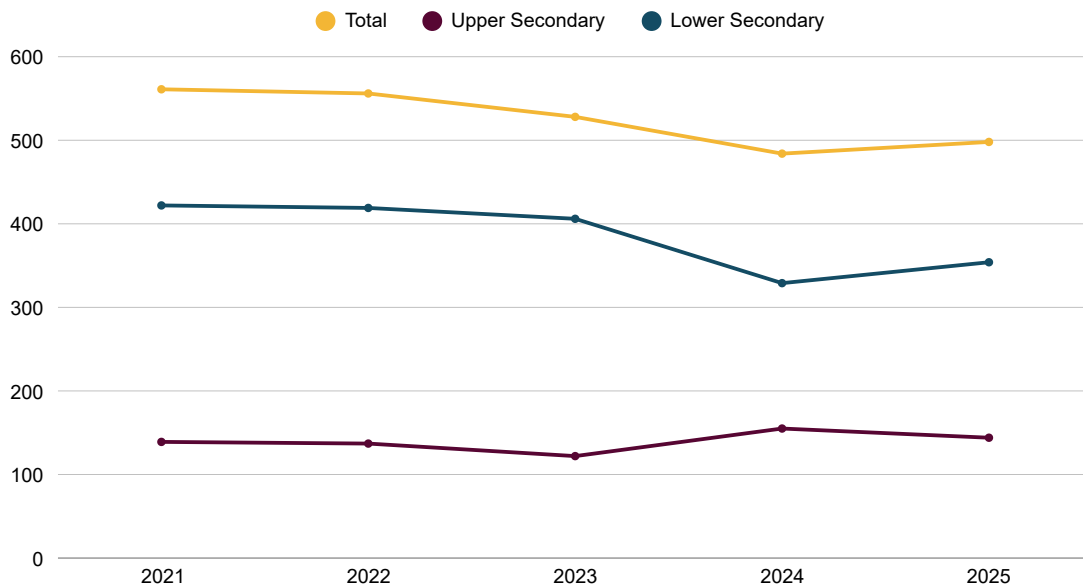
Year 12 VET Completion

	2023	2024	2025
Cert IV	7%	7%	17%
Cert III	12%	14%	15%
2+ Qualification	21%	30%	35%



Student Profile

2025 Semester 1



	2021	2022	2023	2024	2025
Lower Secondary	422	419	406	329	354
Upper Secondary	139	137	122	155	144
Total	561	556	528	484	498



Workforce Composition

	No	FTE
Administration		
Principal	1	1.0
Associate / Deputy Principals	2	2.0
Program Coordinators	10	10.0
Total Administration Staff	13	13.0
Teaching Staff		
Level 3 Teachers	1	1.0
Other Teaching Staff	31	29.2
Total Teaching Staff	32	30.2
Allied Professionals		
Clerical / Administrative	20	16.6
Gardening / Maintenance	4	3.2
Instructional	1	1.0
Other Allied Professionals	24	20.4
Total Allied Professionals	49	41.2
TOTAL	94	84.3



Financial Summary

One Line Budget - December 2025 (verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	175,306	175,306
Carry Forward (Salary)	410,629	410,629
INCOME		
Student-Centred Funding (including Transfers & Adjustments)	9,638,283	9,638,283
Locally Raised Funds	320,543	399,875
Total Funds	10,544,761	10,624,093
EXPENDITURE		
Salaries	8,458,807	8,458,807
Goods and Services (Cash)	1,761,932	1,429,269
Total Expenditure	10,220,739	9,888,076
VARIANCE	324,022	736,017
Income - Dec 2025 (Verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	175,306	175,306
Carry Forward (Salary)	410,629	410,629
STUDENT-CENTRED FUNDING		
Per Student		
School and Student Characteristics	5,433,630	5,433,630
Disability Adjustments	2,944,139	2,944,139
Targeted Initiatives	39,649	39,649
Operational Response Allocation	1,256,698	1,256,698
	5,063	5,063
Total Funds	9,679,179	9,679,179
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	14,510	14,510
School Transfers - Salary	(1,091,571)	(1,091,571)
School Transfers - Cash	1,094,239	1,094,239
Department Adjustments	(58,074)	(58,074)
Total Funds	(40,896)	(40,896)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	23,363	19,281
Charges and Fees	126,900	172,581
Fees from Facilities Hire	0	9
Fundraising/Donations/Sponsorships	5,100	7,577
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	2,346	2,581
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	114,920	149,932
Transfer from Reserve or DGR	47,914	47,914
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds	320,543	399,875
TOTAL	10,544,761	10,624,093

Expenditure - Dec 2025 (Verified Dec Cash)	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,991,719	7,991,719
New Appointments	0	0
Casual Payments	409,398	409,398
Other Salary Expenditure	57,690	57,690
Total Funds	8,458,807	8,458,807
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	65,788	73,718
Lease Payments	0	0
Utilities, Facilities and Maintenance	797,660	566,160
Buildings, Property and Equipment	178,378	171,497
CUrriculum and Student Services	447,268	374,050
Professional Development	24,125	15,779
Transfer to Reserve	171,565	171,565
Payment to CO, Regional Office and Other schools	77,148	56,501
Casual Payments	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds	1,761,932	1,429,270
TOTAL	10,220,739	9,888,077





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