

# 2024 Annual Report to the School Community

School Name: Norwood Secondary College (8185)



- 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 20 March 2025 at 02:15 PM by Jacqueline Harris (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 26 March 2025 at 11:39 AM by Jacqueline Harris (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

Norwood Secondary College is situated in North Ringwood, with a total student enrolment in 2024 of 1072 (508 female and 559 male) students. Six percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The College has an enrolment cap of 1100 students. Our Year 7 cohort came from 22 different primary schools. Each year, our student numbers are successfully managed to remain under our enrolment cap of 1100 students. Given that our retention of students from Year 7 to Year 10 continues to be high, we have been unable to enrol students outside of our school zone in Years 8 - 12.

In 2024, our staff comprised 92 teachers and 34 educational support staff, with a number of these staff being part-time. A College Principal and two Assistant Principals are included within these numbers. This staffing profile also includes two Wellbeing Counsellors, Learning Tutors, a Careers and Pathways Coordinator and a Student Support Team of Integration Aides. The school's socio-economic profile, which is based on educational and employment characteristics of the parents/carers of students enrolled in the school, is considered in the low to medium band. This represents a low to medium level of socio-educational disadvantage.

Norwood's vision is to provide an innovative and engaging teaching and learning environment for all students where our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas. The college has four values that underpin all programs and interactions with members of our community:

**Respect:** All members of our community are expected to respect the College, others and themselves.

**Aspiration:** Students are encouraged to be the best they can be in all endeavours.

**Responsibility:** All members of our community are expected to take responsibility for their actions.

**Resilience:** All members of the College are supported in the development of a strong sense of worth to overcome adversity.

Our College is structured according to a Junior School (Years 7 - 9) and a Senior School (Years 10 - 12). Our students in Years 7 - 9 undertake a range of subjects according to the Victorian Curriculum Framework. An Enrichment Program is offered to one class of students in Years 7 - 9. Our Year 11 - 12 students complete their Victorian Certificate of Education, with some students undertaking the Vocational Major (applied learning) pathway.

In terms of Parent Satisfaction, we received 78.5% positive endorsement from our parents in the Parent Survey, which compares favourably with the State average of 71.6%. A similar result can be seen in the School Staff Survey, where staff positively endorse the School Climate with 63.6% positive responses, higher than the State average of 58.5%.

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

### Learning

In 2024, learning at Norwood SC has continued to focus on the 4 year goal of 'maximising the achievement and learning growth of all students' with tailored strategies to improve the Literacy and Numeracy skills of our students. This learning focus aligns directly with the Department of Education's learning goals for all students. To achieve this, we have employed both a Learning Specialist Literacy teacher and a Learning Specialist Numeracy teacher to oversee and implement whole school literacy and numeracy improvement strategies. Both Learning Specialists oversaw Professional Learning Teams of teachers across the College, providing targeted Professional Learning to all staff providing key high impact strategies to improve the literacy and numeracy skills of all students. Additionally, we used targeted Department of Education Equity Funding and Tier 2 funding to staff our QuickSmart Literacy and Numeracy intervention programs to provide catch up assistance particularly to Year 7 students. Furthermore, we continued to implement the Tutor Learning Initiative (TLI) to provide classroom tutoring support to students in Years 8 and Years 9 with literacy and numeracy levels below expected levels (according to NAPLAN and PAT data). Additional support was provided in English and Mathematics classes to Year 10 students, below expected levels, via the Middle Years Literacy and Numeracy Support (MYLNS).

Given the recent changes to NAPLAN, growth data comparisons are less accurate. We can however, track the achievement of our students against the results of similar schools and all students in the State. In Year 7, 75.8% of our students were in the 'Strong' or 'Exceeding' categories for reading, compared to 74.2% of students in similar schools and 65.3% of students across the State. A similar result can be seen with the Numeracy for the Year 7 NAPLAN testing, with 73.7% of our students achieving in the 'Strong' or 'Exceeding' category, compared to 70.8% of similar schools and 61.8% of the students across the State. In Year 9, NAPLAN results for Norwood students in the 'Strong' and 'Exceeding' categories for Reading and Numeracy were much higher than Similar and State and significantly higher than in 2023. In Year 9 there were 76.5% of students in the Strong or Exceeding category for Reading, compared to 69.5% for Similar Schools and 60.4% for State. Similarly, in Year 9, there were 70.5% of Year 9 students in the Strong or Exceeding category of Numeracy, compared to 66.3% for Similar schools and 58.9% for State. In 2024, Norwood was recognised as a top 10 most improved school for NAPLAN reading performance.

A higher percentage of students in Years 7 - 10 at Norwood are judged by their teachers to be at or above expected standards in English (88.1%), compared to similar schools (82.4%) and State (75.1%). Similar to this, a higher percentage of students in Years 7 - 10 at Norwood are judged by their teachers to be at or above expected standard in Mathematics (87.3%), compared to similar schools (75.9%) and State (68.9%).

The mean study score from all VCE subjects of 29.3 is a significant improvement from 28.2 in 2023. Our school completion rate for the Victorian Senior Secondary Certificate remains high at 96.6%, and compares favourably with 96.8% at State. Aligned with our College goal of improving the learning outcomes of all students, we continue to implement and refine our 'Data

Conversations' with all VCE teachers to analyse their students' performances in their Year 12 subjects. In 2024, we targeted Professional Learning on Backwards Planning By Design, to ensure our junior curriculum is effectively aligned to VCE. At the same time, we took our VCE data conversation model and applied it to unpacking NAPLAN data.

It is important to note that the majority of Year 12 students at Norwood complete a scored VCE, resulting in a range of student results. Only a small number of students, on a case-by-case basis are granted permission to complete an unscored program. Students are encouraged to attempt a scored VCE to maximise their future education options. Furthermore, access to the single Vocational Major class, is by application and interview to ensure that students best suited to an applied learning program are provided with the most suitable pathway.

We are proud of the growth in our learning outcomes in 2024, and attribute much of this to our explicit teaching of literacy and numeracy strategies and our capacity to teach to a student's point of need by using learning data to inform teacher practices.

## Wellbeing

Consistent with the Department of Education's expectations, Norwood continues to focus on the 4 year goal of 'Improving the health, wellbeing and engagement of all students'. We are proud of our whole school approaches to improving the wellbeing of all students. We have sustained a strong 'sense of connectedness', as reported in the Attitudes to School Survey for students from Year 7 - 12, of a 51.9% as a 4 year average, higher than similar schools at 44.7% and higher than the State average of 48.0%. In 2024 students reported a 54% positive endorsement for 'Sense of Connectedness', compared to 43% of similar schools and 46.9% of State. We are proud that our 2024 results are considerably higher than those in 2023. We would primarily attribute this to our Mentoring Program from Year 7 - 12 where each student takes part in a weekly session, run by a Mentor teacher who knows them well. In Year 7, this teacher also teaches them for 2 classes and in Year 8, this teacher also teaches them in another subject. In Years 7 - 9 Mentoring, the sessions are carefully structured to include topics about resilience, friendship, goal setting, gratitude, mindfulness and positive psychology. In Years 10 - 12 the focus shifts to a 1:1 Mentoring approach discussing school progress, goal setting, study timetables and approaches to study, subject selection, careers and pathways.

Data supporting Norwood's management of bullying is also higher than both similar schools and the State average, as reported through the annual Attitudes to School Survey. In 2024 the positive endorsement of the management of bullying, across Years 7 -12, was 55.1%, compared to 45.1% for similar schools and 47.6% for State. This can be attributed to the structures in place to support students. In addition to every student having a Mentor teacher, all students belong to Sub-School with a Year Level Coordinator and Year Level Manager at all levels and an Assistant Principal oversees both Junior and Senior School. As part of these teams, our Wellbeing staff are intricately involved in supporting students. The establishment of a School Improvement Team in 2024 that focused exclusively on Student Engagement has likely contributed to this improvement.

With the funding provided by the Department of Education for a Mental Health Practitioner (MHP), we have been able to maintain the employment of our full-time MHP, in addition to our full-time Student Wellbeing Coordinator. Both are qualified and highly experienced in providing counselling services to our students. In addition to this, we provide a time allowance for a teacher to run a proactive, intervention program with a hands-on focus to further support students who are disengaged from school in Years 8 and 9. Our Wellness Wednesdays Program provides all

students with weekly 'tips and strategies' to improve their health and wellbeing. This program has expanded to include student facilitators.

Further whole school initiatives that contribute towards positive student connectedness, wellbeing and reduce the likelihood of bullying include our:

- Respectful Relationships Program that promotes healthy and safe relationships
- Breakfast Club, operates weekly
- ProActivity Club that assists students to build connections with peers
- R U OK? Day initiative that promotes the importance of wellbeing

Beyond our whole school initiatives, there are targeted programs on offer that include our:

- Hands on Program to improve school attendance and engagement for Year 8 and 9 students
- Art Therapy to support Year 7 students with resilience and coping strategies
- MAT Program to support Year 7 students to develop confidence, self-esteem and to learn emotion-control

## Engagement

Overall student attendance (Years 7 - 12) has improved in 2024, compared to 2023. The average number of absence days in 2024 was 21.9 (24.1 in 2023 and 27.1 in 2022). The average number of student absence days at 21.9, compares favourably with 29 for similar schools and 31.2 for State. On closer analysis, five out of the six year levels had improved attendance rates from 2023, with one year level dropping 1%. As a school, we aim for 90% attendance. In 2024, Year 7, 11 and 12 achieved this, with Year 8 achieving 87%, Year 9 with 88% and Year 10 at 89%. We have identified family holidays as the most significant contributor towards lower school attendance in Years 8 and 9.

Our improved student attendance in 2024 is likely as a direct result of the School Improvement Team that was established to improve student attendance. This group has developed a 5-Stage-Approach to attendance improvement, improving communications with all stakeholders and setting priorities for continuous improvement into 2025. We would attribute our success so far in improving attendance through the continued employment of attendance officers in both our Junior and Senior Sub-Schools. Attendance is tracked and regularly followed up with families. The appropriate Year Level Manager involves families, well-being staff, and appropriate services for students with low attendance and develops Return to School Plans and modified timetables if/when required.

Our retention of students from Year 7 through to Year 10 is strong. In 2024, the percentage of students retained until Year 10 was 83.2% which compares favourably with similar schools (76.0%) and State (71.5%). It is likely that our strong Mentoring Program contributes to this result. Additionally, the Department of Education funding for Career Education, supports the school with additional staffing to ensure all students in Years 9 -12 have an individual annual Career Action Plan. There has been an increased emphasis at Year 9 with all students undertaking the Morrisby Program to link their strengths and interests to careers that they might be interested in. All Year 9 students then have a personalised 1:1 interview with a Careers Practitioner to discuss their individualised Morrisby report in greater detail. After this process, a team of senior staff facilitate



1:1 subject selection meetings, with parents in attendance, to support students with their pathways through school. This tailored, individualised support likely contributes towards high retention rates. To further support student pathways, Norwood utilises the Department of Education 'Jobs, Skills and Pathways' funding to employ an Education Support staff member to monitor Vocational Education and Training (VET) attendance and to organise interviews for all students to ensure no student misses out on individualised support. The most up to date data shows that 98.9% of students exit the school in Years 10 - 12 to commence further studies or full-time employment, higher than similar schools at 92.3% and higher than State at 88.6%. This attests to the work of our Year Level Teams and our Careers Counsellors in ensuring students leave the school for meaningful pathways.

## Other highlights from the school year

On the first day of the 2024 school year, we moved into Stage 1 of our whole school Masterplan. We are excited to have a purpose-designed Wellbeing Centre, a Student Services Centre, 8 modern teaching classrooms and informal study spaces for senior students to use. We are proud of the finished product and in the way we involved community members, particularly students, in the design of the Masterplan. The double-storey ensures greater passive recreational spaces for students, with undercover locker areas and modern bathroom facilities. Most of our Year 12 classes take place in this new building and we have seen students arrive early to school and leave much later in the day, making use of the purpose-built study spaces. New, improved Wellbeing spaces have provided an opportunity for our Wellness Wednesdays to expand and reach 300+ students each week.

2024 was a year where greater connections to the community were created and/or strengthened. Every Year 9 student participated in a voluntary capacity at community aged care facilities in our local community. This initiative saw students work alongside the elderly to create and plant gardens, bake, play games, eat together, socialise and share experiences. This program culminated with a High Tea at school, prepared by our students for all participants. At the same time, our Vocational Major students fostered strong links in the community, preparing meals for Fairshare and supporting children and adolescents entering the foster care system with the Hope in a Suitcase initiative. All of these programs were new in 2024 and are expected to continue into 2025.

Norwood SC continued its annual tradition with 'Urinetown the Musical' in 2024, showcasing our talented Performing Arts and Music students. The annual Jazz Night provided our students with an opportunity to play in a professional Jazz Band or perform as a lead vocalist.

Participation in sport, particularly team sports is encouraged and teamwork is valued and fostered. Whilst, Norwood is frequently successful in sporting competitions, winning State titles again in 2024, participation and doing one's best is valued above winning. We are proud of all students and value all co-curricular programs.



Financial performance

Norwood Secondary College maintains a stable financial position. The school has managed its budget prudently, balancing operational costs with the need for continuous improvement in educational facilities and services. The school is in an overall financially strong position, with funds committed to future projects and improvements.

The school made use of funds carried forward to undertake additional ground works to complement the new buildings. Additionally, a grounds person was employed to improve and maintain the school grounds. There was a significant increase in the need for Agency casual relief teachers (CRT), which resulted in us exceeding our CRT budget.

Late in 2024 an agreement was undertaken to outsource the school canteen from 2025.

The school, as in previous years, receives equity funding, enabling the continuance of the valuable Quicksmart program in both literacy and numeracy.

Beyond the standard school resource package, the school received Targeted funding to support specific projects. These include the continued Tier 2, Tutor Program funding and MYLNS (Middle Years Literacy and Numeracy Strategy) funds, Careers Education Funding, Student Excellence Program, Schools Mental Health Fund and Jobs, Skills and Pathways coordination. There funds are allocated to support and enhance the school programs offered to students.

For more detailed information regarding our school please visit our website at <https://www.norwood.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,072 students were enrolled at this school in 2024, 508 female and 559 male.

6 percent of students had English as an additional language and 1 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).

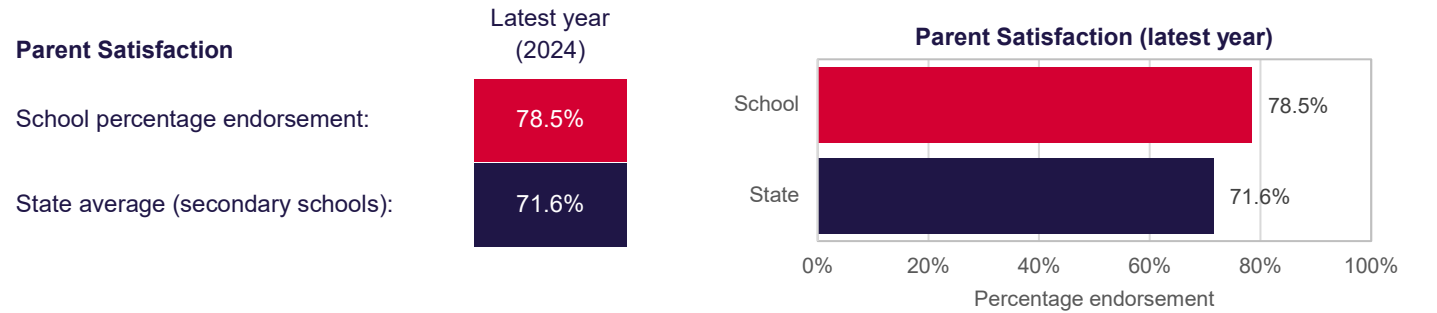
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

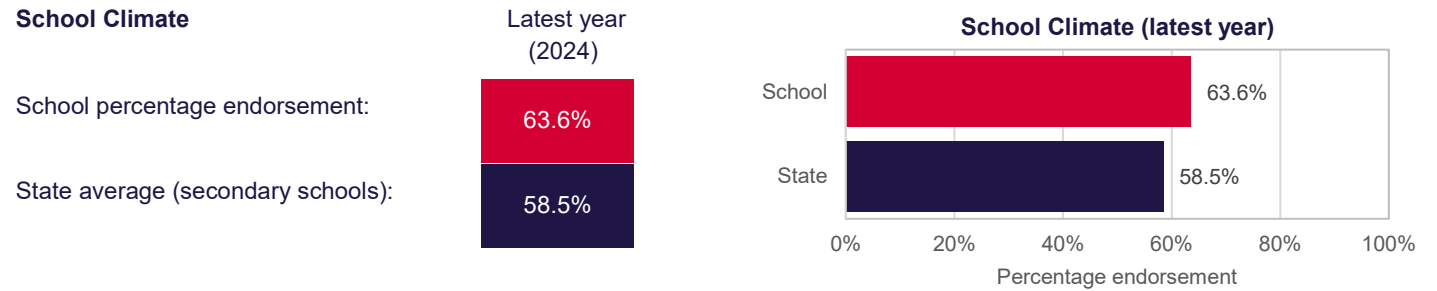


School Staff Survey

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.

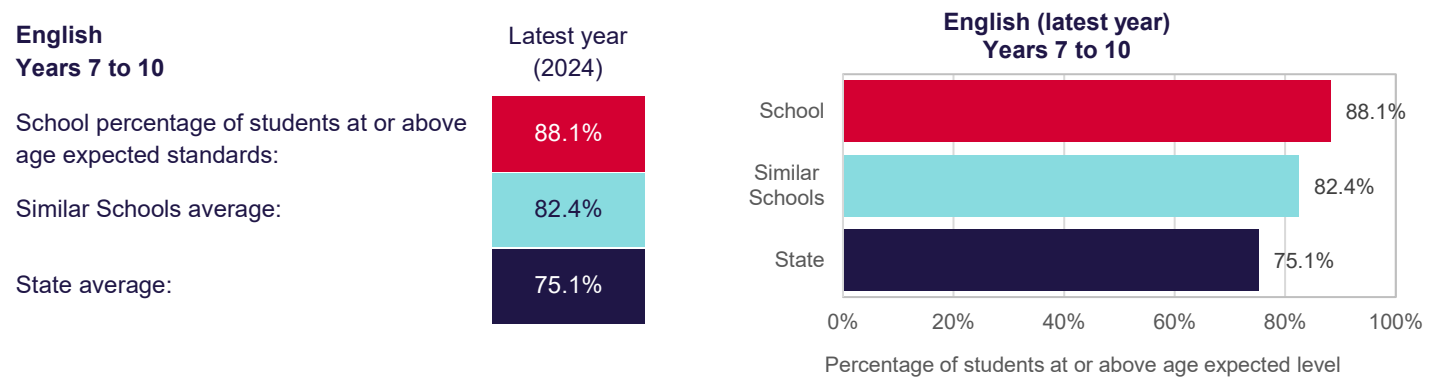


LEARNING

**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.



Mathematics  
Years 7 to 10

School percentage of students at or above  
age expected standards:

Latest year  
(2024)

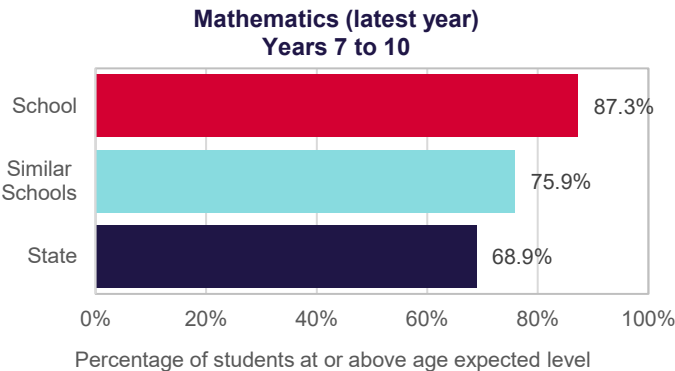
87.3%

Similar Schools average:

75.9%

State average:

68.9%



LEARNING (continued)

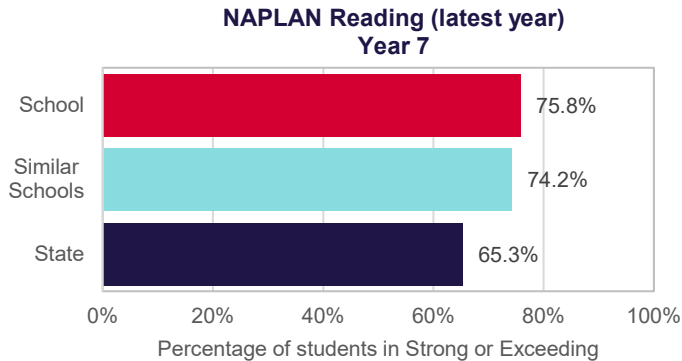
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

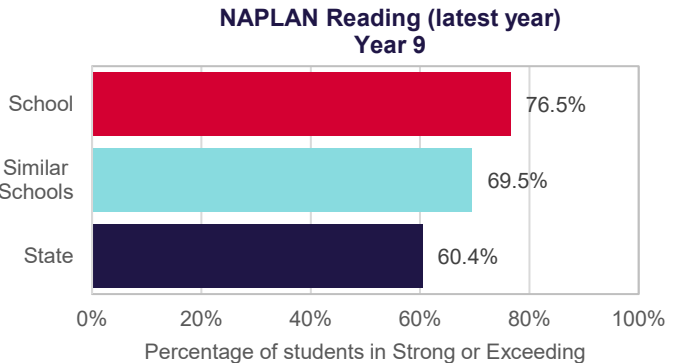
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

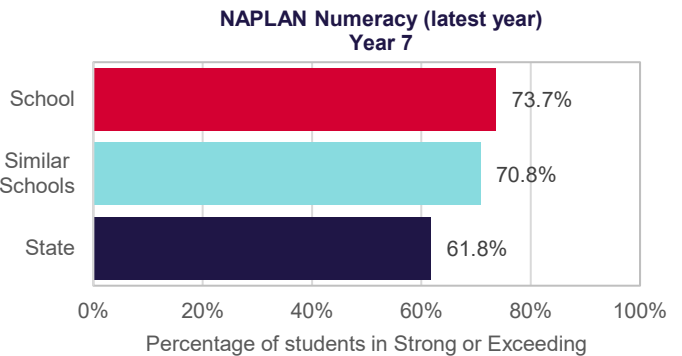
| Reading<br>Year 7                                        | Latest year<br>(2024) | 2-year<br>average |
|----------------------------------------------------------|-----------------------|-------------------|
| School percentage of students<br>in Strong or Exceeding: | 75.8%                 | 76.3%             |
| Similar Schools average:                                 | 74.2%                 | 74.6%             |
| State average:                                           | 65.3%                 | 65.7%             |



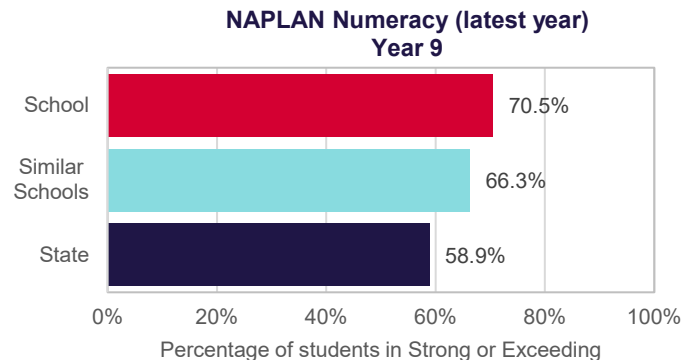
| Reading<br>Year 9                                        | Latest year<br>(2024) | 2-year<br>average |
|----------------------------------------------------------|-----------------------|-------------------|
| School percentage of students<br>in Strong or Exceeding: | 76.5%                 | 67.7%             |
| Similar Schools average:                                 | 69.5%                 | 68.9%             |
| State average:                                           | 60.4%                 | 60.2%             |



| Numeracy<br>Year 7                                       | Latest year<br>(2024) | 2-year<br>average |
|----------------------------------------------------------|-----------------------|-------------------|
| School percentage of students<br>in Strong or Exceeding: | 73.7%                 | 74.0%             |
| Similar Schools average:                                 | 70.8%                 | 71.2%             |
| State average:                                           | 61.8%                 | 62.3%             |



| Numeracy<br>Year 9                                       | Latest year<br>(2024) | 2-year<br>average |
|----------------------------------------------------------|-----------------------|-------------------|
| School percentage of students<br>in Strong or Exceeding: | 70.5%                 | 64.2%             |
| Similar Schools average:                                 | 66.3%                 | 66.8%             |
| State average:                                           | 58.9%                 | 59.4%             |



## 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:

74.3%

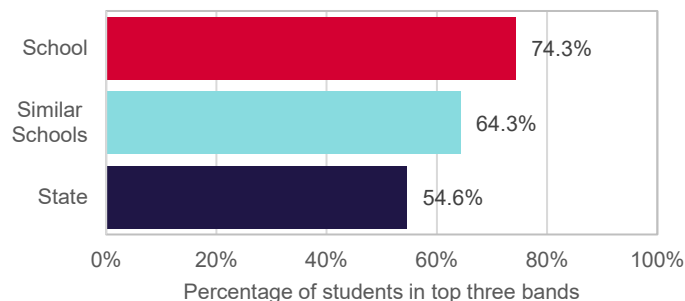
Similar Schools average:

64.3%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

48.8%

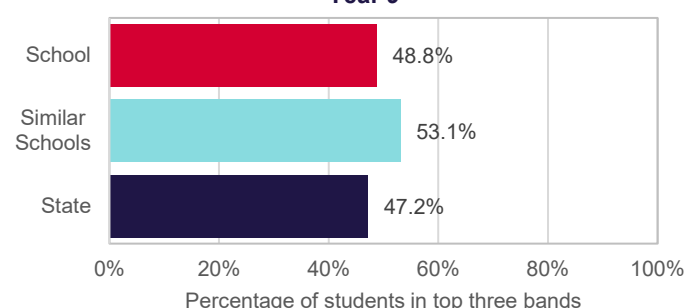
Similar Schools average:

53.1%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

71.9%

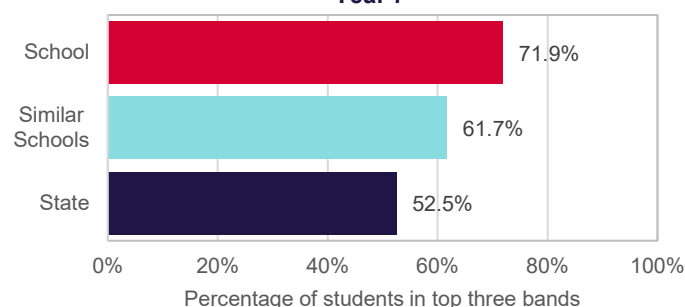
Similar Schools average:

61.7%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

43.9%

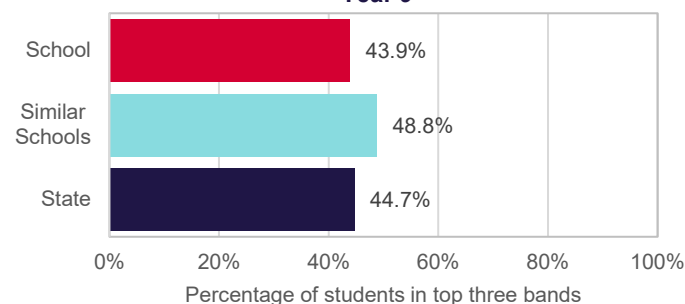
Similar Schools average:

48.8%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

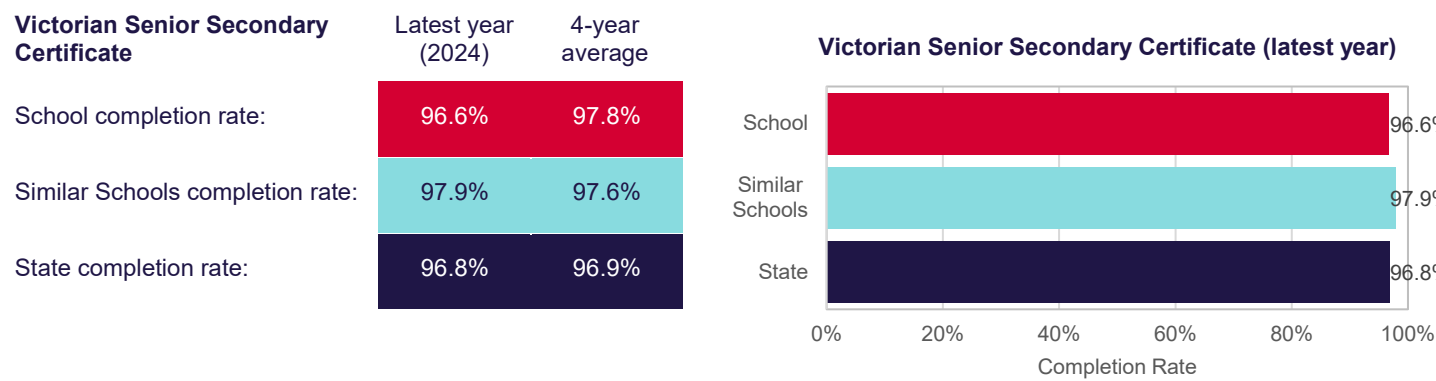


LEARNING (continued)

**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.



|                                                                                                                          |      |
|--------------------------------------------------------------------------------------------------------------------------|------|
| Mean study score from all VCE subjects:                                                                                  | 29.3 |
| Number of students awarded the VCE Vocational Major                                                                      | 20   |
| 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: | 37%  |
| Percentage VET units of competence satisfactorily completed in 2024:                                                     | 83%  |

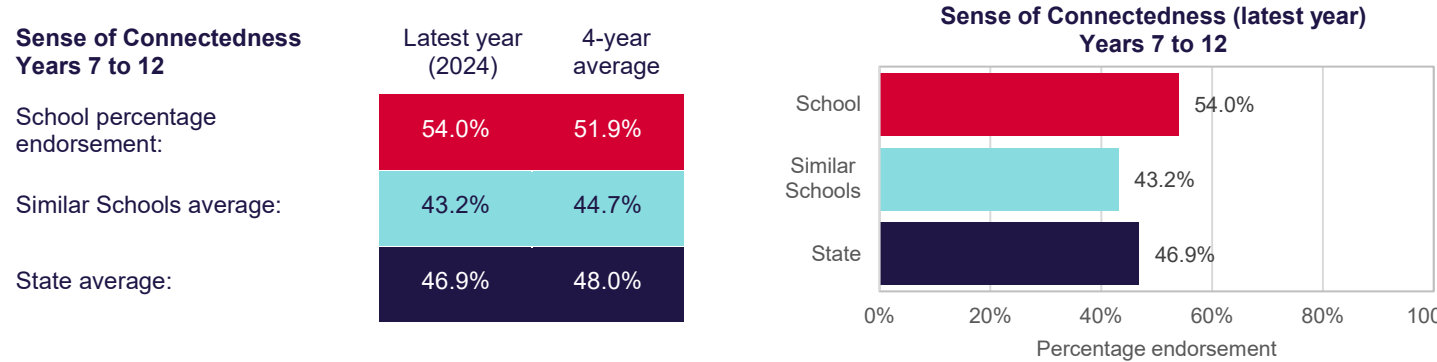


WELLBEING

**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.

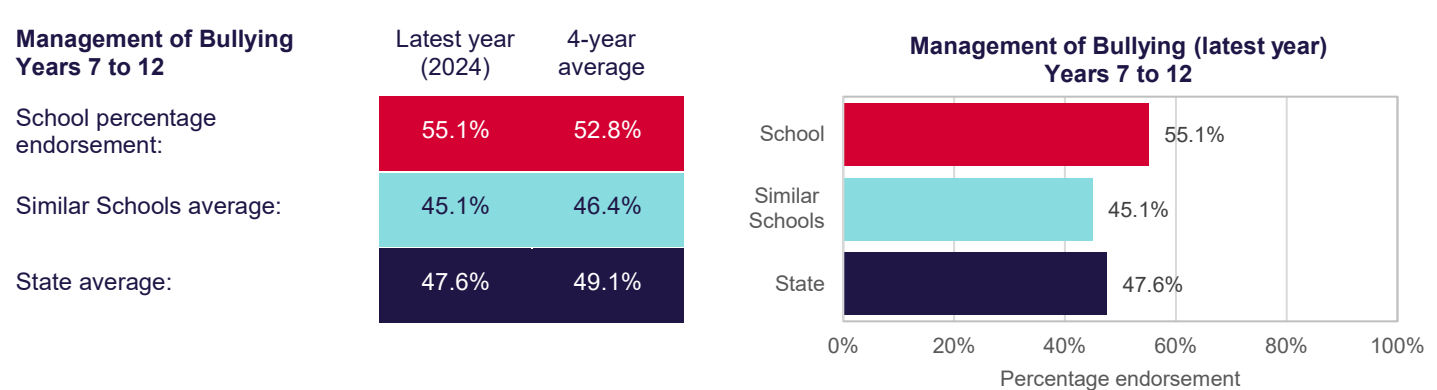
Student Attitudes to School – Sense of Connectedness

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).



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).



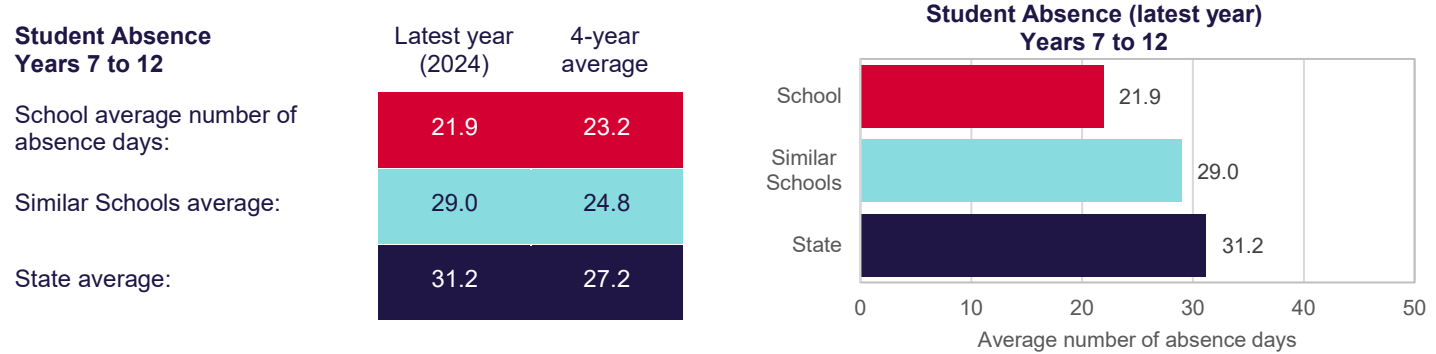


ENGAGEMENT

**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.



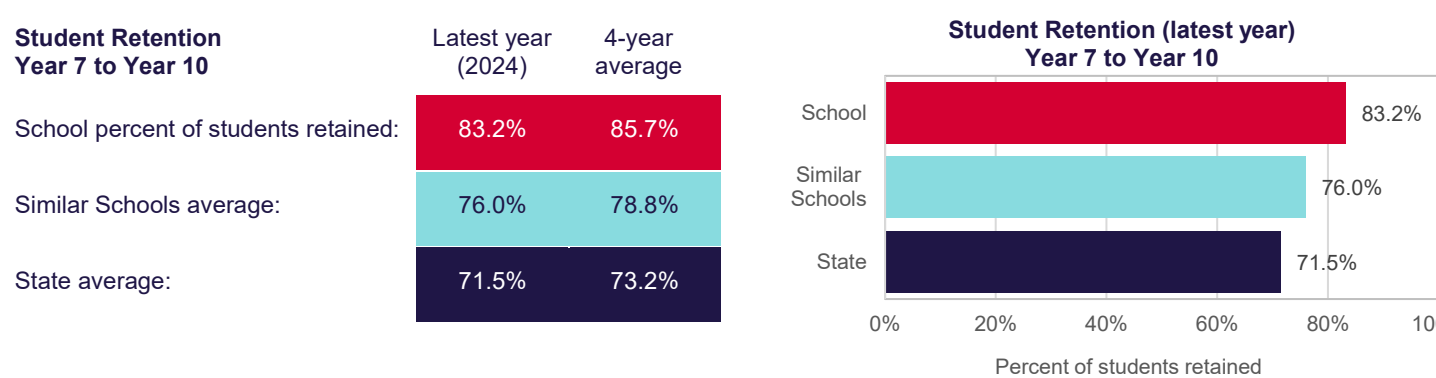
Attendance Rate (latest year)

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<br>(2024): | 90%    | 87%    | 88%    | 89%     | 90%     | 90%     |

Student Retention

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



ENGAGEMENT (continued)

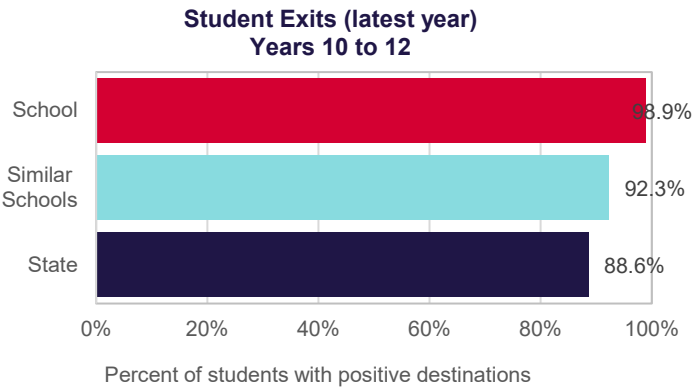
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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<br>Years 10 to 12                                        | Latest year<br>(2023) | 4-year<br>average |
|------------------------------------------------------------------------|-----------------------|-------------------|
| School percent of students to further studies or full-time employment: | 98.9%                 | 94.5%             |
| Similar Schools average:                                               | 92.3%                 | 93.7%             |
| 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       | \$12,695,800        |
| Government Provided DET Grants | \$1,488,129         |
| Government Grants Commonwealth | \$22,782            |
| Government Grants State        | \$9,094             |
| Revenue Other                  | \$184,925           |
| Locally Raised Funds           | \$1,728,579         |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$16,129,310</b> |

| Equity <sup>1</sup>                                 | Actual           |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage)                        | \$88,418         |
| Equity (Catch Up)                                   | \$21,408         |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$109,826</b> |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Student Resource Package <sup>2</sup> | \$12,805,815        |
| Adjustments                           | \$0                 |
| Books & Publications                  | \$12,486            |
| Camps/Excursions/Activities           | \$726,707           |
| Communication Costs                   | \$12,800            |
| Consumables                           | \$264,174           |
| Miscellaneous Expense <sup>3</sup>    | \$113,773           |
| Professional Development              | \$58,023            |
| Equipment/Maintenance/Hire            | \$306,404           |
| Property Services                     | \$362,496           |
| Salaries & Allowances <sup>4</sup>    | \$390,630           |
| Support Services                      | \$486,294           |
| Trading & Fundraising                 | \$238,878           |
| Motor Vehicle Expenses                | \$0                 |
| Travel & Subsistence                  | \$69                |
| Utilities                             | \$126,167           |
| <b>Total Operating Expenditure</b>    | <b>\$15,904,714</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$224,596</b>    |
| <b>Asset Acquisitions</b>             | <b>\$205,746</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 | \$2,554,614        |
| Official Account              | \$194,166          |
| Other Accounts                | \$103,738          |
| <b>Total Funds Available</b>  | <b>\$2,852,518</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>      |
|---------------------------------------------|--------------------|
| Operating Reserve                           | \$460,224          |
| Other Recurrent Expenditure                 | \$0                |
| Provision Accounts                          | \$19,640           |
| Funds Received in Advance                   | \$514,553          |
| School Based Programs                       | \$358,584          |
| Beneficiary/Memorial Accounts               | \$0                |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$33,249           |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$37,321           |
| Capital - Buildings/Grounds < 12 months     | \$66,417           |
| Maintenance - Buildings/Grounds < 12 months | \$140,238          |
| Asset/Equipment Replacement > 12 months     | \$200,000          |
| Capital - Buildings/Grounds > 12 months     | \$930,000          |
| Maintenance - Buildings/Grounds > 12 months | \$86,552           |
| <b>Total Financial Commitments</b>          | <b>\$2,846,779</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.*