

2024 Annual Report to the School Community

School Name: Mount Beauty Secondary College (8100)



- 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 22 April 2025 at 05:57 PM by Simone Roy (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 30 April 2025 at 09:42 AM by Simone Roy (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- 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').

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

Our mission at Mount Beauty Secondary College is to pursue excellence in education in a supportive environment. This will ensure all our students will be able to realise their full academic and personal potential, feel empowered and become strong and resilient young people of great character.

This will achieve our vision of **“Confidence to aspire ever upward.”** Mount Beauty Secondary College has a culture of respect for all, providing a quality education in a safe environment that meets the diverse needs of our students. Students are encouraged to be confident, aspiring ever upward, to prepare for a productive future.

The values of Confidence, Kindness and Respect enable a positive school culture.

At the 2024 August census, the school had 152 students (45% female and 55% male) and by the end of the year there were a total of 158 students. The 36 staff had more than half part time, working various time fractions. An Effective Full Time (EFT) staff of 22.4 teachers and 4.4 EFT Education Support Staff (ES) ensures programs and support are provided. The staff profile includes 1 Principal, 1 Assistant Principal and 27 teachers encompassing 1 Learning Specialist and 1 Leading Teacher, 3 graduates, 2 Direct Instruction Teachers (0.4 EFT), for the Middle Years Literacy and Numeracy Support (MYLNS), 2 Learning Tutors (0.4 EFT) and 7 Education Support Staff – a Business Manager, Careers Practitioner, Lab Technician, Office Administration, and 2 in class student support staff. In 2024, the School Family Occupation and Education placed the school in the low category (indicating families are above state average socio-economically), hence the equity funding received is generally modest.

The school is a small, remote, rural Year 7 - 12 school in the Northeast of Victoria. There is a core program at Year 7 to ensure that students experience all learning areas contained within the Victorian Curriculum. The elective program in Years 8-10 allows students to focus on areas of interest within the different learning areas, while still maintaining coverage of the curriculum. There is a focus on providing choice and pathways for our senior students. In 2024, 37 VCE units in total were offered. This included the VCE Vocational Major subjects (VCE-VM) of Literacy, Personal Development Skills and Work Related Skills. Some of these units were run as combined classes, with Units 1 and 3, and Units 2 and 4, running together to ensure provision. 2 VET units, the VCE-VM and the Victorian Pathways Certificate (VPC) were also offered on site. Students were supported to complete other subjects through a 'distance education' model through Virtual School Victoria (VSV), Victorian School of Languages (VSL), or Bendigo Senior Secondary College's Victorian Virtual Learning Network (VVLN). Extension opportunities to complete university level subjects were available through the Centre for Higher Education Studies (CHES). Other VET studies were available to our students through Wodonga TAFE and GO TAFE (Wangaratta).

School building upgrades continued, with further carpeting, some painting and new furniture in the library being completed in 2024. The school was also successful in gaining additional funding to support some accessibility and toilet upgrades – with all works to begin in 2025.

In 2024, a new Leadership Structure was introduced and was designed to support shared and distributed leadership and to build the capacity of our middle leaders. The Leadership Team of 4 was divided into a Teaching and Learning portfolio managed by the Principal and Learning Specialist and a Wellbeing portfolio managed by the Assistant Principal and Leading Teacher. Middle leaders filled the updated roles of Learning Area Leaders (Teaching and

Learning) and Student Engagement Leaders (Wellbeing), amongst other existing roles within the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 Annual Implementation Plan (AIP) was informed by the school's Strategic Plan goal in Learning to 'optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy'.

The Key Improvement Strategies (KIS) focussed on curriculum planning and assessment; specifically building school-wide capability to effectively use assessment data in planning and teaching. Our focus in 2024 was to:

1. Embed teacher and Education Support, ES, (where needed) collaborative planning to improve reading and writing, to support and meet students' individual learning needs.
2. Plan, develop and implement guaranteed and viable curriculum (and resources), so teaching and learning aligns to the Instructional Model, Victorian Curriculum/VCAA Study Designs and meets students' individual learning needs.

Having a focus on planning, developing, documenting and implementing the curriculum, with a design to doing this work collaboratively, meant that teachers were taking the time to develop sequences of learning for all our students in a planned way. By having well prepared and planned classes the students' needs were being catered for, whether they had particular learning needs or not. The school provided meeting time for collaboration and planning and documentation to occur, using our after school meeting times through Professional Learning Communities (PLCs) and Learning Area Team meetings. In 2024, we focussed on developing literacy, by working to implement the Write to Learn strategy in classes, where in at least 1 lesson per week, students had a short writing task to complete. The Write to Learn strategy was designed to develop writing stamina and increase positivity about writing. This work was supported by a PLC Inquiry Cycle in Term 1. Learning Area Leaders, Middle Leaders in the Learning Area Leader Team, the Careers Practitioner and Senior School Coordinator, contributed to designated weekly meetings to collaboratively discuss and plan how to implement the work required, based on the actions.

We also continued to implement both the Middle Years Literacy and Numeracy Support (MYLNS) and the Tutor Learning Initiative (TLI), employing extra teachers to provide Literacy and Numeracy supports. 2 MYLNS Direct Instruction Teachers worked with students (0.2 EFT) in both English and Maths, supporting students in Year 10 and 2 Learning Tutors (0.1 EFT each), assisted students in Years 7 – 9 with English and Maths. The success of this work is evidenced in the following outcomes:

- As a result, teacher judgements for students in Years 7 - 10 in English showed that 84% of students were at or above age expected standards, above similar schools being at 72.6% and the state average at 75.1%. These achievements were supported by the NAPLAN results.
- Year 7 NAPLAN Reading placed 77.8% of students in the strong or exceeding category

(similar schools were at 68.2% and the state average was 65.3%).

- Year 9 NAPLAN Reading placed 73.7% of students in the strong or exceeding category (similar schools were at 63.1% and the state average was 60.4%).
- Teacher judgements for students in Years 7 - 10 in Mathematics showed that 69.5% of students were at or above age expected standards, just above similar schools being at 67.7% and the state average at 68.9%. This was also supported by the NAPLAN results of our students.
- Year 7 NAPLAN Numeracy placed 74.1% of our students in the strong or exceeding category (similar schools were at 66.4% and the state average was 61.8%)
- Year 9 NAPLAN Numeracy placed 63.2% of our students in the strong or exceeding category (similar schools were at 60.4% and the state average was 58.9%).

100% of Mount Beauty Secondary College students completed the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE-VM) or the Victorian Pathways Certificate (VPC). Similar schools had 96% completion rate and the state average was 96.8%. The school prides itself on supporting senior students to be successful in their endeavours, whether that is to achieve an ATAR (score) for tertiary education, to achieve their certificate or to transition out of school to further education or work. This outcome is evidence of a commitment to the school vision and mission.

In 2024, the Learning Specialist led the Learning Area Leader's Team to review the learning programs for the Snow Sports program for Year 7 - 10 students and the End of Year Advantage programs for the Year 10 and 11 students. The reviews produced a more consistent approach across all Learning Areas in 2024, with a key focus on ensuring the programs were curriculum based and engaging for students. This is a deliberate strategy to ensure engagement and rigour in all programs offered by the school.

In 2025, we will continue to improve student learning by:

1. Planning, developing and implementing guaranteed and viable curriculum and related resources with documented and deliberate adjustments, so that teachers can engage students in their learning by teaching them at their point of need.
2. Revisiting and embedding the Instructional Model (IM), so our lessons are designed, planned, sequenced and delivered in a consistent way that supports student learning.

Wellbeing

The 2024 Annual Implementation Plan (AIP) enacted the school's Strategic Plan Wellbeing goal to 'optimise each student's wellbeing and engagement in learning'.

Our Key Improvement Strategy (KIS) focussed on empowering students and building school pride; and supporting students to be active agents in their learning (KIS 3B). To work on wellbeing and engagement, we had 1 action, 'to build the belonging of all students through beginning consistent implementation of School Wide Positive Behaviour Support' (SWPBS).

This work involves having a consistent approach across the whole school for classroom management and expectations of students' behaviours. This allows teachers and students to spend more time building positive relationships and improves student wellbeing and sense of belonging, which also has a positive impact on students' learning. Time was provided through the meeting schedule to support Teachers and Education Support Staff to develop a clear

understanding of the SWPBS and how to implement it, with the Leading Teacher playing a key role in supporting and leading this learning.

Adjustments to the Student Engagement Leader role meant that these middle leaders continued to manage the students in their year level but played a bigger role in supporting learning and behaviour by being involved in, or managing Student Support Group meetings. The further development and implementation of the SWPBS was also supported with a range of professional learning led by the Student Engagement Leaders.

In spite of the targeted effort to build the wellbeing and belonging of students at our school, the Attitudes To School Survey (AToSS) data did not demonstrate the positive change to student perceptions we were aiming for.

- In Year 7 - 12 students, the factor of Sense of Connectedness was 32.4% positive, compared to similar schools at 48.2% positive and the state average being 46.9%.
- In Year 7 - 12 students, the factor Management of Bullying was 38% positive, compared to similar schools at 55% positive and the state average being 47.6%.
- However, the factor Advocate at School was 61% positive, compared to similar schools at 68% positive and the state average being 63% positive. This suggested that students felt like there was someone at school 'in their corner', with the factor questions being "there is an adult at school that cares about me" 60%; "there is an adult who listens to what I have to say" 63%; "there is an adult at school who believes I can be successful" 71%; and "there is an adult at school who tells me when I do a good job" 67%.

In Term 4, successful recruitment of 2 extra wellbeing staff fully resourced this work in the form of a Mental Health Practitioner and a Student Support Mentor. Both positions were funded and the school has managed time fractions to make best use of staff to meet student needs.

In 2025, Mount Beauty Secondary College will work to improve student wellbeing by:

1. Developing teacher capacity to plan for adjustments that ensure all learners are successful in their class so that learning is adjusted to suit the needs of our students and they will be successful.
2. Refining and consistently implementing SWPBS to ensure that classroom routines and procedures are conducive to learning so that school wide practice promotes a positive climate and student wellbeing and students will have a sense of connectedness and belonging

Engagement

Engagement was also addressed by the school's Strategic Plan Wellbeing goal to 'optimise each student's wellbeing and engagement in learning'.

The Key Improvement Strategy was aimed at empowering students and building school pride; and empowering students as active agents in their learning; a direct focus on improving engagement. The school took action to develop teacher's capability to involve students in their learning.

The opportunity for student voice and agency was developed by allowing students to feel like they have choice in their learning. Through 'Team Around the Learner' meetings, staff were able to develop a deeper understanding of students' learning needs and design learning to have students feeling more involved in class work that was targeted to their level, so they achieved more success in class.

Student feedback data indicated mixed results in relation to engagement. Students identified the factor Effort being 63% positive (similar schools were 64% and the state average was 64%), covering questions including "I enjoy participating in class" 50%, "I usually pay attention in class" 64% and "My teacher(s) expect nothing less than our full effort" 74%. Also the factor High Expectations for Success being 71% positive (similar schools were 73% and the state average was 69%), covering questions including "My teachers believe I can do well at school" 77%, "My teachers expect me to do my best" 90%, "My teachers believe that all students can be high achievers" 58%, "My teachers encourage all students to do their best" 79%, and "My teachers show an interest in every students' learning" 52%.

However, the factor Teacher Concern was only 33% positive (similar schools were 41% and the state average was 36%), covering questions including "I can talk to teachers about my concerns" 28%, "My teachers seem to know if something is bothering me" 33% and "My teachers are interested in my wellbeing" 39%.

Attendance rates have been decreasing (ie. absence has been increasing) since the Pandemic. In 2024, the average number of absence days for students in Years 7 - 12 was 40 days, with similar schools averaging 34.6 days and the state average being 31.2 days absent. Attendance rates by year level were better in Years 7 (84%), 8 (84%) and 12 (81%), than in Years 9 (74%), 10 (76%) and 11 (78%). The average absence of 40 days equates to about 8 weeks of school in a year; one day per school week, or only about 80% attendance, which is of concern to the school.

A recognised complex problem to solve; the school focussed on processes for recording and monitoring absences and the number of extracurricular opportunities students are able to participate in is a recognised factor having impact. While these do take away time from the learning happening back at school, in a rural setting, these opportunities are considered important for the students to experience.

Absences that are parent choice, such as families taking holidays outside of school holidays due to working in the tourist industry, extended family vacations, relocations to the snow fields, personal appointments and recreational activities have a significant impact on attendance data.

In 2024, the school worked towards building student engagement so students would not want to miss school. The learning program for students at school during the Term 3 Snow Sports program for Year 7 - 10 was revamped to increase engagement. With a curriculum base, the program was taught during the 5 days of the program and activities were designed to be hands on, entertaining, yet educational.

At the end of the year, teaching and assessment was planned up until the second last week of school for students in Years 7 - 9. This action alone automatically increased the number of Year 7 - 9 students attending at that time of the year. In the last week of school, traditionally where a variety of activities were run and student attendance was extremely poor, a Learning Area competition was run in the 'Connect' Program. The activities were themed into the various Learning Areas and were designed to be fun and engaging. Again, the number of students attending at this time of the year increased drastically compared to previous years.

A small number of students left Mount Beauty at the end of 2024 to attend different schools. Some were no longer counted in our numbers due to long term absence, contributing to the lower percentage of students in Years 10 - 12 exiting to further studies or fulltime employment compared to the similar school's average of 89.1% and the state average of 88.6%. Our retention rate of students from Years 7-10 was 69%, only slightly lower than similar schools by 3.5% (72.5%) and only by 2.5% lower than the state average (71.5%).

In 2025, by working towards meeting our learning and wellbeing and engagement goals through implementing our actions, we aim to improve student engagement.

Other highlights from the school year

In 2024, the school continued to offer many opportunities to students. Extracurricular activities included, but were not limited to:

- Year 7 camp
- Middle school camp to Tasmania
- Year 11 camp to Melbourne
- Year 9 Future Makers Program, including an opportunity for volunteerism
- the Indonesian cultural day
- the middle school production of 'Opal Heist'
- NAIDOC week and Reconciliation week celebrations
- Science week
- Seasons of Excellence excursion to Melbourne
- fundraising activities organised by the VCE Vocational Major students and also the Student Executive
- the introduction of the Environmental Committee - a branch of the Student Executive
- the Instrumental Music and Band program
- the reintroduction of regular assemblies
- end of Semester 1 Awards assembly
- Presentation Evening
- School House competitions, including swimming, cross country and athletics events
- Interschool sports
- Year 7 – 10 Snow Sports program, including a return to the Australian Secondary Schools Ski Team Competition (ASSSTC)
- A variety of enhanced student leadership opportunities, such as the GRIP conference in Albury, the School for Student Leadership.

Financial performance

Mount Beauty Secondary College recorded a deficit in 2024 but remains financially secure due to careful workforce planning and budget monitoring. The deficit was attributed to several factors, including increased staffing costs, due to a higher experience level staff profile, ongoing and necessary school upgrades as a calculated investment in maintaining a quality environment and

increased utility expenses, particularly gas, due to temperatures reaching minus 7 degrees.

External partnerships/arrangements included management of the school canteen and the long-standing partnership with the Mount Beauty Community and District band housed within the school buildings.

Equity funding in 2024 totalled \$23,479. The funding was supplemented by school based funds, targeted to provide generalised assistance to students in literacy.

Revision lecture funding provided by the Department was used to support student and staff attending either online or in person lectures.

Bushfire Vegetation Preparedness funding also assisted the school to prepare for the upcoming bushfire season. The school was able to engage contractors to clear vegetation, trim branches and remove trees that posed bushfire threats to infrastructure.

The school secured a Mental Health Practitioner (MHP) in Term 4, through the MHP in Schools funding and were also successful in gaining the National Schools Wellbeing Program funding which supported the Student Learning Mentor position in 2024. Both positions were filled beyond allocated time fraction due to school management decisions.

Our Year 7 cohort attended Outdoor – School Bogong and our Year 9 students participated in the Future Makers program, with a residential experience for 2 weeks and day sessions throughout the year. The Future Makers program was subsidised by the School Council in 2024.

With school upgrades the school budgeted for a casual maintenance person who has been able to address maintenance issues in a timely manner and continued with extra IT support in response to need.

Total funds at the end of 2024 were reduced compared to previous years, as management of budgets is ensuring service to current students.

Financial plans for 2025 involve:

1. Continuing with IT technical support and upgrading the fleet of school loaned laptops.
2. Continuing with interior renovations, particularly painting.
3. Working with the Department to assist in future planning for sustainability as enrolments change.
4. Access to Disability and Inclusion funding to support individual students.

**For more detailed information regarding our school please visit our website at
<https://mbsc.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 152 students were enrolled at this school in 2024, 69 female and 83 male.

3 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

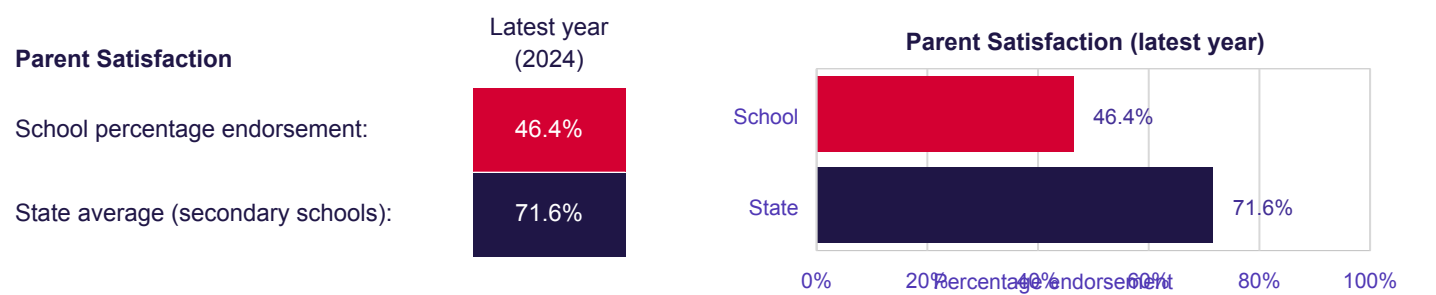
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

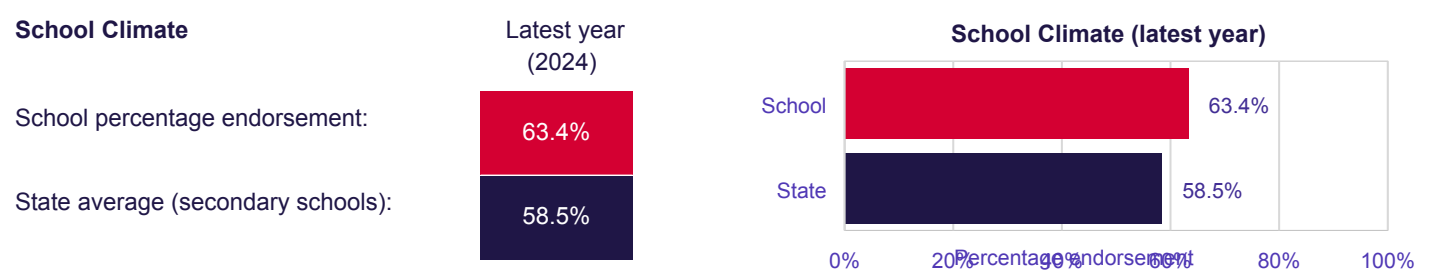


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

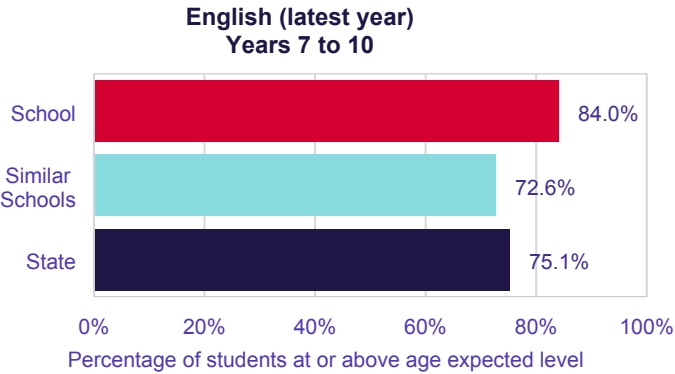
State average:

Latest year
(2024)

84.0%

72.6%

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

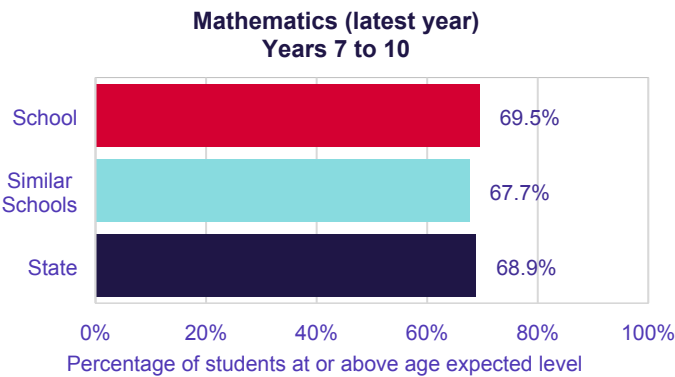
State average:

Latest year
(2024)

69.5%

67.7%

68.9%



LEARNING (continued)

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

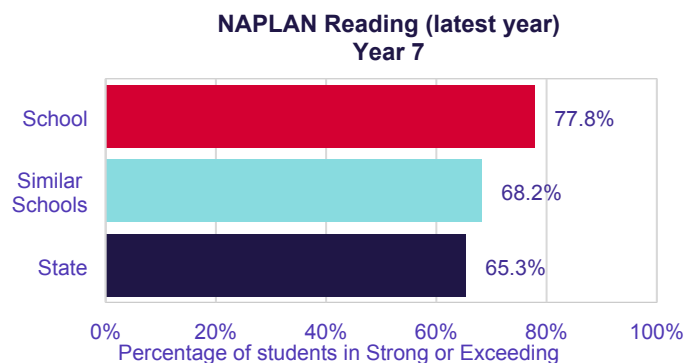
NAPLAN

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

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

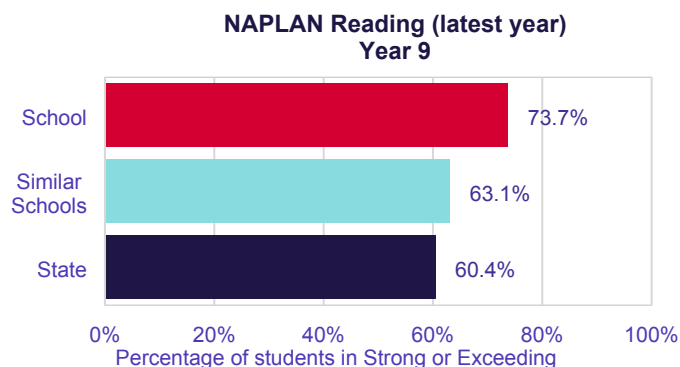
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	84.7%
Similar Schools average:	68.2%	67.2%
State average:	65.3%	65.7%



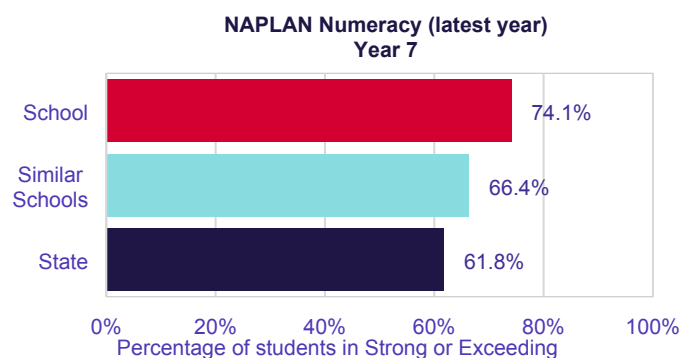
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	73.5%
Similar Schools average:	63.1%	63.0%
State average:	60.4%	60.2%



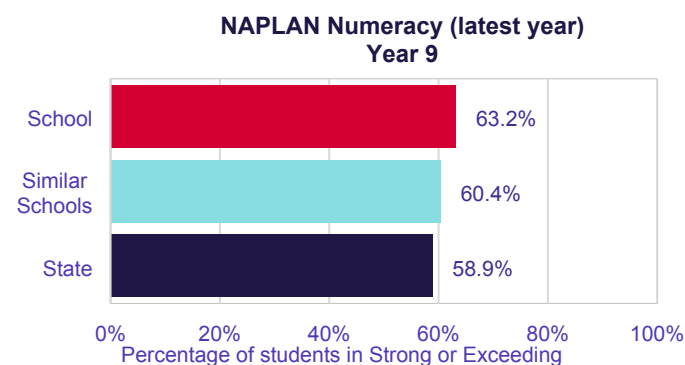
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.1%	79.7%
Similar Schools average:	66.4%	64.1%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.2%	60.4%
Similar Schools average:	60.4%	61.5%
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:

60.9%

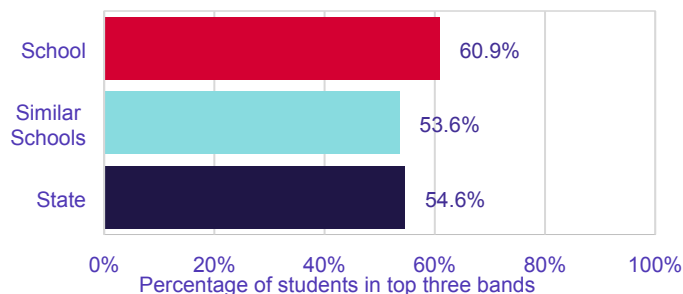
Similar Schools average:

53.6%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

58.6%

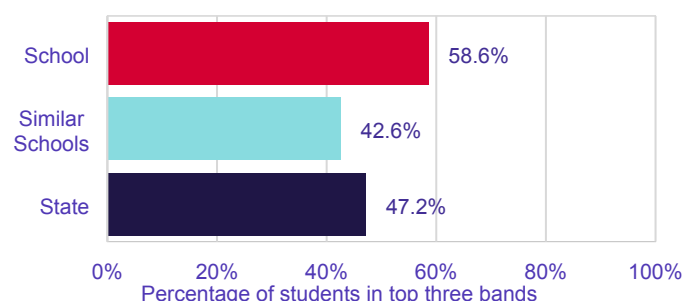
Similar Schools average:

42.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

63.6%

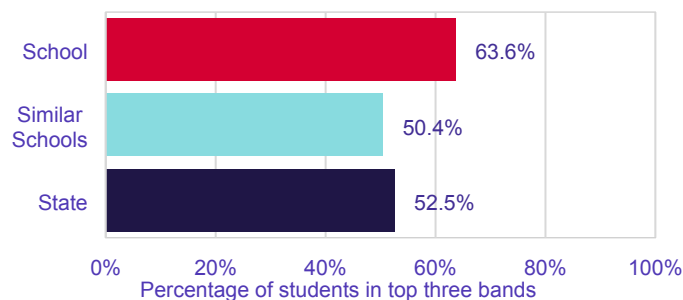
Similar Schools average:

50.4%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

46.4%

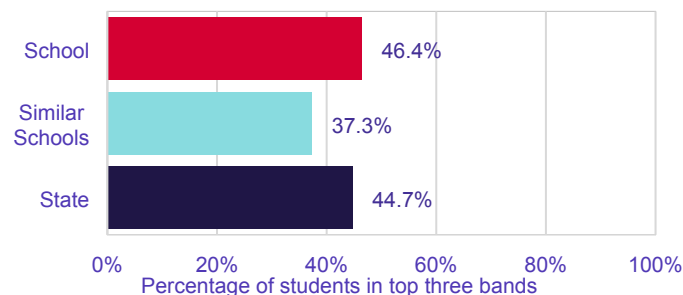
Similar Schools average:

37.3%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

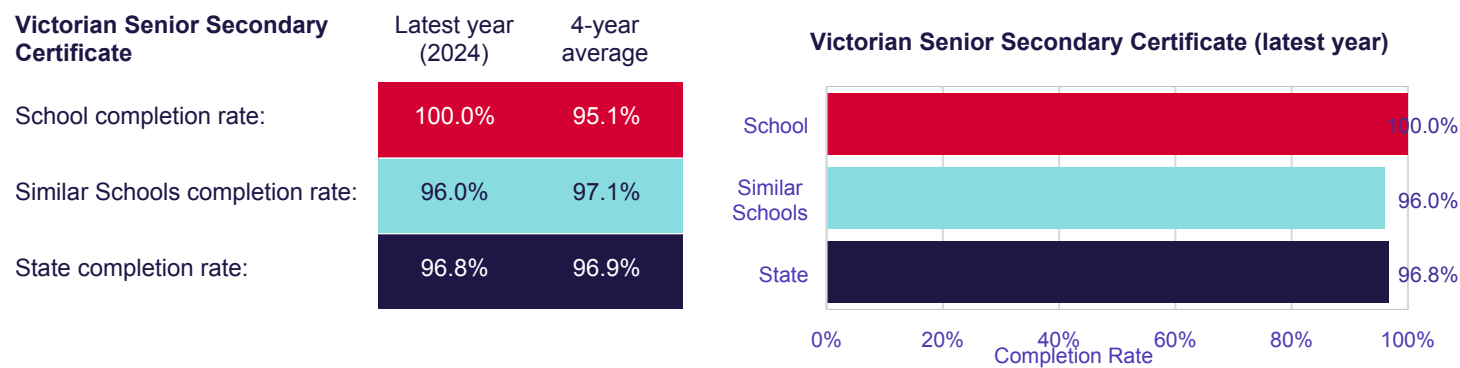


LEARNING (continued)

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.



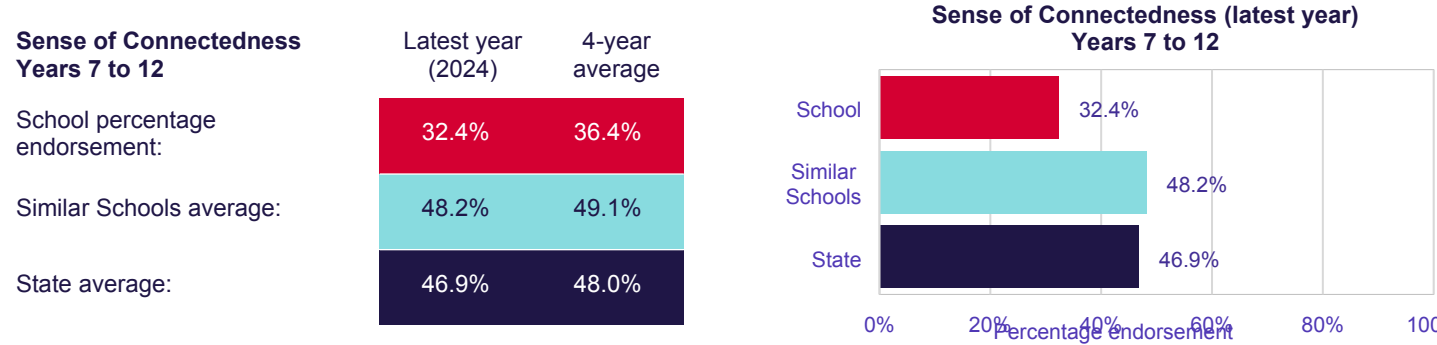
Mean study score from all VCE subjects:	26.3
Number of students awarded the VCE Vocational Major	NDP
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	16%
Percentage VET units of competence satisfactorily completed in 2024:	90%

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.

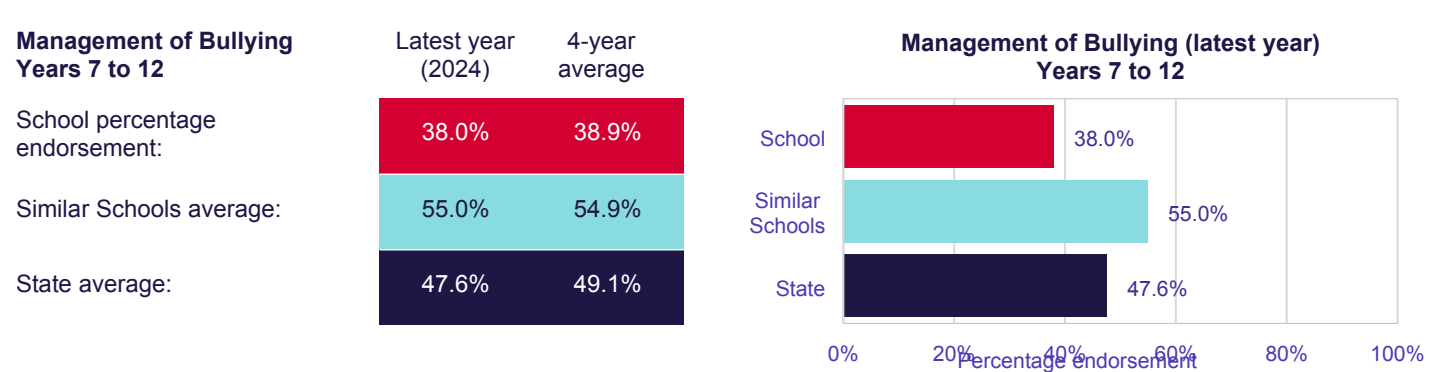
Student Attitudes to School – Sense of Connectedness

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).

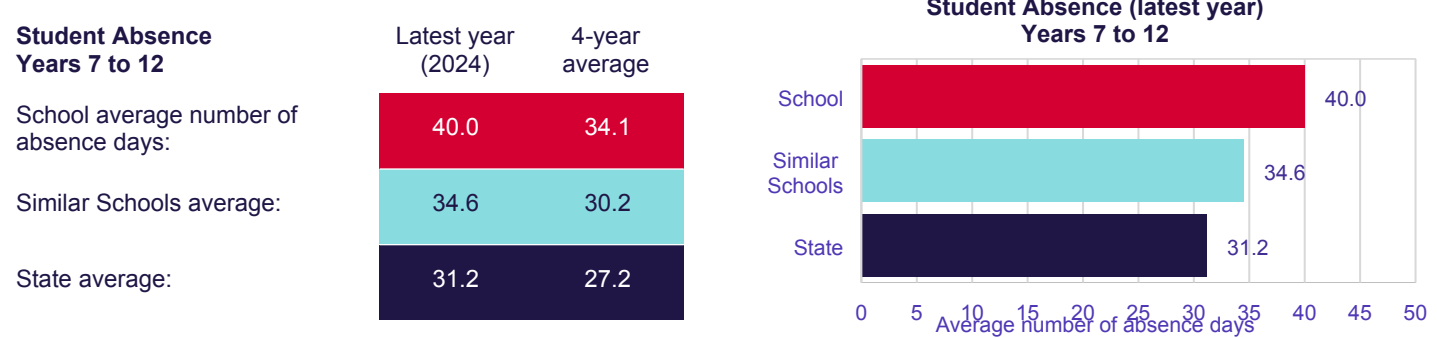


ENGAGEMENT

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.

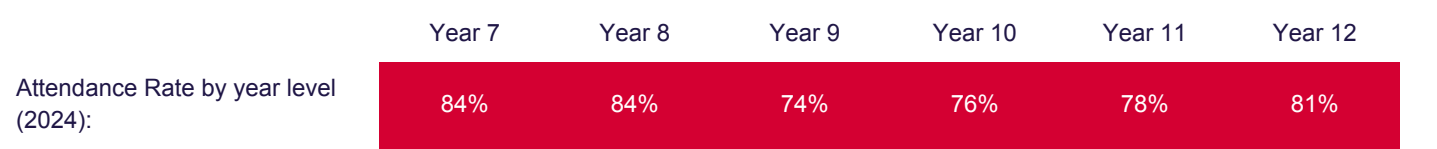
Average Number of Student Absence Days

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



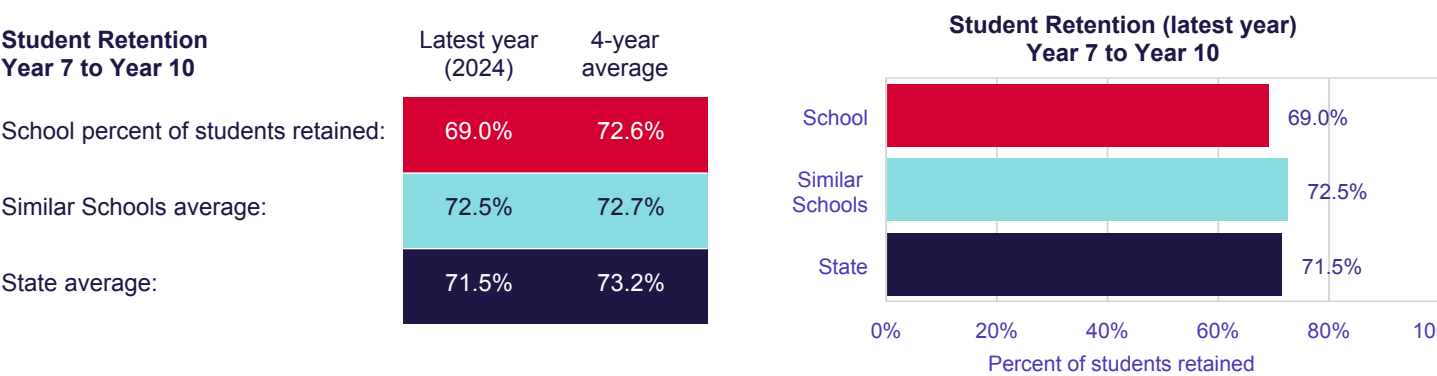
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

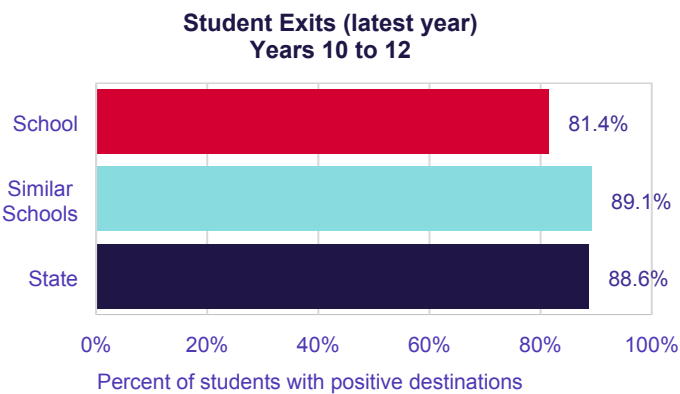
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	81.4%	80.6%
Similar Schools average:	89.1%	89.1%
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	\$3,091,270
Government Provided DET Grants	\$450,330
Government Grants Commonwealth	\$1,381
Government Grants State	\$2,693
Revenue Other	\$81,084
Locally Raised Funds	\$151,433
Capital Grants	\$0
Total Operating Revenue	\$3,778,191

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,244
Equity (Catch Up)	\$12,235
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,479

Expenditure	Actual
Student Resource Package ²	\$3,415,268
Adjustments	\$0
Books & Publications	\$3,537
Camps/Excursions/Activities	\$84,747
Communication Costs	\$5,241
Consumables	\$76,617
Miscellaneous Expense ³	\$39,058
Professional Development	\$13,189
Equipment/Maintenance/Hire	\$152,181
Property Services	\$157,411
Salaries & Allowances ⁴	\$89,727
Support Services	\$115,480
Trading & Fundraising	\$12,123
Motor Vehicle Expenses	\$6,044
Travel & Subsistence	\$0
Utilities	\$27,922
Total Operating Expenditure	\$4,198,544
Net Operating Surplus/-Deficit	(\$420,353)
Asset Acquisitions	\$29,616

- (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

Funds available	Actual
High Yield Investment Account	\$409,179
Official Account	\$27,226
Other Accounts	\$0
Total Funds Available	\$436,405

Financial Commitments	Actual
Operating Reserve	\$130,587
Other Recurrent Expenditure	\$28,715
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$160,336
Beneficiary/Memorial Accounts	\$9,029
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,976
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$71,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$27,662
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$436,405

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.