

2024 Annual Report to the School Community

School Name: Mount Waverley Secondary College (8105)



- 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 21 March 2025 at 12:20 PM by Karen Wade (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 21 March 2025 at 12:20 PM by Karen Wade (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 vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.

Our values:

I - Integrity

L - Learning

E - Excellence

A - Accountability

R - Respect

N - Nurturing

Mount Waverley Secondary College is a high demand state secondary co-educational college with 1857 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community. In 2024, our college had 176 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 131 Teaching Staff and 41 were Education Support Staff. Based on the college's Student Family Occupation index we have a high socio-economic profile and 8% of our students' study English as an Additional Language. Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values, and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learning through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs. The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to the Victorian Senior Secondary Certificate, further education and other pathways.

Mount Waverley Secondary College has a long and proud history welcoming international students, being one of the first schools in Victoria to enrol international students in 1994. International students enrich the diverse cultural mix at the college; we currently have students from Germany, China, India, Indonesia, Cambodia, Vietnam, Sri Lanka, and other countries. We are well supported by various English Language Schools in the immediate area, who provide intensive English language instruction. Mount Waverley Secondary College has a dedicated International Student Coordinator and assistants who oversee the enrolment, homestay accommodation and pastoral care of each international student. Multicultural Education Aides cater for specific language groups and students have access to all student wellbeing services including nurses, wellbeing counsellors and the career guidance centre.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment, and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours and student exchanges to Japan and Germany and student leadership, sport, camps and activities and community service. There is a

genuine focus on student leadership and student voice across the college, as we aim to develop independent, resilient, creative, and positive individuals.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we focused on the state-wide 2024 Priorities Goal-In 2024 we will continue to focus on student learning - with an increased focus on numeracy and student wellbeing, which linked to the work of our School Strategic Plan.

Our key improvement strategy was:

1a) Learning- Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2024 we maintained our PLC/TPT/Faculty structures to support teacher collaboration and reflection to strengthen teaching practice. In these meetings we revisited and embedded the use of data to inform differentiation to support teachers to target their teaching to cater for the different literacy or numeracy levels in their classrooms. Staff further developed their data literacy by identifying a target group of students to allow them to plan for differentiation by analysing their data. This supported staff to embed the use of data to inform targeted teaching, with a focus on the students' point of need. Teachers used PLC/TPT/Faculty time to collaboratively plan units of work with a focus on key skills and knowledge and planning for formative assessments, including looking at the newly released Victorian Curriculum 2.0 documentation.

They also continued to build students' self-awareness and metacognitive skills through the Student Learning Model. At the individual and tailored level, we established a targeted support program for students and prioritised time for teachers to discuss and adapt strategies working with individual students. Small group tutoring programs continued to run using MYLNS and the Tutor Learning Initiative funding, and we maintained additional supports for students through Homework Clubs. We also offered the VHAP (Victorian High Ability Program) for students who were identified by the Department of Education. Our Leading Teacher - Head of Disability Inclusion, and Inclusion Coordinator worked with teaching and support staff to assess learning and map progress against IEP goals for individual students.

Our student achievement data is significantly higher than the average of all Victorian Government schools. In comparison to similar schools in Victoria, our data reflects we are above this level in all categories. Our English and Maths Years 7-10 data indicates that 97.3% and 95.6% of students respectively were at or above expected standards.

The NAPLAN test was revised in 2023 and as a result a 2-year average was provided. Our NAPLAN percentage of students in the strong or exceeding bands was significantly above the State average for Reading and Numeracy in Year 7 and 9 and above the Similar Schools average in Year 7 and 9 Reading and Year 7 and 9 Numeracy.

Our 2024 Year 12 cohort were very successful with our college Dux receiving an ATAR score of 99.55 and our published Median study score was 31. Nineteen students gained an ATAR over 95 and forty students above 90. 40% of our cohort gained an ATAR above 80. Three students also gained a perfect study score of 50 in Art Making and Exhibiting, Health and Human Development and Visual Communication Design. 100% of our students satisfactorily completed their Victorian

Senior Secondary Certificate. Our school completion results were rated as above when compared to similar schools. This reflects the strong commitment and skill level of our teaching staff as well as the quality of the academic and co-curricular programs on offer.

Wellbeing

In 2024 we focused on the state-wide 2024 Priorities Goal-In 2024 we will continue to focus on student learning - with an increased focus on numeracy and student wellbeing, which linked to the work of our School Strategic Plan.

Our key improvement strategy was:

1b) Wellbeing-Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our college acknowledges that the health, safety, and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Wellbeing team. The Wellbeing Team consists of a Student Support and Resources Manager, Student Wellbeing Coordinators and Mental Health Practitioners at both campuses, qualified nurses, a leading teacher in charge of the Disability Inclusion Program, an Individual Learning Needs Co-ordinator, and inclusion support staff. This is complemented by the Student Wellbeing Model, which was developed by MWSC staff and students in 2021.

The Student Wellbeing Model consists of Positive Relationships, Social and Emotional Learning, Partnerships and Support and Student Voice and Agency. The ongoing implementation of the whole school model is a commitment from the school to prioritise student wellbeing whilst supporting students to achieve academic excellence. At the beginning of the year, a select group of Year 8 students introduced the Student Wellbeing Model to the Year 7 cohort. This was a student-led presentation. Throughout the year, staff were asked to nominate other staff as 'Wellbeing Champions' – highlighting the importance of the support our teachers provide our students.

The staff were provided with professional development focusing on supporting students with anxiety whilst also focusing on managing their own wellbeing. We encouraged staff to take a more active role in supporting their student's wellbeing in the classroom by teaching them basic techniques of checking in with students with empathy, validation and offering support. We also provided mental health first aid training to several of our sub school staff.

We delivered 'Open Parachute', which is a social and emotional learning program. The aim of the program is to teach practical mental health skills to students.

All new staff were also provided with an induction into the Student Wellbeing Model and a workshop focusing on how they can implement the model into the classroom and their teaching practices. Throughout the year, students were provided with a range of proactive programs, workshops, and guest speakers to support their overall wellbeing and address important topics such as peer connectedness, online safety, mental health, study techniques and developing important social and emotional skills such as self-management and self-awareness. The school is committed to offering students a specific wellbeing session once a term for every year level. We have several key partners who help deliver the student wellbeing program, which includes but is not limited to the Reach Foundation, Felstead Education, Elephant Ed and Toolbox Education. A range of tier 2 targeted programs were also offered to students including Youth Mental Health First Aid and Organisational Skills program.

The Attitudes to School Survey data proudly indicates that our 'sense of connectedness' and 'management of bullying' measures were well above the state mean and similar schools' comparisons which is an outstanding result. Our Parent Opinion Survey percent endorsement data indicated that we had a much higher percent of positive responses compared with the state average of secondary schools. The School Staff Survey school climate survey results were well above the state average of all Victorian Government Secondary Schools. This is indicative of the quality and strength of our wellbeing programs and initiatives for both students and staff last year.

Engagement

Mount Waverley Secondary College's motto of 'Community Choice Engagement' is one that we hold dear. In 2024 our college continued to be involved in the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community to support and further strengthen our college. The college is proud to be one of eleven partner schools with the Monash Tech School and many of our Year 7-9 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

Student retention is above the state average but slightly below similar schools. This data has been affected particularly at Years 8 -9 due to the high number of select entry school offers our students receive. We also have students who apply at the end of Year 9 to attend the John Monash Science School which is close by. The student exit data from Years 10-12 was very pleasing in 2024 and much higher than the state average and similar schools' average. The 4-year average data indicates that nearly all our students exiting the college go onto further study or enter full time employment.

In 2024, 95% of our Year 12 students received tertiary offers and of these 96% received university offers and 4% received TAFE places. Our student attendance results are outstanding and are well above the state average and above the 89th percentile across all year levels. This demonstrates that our students enjoy coming to school and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school and wellbeing teams.

In 2024 we welcomed the opportunity to again become more engaged with our broader school community. We settled into our new hybrid model of parent/carer engagement with key events being held at the college, while also running online sessions for families. These included parent-teacher conferences, subject information evenings and wellbeing sessions. We were also able to return to running events such as Night at the Museum, and a range of musical events on the college grounds, enabling our broader community to again come and see the learning environment. The centrepiece of this was our College Production – 'Mamma Mia', which was held in our newly revamped Unicorn Theatre. We continued to develop our partnerships with Rotary Mount Waverley, the Monash Tech School, and many others, and look forward to solidifying these relationships again in 2025.

Our college continues to provide opportunities for student leadership, voice, and agency. Regular lunchtime meetings for leadership teams in Years: 8, 10, 11 and 12 provided a great opportunity to develop a variety of leadership initiatives. These initiatives were explored in regular Mount Matters sessions with groups from Years 7-11 meeting each fortnight to discuss and implement school improvements, such as a proposal for more outdoor furniture to utilise open air learning spaces. During 2024 we continued to develop our leadership program to work with two local

primary schools, participating in workshops at Mount Waverley Primary School and running 'Mini Mount Matters' sessions at Mount Waverley North Primary School.

Other highlights from the school year

One of the absolute highlights of the year was the fact that our school celebrated our 60 Year Anniversary. Many celebrations were held with alumni, past staff and the local community.

Major facilities work started in 2022. Our \$8 million STEAM Centre completed construction, and our \$1.5 million Junior Campus oval and Senior Campus tennis court project was finalised at the start of 2024. A \$50,000 Community Bank Pinewood grant also helped us to build an outdoor classroom on the Senior Campus.

Our Sporting Program continued to make headlines this year with several of our students representing our college at State competitions. Our students won medals in the State Swimming, Cross Country, and Athletics Competitions and many teams performed extremely well in their chosen sports. Our Sports Leaders have done an outstanding job leading this program.

Our Languages Program continued to shine this year with one of our German teachers being awarded a scholarship from the Goethe Institut which supported a staff member to travel to Germany in the middle of the year and complete a course, with other teachers from around the world. A Japanese Study Tour was also held in September where staff and students visited our sister school in Osaka.

Three of our 2023 Arts students were asked to display their work at Top Class, Top Arts and Top Design exhibitions at the start of 2024 which displays the most outstanding work from State, Catholic and private schools.

Our Instrumental Music Program continued to grow from strength to strength, with one of our vocal students being asked to perform a solo at the NEVR Concert at Hamer Hall in May. Another one of our students was a lead vocalist at the Victorian State Schools Spectacular event held at the John Cain Arena in September. Our musical production 'Mamma Mia' was nominated for many awards at the Lyrebird Youth Awards at the end of the year.

One of our College Captains was shortlisted as a finalist in the VCAA VCE Leadership awards this year. Only eight students from across the State made the finals and this demonstrates how our student voice and leadership program, continues to grow and develop.

In 2024 our school opened a Student Wellbeing Hub on the Senior Campus which has enabled our students to access a wide range of wellbeing supports. Our Student Wellbeing Team who won the Outstanding Education Support Team Award in the Victorian Education Excellence Awards in 2022 were asked to present at various forums and conferences throughout the year to share their excellent practice. This is a testament to how well our staff support our students and is what makes Mount Waverley Secondary College such a great school.

Financial performance

At Mount Waverley Secondary College, we continued to support our students by delivering high quality programs, services, and facilities that meets the needs of our students' learning,

engagement, and wellbeing. A very broad curriculum continues to be offered at the college, and all programs are well resourced.

All funds received from the Department of Education, or raised by the college, have been expended, or committed to subsequent years. Equity funding was used to support students with laptops, books, uniform, and additional teacher support. Tutor Learning Initiative funding and MYLNS funding were fully utilised with the employment of tutors to support identified students.

2024 saw an increase in revenue generated via our International Student Program. There was a decrease in locally raised funds which includes parent curriculum contributions.

Updating our facilities, particularly our Senior Campus, has been a strong focus. In 2024 several building projects were completed across the college, including the refurbishment of some A Block rooms to create a Student Wellbeing Hub, the construction of an outdoor classroom funded with a grant from the Community Bank Pinewood and parent contributions to our building fund, the completion of the tennis courts project and the STEAM Centre on the Senior Campus. Work was also finalised on a complete upgrade of the Junior Campus oval to an artificial turf track. Solar panels were also installed on both campuses.

Further funds have been committed to ensure quality upgrades of our facilities and the implementation of new facility projects such as constructing a covered outdoor learning area on the Junior Campus. Our focus is to ensure we remain a state-of-the-art educational institution and first school of choice in the local community.

For more detailed information regarding our school please visit our website at <https://www.mwsc.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 1,866 students were enrolled at this school in 2024, 910 female and 953 male.

44 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).

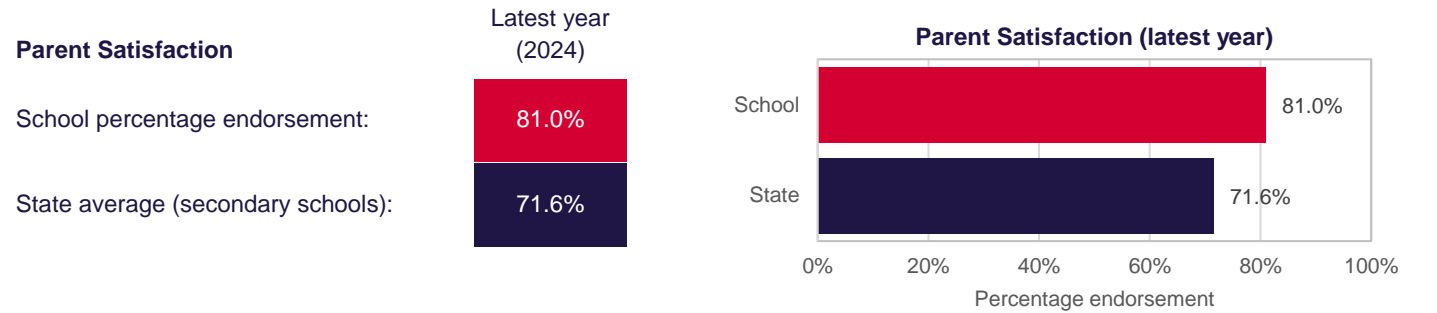
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

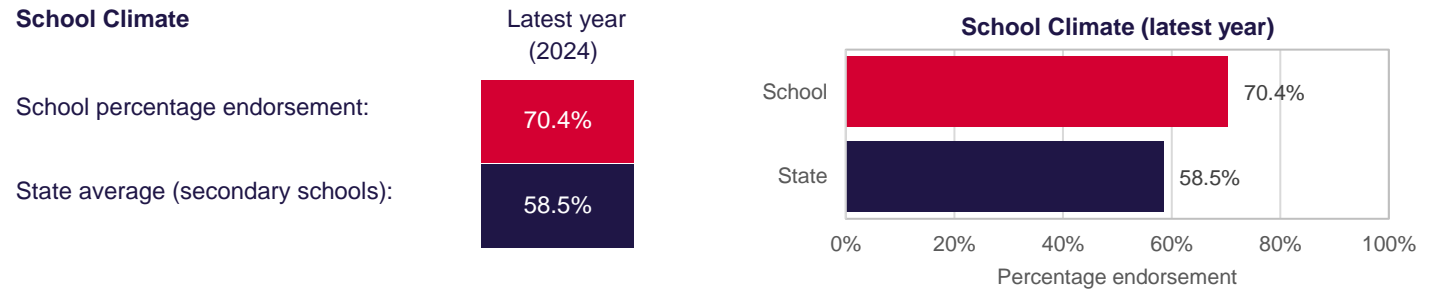


School Staff Survey

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.

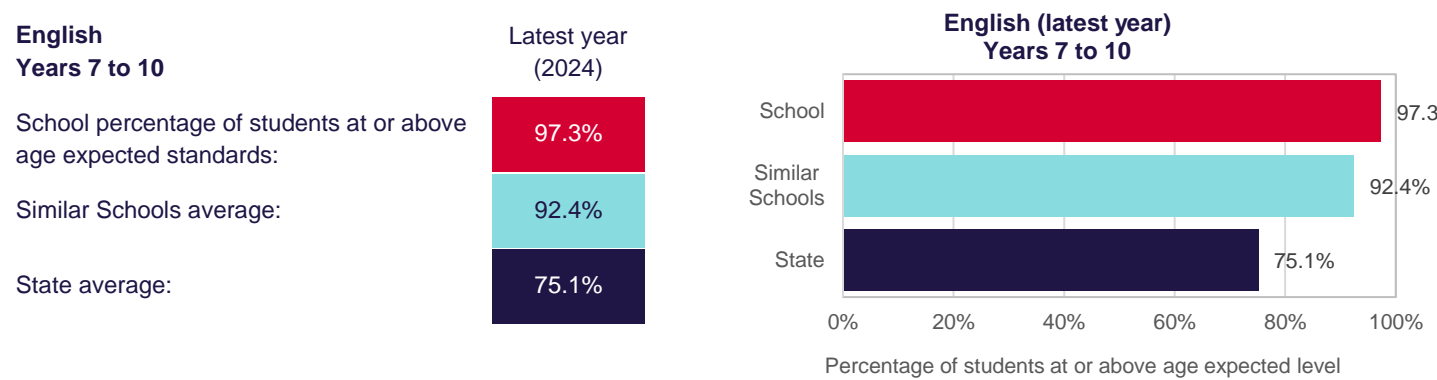


LEARNING

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)

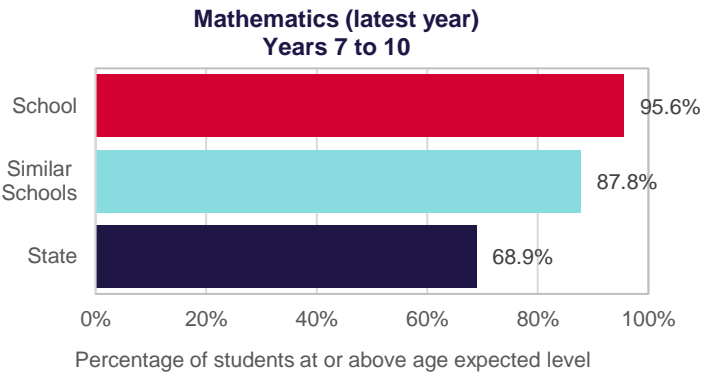
95.6%

Similar Schools average:

87.8%

State average:

68.9%



LEARNING (continued)

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

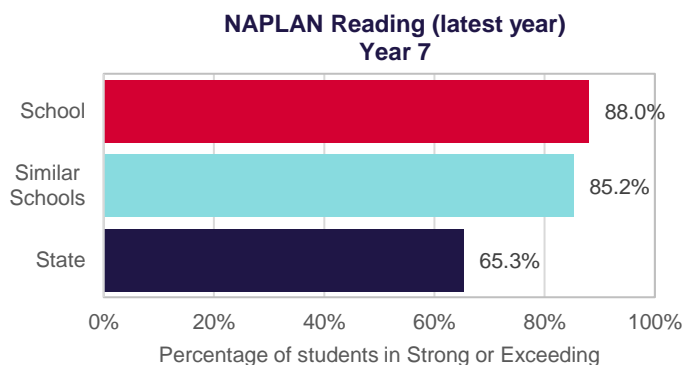
NAPLAN

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

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

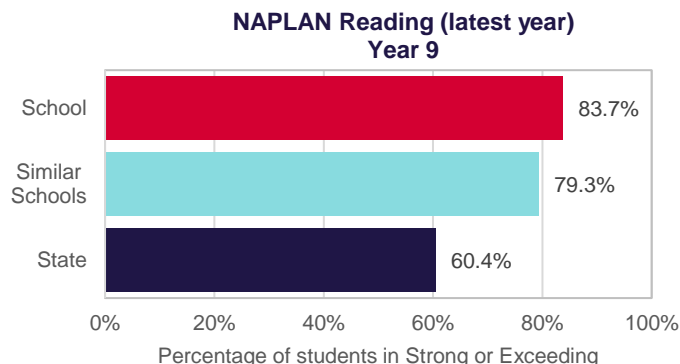
Reading Year 7

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 88.0% | 87.2% |
| Similar Schools average: | 85.2% | 85.6% |
| State average: | 65.3% | 65.7% |



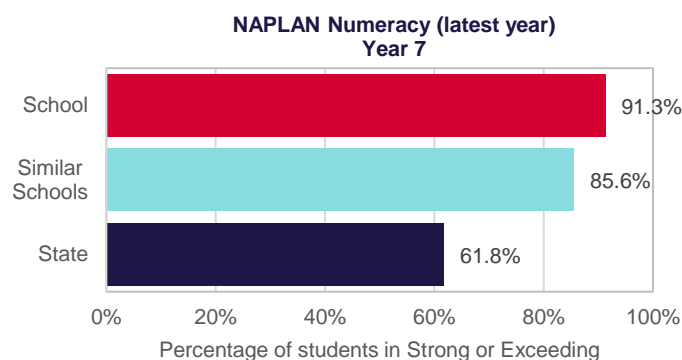
Reading Year 9

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 83.7% | 81.7% |
| Similar Schools average: | 79.3% | 79.1% |
| State average: | 60.4% | 60.2% |



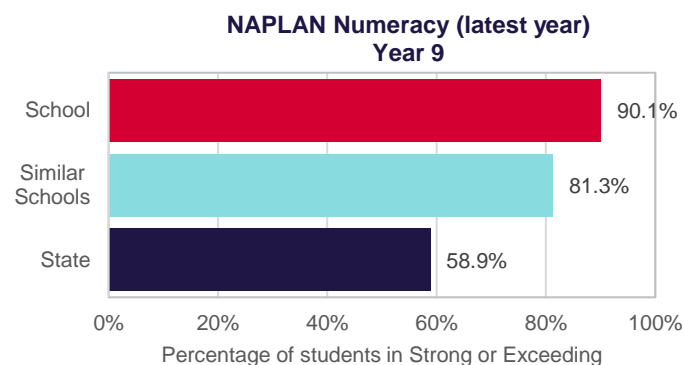
Numeracy Year 7

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 91.3% | 90.6% |
| Similar Schools average: | 85.6% | 85.9% |
| State average: | 61.8% | 62.3% |



Numeracy Year 9

| | Latest year (2024) | 2-year average |
|-------------------------------------------------------|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 90.1% | 87.7% |
| Similar Schools average: | 81.3% | 81.5% |
| 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:

78.5%

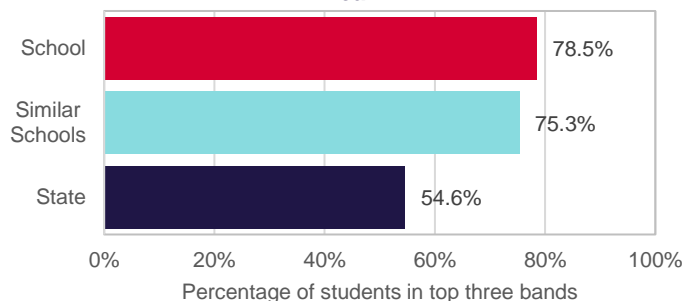
Similar Schools average:

75.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

65.3%

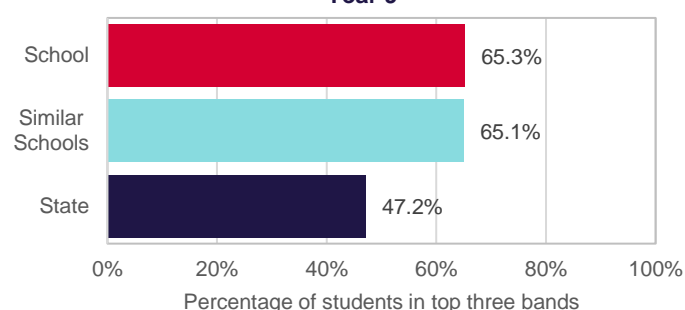
Similar Schools average:

65.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

90.5%

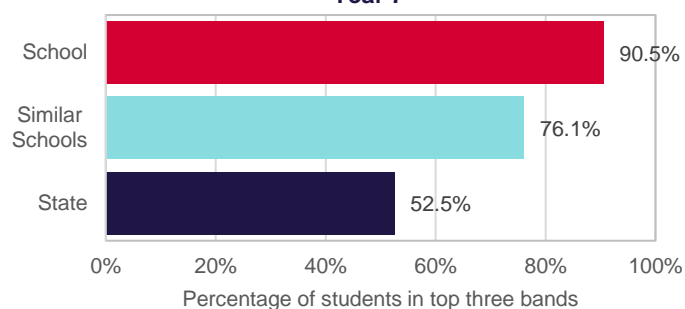
Similar Schools average:

76.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

75.9%

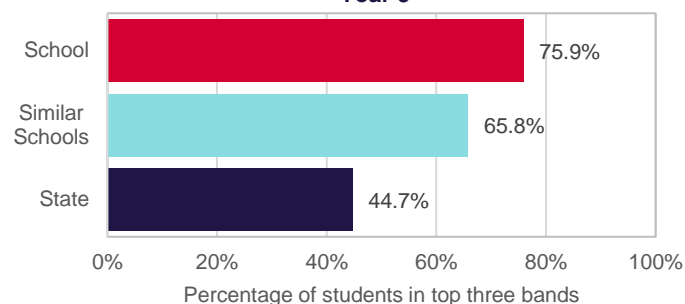
Similar Schools average:

65.8%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

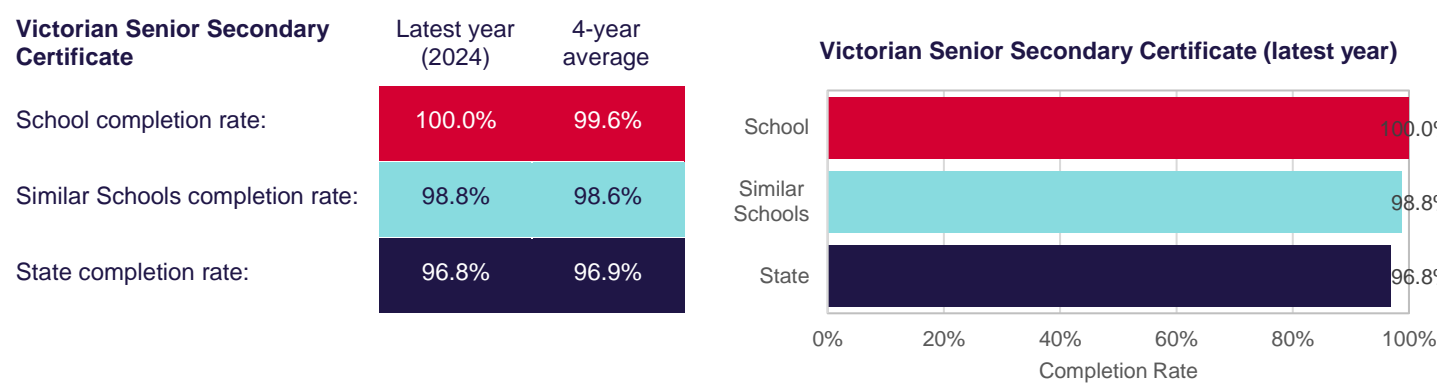


LEARNING (continued)

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: | 30.6 |
| Number of students awarded the VCE Vocational Major | 8 |
| 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: | 7% |
| Percentage VET units of competence satisfactorily completed in 2024: | 85% |

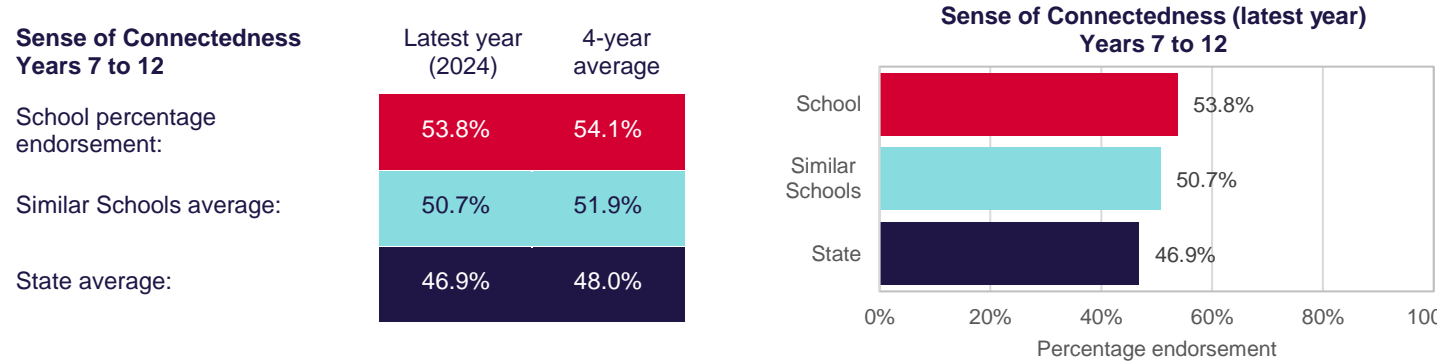


WELLBEING

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.

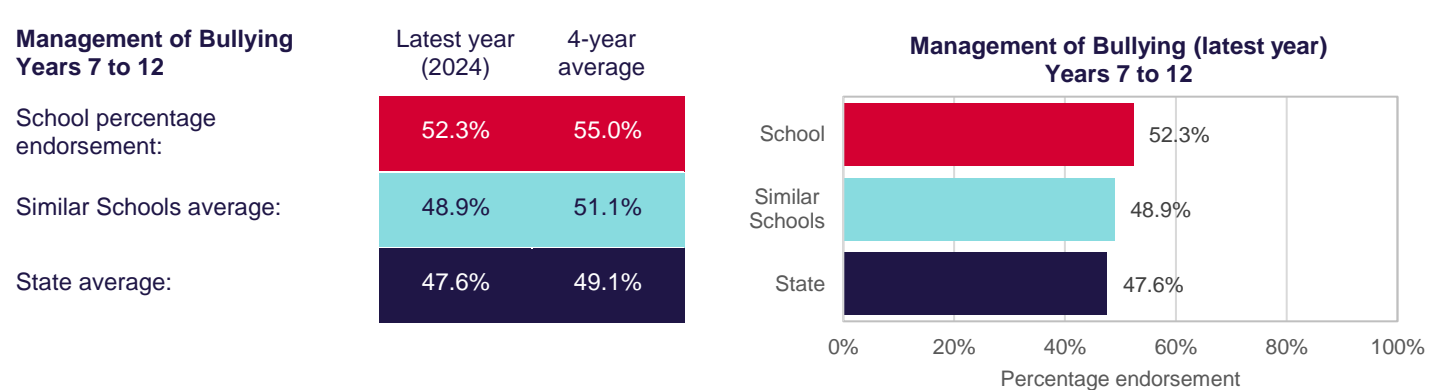
Student Attitudes to School – Sense of Connectedness

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).

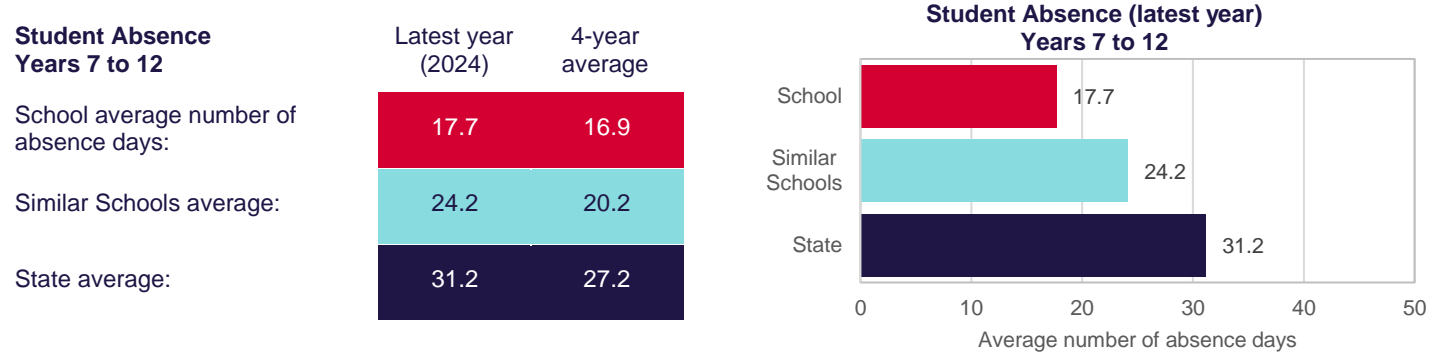


ENGAGEMENT

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.



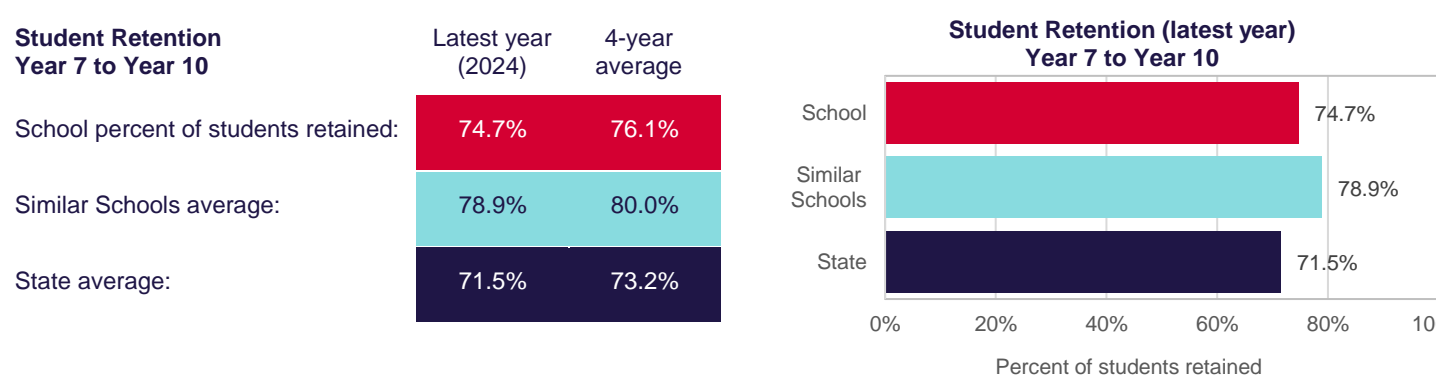
Attendance Rate (latest year)

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 (2024): | 92% | 89% | 90% | 89% | 93% | 93% |

Student Retention

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



ENGAGEMENT (continued)

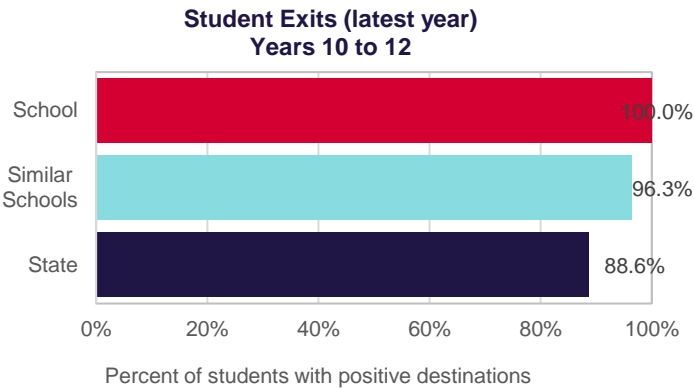
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 100.0% | 98.7% |
| Similar Schools average: | 96.3% | 96.4% |
| 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 | \$20,925,396 |
| Government Provided DET Grants | \$2,234,441 |
| Government Grants Commonwealth | \$20,892 |
| Government Grants State | \$21,138 |
| Revenue Other | \$273,105 |
| Locally Raised Funds | \$2,944,439 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$26,419,411 |

| Equity ¹ | Actual |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage) | \$64,521 |
| Equity (Catch Up) | \$39,397 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$103,918 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$20,747,322 |
| Adjustments | \$1,900 |
| Books & Publications | \$19,595 |
| Camps/Excursions/Activities | \$1,243,572 |
| Communication Costs | \$29,664 |
| Consumables | \$471,579 |
| Miscellaneous Expense ³ | \$152,960 |
| Professional Development | \$87,355 |
| Equipment/Maintenance/Hire | \$498,634 |
| Property Services | \$758,753 |
| Salaries & Allowances ⁴ | \$616,883 |
| Support Services | \$437,160 |
| Trading & Fundraising | \$35,490 |
| Motor Vehicle Expenses | \$67 |
| Travel & Subsistence | \$872 |
| Utilities | \$178,467 |
| Total Operating Expenditure | \$25,280,271 |
| Net Operating Surplus/-Deficit | \$1,139,140 |
| Asset Acquisitions | \$547,883 |

- (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 | \$5,993,030 |
| Official Account | \$100,108 |
| Other Accounts | \$70,933 |
| Total Funds Available | \$6,164,071 |

| Financial Commitments | Actual |
|---------------------------------------------|--------------------|
| Operating Reserve | \$762,886 |
| Other Recurrent Expenditure | \$27,000 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$385,092 |
| School Based Programs | \$1,980,201 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$275,627 |
| Capital - Buildings/Grounds < 12 months | \$50,000 |
| Maintenance - Buildings/Grounds < 12 months | \$2,492,765 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$5,973,572 |

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.