2024 Annual Report to the School Community

School Name: Boronia K-12 College (8913)

- 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 26 March 2025 at 11:28 AM by Paul Broecker (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 11:28 AM by Paul Broecker (Principal)

The Education State

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian 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.

The
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About Our School

School context

Boronia K-12 College is set on large, green grounds in the outer eastern suburbs of Melbourne at the foot of the Dandenong Ranges. The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. At Boronia K-12 College we are "proudly learning together". Our College values of Community, Achievement, Respect and Life Long Learning underpin all that we do.

Community: We collaborate and share with others, we are positive role models, we value our community and are proud to contribute, we support and care for each other.

Achievement: We have high expectations for all that we do, we set goals and take risks to achieve our personal best, we seek feedback to reflect and improve, we celebrate and are proud of our successes.

Respect: We listen to one another's ideas with an open mind, we value our diversity as we learn and grow together, we treat everyone with honesty and empathy, we take responsibility for our actions.

Lifelong Learning: We participate in our learning in an open-minded and flexible way, we are inquisitive and seek out new knowledge and skills, we are enterprising, show initiative and use our creative abilities, we are not afraid of making mistakes and constantly seek to improve. Boronia K-12 College is committed to developing our students into responsible members of the local, national and global communities that they live in.

The college comprises of three sub-schools – Junior School (Kinder to Year 6), Middle School (Year 7 to Year 9) and Senior School (Year 10 to Year 12). The Principal Team consists of the College Principal and three Assistant Principals who oversee the Primary Years, Secondary Years and Wellbeing & Inclusion. The Principal Team is supported by a strong School Improvement Team consisting of three Leading Teachers, three Learning Specialists, our Business Manager and Wellbeing Leader. The college employed equal to 47 fulltime teaching staff and 19 Education Support staff.

Enrolment Profile: A total of 525 students were enrolled at this school in 2024. Primary school enrolments were 185 and secondary enrolments were 340. 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 0.5032 is: Medium

Our Primary school curriculum at Boronia K-12 College reflects the International Baccalaureate (IB) model. The IB encourages critical problem solvers, cultural awareness, independence in their learning and engagement in the global world. We also provide specialist programs in the visual arts, physical education, Spanish and STEM classes. The secondary school reflects the Victorian Curriculum framework.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Boronia K-12 College entered the fourth and final year of its 2021–2024 Strategic Plan, marking the conclusion of its goals and targets. During Term 2 of 2024, the college appointed a new substantive Principal, and in Term 3, a school review took place as part of the final phase of the four-year Strategic Plan. This review provided a valuable opportunity to assess the college's success in meeting the set objectives. It was recognized that the review period included extended remote learning due to the COVID-19 pandemic, followed by significant challenges in restoring the quality of educational programs and student engagement, including addressing absenteeism.

The college remained focused on the Strategic Plan goal of "Improving student learning, with an increased emphasis on numeracy." The Numeracy Learning Specialist worked closely with math staff to implement a Numeracy Action Plan grounded in emerging neuroscience research and cognitive load theory. This approach led to the incorporation of daily reviews, or retrieval practice, at the beginning of each math lesson, reinforcing key knowledge, skills, and concepts through repeated exposure and practice. Additionally, new tools and interventions such as Mathspace, Essential Assessment, and Supporting Numeracy in the Middle Years (SNMY) were trialled.

In Term 2, the Leadership Team established four Whole School Improvement Teams to drive the Annual Implementation Plan goals. These teams focused on improving student learning, particularly in writing and numeracy, as well as enhancing curriculum planning through professional development and providing protected time for teacher collaboration. Furthermore, a comprehensive review of the College Instructional Model led to the development of a refreshed model, titled "I LEARN," set to launch in 2025.

Other achievements in teaching and learning included:

·   Improved college-wide assessment practices, including updated common assessment tasks, rubrics, and schedules

·   Staff utilizing multiple sources of data to inform responsive teaching and assessments of student progress

·   Continued improvements to the design and implementation of Individual Education Plans and individualised adjustments

At the end of 2024, NAPLAN results showed positive growth in Year 5 and Year 9 reading and numeracy. However, the results for Year 3 and Year 7 in reading, writing, and numeracy indicated areas that need more attention in the next Strategic Plan. The Progressive Achievement Test (PAT) data also reflected growth in both reading and mathematics.

The NAPLAN results in 2024 validated the concerted efforts to improve teaching and learning across the college. The Year 5 and Year 9 results were particularly noteworthy, providing a direct measure of the impact of our teaching staff.

Year 9 Results:

·   **Reading:** 64% of students were in the Exceeding or Strong proficiency category, compared to 55% in similar schools and 60% at the state level. The mean scale score increased from 543.4 in 2023 to 581.8 in 2024, with high learning growth from Year 7 to Year 9.

·   **Writing:** 66% of students achieved Exceeding or Strong proficiency, compared to 54% in similar schools and 60% at the state level.

·   **Numeracy:** 50% of students reached Exceeding or Strong proficiency, compared to 51% in similar schools and 59% at the state level. However, the percentage of students needing additional support improved from 17% in 2023 to 6% in 2024, demonstrating the effectiveness of the college's efforts to improve numeracy.

Year 5 Results:

·   **Reading:** 71% of students were in the Exceeding or Strong proficiency category, compared to 67% in similar schools and 73% at the state level. The percentage of students needing additional support improved from 20% in 2023 to 13% in 2024, showing progress in literacy outcomes, particularly through targeted interventions.

·   **Writing:** 73% of students were in the Exceeding or Strong proficiency category, compared to 66% in similar schools and 73% at the state level. The percentage of students needing additional support improved from 15% in 2023 to 10% in 2024.

While the NAPLAN results confirm that the college's efforts to improve literacy, particularly through targeted intervention, are effective, there were weaker reading results for Year 3. Numeracy improvement remains a key focus, especially in Year 5, where 65% of students achieved Exceeding or Strong proficiency compared to 51% in similar schools and 67% at the state level. However, more students required additional support in 2024 than in the previous two years.

Senior secondary outcomes saw significant improvement in 2024, with the college achieving a median study score of 27, up from 23 the previous year. The VCE completion rate reached 93%.

Overall, the improvements in learning outcomes are promising, and the college will continue its focus on further enhancing literacy and numeracy outcomes moving forward.

Wellbeing

The college remained focused on the Strategic Plan Wellbeing goal of "improving the social and emotional wellbeing of every student". Student Wellbeing refers to the promotion and maintenance of effective learning and the promotion of a positive mental, physical and social wellbeing state for all students within our care. The College is committed to a culture that nurtures and encourages ongoing development of resilient, responsible, respectful and most importantly happy young people.

Since 2023, our Wellbeing focus has included a 3-tiered support response to wellbeing. At the **universal** level we created a positive, inclusive and supportive school climate by reinforcing the existing frameworks of restorative practice and Berry Street Educational Model. In 2024, the college implemented the School-wide Positive Behaviour Support (SWPBS) framework, contextually known as Positive Behaviour Expectations (PBE). Working collaboratively with staff and students we implemented PBE matrix, staged response for major and minor behaviour and

developed explicit lessons to teach the expected behaviours linked to our college values. We continued to embed the Resilience, Rights and Respectful Relationships (RRRR) program and refined our scope and sequence documentation. The Wellbeing Hub website provides valuable information on our wellbeing programs and supports available. **Targeted** interventions complement universal interventions and provide essential additional support for cohorts of students who may have specific needs or vulnerabilities. Our targeted interventions included individual interventions for a cohorts and specific groups of students. Finally, we have implemented **individual** interventions designed for students who are identified as requiring intensive tailored support to engage positively in education - improved Individual Education Plans and Student Support Groups, plus wider external support options and alternative pathways). In response to increasing individual needs, we extended the working hours of our school Chaplain and intend on recruiting an additional student counsellor for 2025.

In 2024, the Attitudes to School Survey results show positive results in Student Voice and Agency in Years 4 – 6 and improvement at Years 7 – 12. Compared to 2023, we saw improvements in the area of School Connectedness, Emotional awareness and regulation, Managing Bullying and a slight increase in Stimulated Learning. However, our comprehensive wellbeing programs have not yet delivered the overall impact on our Attitudes to School Survey results, and this provides further evidence that we must continue to evolve and improve our programs and supports for students.

Engagement

The college remained focused on the Strategic Plan goal of "improving student engagement and ownership of learning". In Term 3, the college employed a full-time Attendance Officer, and this had a significant impact on improving communication and cooperation with families to improve student attendance. In addition, the Attendance Improvement Team, with the support of this new Attendance Officer continued to implement improved processes including awareness campaigns.

We continued our focus on student transitions in 2024 to support students as they entered primary and secondary school. We invited local primary schools to discovery days to familiarise them with our programs and facilities as well as invited neurodiverse students and students from single schools to attend an additional transition day prior to Orientation Day. The careers and pathways practitioner has worked closely with students across Years 9-12, providing relevant and consistent advice and information about pathways, tertiary courses and careers. All Year 9 students complete Morrisby testing. Year 8 students complete a term of careers and complete an action plan.

The Student Voice Team has grown from strength to strength. In Term 4, the college undertook a review of its Values, Vision and Motto resulting in the development of a new set of school values, vision statement and motto. This process engaged stakeholder groups including all staff, parent committee and the Student Voice Team.

It collaborated closely with the Wellbeing team to deliver whole school recognition and celebrations days such as R U OK Day, Diversity week, NAIDOC week, International Women's Day, Wear it Purple Day and 16 Days of Activism. A big highlight of the year was our inaugural Fete that celebrate a 100 year history of the primary school.

The attendance data in 2024 does show an increase in attendance rate from 86.7% in 2023 to 87.3% from Foundation to Year 6. However, attendance at Year 7 to Year 12 reduced from 81.3% in 2023 to 77.5% in 2024. Attendance improvement remains a high priority and we continue to

strengthen our processes and support.

Other highlights from the school year

Successful implementation of the School-wide Positive Behaviour Support (SWPBS) Framework.

The inaugural school Fete held on the last weekend of November was a terrific success and a huge highlight of the year, bringing together all parts of the community to celebrate the 100-year anniversary for the primary school.

Financial performance

Funds received from the Department by way of the SRP combined with a very modest voluntary contribution from our parent community of around 17% were expended throughout 2024 in accordance with the cash budget, department policies and school council approval.

Funds that had been allocated to buildings and grounds from previous years were fully expended throughout 2024 to improve areas within the school such as the façade, toilets, classrooms, outdoor areas.

Funds allocated in previous years to the school staffing contingency fund were allocated to staffing in 2024 with $200,000 remaining in the contingency to be fully allocated to staffing in 2025.

Our equity funding was used for staffing maintaining smaller classes and providing a broader choice of subjects at both VCE/VM and our year 7-10 elective program. The Tutor Learning Initiate funding continued to support our students both in literacy and numeracy continuing to provide experienced teaching staff as well as experienced support staff.

For more detailed information regarding our school please visit our website at https://www.boroniak-12.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 531 students were enrolled at this school in 2024, 266 female and 262 male.

5 percent of students had English as an additional language and 5 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: **Medium**

Parent Satisfaction Summary

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

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
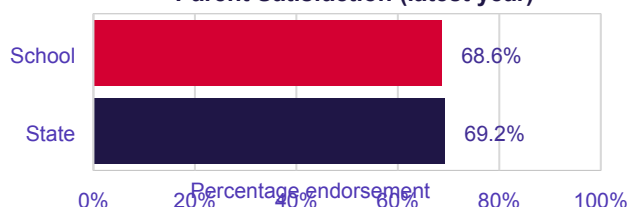
Parent Satisfaction	Latest year (2024)
School percentage endorsement:	68.6%
State average (P-12 schools):	69.2%

Parent Satisfaction (latest year)

School	68.6%
State	69.2%

Percentage endorsement

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.

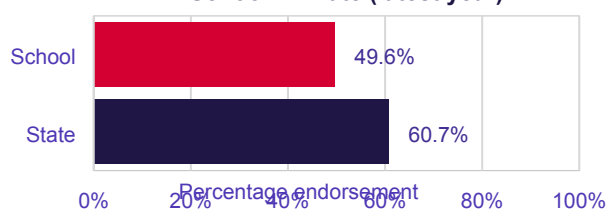| School Climate	Latest year (2024)
School percentage endorsement:	49.6%
State average (P-12 schools):	60.7%

School Climate (latest year)

School	49.6%
State	60.7%

Percentage endorsement

The Education State

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 Prep to 6

Latest year
(2024)

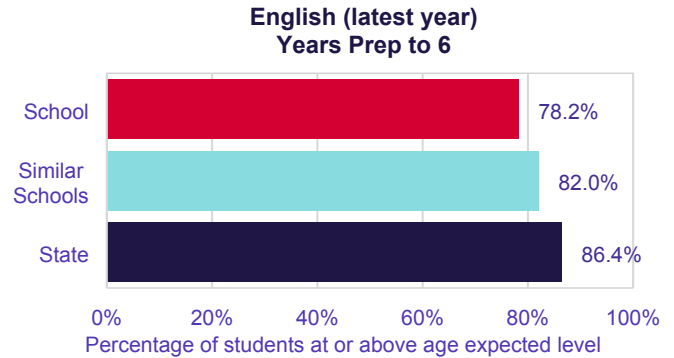School percentage of students at or above age expected standards: 78.2%

Similar Schools average: 82.0%

State average: 86.4%

English (latest year)
Years Prep to 6

School	78.2%
Similar Schools	82.0%
State	86.4%

Percentage of students at or above age expected level

English
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards: 59.5%

Similar Schools average: 65.2%

State average: 75.1%

English (latest year)
Years 7 to 10

School	59.5%
Similar Schools	65.2%
State	75.1%

Percentage of students at or above age expected level
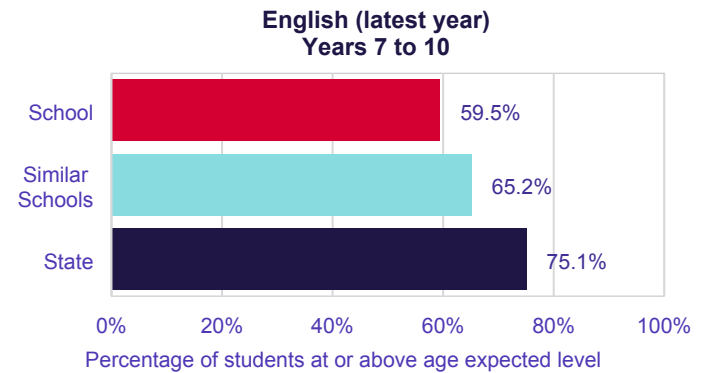
Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards: 73.9%

Similar Schools average: 83.4%

State average: 86.0%

Mathematics (latest year)
Years Prep to 6

School	73.9%
Similar Schools	83.4%
State	86.0%

Percentage of students at or above age expected level
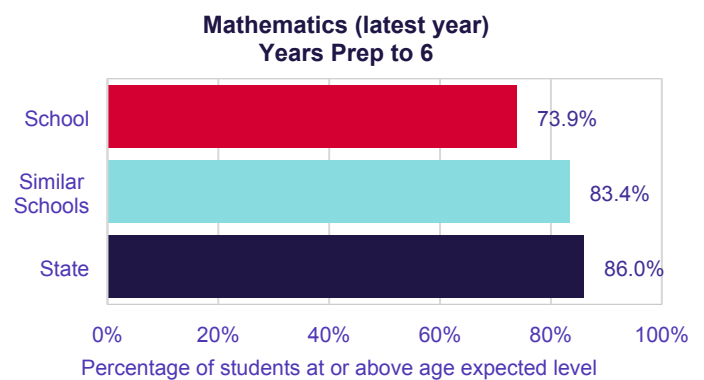
Mathematics
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards: 44.3%

Similar Schools average: 56.7%

State average: 68.9%
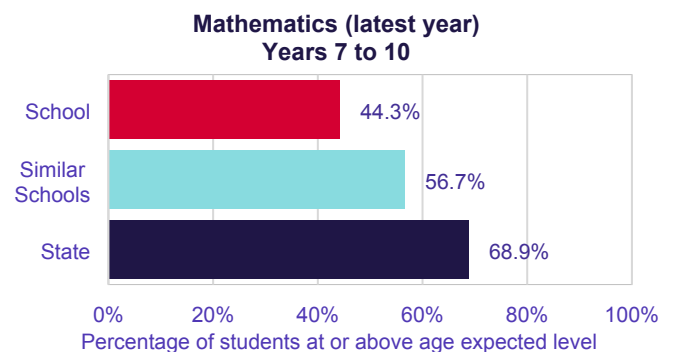
Mathematics (latest year)
Years 7 to 10

School	44.3%
Similar Schools	56.7%
State	68.9%

Percentage of students at or above age expected level

The
Education
State

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.
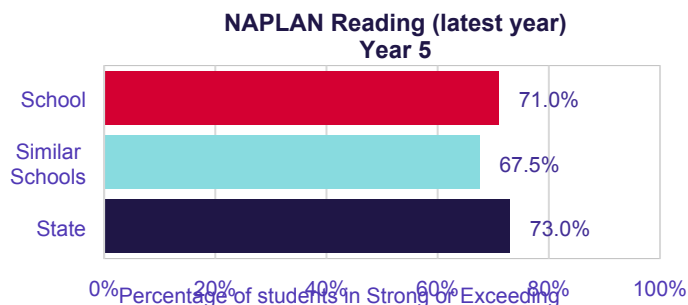
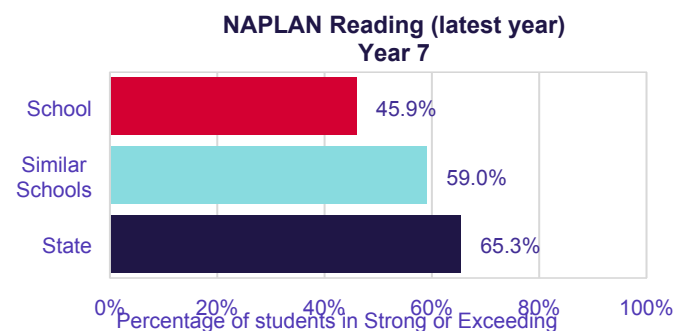| **Reading Year 3**	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.7%	56.6%
Similar Schools average:	63.7%	63.6%
State average:	68.7%	69.2%

NAPLAN Reading (latest year) Year 3

School	56.7%
Similar Schools	63.7%
State	68.7%

Percentage of students in Strong or Exceeding
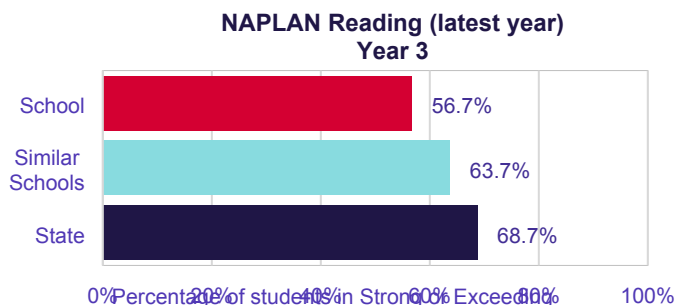
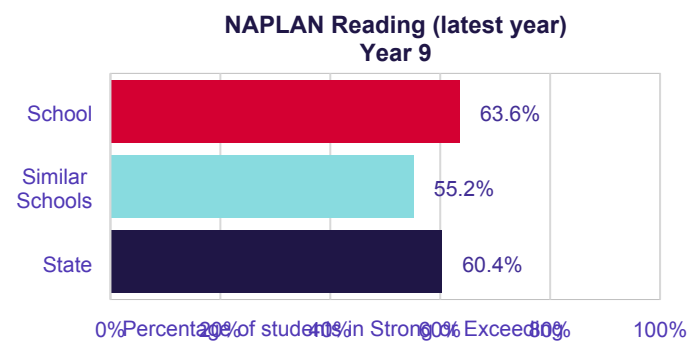| **Reading Year 5**	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.0%	71.4%
Similar Schools average:	67.5%	69.6%
State average:	73.0%	75.0%

NAPLAN Reading (latest year) Year 5

School	71.0%
Similar Schools	67.5%
State	73.0%

Percentage of students in Strong or Exceeding

Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding	45.9%	61.0%
Similar Schools average:	59.0%	59.7%
State average:	65.3%	65.7%

NAPLAN Reading (latest year) Year 7

School	45.9%
Similar Schools	59.0%
State	65.3%

Percentage of students in Strong or Exceeding

Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.6%	56.3%
Similar Schools average:	55.2%	55.0%
State average:	60.4%	60.2%

NAPLAN Reading (latest year) Year 9

School	63.6%
Similar Schools	55.2%
State	60.4%

Percentage of students in Strong or Exceeding

The Education State

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)

Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.7%	49.0%
Similar Schools average:	62.7%	61.8%
State average:	65.5%	66.4%

NAPLAN Numeracy (latest year) Year 3

	Percentage
School	36.7%
Similar Schools	62.7%
State	65.5%

Percentage of students in Strong or Exceeding
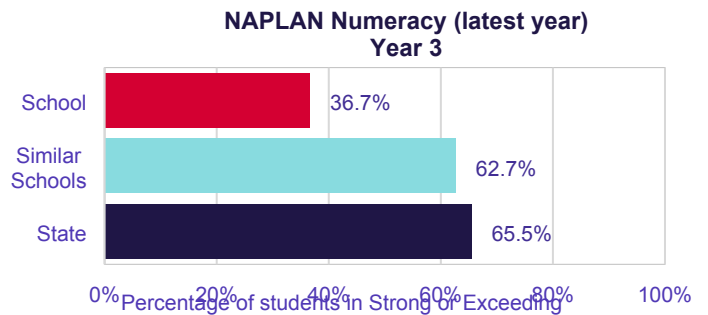
Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.5%	55.6%
Similar Schools average:	62.9%	59.2%
State average:	67.3%	67.6%

NAPLAN Numeracy (latest year) Year 5

	Percentage
School	64.5%
Similar Schools	62.9%
State	67.3%

Percentage of students in Strong or Exceeding
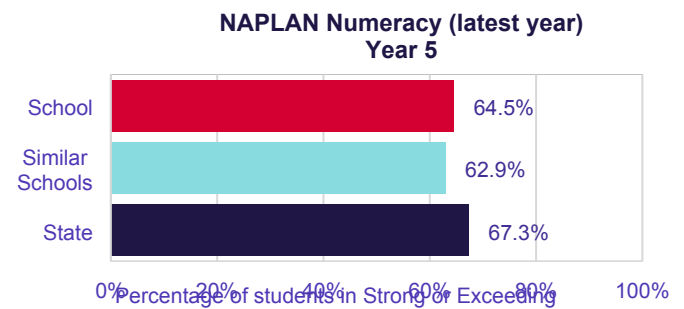
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	44.0%
Similar Schools average:	53.1%	53.8%
State average:	61.8%	62.3%

NAPLAN Numeracy (latest year) Year 7

	Percentage
School	33.3%
Similar Schools	53.1%
State	61.8%

Percentage of students in Strong or Exceeding
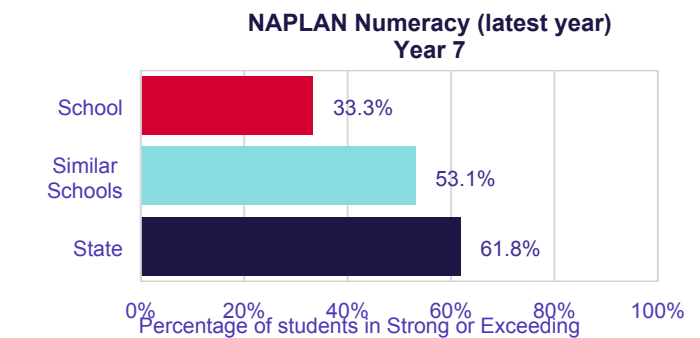
Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	44.4%
Similar Schools average:	51.0%	51.4%
State average:	58.9%	59.4%

NAPLAN Numeracy (latest year) Year 9

	Percentage
School	50.0%
Similar Schools	51.0%
State	58.9%

Percentage of students in Strong or Exceeding

The Education State

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.*
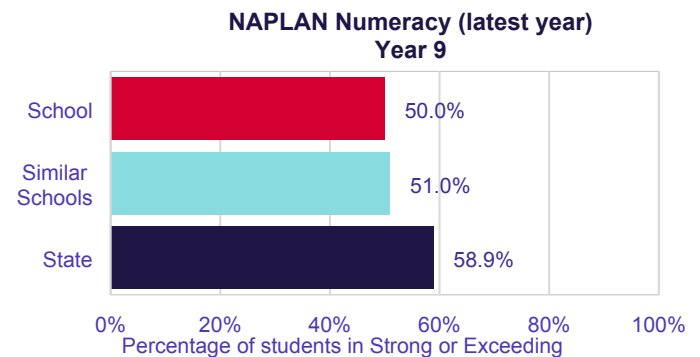
NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading
Year 3   (2022)

School percentage of students in the top three bands:	70.0%
Similar Schools average:	72.3%
State average:	76.6%

NAPLAN Reading (2022)
Year 3

School	70.0%
Similar Schools	72.3%
State	76.6%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
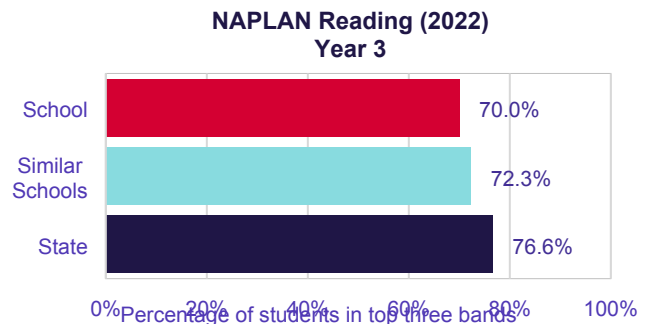
Reading
Year 5   (2022)

School percentage of students in the top three bands:	48.6%
Similar Schools average:	64.7%
State average:	70.2%

NAPLAN Reading (2022)
Year 5

School	48.6%
Similar Schools	64.7%
State	70.2%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
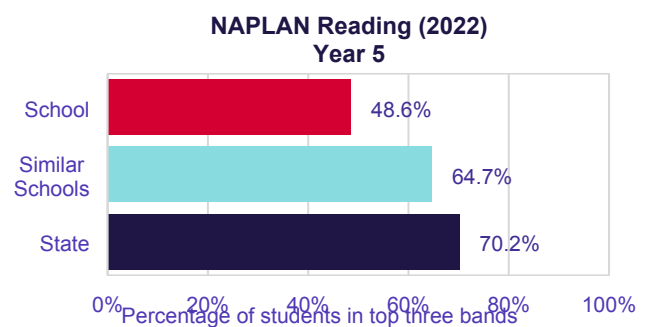
Reading
Year 7   (2022)

School percentage of students in the top three bands:	43.2%
Similar Schools average:	46.2%
State average:	54.6%

NAPLAN Reading (2022)
Year 7

School	43.2%
Similar Schools	46.2%
State	54.6%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
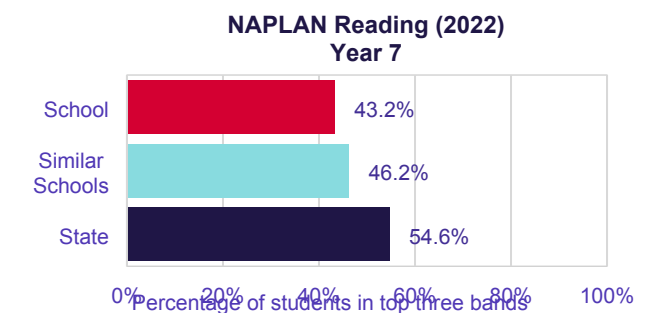
Reading
Year 9   (2022)

School percentage of students in top three bands:	27.0%
Similar Schools average:	37.6%
State average:	47.2%
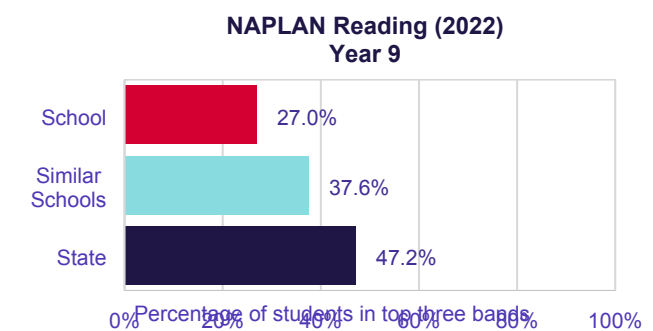
NAPLAN Reading (2022)
Year 9

School	27.0%
Similar Schools	37.6%
State	47.2%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands

The Education State

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)

Numeracy
Year 3   (2022)

School percentage of students in the top three bands:	46.4%
Similar Schools average:	57.1%
State average:	64.0%

NAPLAN Numeracy (2022)
Year 3

School	46.4%
Similar Schools	57.1%
State	64.0%

Percentage of students in top three bands
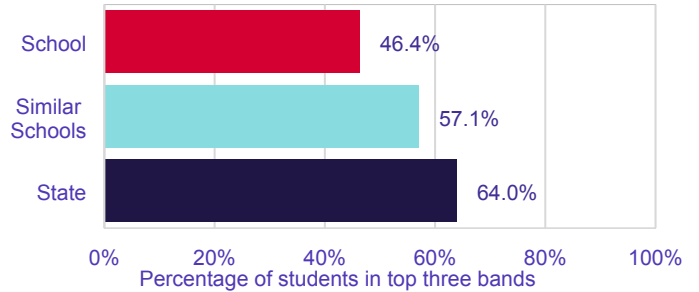
Numeracy
Year 5   (2022)

School percentage of students in the top three bands:	21.2%
Similar Schools average:	44.7%
State average:	54.2%

NAPLAN Numeracy (2022)
Year 5

School	21.2%
Similar Schools	44.7%
State	54.2%

Percentage of students in top three bands
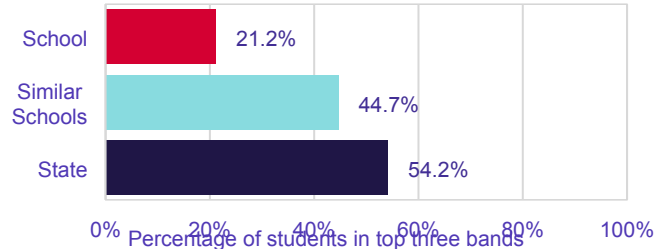
Numeracy
Year 7   (2022)

School percentage of students in the top three bands:	33.3%
Similar Schools average:	41.4%
State average:	52.5%

NAPLAN Numeracy (2022)
Year 7

School	33.3%
Similar Schools	41.4%
State	52.5%

Percentage of students in top three bands
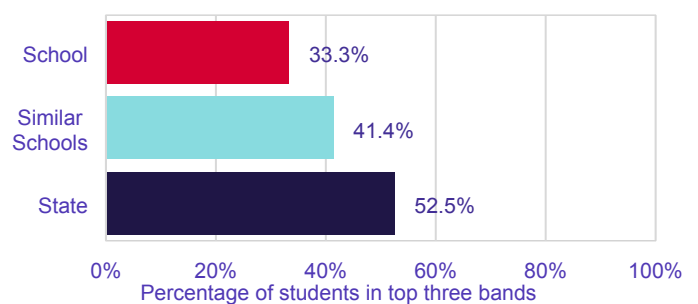
Numeracy
Year 9   (2022)

School percentage of students in the top three bands:	27.5%
Similar Schools average:	33.3%
State average:	44.7%

NAPLAN Numeracy (2022)
Year 9
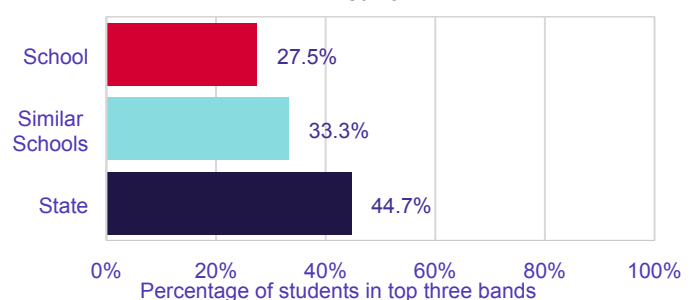
School	27.5%
Similar Schools	33.3%
State	44.7%

Percentage of students in top three bands

The Education State

LEARNING (continued)

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	94.7%	87.7%
Similar Schools completion rate:	94.7%	94.9%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)

School	94.7%
Similar Schools	94.7%
State	96.8%

Completion Rate
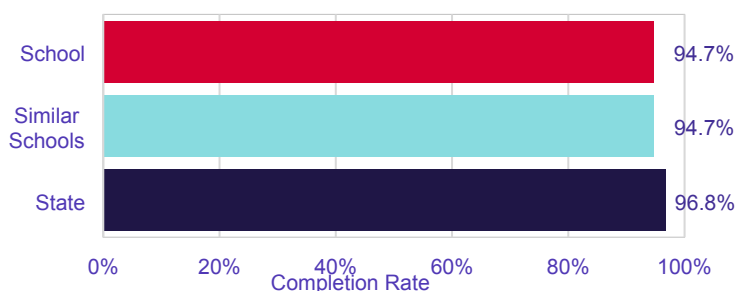
Mean study score from all VCE subjects:	26.5
Number of students awarded the VCE Vocational Major	7
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	43%
Percentage VET units of competence satisfactorily completed in 2024:	73%

The Education State

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.*
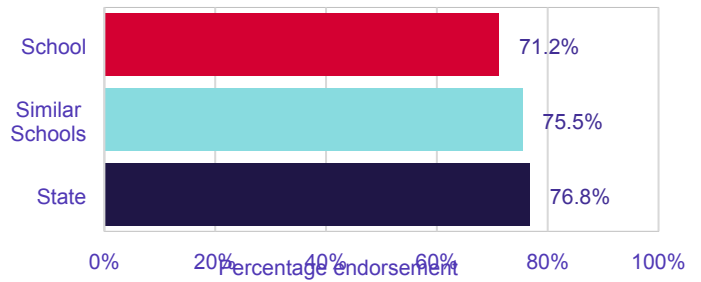
Student Attitudes to School – Sense of Connectedness

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).

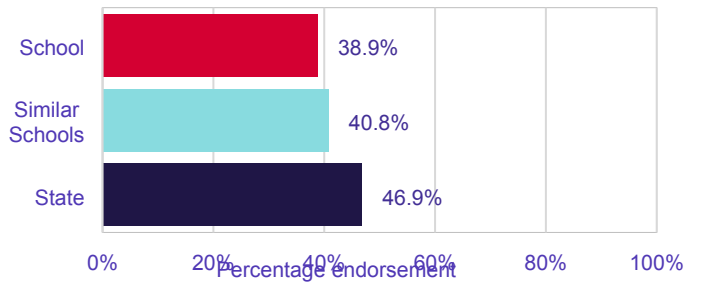| Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	71.2%	67.0%
Similar Schools average:	75.5%	76.3%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6

Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	38.9%	40.9%
Similar Schools average:	40.8%	41.8%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12

The Education State

WELLBEING (continued)

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).
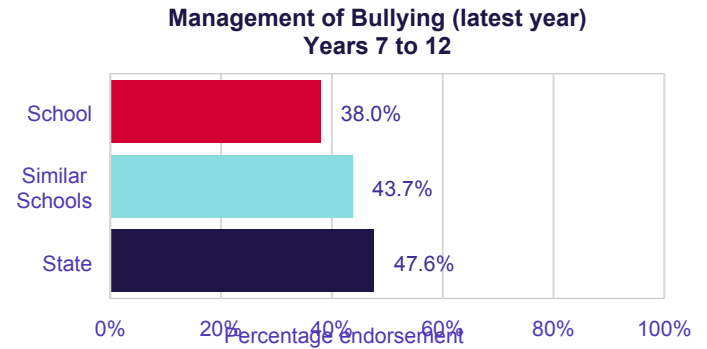
Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	63.3%	62.6%
Similar Schools average:	76.7%	76.8%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

School	63.3%
Similar Schools	76.7%
State	75.5%

Percentage endorsement
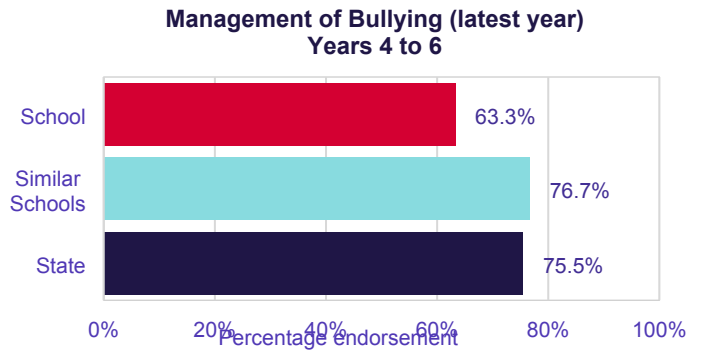
Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	38.0%	41.3%
Similar Schools average:	43.7%	44.9%
State average:	47.6%	49.1%

Management of Bullying (latest year) Years 7 to 12

School	38.0%
Similar Schools	43.7%
State	47.6%

Percentage endorsement

The Education State

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.

Student Absence Years Prep to 6	Latest year (2024)	4-year average
School average number of absence days:	25.3	23.4
Similar Schools average:	22.9	21.6
State average:	21.8	20.1

**Student Absence (latest year)
Years Prep to 6**
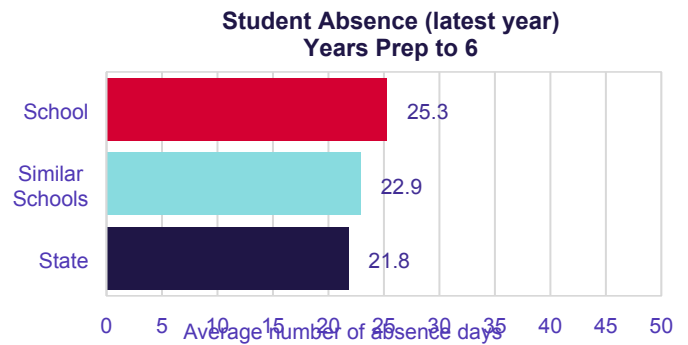
Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	44.8	36.1
Similar Schools average:	36.5	31.6
State average:	31.2	27.2

**Student Absence (latest year)
Years 7 to 12**
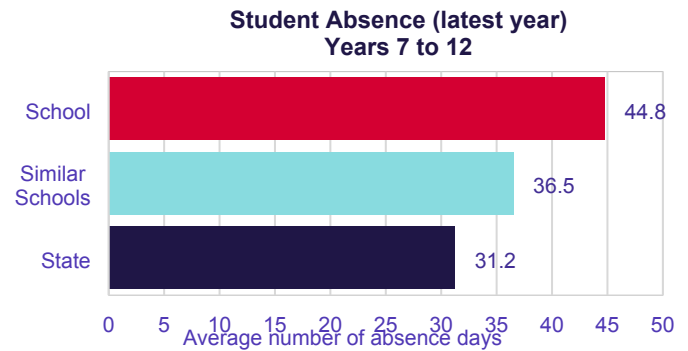
Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	91%	90%	88%	88%	86%	85%	84%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	74%	79%	78%	76%	79%	78%

The Education State

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	73.8%	74.9%
Similar Schools average:	70.8%	71.9%
State average:	71.5%	73.2%

Student Retention (latest year) Year 7 to Year 10

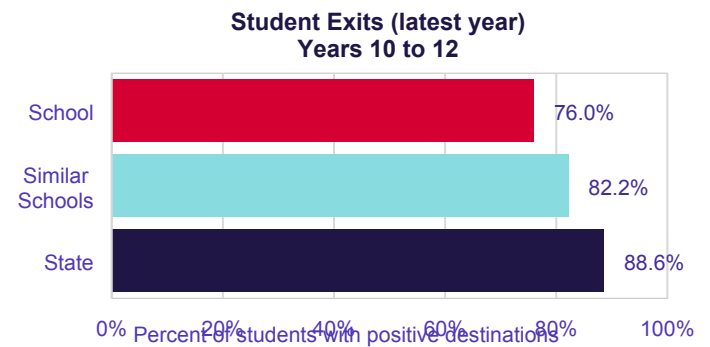|	
School	73.8%
Similar Schools	70.8%
State	71.5%

Percent of students retained
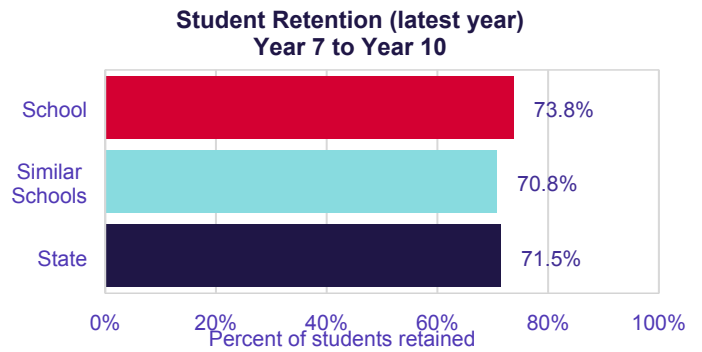
Students exiting to further studies or full-time employment

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:	76.0%	79.2%
Similar Schools average:	82.2%	84.6%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12

School	76.0%
Similar Schools	82.2%
State	88.6%

Percent of students with positive destinations

The Education State

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2024

Revenue	Actual
Student Resource Package	$7,216,720
Government Provided DET Grants	$1,162,215
Government Grants Commonwealth	$22,234
Government Grants State	$9,800
Revenue Other	$72,416
Locally Raised Funds	$347,959
Capital Grants	$4,706
Total Operating Revenue	**$8,836,050**

Equity [1]	Actual
Equity (Social Disadvantage)	$458,243
Equity (Catch Up)	$36,338
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$494,580**

Expenditure	Actual
Student Resource Package [2]	$7,528,996
Adjustments	$0
Books & Publications	$13,178
Camps/Excursions/Activities	$236,794
Communication Costs	$15,578
Consumables	$111,782
Miscellaneous Expense [3]	$153,766
Professional Development	$31,904
Equipment/Maintenance/Hire	$136,746
Property Services	$324,432
Salaries & Allowances [4]	$387,960
Support Services	$456,822
Trading & Fundraising	$41,486
Motor Vehicle Expenses	$0
Travel & Subsistence	$15,736
Utilities	$116,171
Total Operating Expenditure	**$9,571,350**
Net Operating Surplus/-Deficit	**($735,300)**
Asset Acquisitions	**$0**

(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 03 Mar 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.

The Education State

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$1,067,795
Official Account	$54,186
Other Accounts	$0
Total Funds Available	**$1,121,981**

Financial Commitments	Actual
Operating Reserve	$340,392
Other Recurrent Expenditure	$5,581
Provision Accounts	$28,147
Funds Received in Advance	$294,891
School Based Programs	$89,222
Beneficiary/Memorial Accounts	$18,722
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$517,967
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$1,715
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,296,637**

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.

The Education State