

2024 Annual Report to the School Community

School Name: Highvale Secondary College (7918)



- 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 28 March 2025 at 10:57 AM by Evan Miller (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 03 April 2025 at 06:05 PM by Evan Miller (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 is to empower every student to thrive in an ever-evolving world by fostering their growth as lifelong learners and compassionate individuals. We are dedicated to educating the whole child, nurturing their academic, social, emotional, and ethical development. Through an inclusive and challenging learning environment, we inspire our students to achieve their absolute best, equipping them with the skills, knowledge, and resilience needed to contribute positively to our global society. We strive to cultivate curious, creative, and collaborative thinkers who are prepared to embrace future opportunities with confidence, empathy, and integrity.

Our school values are Excellence, Integrity, Respect, Resilience, and Responsibility. These values underpin all aspects of school life, guiding our approach to teaching, learning, and community engagement.

Located in Glen Waverley, our school serves a vibrant and culturally diverse community, which is one of our greatest strengths. With an enrolment in 2024 of 1992 students, including 54 International students, our school provides a rich and inclusive educational environment that promotes mutual respect and global citizenship.

In 2024 our school leadership team expanded to include, the Principal, three Assistant Principals, one Business Manager, nine Leading Teachers, and four Learning Specialists. We are supported by 87.7 effective full-time teaching staff and 23.1 effective full-time education support staff, all committed to providing high-quality education and care for our students.

Our Student Family Occupation and Education (SFOE) Index is 0.1761, classified as low, reflecting the socio-economic profile of our community. To effectively manage enrolment growth, our Enrolment Management Implementation Plan (EMIP) for Year 7 in 2024 restricted enrolment offers to students living within our designated zone or those with siblings already attending the school.

As a school, we are proud of our diversity and the many cultural backgrounds represented within our student population. We see this diversity as a powerful strength that enriches our learning environment and enhances our students' readiness to contribute positively to an interconnected world.

Progress towards strategic goals, student outcomes and student engagement

Learning

Highvale Secondary College remained committed to teaching and learning excellence throughout 2024. Our students continued to excel in NAPLAN, achieving outstanding results in both Literacy and Numeracy, consistently performing well above the state average and similar schools. Teacher judgements further reflected this success, with 93.5% of students in Years 7–10 meeting or exceeding the expected standard in English and 76.6% in Mathematics. Ensuring sustained student

growth will continue to be a priority in 2025 and beyond as we engage with Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model 2.0.

Our VCE outcomes remained stable, with a mean study score of 29 and a 98.1% completion rate.

To support the transition to Victorian Curriculum 2.0, staff engaged in a range of professional learning opportunities, focusing on unpacking the updated framework and developing strategies for its implementation in 2025 and beyond. A key emphasis was placed on tiered Learning Intentions, equipping teachers with tools to create differentiated learning opportunities and cater to the diverse needs of all learners.

Professional Learning Communities (PLCs) continued to be important in teacher development and instructional improvement. In 2024, PLCs undertook an inquiry cycle centred on Teacher Concern data from the Attitudes to School Survey, guided by the following theory of action:

"If we have a collective focus on teacher concern for students, then we will strengthen teacher-student relationships, leading to greater student engagement, deeper learning, and improved wellbeing."

This inquiry cycle not only reinforced the critical link between learning and student wellbeing but also contributed to improvements in Attitudes to School survey results, as well as data and feedback collected by PLC teams. Additionally, staff reported increased collaboration and confidence in using data to inform their teaching practices.

Our College Leadership Team also participated in the Huddle Learning Systems Leadership Development Program. This initiative provided school leaders with an opportunity to deepen their understanding of leadership dispositions and explore a range of frameworks, tools, and strategies to drive school-wide improvement.

The school remained dedicated to providing targeted learning support, ensuring all students had access to the assistance they needed to thrive. Literacy and Numeracy support teachers worked with students requiring additional help, delivering both small-group and one-on-one interventions. English and Mathematics after-school tutoring continued for Years 7–10, complemented by a VCE after-school tutor program. VCE students also benefited from Edrolo, supporting their learning and revision across multiple subjects. Together, these initiatives created a comprehensive support network, fostering academic success for all students.

Wellbeing

At Highvale Secondary College, we prioritise student wellbeing and resilience, equipping students to thrive and navigate challenges. In 2024, we continued to embed the Department's FISO 2.0 model, focusing on staff and student wellbeing to enhance learning. Our School Wide Positive Behaviour Support Framework (SWPBS), underpinned by our values of Respect, Resilience, Responsibility, Excellence, and Integrity, remains a key initiative in reinforcing positive behaviours and engagement.

To support student management and wellbeing, staff regularly use Compass Chronicle to track student behaviours, enabling targeted interventions. Our Sub School Leading Teachers and Year Level Leaders monitor at-risk students, ensuring timely support. Professional learning in the Safe Minds Notice, Inquire, Plan (NIP) Framework and Youth Mental Health First Aid training has strengthened staff capacity in student support.

Our school received the highest rating in the Wellbeing domain of the School Performance Report, excelling in emotional awareness, management of bullying, school connectedness, stimulating learning and student voice; and the schools' attendance rate. The positive endorsement of management of bullying was 51.7% which is higher than similar schools (47.8%) and the state average (47.6%).

Sub schools play a vital role in monitoring and supporting students through regular data analysis on achievement, behaviour, and attendance. The focus on "green chronicles" (positive Compass posts) has encouraged a shift from reactive discipline to proactive reinforcement of desired behaviours. This approach fosters consistency among staff and continuity for students.

Students engage in proactive and preventative programs, including Focus Group and year level assemblies, to build resilience. Workshops with The Man Cave, Tomorrow Women, and Elephant Education supported these efforts.

Our extracurricular offerings have expanded, with increasing student participation in clubs such as Dungeons and Dragons, Anime, Robotics, Drama, Homework, Chess, and Creative Writing. These clubs evolve based on student voice and interests.

These initiatives have led to positive endorsement from students regarding their sense of connectedness with the school at 50.8% which is higher than our 4-year average of 48.3%, higher than similar schools (47.7%) and higher than the state average (46.9%).

Mental health and wellbeing remain a priority, supported by our Wellbeing team, which includes a Leading Teacher, Mental Health Practitioner, and two School Psychologists. Based in the Wellbeing Centre, this team provides a safe space for students requiring extra support. Funding from the Department's Mental Health Fund initiative has allowed us to employ additional mental health professionals and expand student support programs, including, making good progress towards all staff being trained in Youth Mental Health First Aid.

Engagement

The school average number of absence days across students in Years 7 to 12 was 20.6 days which was less than similar schools (26 days) and significantly less than the state average (31.2 days). The attendance rate for each year level was as follows: Year 7 - 92%, Year 8 - 89%, Year 9 - 89%, Year 10 - 89%, Year 11 - 89% and Year 12 - 90%.

Student attendance is recorded for each lesson by class teachers using the online information management system, Compass. Attendance is monitored by an Attendance Officer with Year Level Leaders and the Leading Teacher of each Sub School. Parents are able to monitor attendance using the Compass portal and are contacted by SMS if their child is absent from school without an approval. A Student Absence Learning Plan is developed for those students who are absent from school for extended periods to ensure our students maintain connection with the school and can continue this learning.

The percentage of students who remain at Highvale Secondary College from Year 7 through to Year 10 (73.9%) is slightly higher than the state average for all Victorian government schools (71.5%). A significant number of the students leaving our college are exiting to select entry schools, which is a testament to the strength of our learning programs.

2024 saw the introduction of our first VCE Vocational Major class, expanding pathways options for our students. Our pathways program includes careers and course counselling for all junior and

senior school students and careers education is embedded into our Focus Group program for all year levels. This is complemented by ongoing incursions, pathways experiences, immersion days and guest speakers. Year 9 students complete Morrisby testing culminating in a one-on-one interview with a trained Morrisby counsellor. Morrisby endeavours to highlight areas of interest and relate these to potential future pathways.

The goal of our transition and pathways at Highvale Secondary College is to ensure all students secure an education, training or employment pathway beyond their time at Highvale. In 2024 97.6% of our students exiting from Years 10-12 went into further studies or full-time employment. This is higher than similar schools (94.8) and significantly higher than the state average (88.6%).

Other highlights from the school year

In 2024, we completed our 4-yearly school review which enabled us to celebrate our successes for the previous 4 years and identify areas for improvement and the direction of the new School Strategic Plan for the next 4 years. Our new Strategic Plan has identified the following overarching goals:

- To optimise the learning growth of every student in all areas of the curriculum.
- To ensure the achievement of high-quality wellbeing and learning outcomes for all students.
- To develop interdependent learners who are emotionally and cognitively engaged.

With the development of our new Strategic Plan we were able to review our organisational design identifying an opportunity to increase the number of leaders and restructured the team to lead the work of the next 4 years

Highvale students had the opportunity to attend a variety of camps throughout the year. Year 12 students attended a study camp at Newman College, Melbourne University. Year 7 students enjoyed a three-day adventure at Lord Somers Camp, while Year 11 students embarked on the Highvale Central Australia Tour, traveling from Darwin to Uluru. A group of students joined peers from other schools for a 13-day journey to major sports hubs in the USA, exploring career opportunities in the sports industry.

Music is an important feature of the College, providing opportunities for our students to be involved in vibrant junior and senior bands, music ensembles and major music performances. A standout moment in 2024, saw students performing at Melbourne's prestigious Hamer Hall for the North East Victoria Region (NEVR) Youth Concert.

The sports program at Highvale saw great success in 2024, with highlights including the annual Swimming and Athletics Carnivals, as well as triumphs in various team competitions such as Senior Boys Volleyball, Intermediate Boys Hockey, and Year 7 Boys Cricket. Highvale's intermediate boys table tennis team reached the state finals and earned third place. Students also represented the school at state level competitions in swimming, cross country, and athletics.

The re-launch of the House system aimed to strengthen student connectedness and House spirit. The four House names—Marrum (kangaroo), Bunjil (eagle), Kaan (snake), and Burrumul (emu)—are derived from Woi Wurrung, the language of the Wurundjeri people, reflecting the school's respect for the original custodians of the land. The House Cup returned in Term 3, sparking fun, competition, and school spirit.

Highvale's Robotics Club had another successful year, with teams excelling in competitions. Notable achievements included two teams finishing second at the Aquinas College State Championship and a first-place win at the Rivercrest Christian College Nationals Qualifier. Three teams represented Highvale at the National Championships in Sydney, where all teams advanced to the 4th round of finals, marking a significant accomplishment.

Financial performance

For the year ending 31 December 2024, the Highvale Secondary College credit budget reflects a total expenditure of \$12,876,054 on staffing.

The cash budget reflects a total revenue across all bank accounts of \$4,548,690 and a total expenditure of \$3,679,106 for the calendar year. This indicates a net cash surplus of \$869,584 in 2024. However, the cash surplus includes \$203,263 in funds received in advance for the 2025 school year, for which a balance day adjustment was completed.

In 2024, the College spent \$34,554 on gym equipment to create a fitness centre adjacent to our main gymnasium. This money was provided to the school through the Student Wellbeing Boost, a Federal Government grant. The College has a School Council Canteen Licence in place with an external provider. In 2024, the College received \$28,198 in Canteen Licence fees.

The College received \$481,799 in revenue from overseas fee-paying students (International Student Program).

The financial position of the college on the 31st December 2024 was as follows:

- Total funds available in all bank accounts: \$4,031,195
- Total future financial commitments as listed on the financial commitment summary: \$3,185,891. These funds include savings towards further major capital projects including a library upgrade as a part of the College masterplan.
- School Operating Reserve: \$472,436

The College's strong financial position is a reflection of the ongoing support by our school community and the commitment and dedication of our College Council members.

In the 2025 cash budget, the College School Council have committed funds to the purchase and installation of a modular 4 building, the synthetic resurfacing of two tennis courts and an upgrade to the school's Public Address System.

Following our 2024 school review, we have strengthened our leadership and staffing structure to align with our new organisational design. Consequently, we are forecasting a managed credit deficit moving forward, which will be supported by our cash budget in the coming years.

For more detailed information regarding our school please visit our website at <http://www.highvalesc.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 1,192 students were enrolled at this school in 2024, 542 female and 650 male.

43 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).

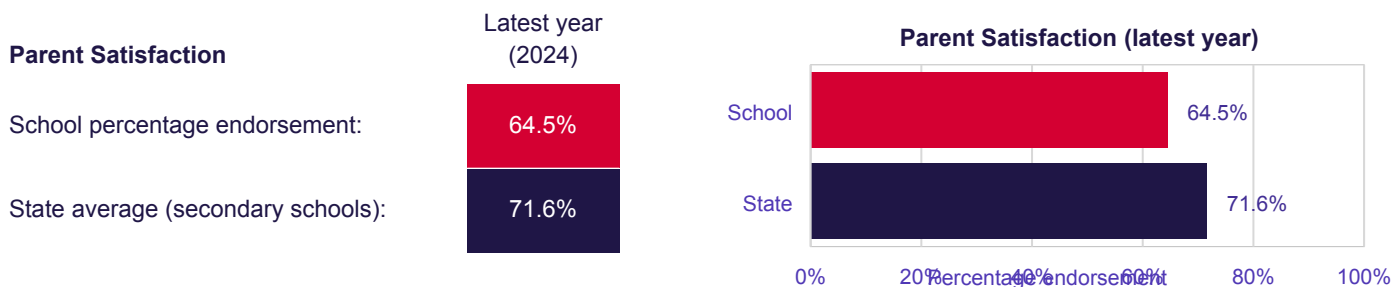
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

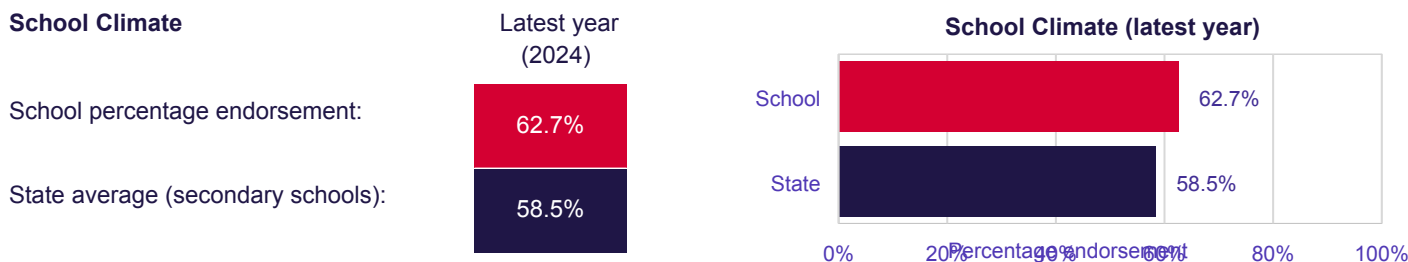


School Staff Survey

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

Latest year
(2024)

School percentage of students at or above age expected standards:

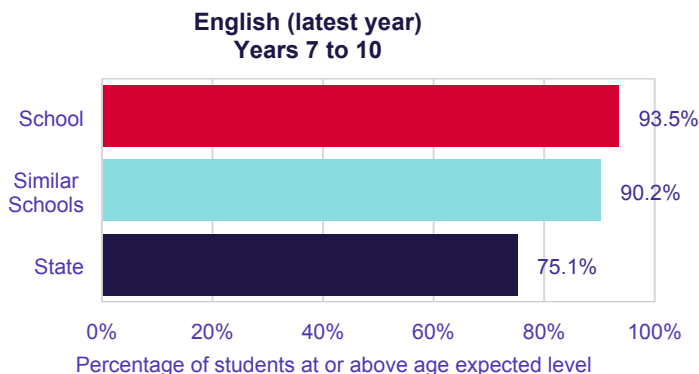
93.5%

Similar Schools average:

90.2%

State average:

75.1%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

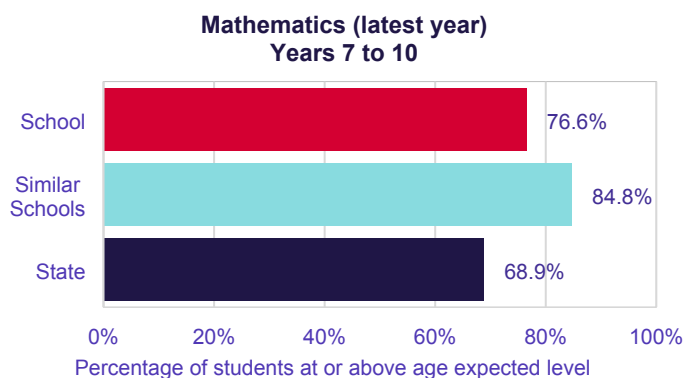
76.6%

Similar Schools average:

84.8%

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.

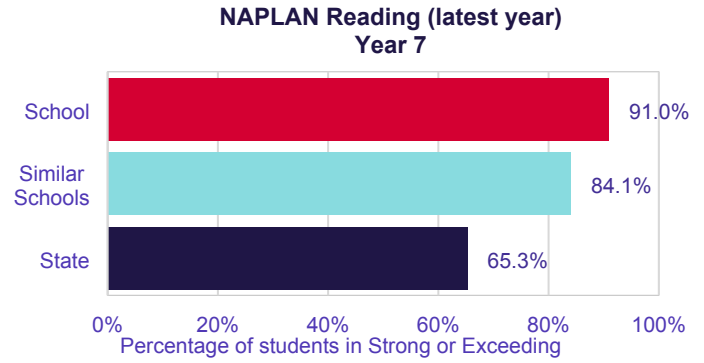
NAPLAN

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.

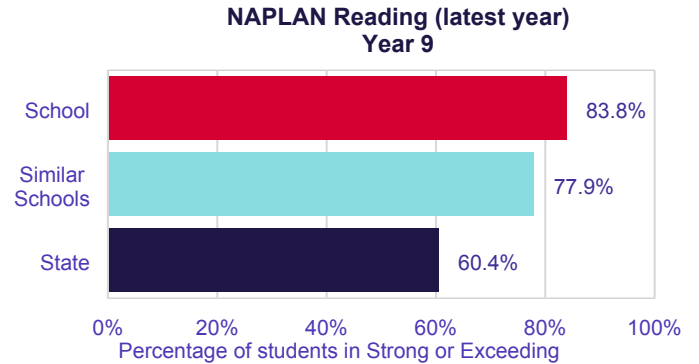
**Reading
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.0%	90.1%
Similar Schools average:	84.1%	84.0%
State average:	65.3%	65.7%



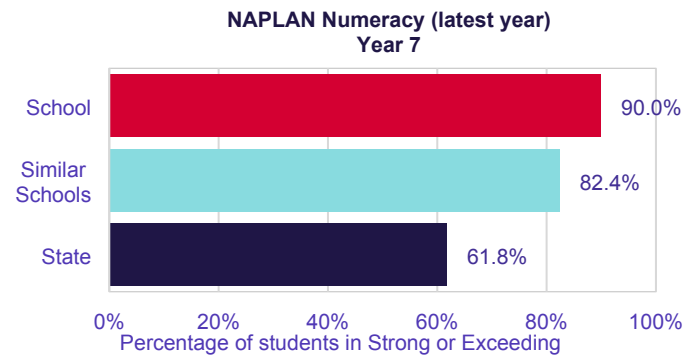
**Reading
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.8%	86.7%
Similar Schools average:	77.9%	78.4%
State average:	60.4%	60.2%



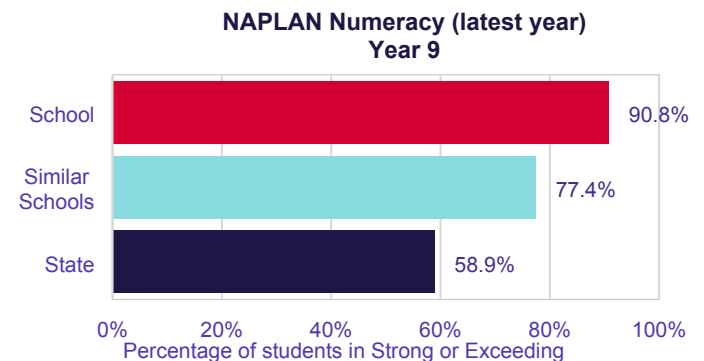
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.0%	90.4%
Similar Schools average:	82.4%	82.3%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.8%	91.7%
Similar Schools average:	77.4%	78.0%
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:

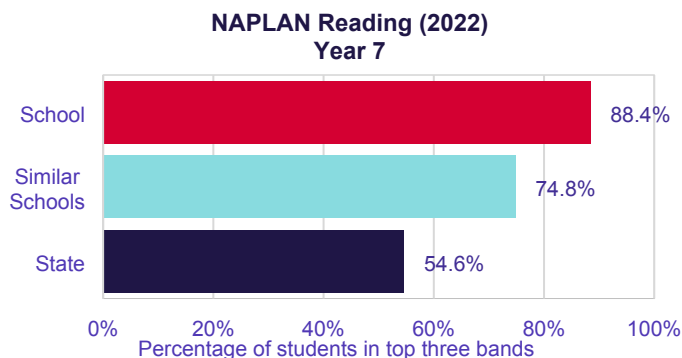
88.4%

Similar Schools average:

74.8%

State average:

54.6%



**Reading
Year 9**

(2022)

School percentage of students in the top three bands:

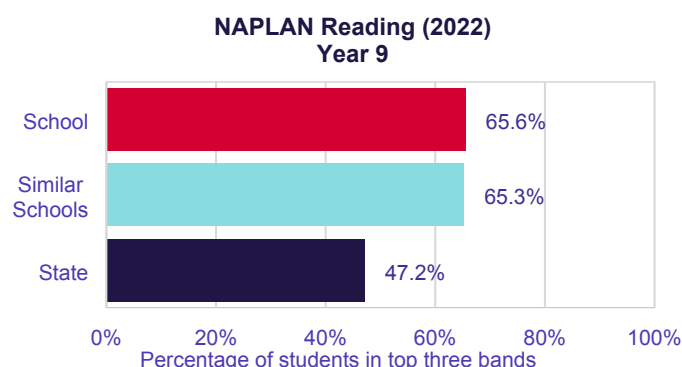
65.6%

Similar Schools average:

65.3%

State average:

47.2%



**Numeracy
Year 7**

(2022)

School percentage of students in the top three bands:

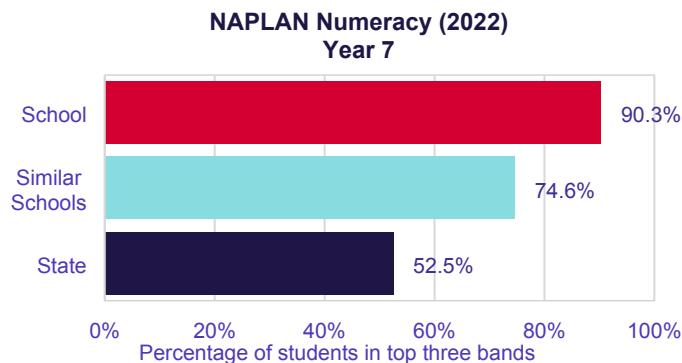
90.3%

Similar Schools average:

74.6%

State average:

52.5%



**Numeracy
Year 9**

(2022)

School percentage of students in the top three bands:

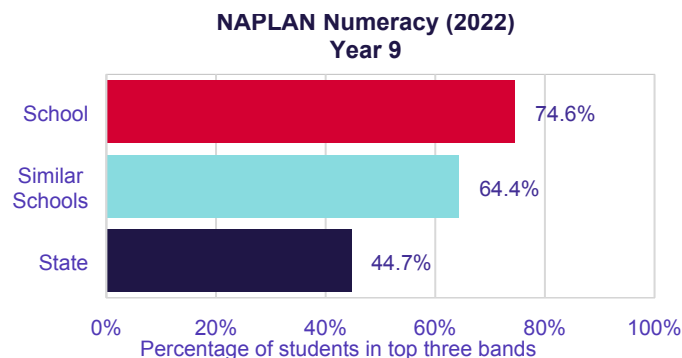
74.6%

Similar Schools average:

64.4%

State average:

44.7%



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.

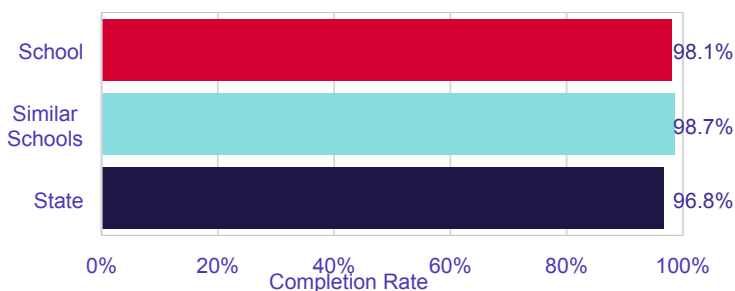
Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	98.1%	97.9%
Similar Schools completion rate:	98.7%	98.6%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:



Number of students awarded the VCE Vocational Major



Number of students awarded the Victorian Pathways Certificate



Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:



Percentage VET units of competence satisfactorily completed in 2024:



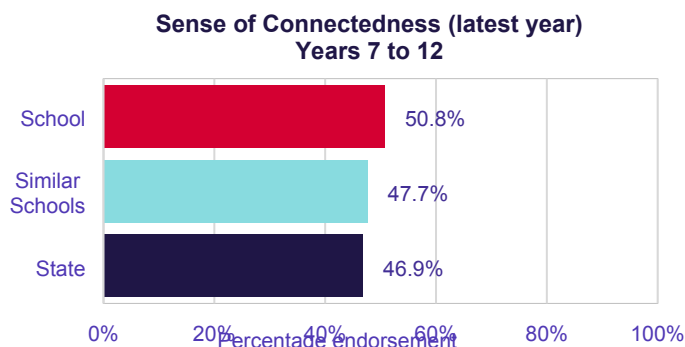
WELLBEING

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).

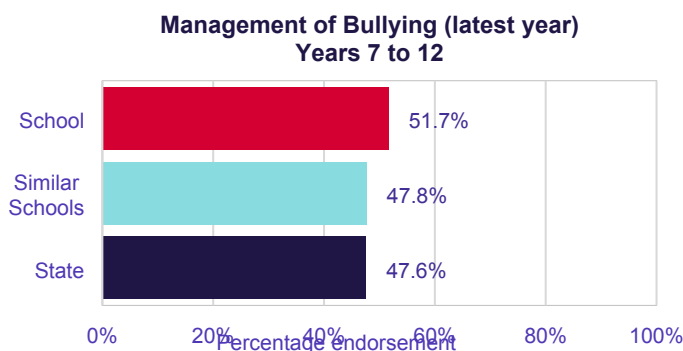
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	50.8%	48.3%
Similar Schools average:	47.7%	48.8%
State average:	46.9%	48.0%



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 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	51.7%	51.3%
Similar Schools average:	47.8%	49.3%
State average:	47.6%	49.1%



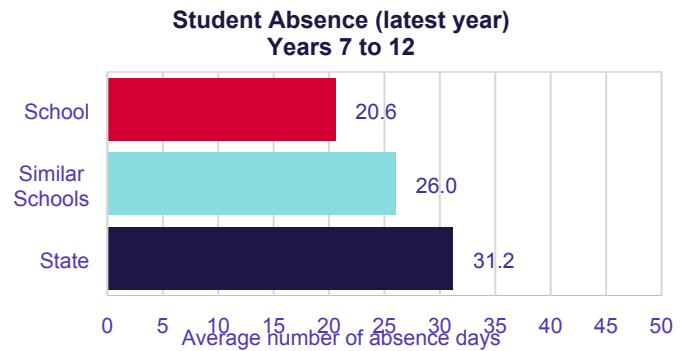
ENGAGEMENT

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 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	20.6	17.8
Similar Schools average:	26.0	21.7
State average:	31.2	27.2



Attendance Rate (latest year)

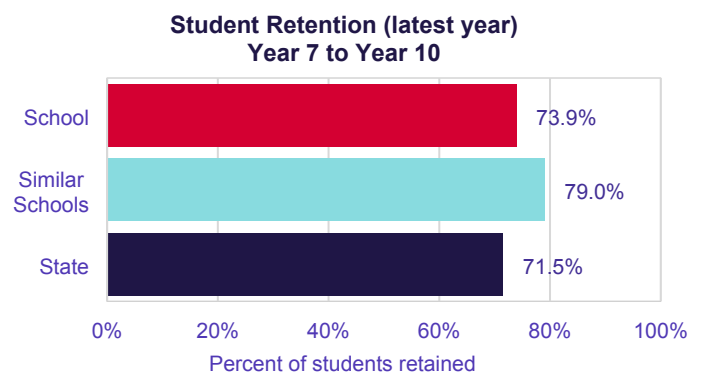
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	92%	89%	89%	89%	89%	90%

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:	73.9%	74.2%
Similar Schools average:	79.0%	79.8%
State average:	71.5%	73.2%



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

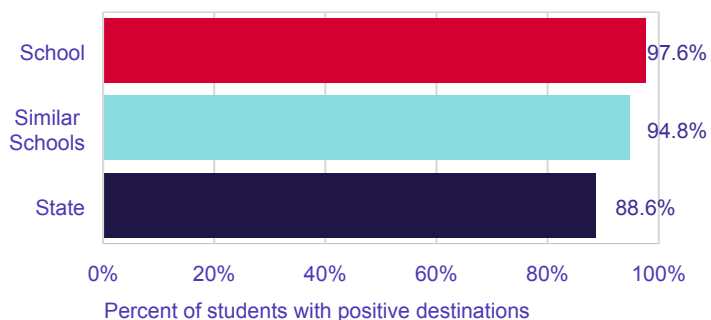
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	97.6%	98.8%
Similar Schools average:	94.8%	95.1%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$12,943,509
Government Provided DET Grants	\$1,537,516
Government Grants Commonwealth	\$17,878
Government Grants State	\$0
Revenue Other	\$227,972
Locally Raised Funds	\$1,349,953
Capital Grants	\$0
Total Operating Revenue	\$16,076,828

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,098
Equity (Catch Up)	\$5,873
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,971

Expenditure	Actual
Student Resource Package ²	\$12,876,654
Adjustments	\$0
Books & Publications	\$3,691
Camps/Excursions/Activities	\$422,313
Communication Costs	\$20,775
Consumables	\$295,912
Miscellaneous Expense ³	\$76,769
Professional Development	\$150,677
Equipment/Maintenance/Hire	\$263,514
Property Services	\$195,225
Salaries & Allowances ⁴	\$759,999
Support Services	\$259,059
Trading & Fundraising	\$230,236
Motor Vehicle Expenses	\$695
Travel & Subsistence	\$3,290
Utilities	\$125,293
Total Operating Expenditure	\$15,684,104
Net Operating Surplus/-Deficit	\$392,724
Asset Acquisitions	\$63,682

- (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	\$3,523,771
Official Account	\$41,480
Other Accounts	\$465,945
Total Funds Available	\$4,031,196

Financial Commitments	Actual
Operating Reserve	\$472,437
Other Recurrent Expenditure	\$0
Provision Accounts	\$15,000
Funds Received in Advance	\$945,402
School Based Programs	\$5,700
Beneficiary/Memorial Accounts	\$61,221
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$423,168
Asset/Equipment Replacement < 12 months	\$60,500
Capital - Buildings/Grounds < 12 months	\$780,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$152,500
Capital - Buildings/Grounds > 12 months	\$742,400
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,658,328

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.