

# 2024 Annual Report to the School Community

School Name: Pakenham Secondary College (8223)



- 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 11 March 2025 at 12:44 PM by Aaron Smith (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 24 March 2025 at 07:48 AM by Aaron Smith (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe and serves a large and diverse community within a designated urban growth corridor. The population of the Pakenham Municipality continues to grow with many new housing developments in the area.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and to build pathways that best support their future.

Our College Motto, 'We Grow Through Connection', demonstrates our commitment to developing positive and meaningful connections with others to drive further growth and improvement. The key Values that underpin all work at the College is based around the acronym SOAR - Social and personal responsibility, Opportunities for all, Achieving personal best and Respectful relationships

The school community has become increasingly diverse with students from a variety of cultural and religious backgrounds. The College aims to provide all teachers with the professional and moral support to develop their practice so that they can best support growth in student learning outcomes. Our College is recognised throughout the community as a place that provides each and every student with a high quality education whereby learning growth is our priority.

The four areas important to our College Community include:

Learning Growth and Pathways

Sport

The Performing Arts

Student Leadership and Our Community

Student enrolment numbers were 915. Our students are supported by 107 effective fulltime staff, including three Assistant Principals, five Leading Teachers and five Learning Specialists. The school's Student Family Occupation and Education Index indicates a high level of socio-educational disadvantage. The curriculum across Years 7 to 10 is based around a core plus elective model. Students in Year 10 have the opportunity to access VET and / or VCE subjects, and more elective choice has been provided to our Middle School students.

We implemented our curriculum and programs to support the Senior School Certificate Reform. Senior students (Year 11 and 12) are able to access the new Victorian Certificate of Education (or VCE) - the VCE Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) together with a more traditional VCE. Senior students have been able to access the new VCE in 2024. A variety of VET courses (including as part of the Cardinia VET Mini Cluster with surrounding Secondary Schools) and School Based Apprenticeships are also available to students and these programs can compliment the VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

The school continues to follow its Strategic Plan which was completed in 2021. The Strategic Plan has at its focus, improving student achievement, engagement and well-being. The resultant Key Improvement Strategies and actions that were derived from the review are based around: Maximising student learning in literacy and numeracy by developing, implementing and embedding a whole-school approach to formative and summative assessment, Building capability

of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning, Building teacher capability to differentiate learning tasks to meet students at point of need, Strengthen students' agency, engagement and connectedness to school and peers by strengthening opportunities for student voice, agency, and leadership, Developing teacher capability to support students to set goals and monitor their own learning progress, Engaging students to support the development of learning opportunities that are engaging and promote curiosity, Improving social and emotional wellbeing of all students by developing and implementing a tiered and responsive approach to support student wellbeing and inclusion (SWPB). Strengthening the partnership between staff, students, carers, and families to create a shared responsibility for student wellbeing. Pakenham Secondary College strives to implement the Child Safe Standards as outlined in Ministerial Order No.870 to ensure the safety and wellbeing of all students at the College and promote an organisational culture that manages the risk of child abuse and neglect. The school has developed policies and procedures specifically aimed at keeping children safe.

The school's Strategic Plan supported the development of the school's Annual Implementation Plan for 2024. The Goals within the school's Annual Implementation Plan (or AIP) for 2024 are linked to Student Learning and Wellbeing and included:

Maximise Student Learning in Literacy and Numeracy, including Further Improvements in Learning Growth (Numeracy; Literacy - Reading)

Improve Social and Emotional Wellbeing of All Students, including Further Improving Student Attendance (and by extension Student Engagement)

A range of Key Improvement Strategies and Actions as documented in our 2024 AIP were used to support students using including the use of our existing Instructional Model, Professional Development and Learning Program and Assessment Practices, Professional Learning Communities (or PLCs), the use of Literacy and Numeracy initiatives to support learning growth, further embedding our SWPBS Program, development and implementation of more Co-curricular Activities (including Student Leadership opportunities), strengthening the link between the Year 10 and Senior Sub Schools and the creation of two Senior Sub Schools for 2025, capturing more student feedback on teacher practice, stronger use of IT platforms such as Compass throughout the College, strengthening the use and implementation of Assessment and Reporting on learning to our students and families, and developing plans, activities and interventions to further support students with their wellbeing including those in most need.

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

### Learning

The school continued to have a strong focus on enhancing student learning in 2024. Further developing teacher practice through the continued use of our common Instructional Model, which included Literacy for Learning and the application of School Wide Positive Behaviour across the

school was a feature of our work. We also continued to use Number Talks as part of our approach to learning in Numeracy, Mathematics and in other areas of the curriculum.

There was a strong focus across the year on further enhancing teacher collaboration within faculties via our Professional Learning Communities (PLCs) Program to ensure its success in supporting teaching staff to further improve their practice. Teacher development continues to occur through the application of the High Impact Teaching Strategies and the internal Professional Learning and Development offered within the school (eg Literacy for Learning Program, Use of Data, etc). The College has made further progress in the application of ICT through the use of key programs such as Compass and Office 365 (eg Teams).

NAPLAN Learning Data (2022) at our school demonstrates at Year 9 for Reading and Numeracy, the percentage of students in the top three bands is above the Similar Schools Average. Our Student Learning Growth Data (not highlighted in this Report) demonstrates High Growth in Students at Year 9 for Reading and Numeracy in 2024 which is stronger than Similar Schools and the Network.

VCE learning data demonstrates that our Average Study Score in 2024 was 27. In 2024, we had a School Completion Rate of 99% with reference to the Victorian Senior Secondary Certificate. Our school has successfully implemented the new VCE - VM Program as part of the Senior School Certificate Reform with students completing the VCE and the VCE VM Programs. We have noticed from our 2024 Data, that many of our Senior Students were able to achieve satisfactory competence with respect to Vocational Education and Training (or VET).

Our Disability Inclusion (or DI) Program was successfully implemented throughout 2024 and we have made some positive changes to the DI Program for 2025 to make the Program even stronger. Students in our PSD and DI Programs in 2024 were supported by a co-ordinator, aides and student support group meetings. Teachers set learning goals and modified work to further support those students in the Program. The introduction of PACT (Pakenham Applied Curriculum Team) into the junior years continues to be successful as a means of supporting identified students in their engagement with school. In addition, our Supported Learning Program that was expanded to involve more students across more year levels in 2024 was successful.

Throughout 2024, we were able to employ tutors within the Tutor Learning Initiative to support identified students. Other funding streams such as MYLNS were also used to support students.

## Wellbeing

Our College Motto of 'We Grow Through Connection' continues to support our College Community and it will hold us in great stead for the years to come.

The school continued to follow its SOAR Values to support the development of each student:

Social and Personal Responsibility

Opportunities for All

Achieving Your Personal Best

Respectful Relationships

The College is focused on continuing to provide our School Wide Positive Behavior Program (SWPBS). Sub School teams had a strong focus on ensuring students remained engaged with school both in the classroom and in respect to our Co-Curricular Program. A strong focus on Student Voice and Agency, together with Student Leadership opportunities featured in our work for 2024. Respectful Relationships also remained an important part of our approach in 2024 with staff and students, as did our other SOAR Values in Social and Personal Responsibility, Opportunities for All, and Achieving Our Personal Best.

Student connection and well-being are important areas of the College. The Student Attitudes to School Survey highlights positive results in a number of areas in 2024. For example, Sense of Connectedness and Management of Bullying for 2024 was higher than the previous four year average. Other areas (not highlighted in the data of this Report) include Positive Peer Relationships, Physical Activity and Resilience being similar to that of Similar Schools and / or our Network of Schools.

Student Wellbeing was further supported by our Wellbeing Department comprising a Mental Health Practitioner/Psychologist, a School Nurse, three School Counsellors and a Youth Worker from the Les Twentyman Foundation, together with a Cultural Worker. We had an association with McKillop Family Services, the Australian Children's Foundation, Berry Street and RAISE to also support our students. The learning and wellbeing needs of the College's Koorie students is overseen by the Assistant Principal in charge of Wellbeing. A well resourced and effective Student Wellbeing Department works closely with our Program for Disability Inclusion and other Departments such as Careers to further improve the outcomes of our students.

## Engagement

Our College Motto of 'We Grow Through Connection', highlights the importance of developing positive and meaningful connections with others to support further growth and improvement. At Pakenham Secondary College, we want to be able to provide learning and wellbeing opportunities for all of our students in areas important to them and our College Community. These opportunities are designed to develop socially responsible, resilient and happy citizens and to build pathways to their future that are important to our students. Programs such as SWPBS, our Peer Support Model at Year 7 and 9, and the Health and Wellbeing Days from Years 7-9, various lunchtime clubs and activities, together with more student choice with subject selection were all used to further improve student engagement. Also, we implement a number of Student Wellbeing activities and programs to support wellbeing and engagement.

Course Counselling, and an active Careers Department, continued to support students as they transitioned from school to further education and training. The percentage of students retained as they move from Year 7 to Year 10 is 68.5% and this is well above our previous four year average.

Student exit data is being actively monitored. The percentage of students across Years 10 to 12 who are exiting the College and transitioning to further studies or full-time employment was 78.5% in 2023 and this figure is below the Similar Schools and the State Average.

Student engagement is vital, and this is supported through further building student leadership opportunities, the on-going utilisation of lunchtime activities, a review and expansion of our Co-curricular Program and a more focused use of our Instructional Model together with our revamped Professional Learning Communities Program to support teachers in further improving their



practice which can lead to stronger engagement. As a College we are committed to providing opportunities in the areas important to our College Community:

Student Learning Growth and Pathways

Sport

The Performing Arts

Student Leadership and Our Community

We continued to monitor student attendance closely. In 2024, the school average number of absence days across the year was similar to that of 2023. Furthermore, this figure in 2024 is under the Similar Schools Average.

We have developed even stronger connections with our College Community. We have strengthened our use of Compass, Social Media and how we use local media to inform our College Community of our purpose and what we are achieving for our students in partnership with families. Our Website and work to further promote the College have all further improved throughout 2024.

Our students are further engaged with their Pathway given the significant changes to our elective program recently. Students now have more choice of the subjects they want to study given the implemented changes to our Curriculum. Our work here to provide elective choice to students in areas of interest to them remains ongoing.

Our Student Attitudes to School Survey Data again highlights excellent levels of engagement in 2024. For example, again in the areas of Sense of Connectedness and Management of Bullying for 2024, our College was higher than the previous four year average. In other areas (not highlighted in the data of this Report) including Differentiated Learning Challenge, High Expectations for Success, Community Connections and Respect for Diversity, our College was the same and / or higher than Similar Schools and our Network of Schools.

Majority of Parents and Carers surveyed were positive in terms of their endorsement of the College as per the 2024 Parent Satisfaction Survey.

## Other highlights from the school year

There were many highlights across the school year in 2024 for our College. Our high quality Teaching and Learning Program continues to support high level outcomes for our students. Our extensive co-curricular program included many opportunities for our students in a number of areas including camps, excursions, incursions, sporting competitions, performing arts and community based activities.

There were a number of whole school events ranging from our Athletics and Swimming Carnivals to our Presentation Evening and Year 12 Farewell Assembly, to Parent Teacher Student Conferences, Information Nights and the Visual Arts and Technology Exhibitions.

Our students were engaged in Interschool Sporting Competitions throughout the year, together with representing the College in higher levels of competition in both Athletics and Swimming.

Our College Production, 'The Wizard of Oz' was incredibly successful and well received by our Community. Students were also able to participate in the State Schools Spectacular - another high quality Performing Arts event that our students enjoyed throughout the year.



We further established Community Connections with an aged care facility, the primary school sector and local environmental groups to further develop learning and support of the local community.

We were again successful in receiving grants such as the Active Schools Grant to support physical education, health and sport within the College. Importantly, we commenced planning for our Capital Works Program whereby a significant amount of funding has been allocated to our College to further improve our Buildings and Grounds - we look forward to the Building Program here commencing in 2025.

As a College, we continued to use the Framework for Improving Student Outcomes (or FISO) to guide us in our work with a real focus on further improving student learning growth in Numeracy and Literacy (Reading), and Student Attendance. We are looking forward to our Review in 2025 as a means of setting future Goals with our College Community to further student learning and wellbeing outcomes.

## Financial performance

All Funds received from the Department, 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. The annual result was a net surplus, but this was not a significant amount when considering the overall expenditure and revenue available to the College. Funding for the School Saving bonus initiative was paid at the end of the year resulting in extra funds held by the school for expenditure in 2025.

CRT costs continue to be high to cover the teacher shortages in the program.

In 2024 the College was able to fund several buildings and grounds maintenance projects including a new locker bay, new bike shed, construction of walls to create new classroom and staff room spaces, B Block student toilet refurbishment, painting of D Block and Carpet replacement in A Block including the lecture theatre. New landscaping outside the Admin Building and numerous outdoor furniture items were also added to the grounds.

\$313K was spent on our VET program and an investment in our Performing Arts and Sports Programs help to further engage our students and enhance their experiences at school. The Equity funding that the school has received has supported the school in targeting key activities within its Annual Implementation. There has been a particular focus on the enhancement of the School's Literacy, Numeracy, Engagement and Wellbeing programs. Furthermore, the funds have helped to increase the suite of re-engagement and co-curricular programs offered to students and helped to provide the necessary support for teachers to enhance their practice.

**For more detailed information regarding our school please visit our website at <https://pakenhamsc-vic.compass.education/Records/UserNew.aspx?userId=2187#dsh>**

# 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 925 students were enrolled at this school in 2024, 436 female and 484 male.

18 percent of students had English as an additional language and 3 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).

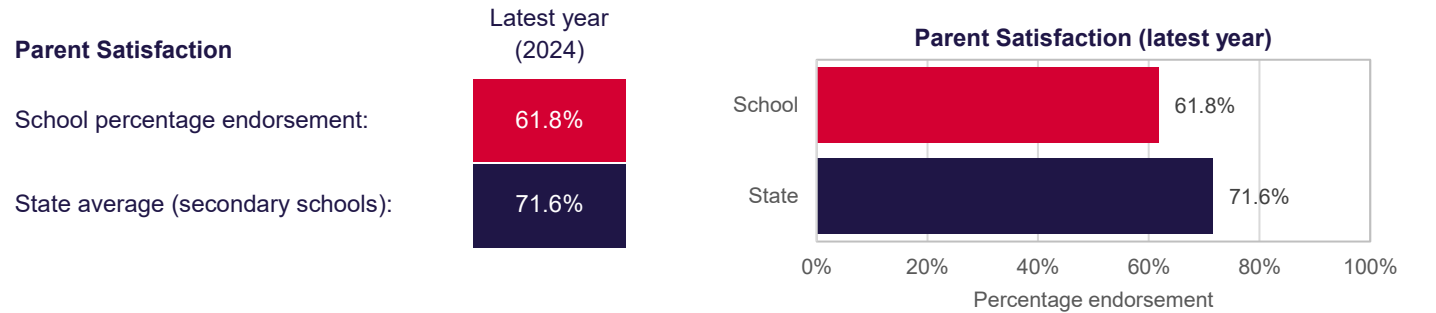
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

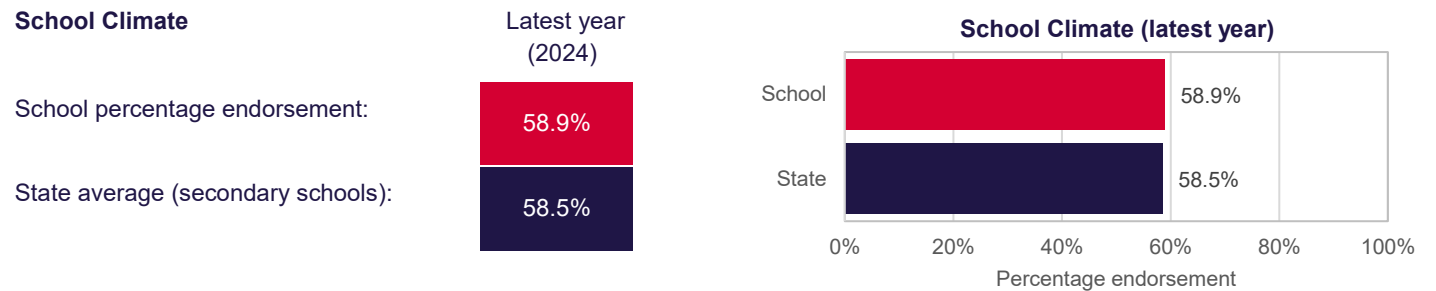


### School Staff Survey

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:

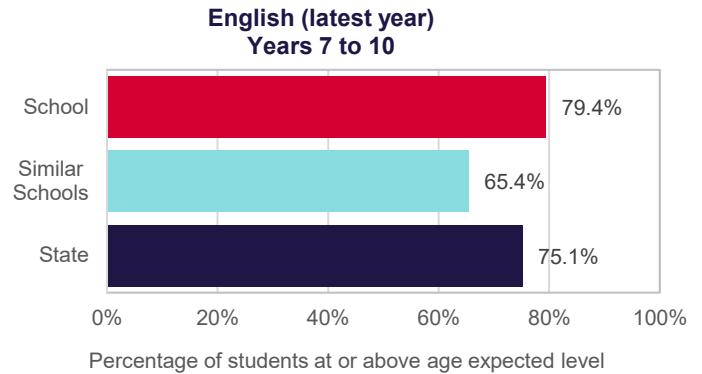
79.4%

Similar Schools average:

65.4%

State average:

75.1%



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

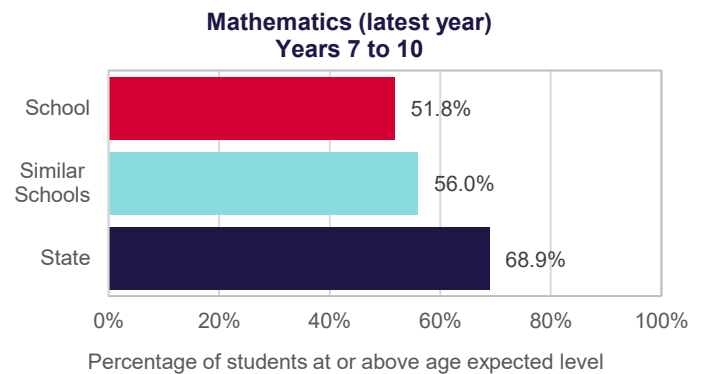
51.8%

Similar Schools average:

56.0%

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.

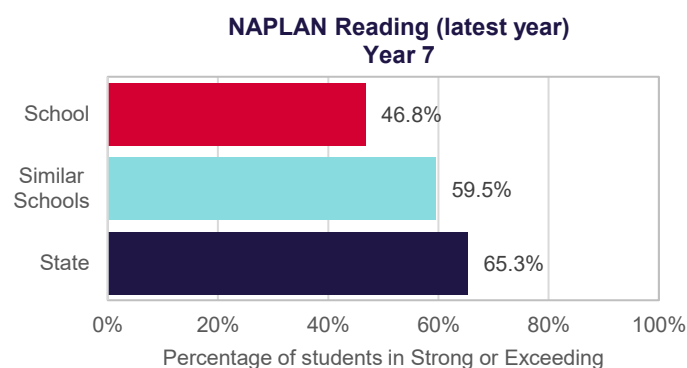
### NAPLAN

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.

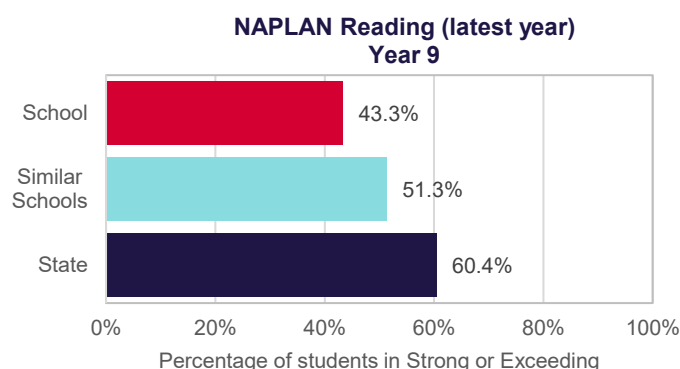
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.8%	47.4%
Similar Schools average:	59.5%	58.5%
State average:	65.3%	65.7%



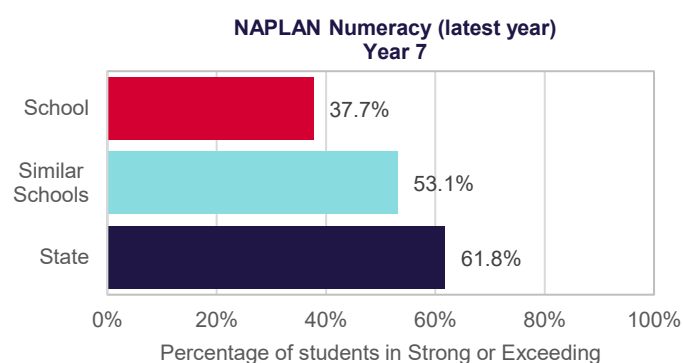
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.3%	44.4%
Similar Schools average:	51.3%	50.7%
State average:	60.4%	60.2%



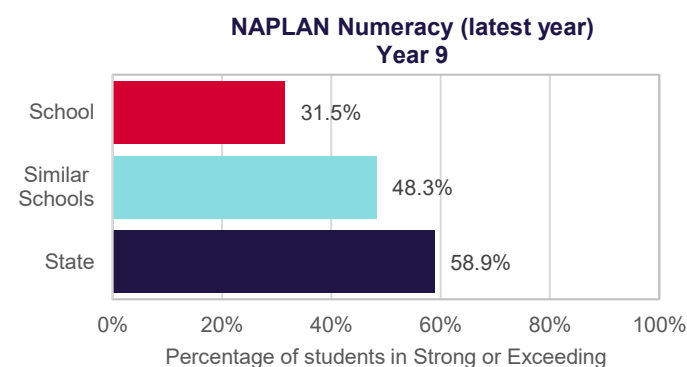
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.7%	44.3%
Similar Schools average:	53.1%	53.1%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	31.5%	38.6%
Similar Schools average:	48.3%	48.4%
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:

36.0%

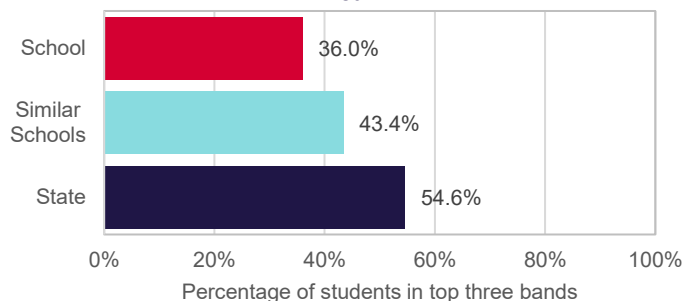
Similar Schools average:

43.4%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

36.0%

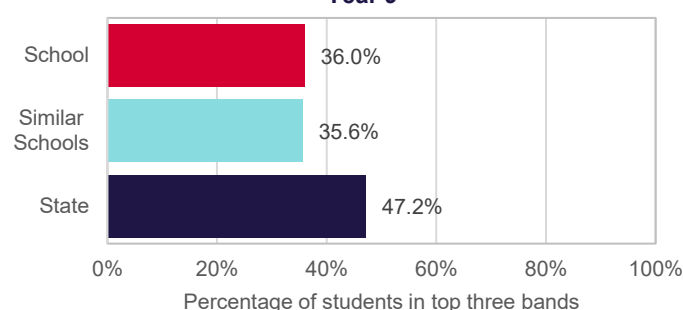
Similar Schools average:

35.6%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

32.0%

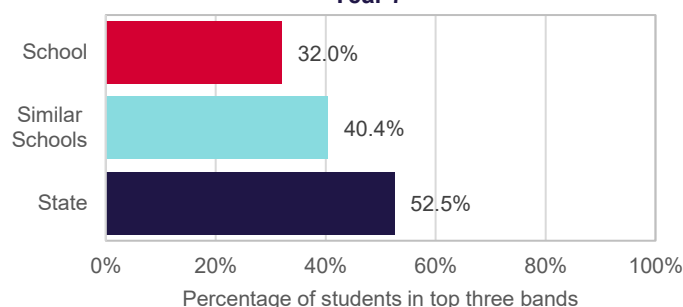
Similar Schools average:

40.4%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

33.0%

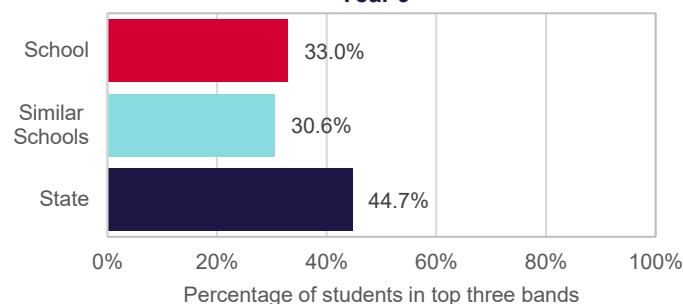
Similar Schools average:

30.6%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

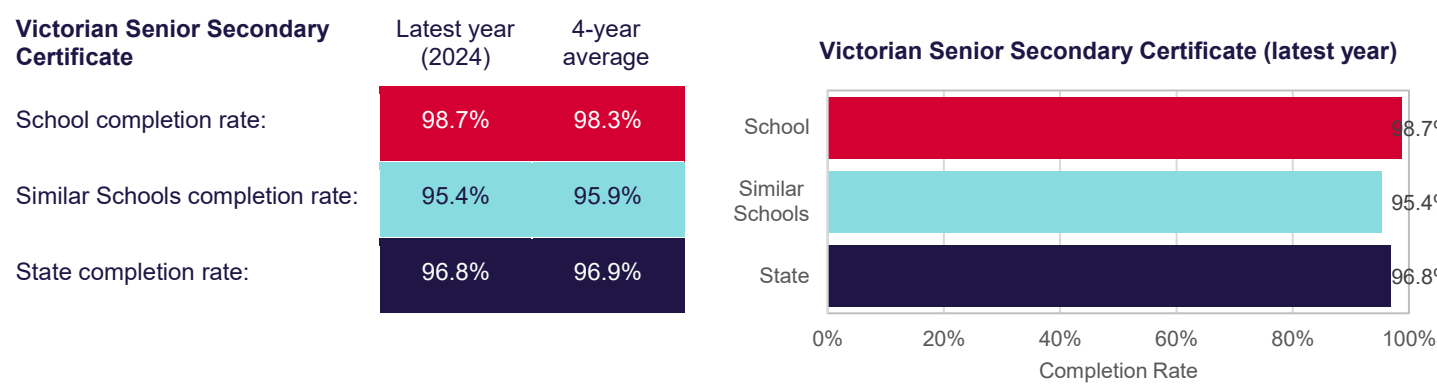


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	26.8
Number of students awarded the VCE Vocational Major	22
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:	30%
Percentage VET units of competence satisfactorily completed in 2024:	82%



## WELLBEING

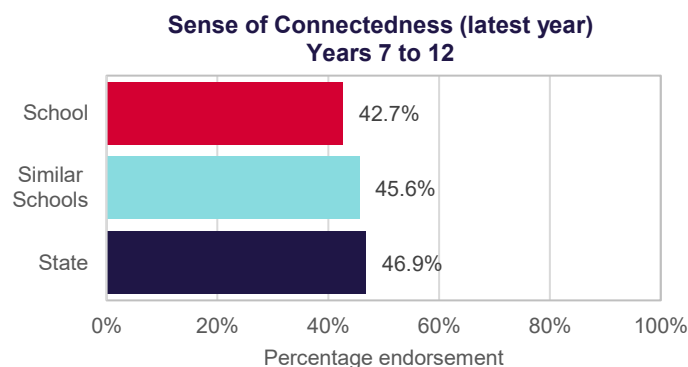
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	42.7%	40.4%
Similar Schools average:	45.6%	46.0%
State average:	46.9%	48.0%

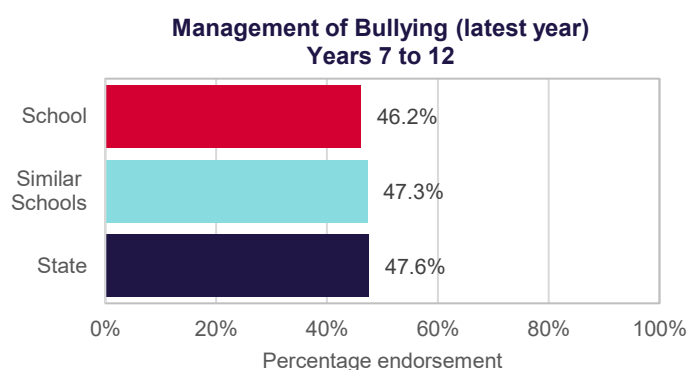


### Student Attitudes to School – Management of Bullying

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:	46.2%	45.6%
Similar Schools average:	47.3%	47.6%
State average:	47.6%	49.1%





## ENGAGEMENT

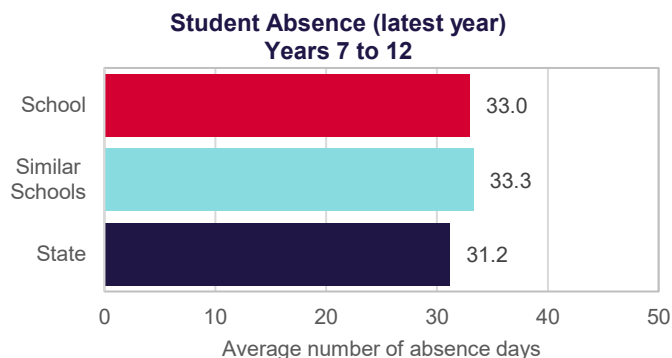
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	33.0	32.0
Similar Schools average:	33.3	28.7
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.

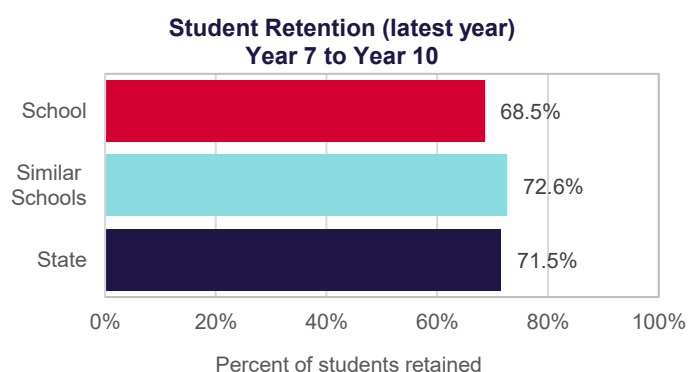
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	81%	78%	85%	89%	91%

### 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:	68.5%	62.4%
Similar Schools average:	72.6%	73.3%
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.

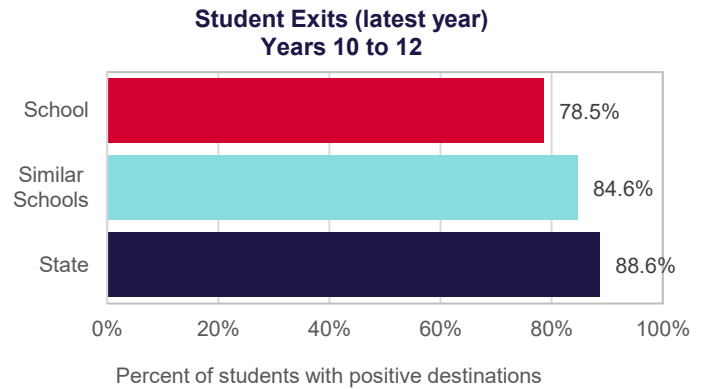
### Students exiting to further studies or full-time employment

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:	78.5%	85.3%
Similar Schools average:	84.6%	87.2%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$12,522,314
Government Provided DET Grants	\$2,393,241
Government Grants Commonwealth	\$26,897
Government Grants State	\$19,800
Revenue Other	\$48,350
Locally Raised Funds	\$227,323
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,237,925</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$812,201
Equity (Catch Up)	\$142,656
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$954,857</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,540,360
Adjustments	\$0
Books & Publications	\$9,435
Camps/Excursions/Activities	\$174,199
Communication Costs	\$19,078
Consumables	\$275,085
Miscellaneous Expense <sup>3</sup>	\$111,837
Professional Development	\$53,723
Equipment/Maintenance/Hire	\$158,967
Property Services	\$466,719
Salaries & Allowances <sup>4</sup>	\$152,336
Support Services	\$1,182,084
Trading & Fundraising	\$14,412
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$606
Utilities	\$125,921
<b>Total Operating Expenditure</b>	<b>\$14,284,762</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$953,163</b>
<b>Asset Acquisitions</b>	<b>\$54,239</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$950,408
Official Account	\$151,928
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,102,336</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$464,904
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$583,984
School Based Programs	\$295,698
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$17,874
Capital - Buildings/Grounds < 12 months	\$33,440
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,395,900</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*