2024 Annual Report to the School Community

School Name: Cranbourne Secondary College (7747)

- 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 23 April 2025 at 10:11 AM by David Caughey (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 23 April 2025 at 10:11 AM by David Caughey (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.
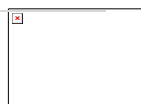
About Our School

School context

Cranbourne Secondary College is a large single campus, Year 7 to 12 secondary school located in the heart of Cranbourne. In 2024 the College enrolments included 1197 students, with a close to even balance of male (49.2%) and female (50.6%) students. Of the total student population, 51.2% consisted of a family language background other than English and 2% of students with an Indigenous family background.

The vision of the College is '*To develop empowered learners who grow, contribute meaningfully and enjoy life'.* The mission statement of the College is '*To equip learners for a fulfilling life by developing their intellectual, social, emotional and moral intelligence'* This vision includes the school values of *Learning, Care, Contribution and Community.* Our Vision and Values is also supported by an excellent commitment to School Wide Positive Behaviour Support (SWPBS), where the College was awarded gold recognition in 2024. The overall number of staff at the College in 2024 was 169.4 FTE. The breakdown of this includes 106.3 teaching staff and 63 ES staff. The 'School Family Occupation and Employment' (SFOE) index was 0.5899. This measure indicates that students have a higher likelihood of experiencing disadvantaged circumstances in relation to their educational outcomes. In 2024 the College continued to focus and build on our strong history of forging positive relationships to enable high quality learning and wellbeing outcomes for students. Strategic resourcing of both teaching staff and non-teaching staff supported our focus on local and statewide priority areas of student Learning and Wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

The College goals and key improvement strategies relating to improved student learning, focus on the following:

· Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.

· Embed the agreed college Instructional Model, integrating the use of high impact teaching strategies (HITS), to enable consistent, high-quality instruction in every classroom, (with a focus on Literacy and Numeracy).

· Build a professional learning community (PLC) culture which supports systematic and consistent feedback processes such as peer observation, to enable strengthened collective responsibility and shared accountability for improved student learning outcomes.

These Key Improvement Strategies have been included in the Annual Implementation Plan (AIP) since 2021 and again provided strategic direction in the 2024 AIP.

Through 2024 the college continued to implement and support a common instructional model as well as common curriculum design in years 7 to 12, review and moderation strategies across subjects and year levels. Structured and formal moderation sessions for years 7-10 were undertaken quarterly and included direct student voice input with students attending a range of moderation sessions with teachers to discuss curriculum design, pedagogical strategies, assessment methods and deidentified results. Peer and Classroom observations were formally implemented in 2022 and 2023 and were used to inform individual, learning area and whole staff professional learning foci. In 2024 priorities to support students being on time and in class resulted in staff completing engagement walks which has impacted peer and classroom observations. However, engagement walks encourage learning walks, and observations continue to occur for newly appointed teachers and their mentors.

Several Leaders took part in the department's PLC training in order to lead the full implementation of PLC inquiry cycles in 2025.

Our NAPLAN student participation percentage in 2024 was 96% (up from 92% in 2023). The relative growth in Year 9 for Reading was 24%, the same across the state and above similar schools. The relative growth for Numeracy in Year 9 was 22%, the same as similar schools and below the state average. Relative growth in year 7 Reading (17%) and Numeracy (15%) was lower than similar schools and the state average.

In terms of national comparison, the My School website indicates that when compared with students of a similar background nationwide, our Year 7 average results are above for the Writing category. All other results in Year 7 and 9 are close to students from similar backgrounds.

The Victorian Certificate of Education (VCE) mean study score at the College in 2024 was 24.3. The staff and school community is committed to providing an inclusive approach to VCE enrolment as evidenced by a very high percentage of students pursuing a study score for all of their VCE subjects. Our overall completion rate across VCE and VCE VM Certificates was 98%.

The school climate percentage endorsement of 64% for 2024 increased from 42% in 2020) and was also above the state average by 5% and 9% above similar schools.

Within the school Climate module there are several categories that are included as specific success measures linked to the College Strategic Plan. Targeted Professional Learning alongside Peer and classroom observations have been key drivers in improvement in practice that is reflected in growth across all of these categories.

Targets from the SSP includes: Staff opinion as measured on the SSS. Positive endorsement in the following categories to continue to grow in 2024 with:

·   Academic Emphasis to over 50% (24% in 2020 with a current result of 50%, target met and above both similar schools and state average),

·   Instructional Leadership to over 65% (result in 2024 at 72%, target met and above both similar schools and the state average).

·   Maintain Collective Efficacy over 50% (result at 56%, target met and above similar schools and the same state average),

·   Maintain Collective Responsibility over 75% (result at 79%, target met and above both similar schools and the state average).

Wellbeing

The College goals and key improvement strategies relating to improved student wellbeing, focus on the following:·

Further embedding of the School Wide Positive Behaviour Support framework

Development of a plan to improve Home, College and Community partnerships.

Informed by the Multi-tiered System of Support (MTSS) framework the college continued to implement and strengthen our approach to student wellbeing, intervention programs, supports and processes.

Our key Tier 1 strategy continues to be School Wide Positive Behaviour Support (SWPBS) where the college was awarded gold recognition for the second year in a row. The college continued to implement prevent, teach, reinforce plans applied to the whole school. In addition to this the college embedded the PCMS into PL to strengthen the implementation of FISO 2.0 in regard to both the Teaching and Learning and Student Wellbeing and Engagement programs.

This work was further supported by beginning the implementation of the Berry Street Education Model (BSEM) – see engagement section below.

The Tier 2 Student Wellbeing programs and strategies continued and expanded through 2024. These programs included combinations of external providers and partners as well as college specific and tailored programs to meet the needs identified through data analysis. Tier 3 wellbeing supports were also implemented to meet student needs. Student self-advocacy in the form of self-referrals for individual support continued to steadily grow.

The categories drawn from the Attitude to School Survey (AToSS) data in relation to this report and the College School Strategic Plan include, Sense of Connectedness, Teacher Concern, Self-Regulation and Goal Setting and Respect for Diversity

Across all of these AToSS categories the college is at or above the state percentage endorsement.

A notable improvement is in the Teacher Concern section where data shows a 9% improvement in student endorsement between this year and last.

Over a 5-year period, the percentage endorsement for student sense of connection at the College risen from 45% to 46%. While this may seem an insignificant increase, it is noted that this has occurred in the context of state level averages in this category falling by 10% from 57% to 47%.

The School Strategic Plan work related to improving Home, College and Community partnerships also overlaps with engagement improvement - see engagement section below.

Engagement

The College goals and key improvement strategies relating to improved engagement, focus on the following:

·Review the college vision and values to develop a more positive climate for aspirational learning.

·Build teacher capacity to give students an authentic voice in their learning and to become more self–regulated learners.

·Review, develop and implement improved pathways and transitions processes for all students

·Embed the whole college SWPBS framework to support improved social and emotional wellbeing

·Develop and implement a whole college plan to enhance the effectiveness of home/college/community partnerships, particularly in relation to improving student wellbeing and connectedness.

Vision and Values revision continued through 2024 with a focus on embedding these into celebrations and assemblies as well as communications with families and the wider community. Values are now displayed in every classroom, along with our expected behaviours. The minor continuum was updated after staff and student feedback was sought. Student Voice and Agency in learning has continued to be strengthened through student representation at moderation sessions where students were involved in giving feedback to their teachers about their recent assessments. Student leaders used AToSS data to develop a Professional Learning session for staff, delivering it through our Teach the Teacher program.

Positive Pathways and Transitions education at the College continued to evolve into, through and beyond the College. Transition into the school continued to be strengthened with the addition of activities for our incoming new students. An end of year orientation day allowed students in the junior school to experience a day in their new spaces. Our pathways team members were increased to ensure the education and engagement with students was increased.

Our student destination data continues to show improvement with 71% of our students in 2024 exiting to further education and 14 % to employment. The College continued to be a Head Start hub in the outer southeast as well as providing a strong range of VET learning pathways for students. The College continued to develop the Alumni program, in partnership with the 'Our School' attached to the Victorian Association State Secondary School Principals. The Alumni

program involved past students returning to the College to work with our current students regarding pathways education - further details of this work is listed in the highlights section of the report.

Some key measures taken from our Strategic Plan that relate to engagement include Attendance and Attitude to School Survey data in the following categories: Student Voice and Agency, Self-Regulation and Goal Setting, Motivation and Interest, Differentiated Learning Challenge and Stimulating Learning. All of the AToSS measures remained steady or improved and were comparable or better than similar schools as well as being above the state average. Student attendance unfortunately did not improve in 2024 with the College having an above average amount of absence days per student. It appears that the rate of this rise is comparable to state and similar school trends. Work was completed to refine the College Attendance Improvement Plan and procedures.

Other highlights from the school year

Cranbourne Secondary College has achieved numerous significant activities and highlights that have brought positive benefits to both the school and its local community. The Show Up talent show provided a platform for students to showcase their diverse talents, fostering a sense of community and celebration within the school. It not only highlighted individual skills but also promoted collaboration and appreciation for the performing arts. The school production, Rock of Ages left a lasting impression on both the performers and the audience. The 4 Cs, Polyhood and Eid Cultural Festivals celebrated cultural diversity and inclusivity, promoting understanding and appreciation among students and the wider community. By showcasing different cultures through performances, food, and activities, Cranbourne Secondary College fostered a sense of belonging and respect for all. The Arts and Technology festival along with the Emerging Creators Festival highlighted the creative achievements of students in various artistic mediums, providing them with a platform to express themselves and share their talents with others as well as promoting the importance of arts education in the school curriculum.

The Premiers Reading Challenge (PRC) along with a Writers collective was used as vehicles to promote Literacy and a love of reading and writing. Successful students enjoyed a celebration event along with a parent.

Celebrating excellence in academic and community achievement through student-led assemblies has been a feature of each school term. These events empower students to recognize and celebrate their peers' accomplishments, fostering a positive school culture built on recognition and encouragement. The Model United Nations conference demonstrated the college's commitment to global citizenship and diplomacy. It provided students with an invaluable opportunity to engage in international issues, develop leadership skills, and collaborate with peers from diverse backgrounds and schools. The ICUP program strengthened the college community ties and created opportunities for students to contribute to the wider community.

The Alumni Program continues to grow, with more former students contributing to classroom sessions from Year 10 to 12. Alumni featured in key events, including awards assemblies and International Women's Day, while partnerships with AECOM, KPMG, and Slater & Gordon expanded students' career exposure.

These activities and highlights not only showcase Cranbourne Secondary College's commitment to excellence but also its dedication to nurturing well-rounded students who are engaged in their communities and equipped to make meaningful contributions to society.

Financial performance

While the financial position of the school is currently showing a deficit, the College has actively managed resources to continue supporting key educational priorities and planned investments for the future. Income from the government was supplemented through our parent funded materials services. The collection rate of these contributions from parents was 47% in 2024. Equity funding was targeted towards a broad range of programs and initiatives to support improvement in student resourcing and learning and wellbeing outcomes. Equity funding contributed to additional staffing in Literacy and Numeracy, Student Wellbeing staff and programs, as well as additional school leadership and positions of responsibility. Equity funding was also applied to professional learning and student equipment and uniform resourcing. Additional funding beyond the SRP included Middle Years Literacy and Numeracy Strategy, (MYLNS), Tutor Learning Initiative (TLI), English as an Additional Language (EAL) and Career Education Funding (CEP) For each of these areas funding was applied to implement various combinations of, smaller classes, staff resourcing and professional learning.

For more detailed information regarding our school please visit our website at https://cranbournesc.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 1,197 students were enrolled at this school in 2024, 606 female and 589 male.
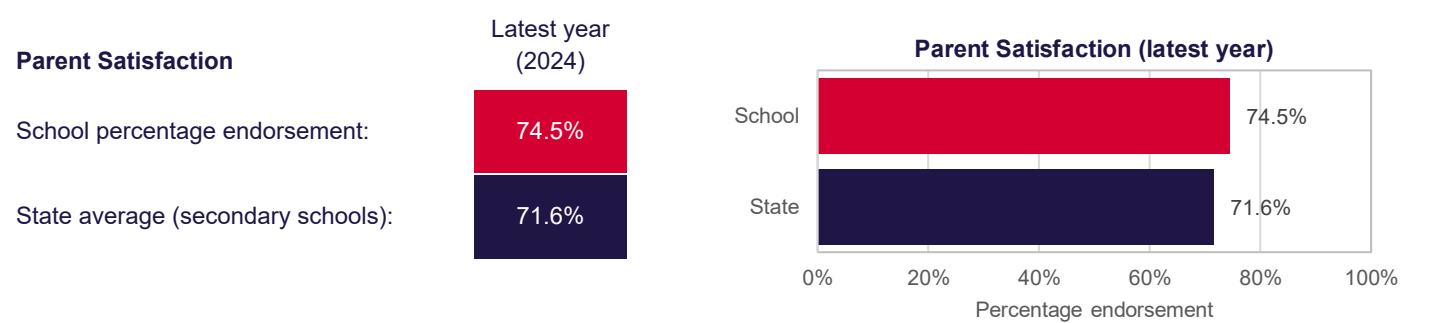
44 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

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.

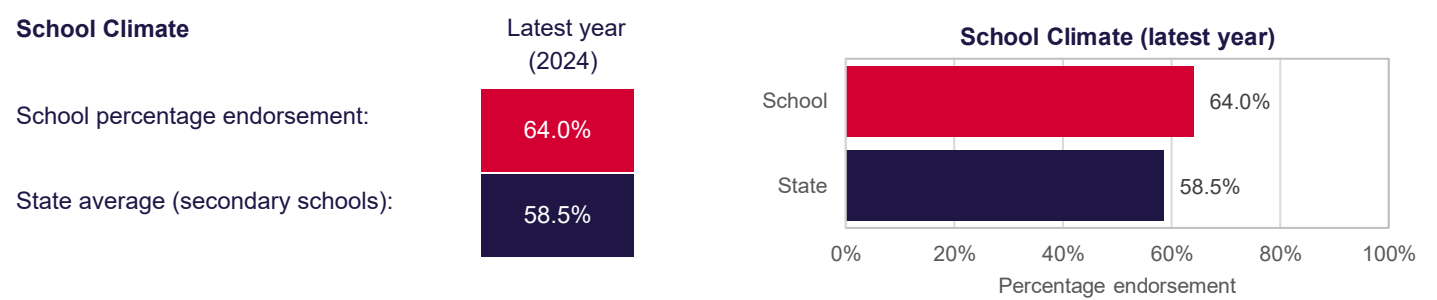This school's SFOE band value is: **High**

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.

Parent Satisfaction

Latest year (2024)

School percentage endorsement: 74.5%

State average (secondary schools): 71.6%

Parent Satisfaction (latest year)

School 74.5%
State 71.6%

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: 64.0%

State average (secondary schools): 58.5%

School Climate (latest year)

School 64.0%
State 58.5%

Percentage endorsement

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: 65.8%

**English (latest year)
Years 7 to 10**

School 65.8%
Similar Schools 67.5%
State 75.1%

Similar Schools average:	67.5%
State average:	75.1%

Mathematics
Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:	59.7%
Similar Schools average:	59.8%
State average:	68.9%

Mathematics (latest year)
Years 7 to 10

School	59.7%
Similar Schools	59.8%
State	68.9%

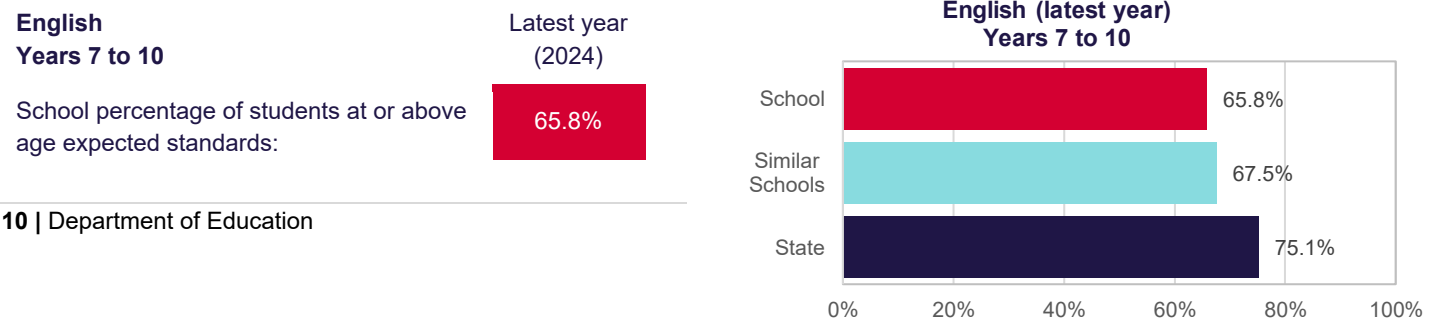Percentage of students at or above age expected level

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.**
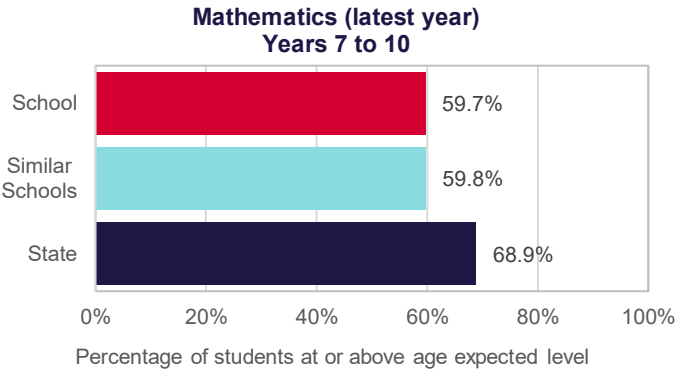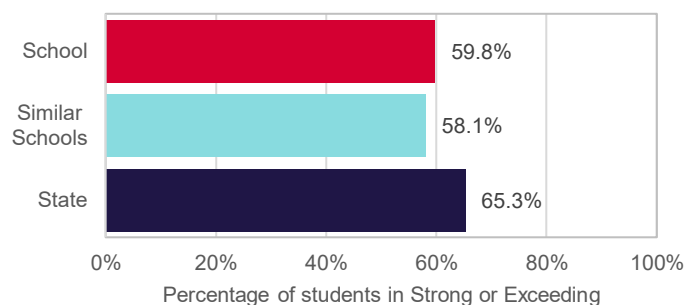
NAPLAN

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.

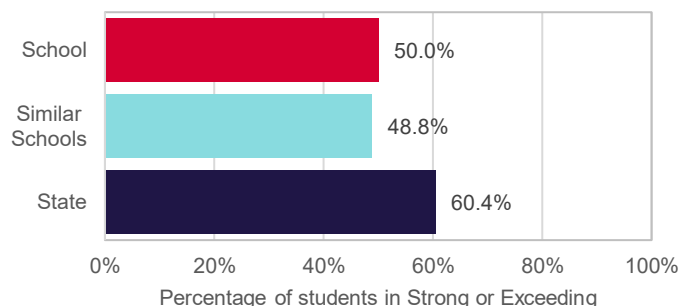| Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.8%	60.0%
Similar Schools average:	58.1%	57.0%
State average:	65.3%	65.7%

NAPLAN Reading (latest year) Year 7

	Percentage
School	59.8%
Similar Schools	58.1%
State	65.3%

Percentage of students in Strong or Exceeding

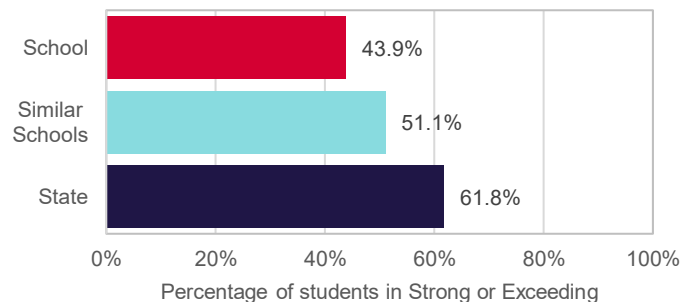| Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	47.3%
Similar Schools average:	48.8%	48.1%
State average:	60.4%	60.2%

NAPLAN Reading (latest year) Year 9

	Percentage
School	50.0%
Similar Schools	48.8%
State	60.4%

Percentage of students in Strong or Exceeding

Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.9%	46.2%
Similar Schools average:	51.1%	51.2%
State average:	61.8%	62.3%

NAPLAN Numeracy (latest year) Year 7

	Percentage
School	43.9%
Similar Schools	51.1%
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:	39.5%	41.2%
Similar Schools average:	45.4%	46.4%
State average:	58.9%	59.4%

NAPLAN Numeracy (latest year) Year 9
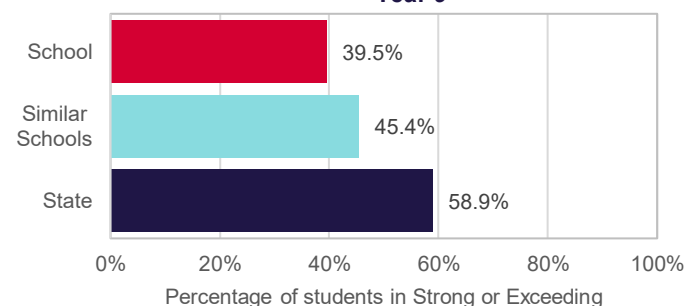
	Percentage
School	39.5%
Similar Schools	45.4%
State	58.9%

Percentage of students in Strong or Exceeding

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:	41.9%
Similar Schools average:	43.9%
State average:	54.6%

NAPLAN Reading (2022)
Year 7

School	41.9%
Similar Schools	43.9%
State	54.6%

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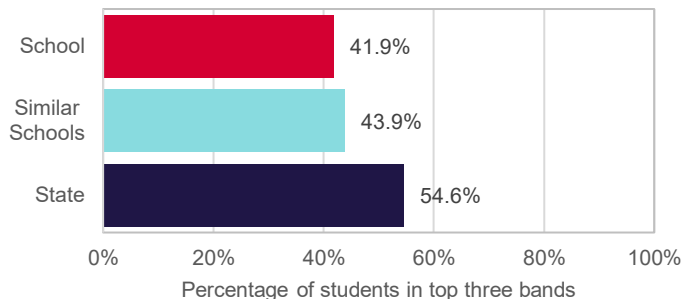
Reading
Year 9 (2022)

School percentage of students in the top three bands:	31.4%
Similar Schools average:	35.3%
State average:	47.2%

NAPLAN Reading (2022)
Year 9

School	31.4%
Similar Schools	35.3%
State	47.2%

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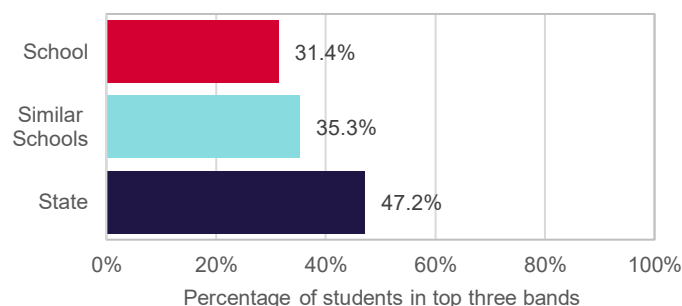
Numeracy
Year 7 (2022)

School percentage of students in the top three bands:	32.3%
Similar Schools average:	40.7%
State average:	52.5%

NAPLAN Numeracy (2022)
Year 7

School	32.3%
Similar Schools	40.7%
State	52.5%

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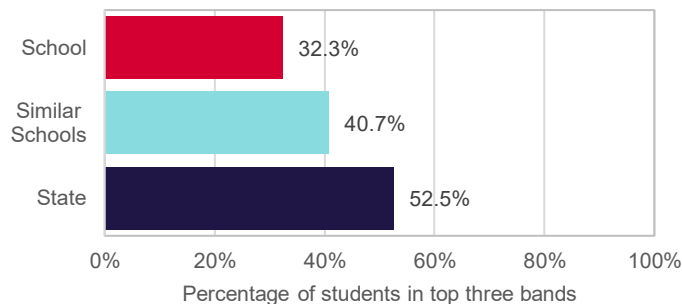
Numeracy
Year 9 (2022)

School percentage of students in the top three bands:	27.2%
Similar Schools average:	31.8%
State average:	44.7%

NAPLAN Numeracy (2022)
Year 9
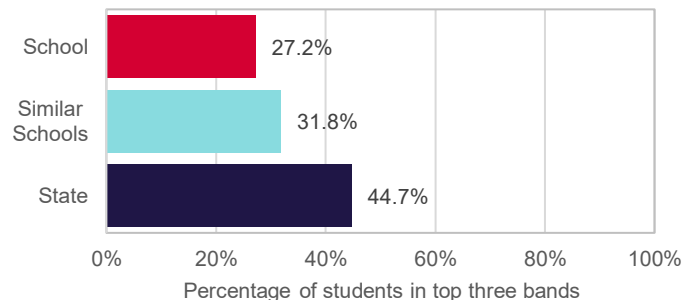
School	27.2%
Similar Schools	31.8%
State	44.7%

Percentage of students in top three bands

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).

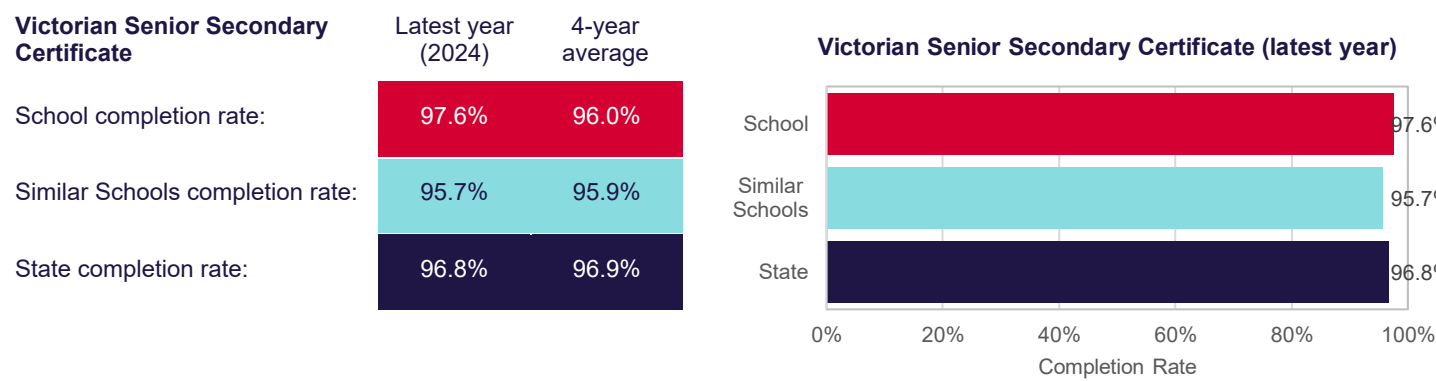This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	97.6%	96.0%
Similar Schools completion rate:	95.7%	95.9%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)

School	97.6%
Similar Schools	95.7%
State	96.8%

|	
Mean study score from all VCE subjects:	24.2
Number of students awarded the VCE Vocational Major	69
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	44%
Percentage VET units of competence satisfactorily completed in 2024:	87%

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:	46.2%	44.1%
Similar Schools average:	47.3%	49.0%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12

School — 46.2%
Similar Schools — 47.3%
State — 46.9%

Percentage endorsement
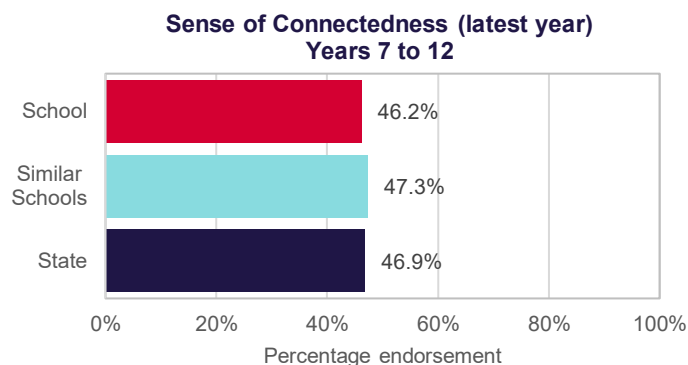
Student Attitudes to School – Management of Bullying

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:	53.2%	47.3%
Similar Schools average:	48.5%	50.3%
State average:	47.6%	49.1%

Management of Bullying (latest year) Years 7 to 12

School — 53.2%
Similar Schools — 48.5%
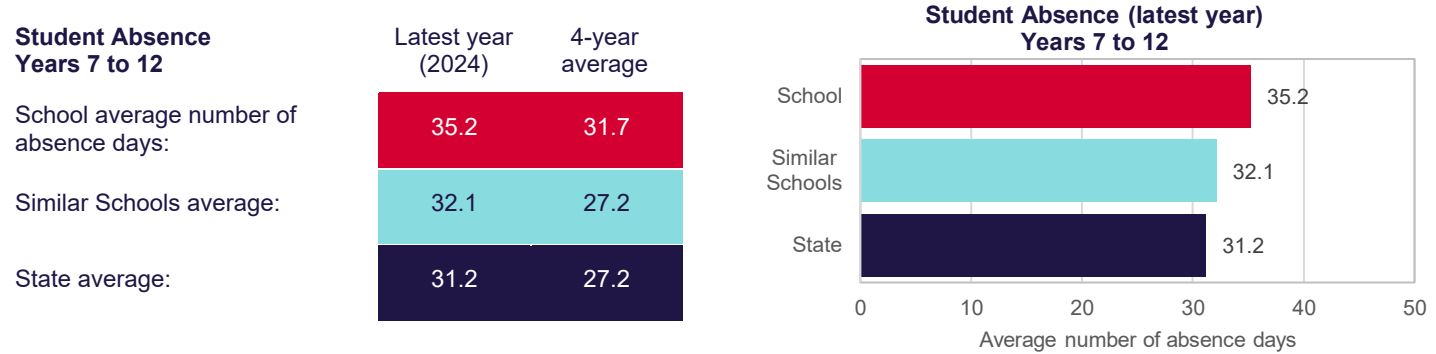State — 47.6%

Percentage endorsement
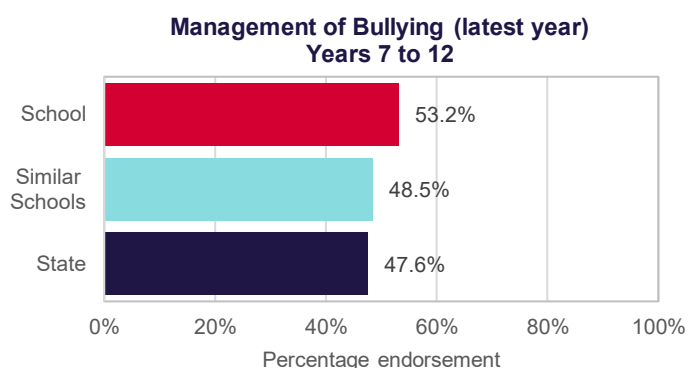
ENGAGEMENT

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.
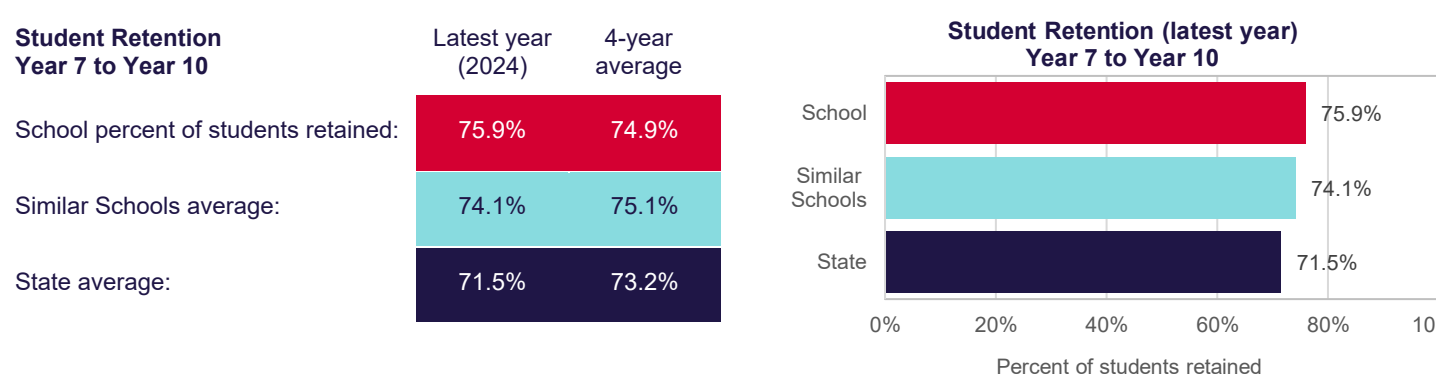
Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	35.2	31.7
Similar Schools average:	32.1	27.2
State average:	31.2	27.2

Student Absence (latest year) Years 7 to 12

School	35.2
Similar Schools	32.1
State	31.2

Average number of absence days

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):	86%	78%	78%	82%	82%	88%
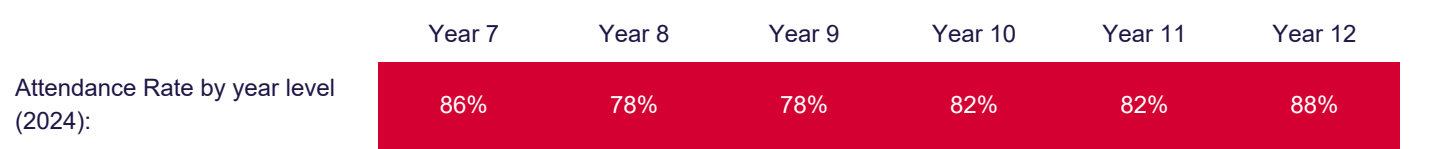
Student Retention

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:	75.9%	74.9%
Similar Schools average:	74.1%	75.1%
State average:	71.5%	73.2%

Student Retention (latest year) Year 7 to Year 10

School	75.9%
Similar Schools	74.1%
State	71.5%

Percent of students retained

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:	75.4%	87.2%
Similar Schools average:	87.9%	89.9%
State average:	88.6%	89.5%

Student Exits (latest year) Years 10 to 12

Percent of students with positive destinations
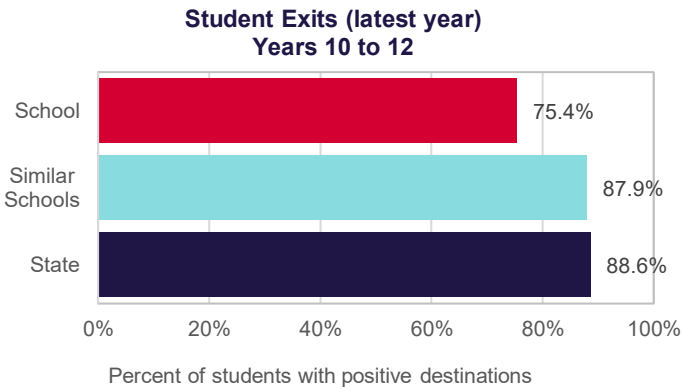
FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	$17,245,746
Government Provided DET Grants	$3,478,164
Government Grants Commonwealth	$14,196
Government Grants State	$12,291
Revenue Other	$253,882
Locally Raised Funds	$852,259
Capital Grants	$0
Total Operating Revenue	**$21,856,537**

Equity [1]	Actual
Equity (Social Disadvantage)	$2,918,697
Equity (Catch Up)	$132,134
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$3,050,830**

Expenditure	Actual
Student Resource Package [2]	$19,047,862
Adjustments	$0
Books & Publications	$12,536
Camps/Excursions/Activities	$531,874
Communication Costs	$26,520
Consumables	$498,119
Miscellaneous Expense [3]	$168,060
Professional Development	$216,877
Equipment/Maintenance/Hire	$796,646
Property Services	$454,219
Salaries & Allowances [4]	$766,227
Support Services	$1,325,329
Trading & Fundraising	$23,631
Motor Vehicle Expenses	$100
Travel & Subsistence	$0
Utilities	$137,577
Total Operating Expenditure	**$24,005,577**
Net Operating Surplus/-Deficit	**($2,149,040)**
Asset Acquisitions	**$238,875**

(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	$2,041,629
Official Account	$263,990
Other Accounts	$192,059
Total Funds Available	**$2,497,677**

Financial Commitments	Actual
Operating Reserve	$826,286
Other Recurrent Expenditure	($27,818)
Provision Accounts	$1,365
Funds Received in Advance	$754,847
School Based Programs	$547,728
Beneficiary/Memorial Accounts	$65,665
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$54,107
Repayable to the Department	$1,660,000
Asset/Equipment Replacement < 12 months	$709,500
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$357,500
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$10,668
Total Financial Commitments	**$4,959,848**

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.