2024 Annual Report to the School Community

School Name: Heywood District Secondary College (7910)

- 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 27 March 2025 at 02:26 PM by Kelly Webster (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 31 March 2025 at 12:06 PM by Kelly Webster (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

Heywood and District Secondary College is a small rural school of approximately 80 students from Years 7 -12 of whom 20% are Aboriginal or Torres Strait Islander. The Socio-Economic profile, based on our Student Family Occupation and Education index (SFOE) was considered as high. In 2024, the college had 25 staff; 2 Principal Class, 1 Leading Teacher, 12.9 (effective full-time) teachers, 0.6 Tutor and 9 (effective full-time) Education Support Staff.

Our students travel from outlying areas from Dartmoor, Bessiebelle to Tyrendarra with most students coming from the local Heywood Consolidated School. The Heywood community, situated near the newly recognised Budj Bim National Park, has a strong indigenous connection to country. We ensure that our staff undergo Cultural Understanding and Safety Training (CUST) to encourage these connections to strengthen and maintain. Our cherished relationship with Winda-Mara sees local elders working closely with the school to support the local Aboriginal children and our teaching of our local Gunditjmara Language and Culture Program. We strive to be valued as an innovative and outstanding College that promotes partnership between families, staff and the wider community. We endeavour to live by our motto of ‘A part of our community’. We support and empower students to accept responsibility for personal and academic growth and provide a safe and caring environment that allows all students to achieve their potential. We pride ourselves in the knowledge that each student is well-known to staff and that positive student-staff relationships prosper throughout the College.

As a school we are committed to providing a supportive, challenging education for all students. Our vertical house system has become a pivotal part of our student wellbeing programs. This is further enhanced by our 'Positive Behaviours 4 Learning' strategy, which aims to enrich the college environment and culture for both students and staff to develop and grow. As a result, Heywood and District Secondary College has refined its approaches to managing difficult behaviours, planning for effective teaching, and learning and emphasised the need for individual teachers and teaching teams to plan for and deliver trauma informed practices.

With respect to managing challenging behaviours of at-risk students, School Wide Positive Behaviours has been incorporated into the HDSC tier I, II and III ‘Positive Behaviours 4 Learning strategy’. Students in tier III have formal de-escalation strategies written into their behaviour response plans and teachers can accommodate the specific needs of students requiring trauma informed practices. Students who frequently require de-escalation or assistance with self-regulation are offered wellbeing assistance and teachers are supported to evaluate their current approaches and techniques.

We are also proud of the extensive links with the community of Heywood and surrounding districts which is strengthened by the 'Standing Tall' program, and is supported by a number of community organisations and obtains its mentors, allocated one each to over 20% of our students, from our local community.

The local Agriculture and Horticulture industry is an employer of a large percentage of our community and as a result we are continuing to establish a strong primary industry curriculum base. As a part of this we have a prosperous school farm rearing chickens and sheep and growing vegetables. We are also expanding our Community and Stephanie Alexander Kitchen gardens

where old building and tennis courts used to be situated.

In 2024, we will be aiming to improve the level of academic achievement across our student body in both Reading and Writing. We envisage that improvements in Literacy will have a strong impact on the level of student learning and confidence, which will have a flow on to school attendance, retention rates and student perception of themselves as confident, motivated learners and leaders. Our continued priorities will centre around firstly providing a positive learning climate to support improved student learning and engagement via our 'Positive Behaviours 4 Learning' strategy, where we envisage empowering student voice and agency and building school pride. We want students to leave our school with a love for learning, who see themselves as life-long learners with the necessary skills for future employment.

Our school vision and values reflect us as a school within our current community and are continually reflected upon to ensure that we uphold these.

Vision

Within our rich cultural landscape HDSC provides a positive, safe and inclusive environment that supports its community of learners to confidently pursue opportunity, embrace success and to challenge and support each other to achieve their personal best.

School Values

INTEGRITY
The quality of consistently being; honest, trustworthy, truthful, reliable, fair and accountable whilst upholding a positive reputation

RESPECT
Is showing consideration of feelings, issues and rights of others by actively listening, demonstrating empathy, and being accepting to create a safe, supportive and inclusive environment

PRIDE
Positively acknowledging and accepting ourselves and others by being proud of who we are, what we do and achieve

GROWTH
Be positive about improving your knowledge, skills and abilities. Be motivated to build on and grow your confidence.

Progress towards strategic goals, student outcomes and student engagement

Learning

HDSC generally runs small class sizes (under 22) which allows student learning to be closely monitored, the opportunities to provide teacher-student interaction to be enhanced. In Years 11 and 12, class sizes are even smaller, which allows for feedback on work performance, tailored to

each student. Our year 9/10 electives have now been running for four years and we have seen a greater student engagement in these classes due to student voice and choice. Student feedback has told us that they like working with students of different levels and not just their one class.

100% of our Year 12 students, who finished the year, successfully completed their VCE, 100% of our Senior Students satisfactorily completed all credits towards their completion of VCEVM and VPC studies, this is always supports positive transitions into apprenticeships and employment. Our Senior English class was supported by our Literacy Support Leader to enhance student's performance in writing in selected genres. 100% VET units of competence were satisfactorily completed with nearly half (48%) of our Year 12 students undertook at least one VET unit which demonstrates the career pathways our students are pursuing in the future.

In years 7 to 10 we continue to run specialist literacy groups to support students to enhance their learning in all areas. This was driven by the Literacy and Numeracy support delivered through MYLNS, Tutoring and specialist Literacy support. Our English teacher judgements overall, where students are at or above expected standards, continued to improve to 63% from 49.7% in 2023. Student at or above expected growth across years 7 -10 was 73% compared to 65% for the State and 59% for Similar Schools in Reading. This was also demonstrated in our expected growth for writing where 75% of our students compared to 68% (State) and 62% (similar schools). Results like these are demonstrating that the work being completed at a school level is being seen on our student outcomes.

This year we saw our NAPLAN reading results stronger than our numeracy results. 4 of our 10 Year 9 students were in the strong bands in Reading, 33.3% of our Year 9 students achieved a strong or exceeding proficiency in Reading(2 of which achieved an exceeding proficiency). this has transformed in a growth of 15.1% increase of students in the top two bands from Year 7 (2022) and Year 9 (2024). Though our year 9 numeracy levels in the top two bands were not as impressive, we still had an increase of 10% from year 7 to Year 9. In 2025, we will continue to focus on students who both need support and extension work to continue their growth.

Wellbeing

Our goal was to continue to embed our school vision and values over the past four years to create a stable, consistent learning environment where students could take risks with their learning. Throughout this year, this was at the forefront of our minds as we continued to find ways to embrace and reinforce this. As a school community, we did this through the interactions we had with each other, our students, and families. Students were always encouraged to do their best and this was demonstrated by some of our previously disengaged students completing and submitting work to an excellent standard. We had a major focus on creating positive relationships with students and their families to support students' wellbeing and learning.

Our wellbeing leader and school chaplain were given extra students to focus their time with by regularly checking in with vulnerable students who were not coming to school regularly. Their focus was about supporting the families with learning but more importantly the wellbeing of these students and families. Students continued to use Headspace to support their mental health. Our doctor, as part of the Doctors in Schools program, Mental Health Practitioner and Headspace have given students confidence in talking to someone, these has added a deeper depth to our wellbeing team.

Our four-year trend and 2024 data sees us performing below expectations in regards to connectedness when compared to similar schools, however, our percentage for positive responses increased to 38.3% from 25% (in 2023) and this is our highest result over the past five years. Many students who start at the college arrive with many complex needs and social problems. To support our students a strong contributor to combat this is the 'Hands on Learning' (HOL) and 'Standing Tall' mentoring programs. We were able to increase the number of mentors that are matched with our students in 2024. Over 20% of our students now have their own mentors who work closely with our mentor coordinator to improve student well-being across the college. The HOL program has also seen an improvement in student attitudes and wellbeing across the year levels they work, with students showing more pride in the school and willingness to share expertise with visitors and staff.

In 2024, we continued to embed and use a school-wide instructional approach to student management, engagement and the development of a positive school culture. 'Positive Behaviours 4 Learning strategy', guided by a list of positive behaviour expectations, we believe simplifies, and raises, the level positive behaviours displayed amongst both staff and students. We expect wellbeing trends to improve with an established house system to monitor student academic progress and personal wellbeing. This, along with the implementation of School Wide Positive Behaviours as part of our 'Positive Behaviours 4 Learning' (PB4L) strategy and development of the PB4L instructional model, we aim to boost a strong sense of belonging to a positive learning community amongst our students. This has been demonstrated in our student survey results around managing bulling, where we had a positive increase of 13% since 2023. We have also seen an increase in respect for diversity which has continued to increase over the past five years. 64% of students say that they have an advocate at our school, this is an increase of 12% on 2023. 72% of students have said that they are not experiencing bullying, with 74% stating that they have not been bullied in the past 12 months, this is higher than both similar schools (73%) and our network (69%).

Engagement

Through our vertical homegroup system, staff have strengthened relationships with a small number (5 - 8) of students, with daily and weekly check-ins regarding their academics, wellbeing, and engagement in school. To build on our school values, we have a focus on respectful relationships and social and emotional learning during this time. Homegroups have become more important way to start the day with shared breakfast, exercise, puzzles, jokes and quizzes, thus keeping everyone connected to the school and their peers.

In 2024 our staff meetings were often used to offer collaboration and support to staff with year level teams (what is working, concerns and solutions) and more time was given to the embedding of our PB4L strategy and use behavioural data to investigate trends and learning opportunities. During 2024 we have continued digging deeper into our PATR results to find areas students needed support to build their knowledge and strategies, these were then taught by the teacher and supported with aides and our Literacy Support Leader. Time was also given in meetings for staff to work on differentiation and the development of new tasks for students that caters for their Literacy levels. On the surface, HDSC's attendance rate had stabilised, unfortunately due to a number of students with chronic absences our average number of days absent was 45.8 days up from last year, with our 39.4 days as a 4-year average. This unfortunately was below our attendance target. When looking at particular year levels from 2023, our data displays that our lower attendance rates

in years 8, 9 and 10 are also where our chronic absentees are. We saw a number of our chronic data to absenteeism was due to students suffering from anxiety, the wellbeing team worked alongside families and agencies to support these students to return to school. To combat this, we also continued with our 'Hands on Learning' and 'Standing Tall' programs with its primary target to increase attendance rates amongst the chronic absence group; the resulting effect on this cohort was positive. Our House system was used more rigorously to track attendance and reward attendees with house points and recognition. As a response to our ongoing attendance rate issues, the school embedded an Attendance Strategy which included calling parents every day. The aim for this strategy is to further improve our attendance in 2025.

Our student retention in Year 7-10 in 2024 (57%) was below Similar Schools (67.2%) and the State (71.5%). Our retention rate fluctuations is largely due to an increasingly transient population, due to challenging local economic factors in recent years. We have also had a number of students who have transferred between schools due to changing addresses and no longer able to get to school. Our move to use the South West TAFE is our major provider of VET courses has increased subject offerings, closer to home, which we believe will continue to see improvements in retention rates from Year 7-12. Students who start in the Senior School are more engaged in their learning with 89% (unfortunately one student left in second semester) of VCE and over 85% of VCEVM (Year 11 and 12) students completing their studies.

HDSC has a strong history of seeing our students make positive transitions into work or full-time study. In 2023 we saw 83% of our students make a positive transition to work or higher education; including TAFE, with an extra 11% of students taking on several part-time jobs which equate to full time work. As economic conditions in local industries improve, we believe this will assist our students to make improved work transitions over the next three years. We have also targeted key VET courses with localised employment options; for example, the health industry which has a job shortage in the local area.

Other highlights from the school year

In 2024 the school ran three games days: English, Maths and Science. These were very successful and supported by the local Portland, Dartmoor, Narrawong, Heywood and Branxholme Primary Schools. We also celebrate these by having the local radio station here on the day and allow all schools to speak. These days are run as part of our transition program from Primary to Secondary school.

This year we ran three school camps for year 8, 9 and 12 students, where over 95% of students and staff participated. Overnight camps also ran for our Year 9/10 Outdoor Education class alongside many day excursions. The greatest supported activity ran for the year was our end of year day to the Geelong Water Park which all students are able to take part in and looked forward to.

Our Year 9 and 10 electives still continue to engage students through the variety of choice they can make, 2024 saw the revamp of the subjects on offer in 2025 and 2026 after student led discussions on what they wanted to learn about.

Financial performance

We are fortunate to have healthy funds of $731, 442 available to the school including $617, 276 in the HDSC High Yield Account. Funds were used to improve the college to create a sense of inclusion and pride, across the school. Some of our savings were used to upgrade and updated our school building, to ensure learning environments could be maximised. In 2024, HDSC ran in surplus due to the lower number of staff supporting student learning joining the school, we felt that we needed to be careful with what we spent due to our falling numbers over the past couple of years and wanting to ensure that we had the funds to cover staffing into 2025 and beyond. We also had issues on attracting staff to our school across the year and used ongoing CRTS to cover some of our classes. We also used our Equity money of $178,167 for staffing of our programs to support students who were experiencing learning difficulties, such as, 'Hands on Learning' and ‘Literacy programs’ to support and extend student learning and wellbeing.

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 79 students were enrolled at this school in 2024, 33 female and 45 male.

0 percent of students had English as an additional language and 22 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.

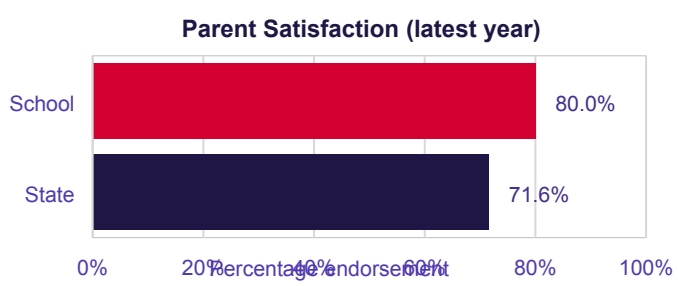
This school's SFOE band value is: **High**

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:	80.0%
State average (secondary schools):	71.6%



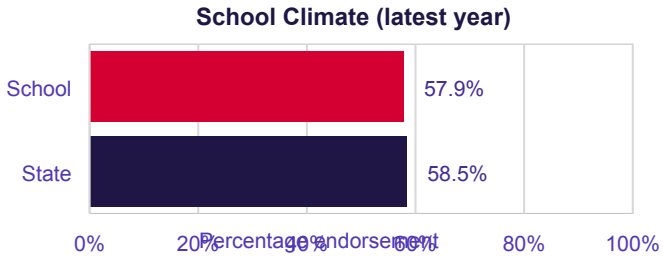
School Staff Survey

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:	57.9%
State average (secondary schools):	58.5%



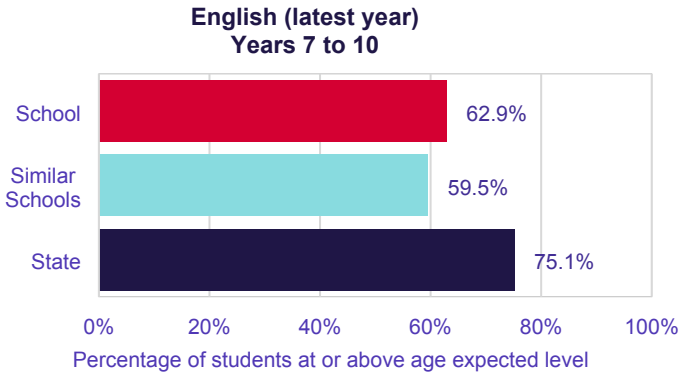
LEARNING

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.***

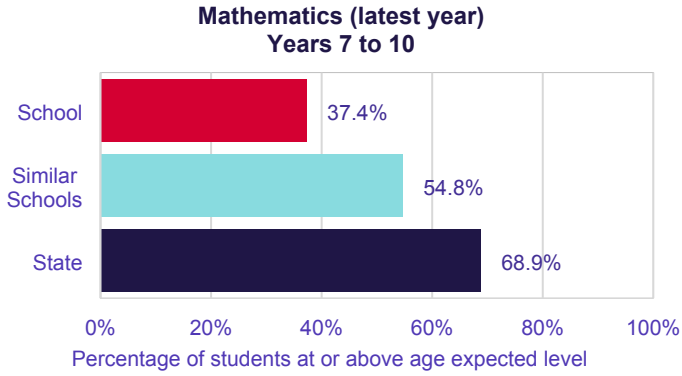
Teacher Judgement of student achievement against the Victorian Curriculum

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:	62.9%
Similar Schools average:	59.5%
State average:	75.1%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	37.4%
Similar Schools average:	54.8%
State average:	68.9%



LEARNING (continued)

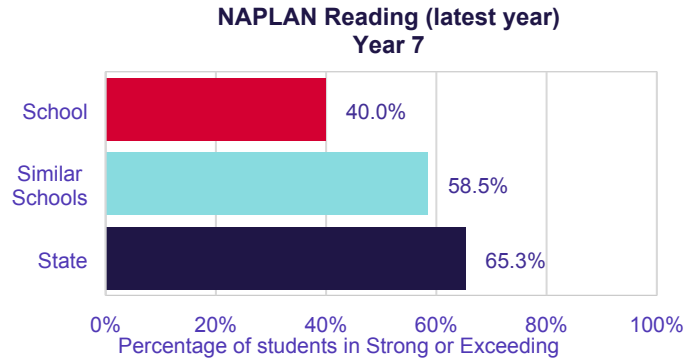
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

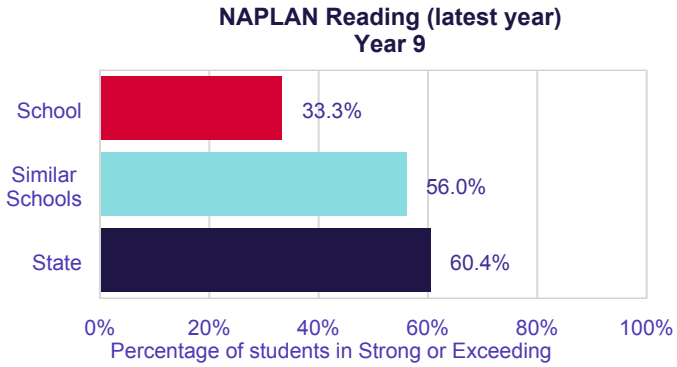
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

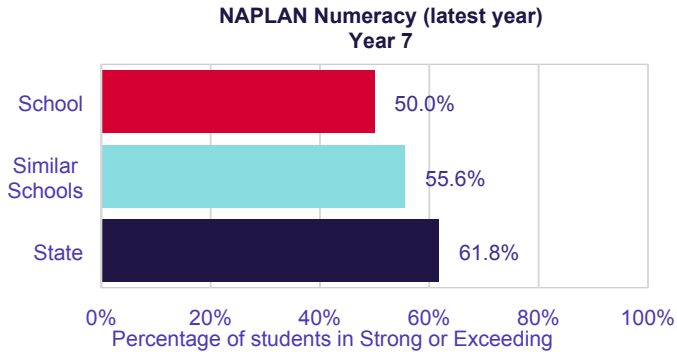
Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	37.0%
Similar Schools average:	58.5%	58.3%
State average:	65.3%	65.7%



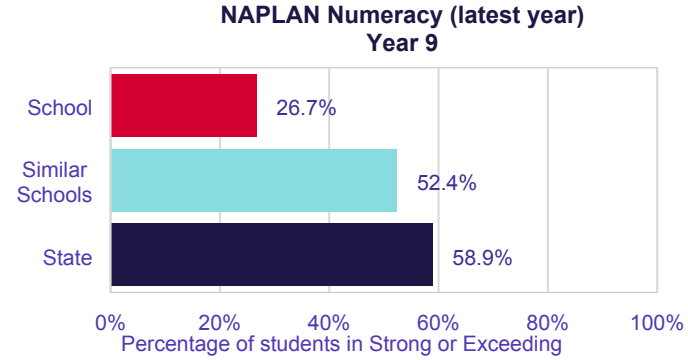
Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	36.0%
Similar Schools average:	56.0%	53.0%
State average:	60.4%	60.2%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	51.9%
Similar Schools average:	55.6%	55.1%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	26.7%	36.0%
Similar Schools average:	52.4%	52.3%
State average:	58.9%	59.4%



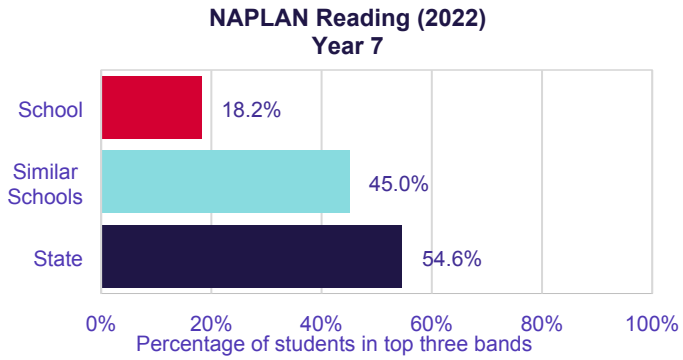
LEARNING (continued)

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)

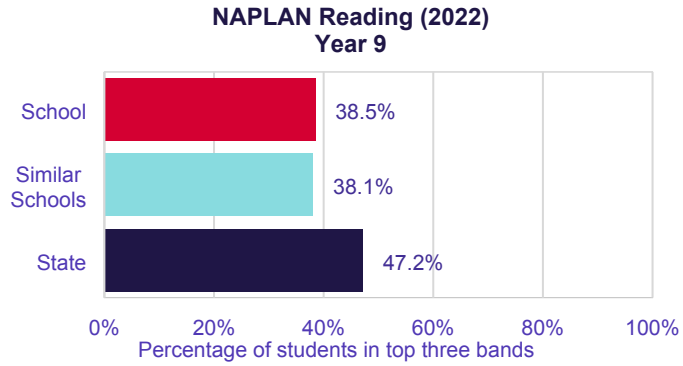
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	18.2%
Similar Schools average:	45.0%
State average:	54.6%



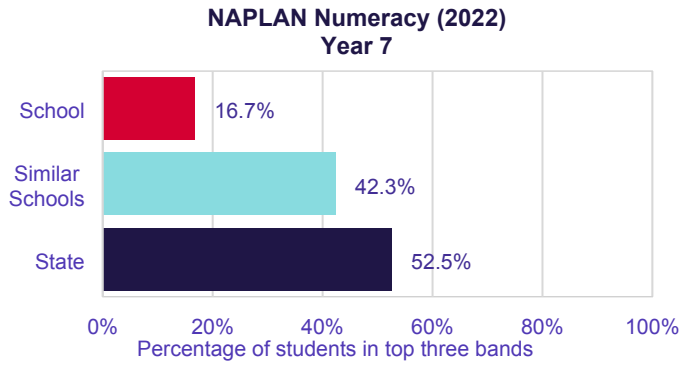
Reading
Year 9

	(2022)
School percentage of students in the top three bands:	38.5%
Similar Schools average:	38.1%
State average:	47.2%



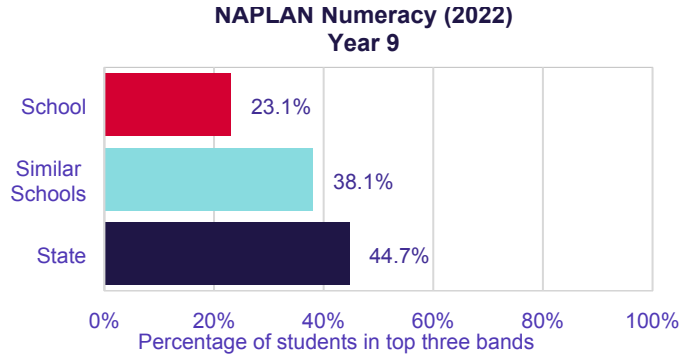
Numeracy
Year 7

	(2022)
School percentage of students in the top three bands:	16.7%
Similar Schools average:	42.3%
State average:	52.5%



Numeracy
Year 9

	(2022)
School percentage of students in the top three bands:	23.1%
Similar Schools average:	38.1%
State average:	44.7%



LEARNING (continued)

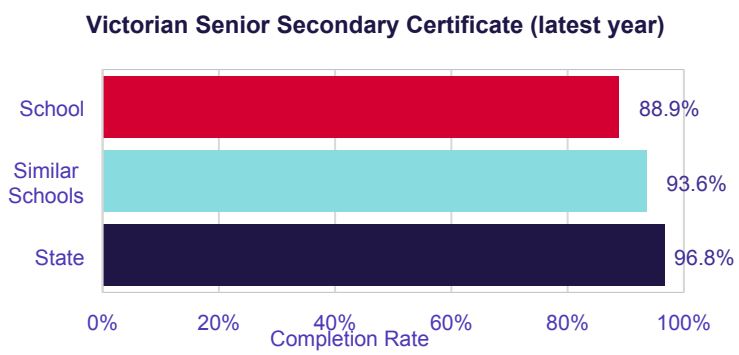
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	88.9%	95.5%
Similar Schools completion rate:	93.6%	95.7%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	25.5
Number of students awarded the VCE Vocational Major	NDP
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:	48%
Percentage VET units of competence satisfactorily completed in 2024:	100%

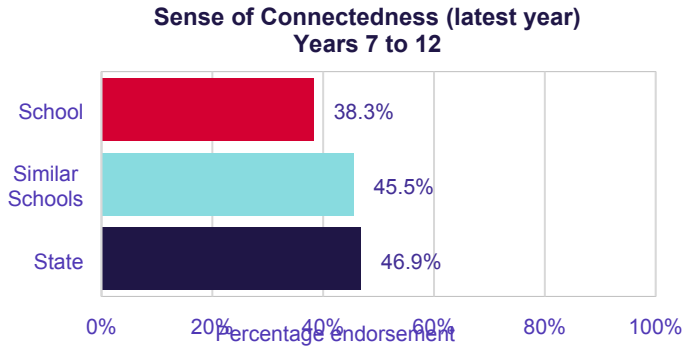
WELLBEING

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).

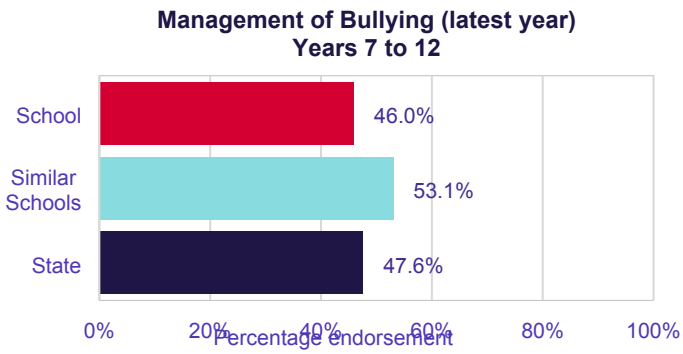
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	38.3%	30.8%
Similar Schools average:	45.5%	46.3%
State average:	46.9%	48.0%



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:	46.0%	35.3%
Similar Schools average:	53.1%	53.7%
State average:	47.6%	49.1%



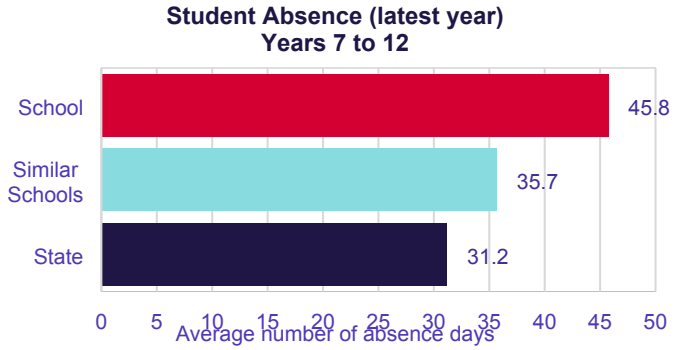
ENGAGEMENT

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:	45.8	39.4
Similar Schools average:	35.7	32.9
State average:	31.2	27.2



Attendance Rate (latest year)

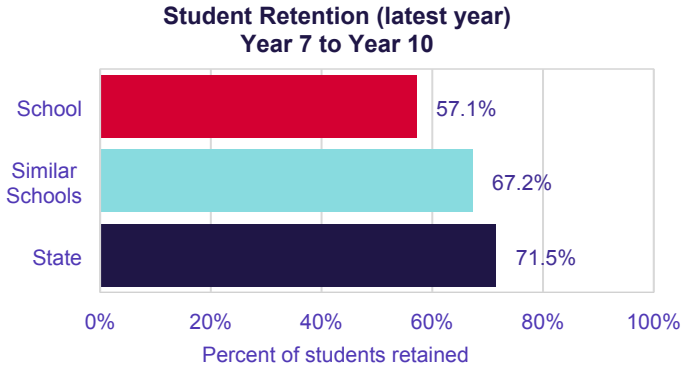
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	73%	71%	65%	79%	92%

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:	57.1%	62.2%
Similar Schools average:	67.2%	69.8%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

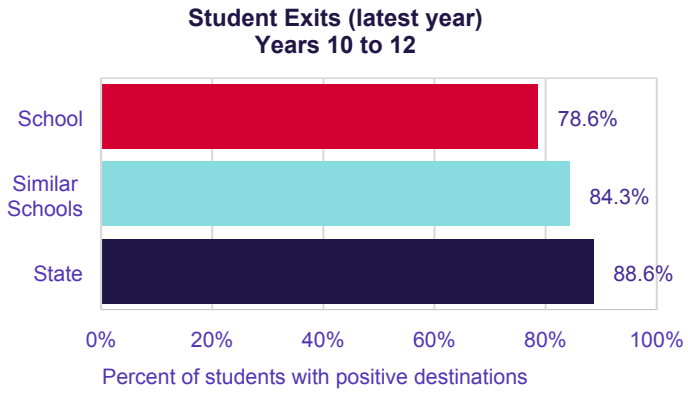
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	78.6%	75.8%
Similar Schools average:	84.3%	85.5%
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	$2,704,306
Government Provided DET Grants	$598,869
Government Grants Commonwealth	$0
Government Grants State	$11,550
Revenue Other	$108,627
Locally Raised Funds	$77,101
Capital Grants	$0
Total Operating Revenue	**$3,500,452**

Equity [1]	Actual
Equity (Social Disadvantage)	$163,486
Equity (Catch Up)	$14,681
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$178,167**

Expenditure	Actual
Student Resource Package [2]	$2,475,514
Adjustments	$0
Books & Publications	$3,311
Camps/Excursions/Activities	$56,308
Communication Costs	$5,677
Consumables	$61,683
Miscellaneous Expense [3]	$52,396
Professional Development	$16,525
Equipment/Maintenance/Hire	$93,088
Property Services	$239,693
Salaries & Allowances [4]	$130,932
Support Services	$142,776
Trading & Fundraising	$10,252
Motor Vehicle Expenses	$16,930
Travel & Subsistence	$1,158
Utilities	$49,326
Total Operating Expenditure	**$3,355,568**
Net Operating Surplus/-Deficit	**$144,884**
Asset Acquisitions	**$351,877**

(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	$617,276
Official Account	$114,166
Other Accounts	$0
Total Funds Available	**$731,442**

Financial Commitments	Actual
Operating Reserve	$146,676
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$28,373
School Based Programs	$25,088
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$269,500
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$484,637**

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