

2024 Annual Report to the School Community

School Name: The Grange P-12 College (8783)



- 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 24 March 2025 at 01:58 PM by David Smillie (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 27 March 2025 at 04:46 PM by David Smillie (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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



About Our School

School context

The Grange P-12 College is a multi-campus school located in Hoppers Crossing in the outer Western Suburbs of Melbourne in the growth corridor of the City of Wyndham. The College is culturally diverse, with our students coming from 58 countries and speaking over 60 languages. The College is located in a lower socio-economic community, with an Index of Community Socio-Educational Advantage (ICSEA) value of 970 and a Department of Education (DE) School Family Occupation Education of 0.5060. Of note, is the distribution of this equity disadvantage; 48% of students sit in the bottom quartile, 29% lower middle quartile, 17% in the upper middle quartile and 6% in the top quartile. This translates as each class from Prep to Year 12 having 50% of students who are equity funded. This is recognised by DE, and we receive equity funding of \$2.4 million. The College's current enrolment is 1935.

The College has successfully embedded the School Wide Positive Behaviour's Framework (SWPB), Respectful Relationships and the values of Respect, Learning and Working Together into our daily practice. We have implemented a guaranteed and viable learning practice across P-12, based on the Framework for Improving Student Outcomes (FISO 2.0), which provides a highly structured and explicit approach to teaching and learning. All staff utilise the High Impact Teaching Strategies, including differentiated teaching plans and a common lesson structure with primary staff utilising GANAG and secondary staff the Four-Part Lesson Structure.

All teaching staff are members of a Professional Learning Community who work collectively to develop curriculum, create rigorous assessments, moderate student work and analyse data to ensure work is at an appropriate level for all students. The College curriculum development and professional learning for staff is structured around the inquiry cycle. Our focus is to ensure each student receives social, emotional and academic support to successfully complete Year 12, progressing to their chosen pathway in either tertiary study, training, or full-time work. The College has developed a Sports Science Academy Program specialising in Rugby, Netball, Volleyball, Cricket, and Gymnastics. This program operates from Year 4 to Year 12 with pathway partnerships around Sport Science and tertiary institutions. Partnerships include Rugby Vic, NRL Vic, Western United Football Club, Victoria and Deakin University. Students engage in our Athletes Development Program two mornings per week.

The Sports Science Academy and Science Program are enhanced by completed capital works providing state of the art facilities. Similarly building works to improve performing arts are completed. The College continues to work with DET and State Government to attract Capital Works Funding for Callistemon Campus. This year the College has planned a STEM Academy to commence in 2025. The Academy will initially commence at Year 6,7 and 9. The program will particularly focus on mathematics, practical applications and partnerships with industry and tertiary providers. A key focus of the STEM academy will support the engagement of young women in science. The College offers a range of intervention programs across Prep to Year 12. From Year 7-9 students engage in Core Literacy Program aimed at point if need learning and designed to further improve NAPLAN literacy outcomes. This year, all Grade 6 to Year 8 staff were trained in strategies to build reading comprehension skills.

The College's Marrung Champion is employed on a full-time basis and supports Koorie students with a focus on cultural safety, learning and pathways support through developing community relationships. The KLNP provides extensive literacy and numeracy support. Callistemon P-6

Campus: two programs are firmly embedded through the DIP model, 'Rainbow' Room, and 'Gold Program'. Specialised staff work with smaller groups of students to support their academic, social and emotional growth. Our academic 'Boost' groups from Years 2 to 6 focus on learning growth in the areas of numeracy, literacy and reading comprehension. The purpose of these groups is to boost the performance of students in the middle two NAPLAN bands.

We provide an innovative STEM Program that encompasses students solving complex problems by working collaboratively on projects utilising leading edge technologies such as coding, robotics, 3D printing etc. · Deloraine 7 – 12 Campus: 'Stepping-Stones' Program supports Year 7 & 8 students within a small group setting to provide tailored support in the areas of literacy, numeracy and self-regulation. At Year 10, identified students receive targeted Literacy intervention (MYLNS) in the areas of reading and writing. We have introduced a re-engagement program for Years 7 to 10 students to assist those with chronically low attendance transition and effectively move back into the secondary setting. The focus of the program is to assist students develop foundational literacy, numeracy, and pathways skills.

There is also a High Achievers Program from Year 7 to 10 offering extension and accelerated learning programs. The Grange P-12 College offers smooth transitions through the various stages of learning: P-4; 5-8 and 9-12. Students moving into Prep are immersed in a strong transition program, providing a seamless orientation program into school from kindergarten, day care or home. All students have access to a well-resourced pathways program from Year 4. A range of intervention programs also exist across the College to support student learning as well as individual learning plans for students in Year P-6. All Year 6 students undertake a weekly elective program at the Secondary Campus to familiarise and establish highly supportive transition to Year 7. All students commencing in Year 10, transitioning from P – 9 schools are provided with a supportive transition to Year 10.

There are many options in the later years of schooling for VCE, VCE – Vocational Major and VET. Students in Year 10 can access vocational and VCE programs and we are well resourced with a Trade Training Centre focused on automotive studies, as well as VET courses in Hospitality, Screen and Media, Sport and Recreation and Make-up. The College has a supportive and encouraging ethos enabling students to engage in a sense of belonging within our school community. Similarly, well-resourced Sub School Teams, Wellbeing Teams and Professional Learning Communities highly support staff.

The Year 9 Inspire Program continues to develop student confidence, resilience, and focused academic preparation for senior years of schooling. The program encourages active student participation via outdoor education camps, engagement with local community and Deakin University. We also utilise a range of guest speakers and programs to develop positive relationships with community.

Our college employs a Senior School Programs and Pathways structure and team. The key focus of this team is developing individual pathway and careers plans for students in Year 7 to 12. This team is active in curriculum design around the Vocational Major and in developing traineeships. This year the College will be involved in the DE Headstart Program. A further focus is on developing community links with Universities, TAFE, LLEN, employers for all students including a targeted approach for EAL, indigenous and international students. Our college is compliant with The Victorian Government's Child Safe Standards.

The Grange P-12 College is committed to the safety and wellbeing of all children and young people. This is the primary focus of our care and decision making. The Grange P-12 College has zero tolerance for child abuse. The Grange P-12 College is committed to providing a child safe environment where children and young people are safe and feel safe and their voices are heard regarding decisions affecting their lives. Particular attention is paid to the cultural safety of

Koorie children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in The Grange P-12 College has a responsibility to understand the importance and specific role they play individually and collectively to ensure the wellbeing and safety of all children and young people. Importantly, students are engaged and have a strong voice through Student Representative Council, College Captains, and the house system.

This year via the Marrung Strategy, we have introduced Koorie Captains at the P –6 and Year 7 to 12 level to establish a forum for all Koorie students to shape their college, develop leadership potential and act as role models to all Koorie students. Given that we have a large number of African and Pacifika students we also engage with a range of community groups to ensure there is a sense of engagement, equity and fairness for those students. The Sport Science Academy has provided excellent opportunity, engagement, and support for these students. At the Grange P-12 College, our school community aims to provide all students with an educational setting that is engaging, challenging and caters for individual needs, is safe and promotes positive wellbeing, meets individual academic and pastoral needs, and prepares students for higher education and/or employment. Importantly our College is underpinned by our College Values of Respect, Learning and Working Together.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Read Write Inc phonics program at Callistemon and Core Literacy program at Deloraine are embedded to support literacy outcomes, with further teacher training occurring in these areas and a range of differentiated teaching and learning resources created. In 2024, 62% of students performed in the Strong or Exceeding proficiency in Reading, which was higher than the similar school average of 60.7%, but lower than the state average of 65.3%. In Year 9, 46.7% of students performed in the Strong or Exceeding proficiency, which was below the similar school average of 52.7% and state average of 60.4%. Despite the incremental improvements seen across the NAPLAN test results, Teacher Judgement of student achievement against the Victorian Curriculum indicates that the College has a number of students performing below expected level. In Years Prep to 6, 71% of students are at or above age expected levels for English and Mathematics, and this figure is at 55.8% for Years 7-10 students. Both measures are below state average. The Tutor Learning Initiative will continue to be a key driver in ensuring that students who are performing below expected level receive both individual and small-group direct instruction in areas of need, as will the Core Literacy program at Deloraine and NAPLAN sprints in Terms 1 and 4.

In Numeracy, 42% of Year 3 students achieved in the Strong Or Exceeding proficiency levels on the NAPLAN tests. This figure is below both similar schools (50%) and the state average (65%) and is indicative of the struggles our cohort faced with engaging with Maths in an online capacity during the prior remote learning period. Similarly, the 47.4% of Year 7 students in the Strong and Exceeding proficiency levels on the NAPLAN tests is below similar schools (54.8%) and state average (61.8%). This is mirrored at Year 9, where 44.7% of students were in the Strong and Exceeding proficiency levels for numeracy, compared to a 50% similar school's average. In response to performing below similar schools and state average in Numeracy in previous years,

Mathematics leaders and teachers at both campuses engaged in a range of professional learning experiences through our DSSI team, the Victorian Academy of Teaching and Leadership and local Communities of Practice to ensure that teaching approaches align to evidence-based practice and incorporate DE's 'Big Ideas in Mathematics'. This work is starting to improve outcomes in Year 5 Numeracy, where 56% of students were in the Strong and Exceeding proficiency levels (only just below similar schools at 55% and state 57%)

The College achieved improvements in many areas of VCE results in 2024. The median study score for all VCE studies in 2024 was 25, which was consistent with the median score of 25 in 2023. In 2024, 3.2% of students achieved a study score of 40 and over, which was higher than the 1.7% of students in 2023. In Further Mathematics, the mean study score increased from 28.6 in 2023 to 31.6 in 2024, however the mean study score for English slightly decreased from 25.1 in 2023 to 24.2 in 2024

These improvements were achieved after the introduction of a VCE School Improvement Team (SIT) and regular VCE Improvement meetings with all VCE teaching staff. In addition, the above improvements were achieved through teachers engaging in targeted professional learning via 'Meet the Assessor' sessions, professional development via the VCE Improvement meetings, coaching via our Assistant Principals, students attending revision lectures for each subject provided by Connect Education, high levels of moderation and cross marking, coaching from our DSSI team, provision of an after-school Homework Club that was staffed by volunteer VCE teachers and an increased number of staff being appointed to VCAA exam assessor roles. In addition, the Assistant Principals conducted regular learning walks, feedback sessions and goal setting with all VCE and VCE-VM teachers in 2024, which led to consistent practice in the College's Instructional Model, use of High Impact Teaching Strategies and provided opportunities for student voice and agency. Teachers who participated in these sessions with the APs reflected on their performance and set improvement goals in response to leadership and student feedback. In 2024, 95.1% of students completed the VCE, which was above the 4-year average of 93.6%. This is slightly below the state average of 95.5% completion. Additionally, the new Victorian Certificate of Education Vocational Major (VCE-VM) program and Victorian Pathways Certificate (VPC) were introduced for Units 1-4, which replaced the Victorian Certificate of Applied Learning (VCAL). An Assistant Principal for the VCE-VM was employed to ensure that a rigorous program is developed that prepares students for work in their chosen industry. In 2024, Units 3 and 4 VCE-VM Numeracy were audited by the VCAA and the feedback was positive. A short excerpt from the report is below:

"The curriculum and assessment plan is very comprehensive. It is thorough and well-organised and includes detailed teaching and learning activities, assessment tasks and timelines for both. The plan also demonstrates that the school has incorporated the VCE Assessment Principles and the Pillars of Applied Learning throughout both Numeracy units."

Wellbeing

At Deloraine, the Wellbeing teams continue to be strongly resourced with one Wellbeing staff member attached to each Sub-School, where they were able to provide immediate and high-quality support for students who needed it most. Each Wellbeing staff member is highly experienced and regularly collaborate with Year Level Leaders and teachers to ensure that best practices regarding the management of challenging behaviours and mental health struggles were

implemented. These Wellbeing Teams played an integral role in ensuring that students were provided with crisis support, long term counselling and referral to outside agencies. Additionally, the Wellbeing Team members complied with legislative requirements by liaising with DFFH, Child Protection and SOCIT where required. The Wellbeing Teams are supported by a school doctor, school lawyer, school nurse and speech pathologists to ensure that wrap-around care is provided to our most vulnerable students.

At Deloraine, three mentors were employed to work with students in the areas of goal setting, positive mindset and breaking down barriers to schooling success. These mentors have formed strong rapport with students and were able to provide individualised support to a range of students across the College. Furthermore, a range of support programs such as Shooters Shoot, Better Me, Brainstorm Production, Rainbow Group and Project Rokit were offered to students who needed adjustments made for them in order to be able to fully engage with their schooling. These programs were vital in building social skills, strengthening peer relationships, reducing conflicts, encouraging emotional regulation, providing strategies for positive mental health and increasing resilience.

At Callistemon Campus we continue to support students via Rainbow and Gold programs which have each been significant in managing challenging student behaviours and learning styles. These programs are unique to our College and focus on both educative and emotional development. Not only do the programs focus more targeted learning but also support the standard classroom via smaller class sizes. Wellbeing programs occur across lunchtimes and before school. All students are identified as to learning needs and individual behaviour and learning plans identified. Currently we have a team to identify, apply and manage disability and inclusion funding for students with high needs. Our wellbeing spaces are highly equipped and provide sanctuary from noise and behaviour from other children

Engagement

Across the College, attendance continued to be a major focus. The College formed an Attendance School Improvement Team (SIT) who meet fortnightly to discuss and monitor strategies that are aimed at reducing the average number of student absence days. For years Prep-6 students, the average number of days absent is 29.3, which is higher than similar schools (26.1) and state average (21.8). This is mirrored in the Years 7-12 cohort, with the 35.3 average number of absent days above similar schools (31.5) and state average (31.2).

The College worked closely with external support agencies to address concerns in these areas, including engagement with Koorie Education Support Officers (KESOs), Navigator, LOOKOUT, SSSOs and DE Supports. This, in conjunction with our full-time P-12 Marrung Champion, Smoking Ceremonies and SPPIKE training for staff, has enabled us to ensure that the cultural, emotional, social and academic needs of our First Nations students are addressed. Student Voice and Agency – The percentage of Year 7 students who remain at the College through to Year 10 was 67.5%, which is within similar schools and state average.

The percentage of Years 10-12 students who exited to further studied or full-time employment was 74%, which was below similar schools (86.1%) and the state (88.6%). The Careers and Pathways team supports student engagement at The Grange P-12 College through detailed conversations about pathways and career aspirations and provides students with the opportunity to attend multiple Career and Employment Expos, Trades Fit expo (specifically for our female and non-binary students), University open days, incursions and small group workshops based on

specific needs. This can include seeking a part time job, resume writing, interview preparation or creating a study schedule. Students can book their own appointments to attend a careers counselling session through the College career website.

Financial performance

The Grange P-12 College Council is committed to resourcing programs as outlined in the Annual Implementation Plan. The College provides facilities to support student learning opportunities and engaging activities. Our 2024 Equity funding was utilised to support specialised re engagement intervention and extension programs, with a focus on wellbeing to support students returning from remote learning. This funding provided the framework and resources for improved student wellbeing and connectedness as reflected in this report. Hiring of school facilities to local community and our Joint Use Agreement Partner, Belgravia Kids, has continued to increase customer base. Our Planned Maintenance spending has been fully utilised including funding carried forward from previous years. A Rolling Facilities Evaluation was undertaken in 2023 with a project manager appointed to tender works Term 4 2024. We have refurbished office spaces and replaced furniture for Junior Classrooms. Our Financial Report at the end of this document reflects cash was spent in the year it was received and carried forward amounts relate to commitments still to be expended. The cash spending also reflects increased spending to cover teacher recruitment issues, positions were covered by Casual Relief Staff funded and paid through our cash budget. The College continues to operate a small surplus budget and is hopeful of Capital Works funding to upgrade Callistemon Campus facilities and student/staff amenity.

**For more detailed information regarding our school please visit our website at
www.thegrange.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 1,949 students were enrolled at this school in 2024, 926 female and 1021 male.

37 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.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction

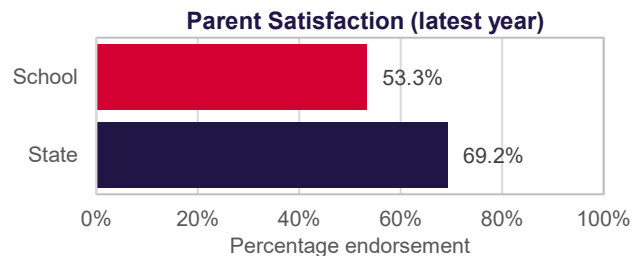
Latest year
(2024)

School percentage endorsement:

53.3%

State average (P-12 schools):

69.2%



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

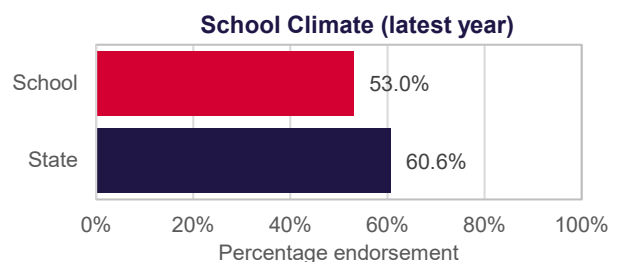
Latest year
(2024)

School percentage endorsement:

53.0%

State average (P-12 schools):

60.6%



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

66.8%

Similar Schools average:

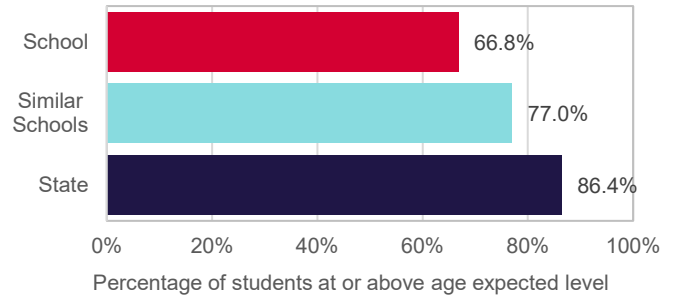
77.0%

State average:

86.4%

Latest year
(2024)

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

55.8%

Similar Schools average:

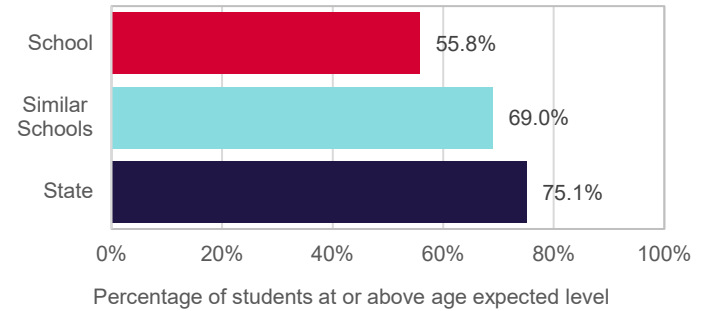
69.0%

State average:

75.1%

Latest year
(2024)

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

68.1%

Similar Schools average:

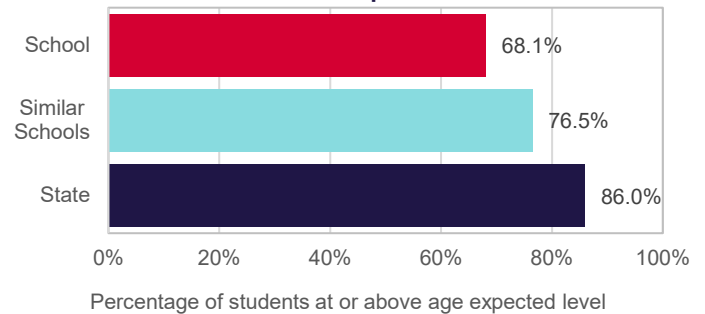
76.5%

State average:

86.0%

Latest year
(2024)

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

51.9%

Similar Schools average:

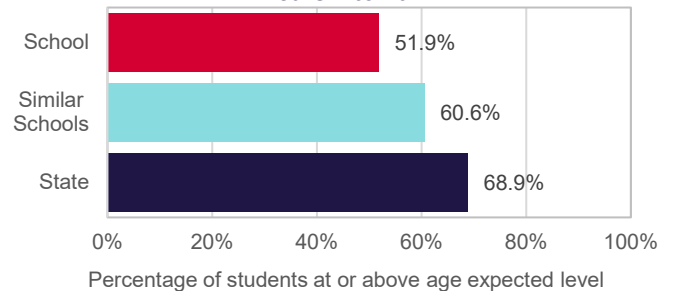
60.6%

State average:

68.9%

Latest year
(2024)

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

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

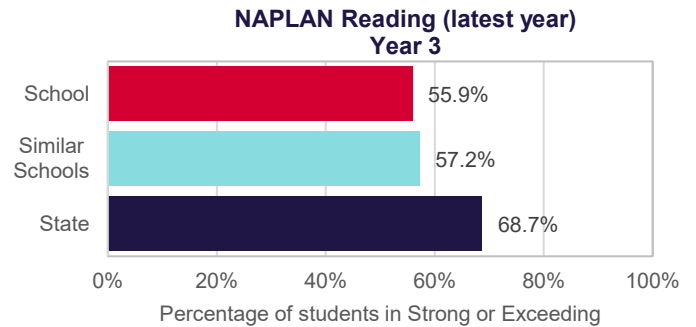
NAPLAN

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

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

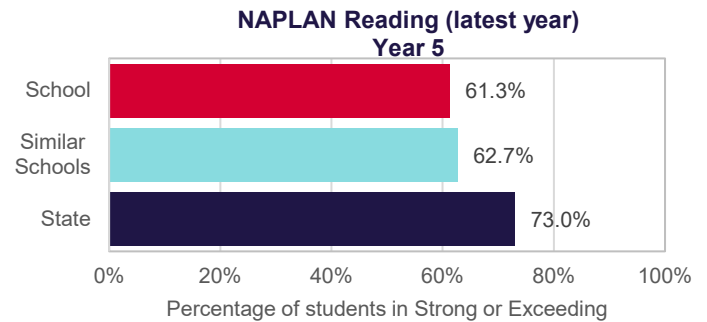
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.9%	52.3%
Similar Schools average:	57.2%	58.1%
State average:	68.7%	69.2%



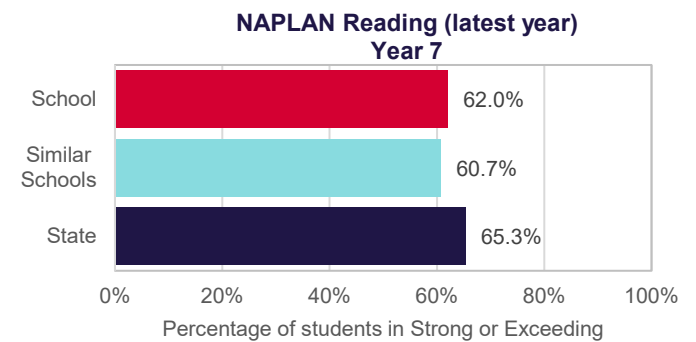
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.3%	64.5%
Similar Schools average:	62.7%	65.7%
State average:	73.0%	75.0%



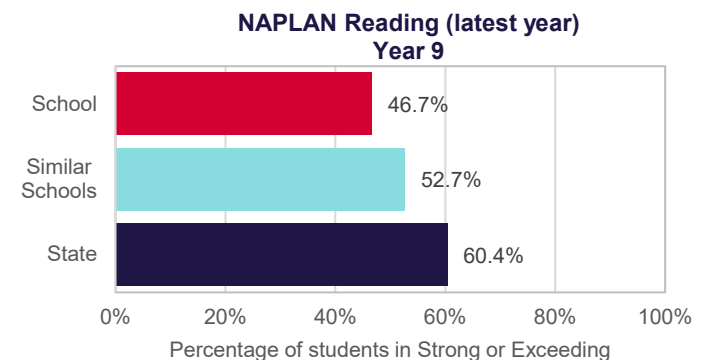
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.0%	56.2%
Similar Schools average:	60.7%	59.9%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.7%	49.7%
Similar Schools average:	52.7%	52.0%
State average:	60.4%	60.2%



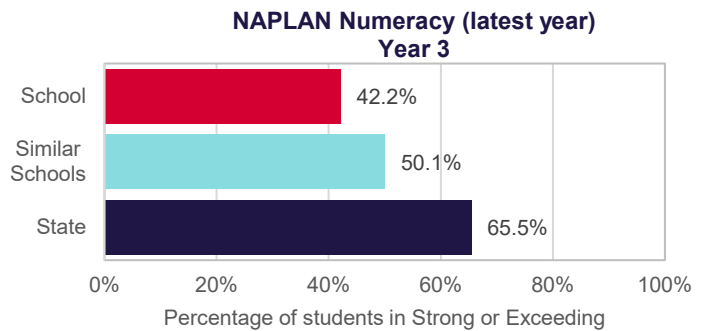
LEARNING (continued)

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

NAPLAN (continued)

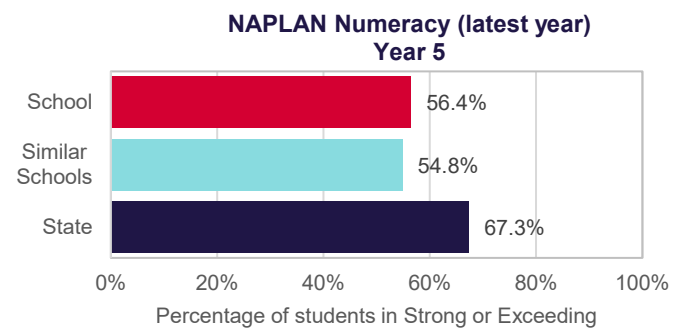
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.2%	40.5%
Similar Schools average:	50.1%	52.4%
State average:	65.5%	66.4%



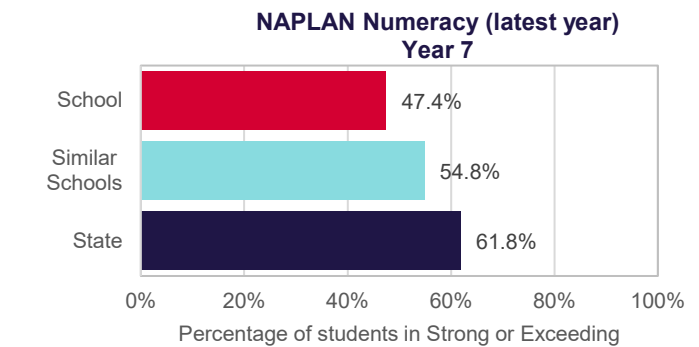
Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.4%	53.3%
Similar Schools average:	54.8%	54.7%
State average:	67.3%	67.6%



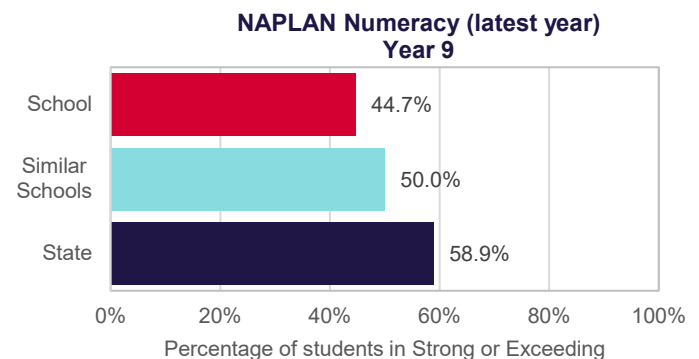
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.4%	47.9%
Similar Schools average:	54.8%	54.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.7%	47.6%
Similar Schools average:	50.0%	50.3%
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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

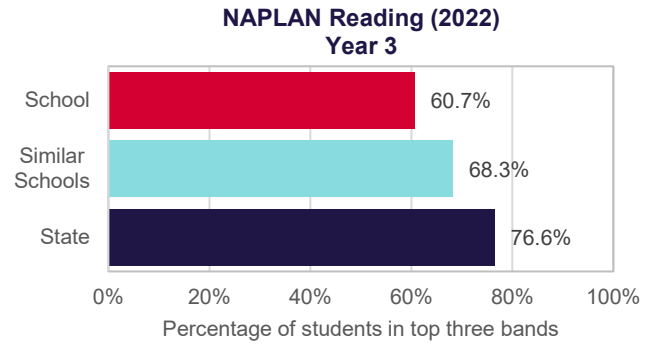
60.7%

Similar Schools average:

68.3%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

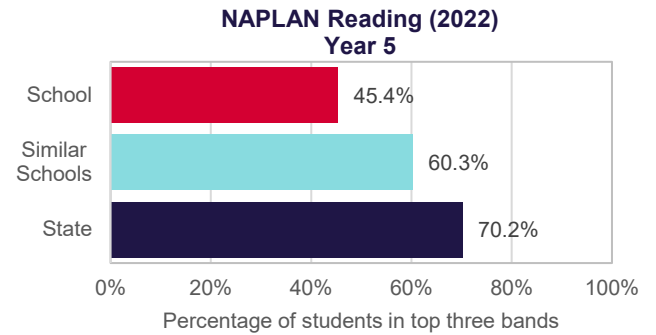
45.4%

Similar Schools average:

60.3%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

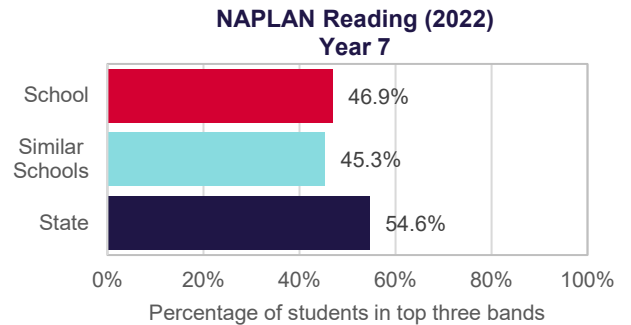
46.9%

Similar Schools average:

45.3%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

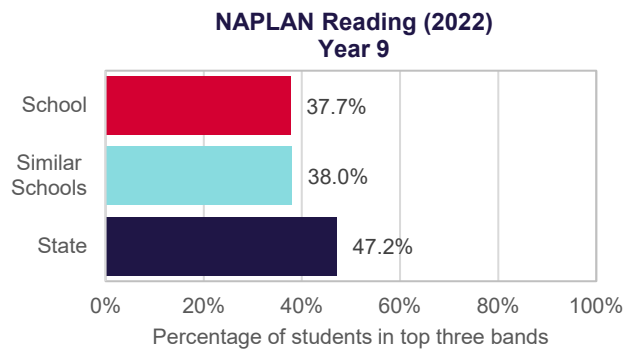
37.7%

Similar Schools average:

38.0%

State average:

47.2%



LEARNING (continued)

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

NAPLAN (continued)

Numeracy Year 3

(2022)

School percentage of students in the top three bands:

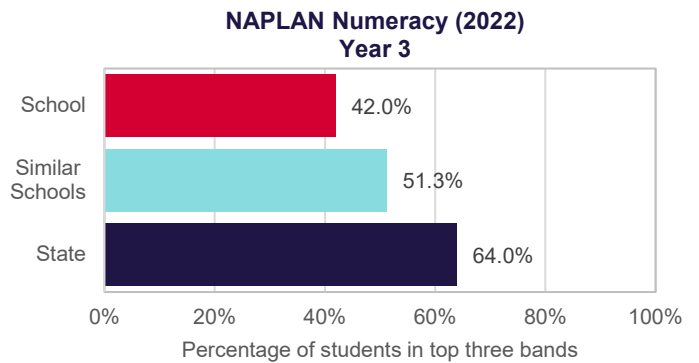
42.0%

Similar Schools average:

51.3%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

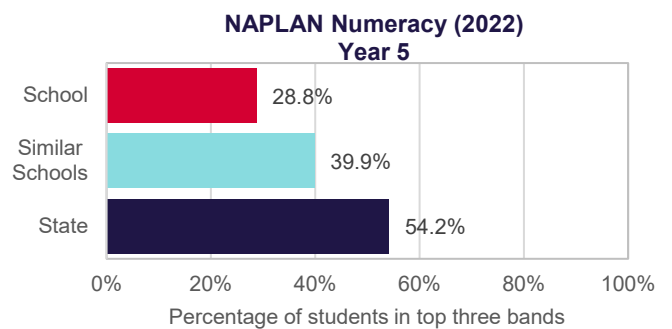
28.8%

Similar Schools average:

39.9%

State average:

54.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

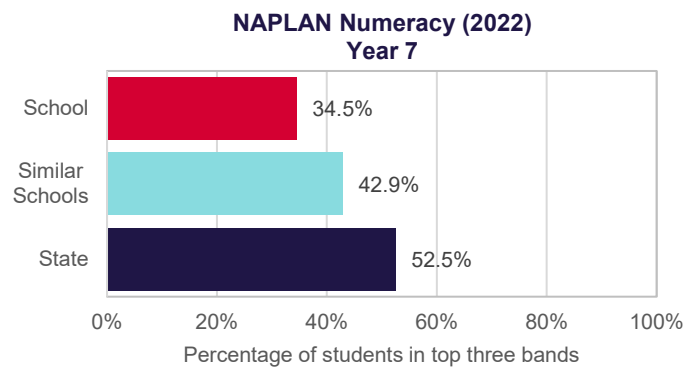
34.5%

Similar Schools average:

42.9%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

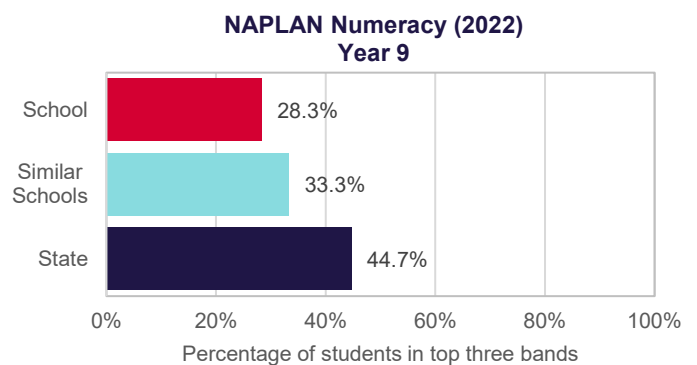
28.3%

Similar Schools average:

33.3%

State average:

44.7%



LEARNING (continued)

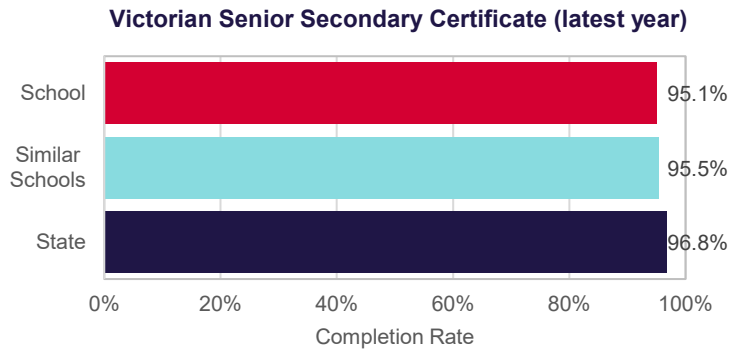
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	95.1%	93.6%
Similar Schools completion rate:	95.5%	96.1%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

26.0

Number of students awarded the VCE Vocational Major

38

Number of students awarded the Victorian Pathways Certificate

4

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:

84%



WELLBEING

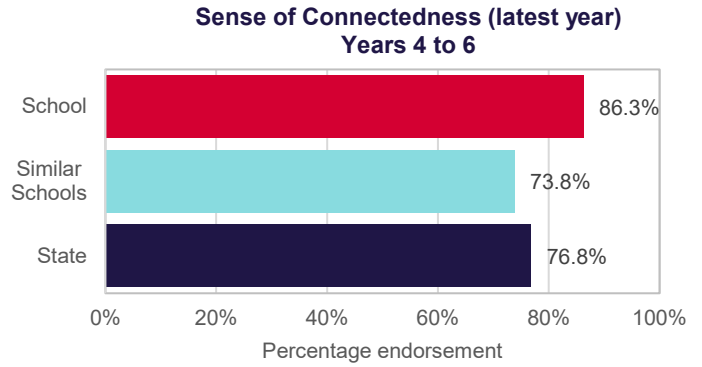
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

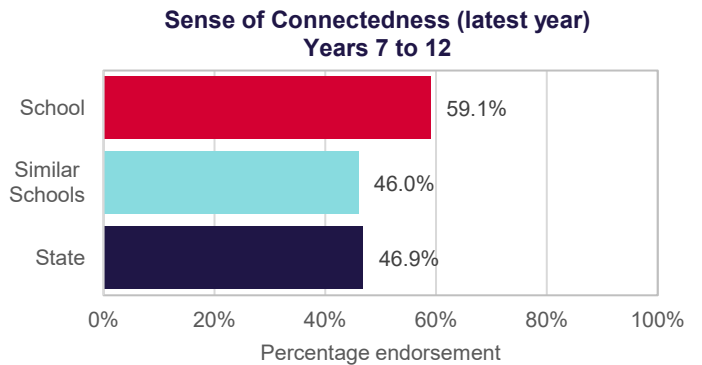
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	86.3%	82.3%
Similar Schools average:	73.8%	75.4%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	59.1%	56.5%
Similar Schools average:	46.0%	47.4%
State average:	46.9%	48.0%



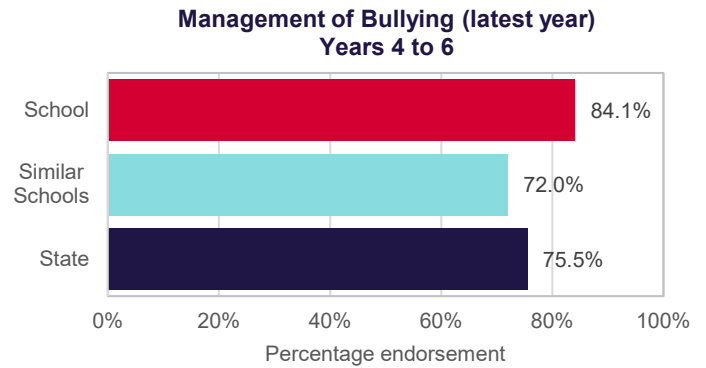
WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

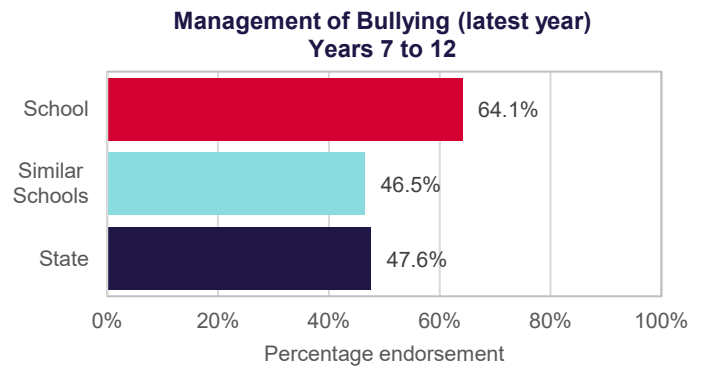
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	84.1%	80.9%
Similar Schools average:	72.0%	73.2%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	64.1%	58.7%
Similar Schools average:	46.5%	48.3%
State average:	47.6%	49.1%



ENGAGEMENT

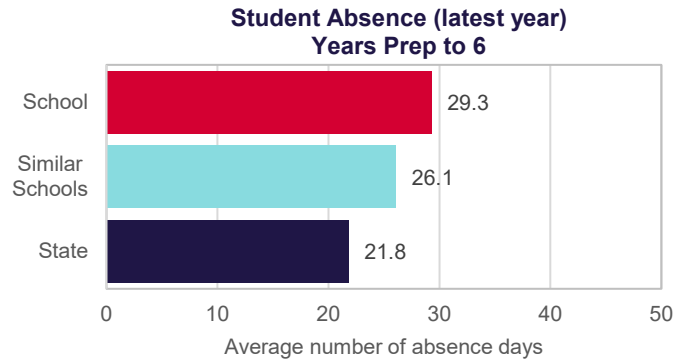
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

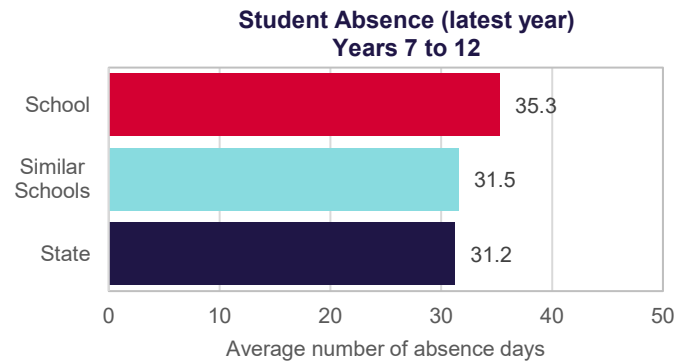
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	29.3	28.4
Similar Schools average:	26.1	24.0
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	35.3	34.1
Similar Schools average:	31.5	27.1
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.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	84%	82%	87%	85%	86%	86%	85%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	83%	79%	82%	85%	83%

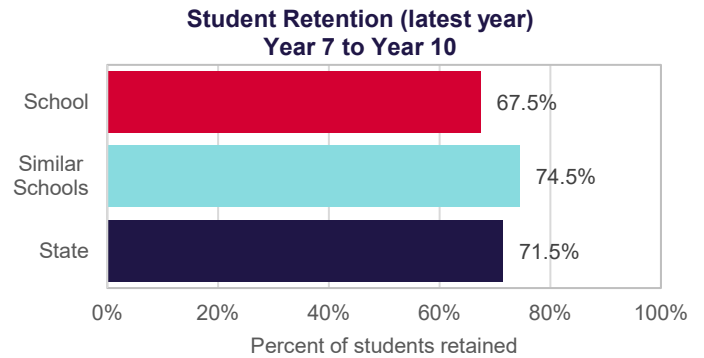


ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	67.5%	72.4%
Similar Schools average:	74.5%	75.4%
State average:	71.5%	73.2%

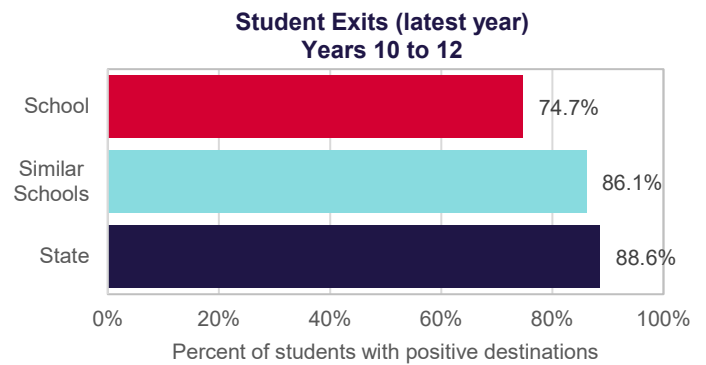


Students exiting to further studies or full-time employment

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:	74.7%	76.1%
Similar Schools average:	86.1%	88.7%
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	\$23,936,111
Government Provided DET Grants	\$5,710,623
Government Grants Commonwealth	\$11,644
Government Grants State	\$22,353
Revenue Other	\$147,663
Locally Raised Funds	\$440,368
Capital Grants	\$0
Total Operating Revenue	\$30,268,762

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,221,724
Equity (Catch Up)	\$161,252
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$2,382,976

Expenditure	Actual
Student Resource Package ²	\$22,881,589
Adjustments	\$0
Books & Publications	\$23,799
Camps/Excursions/Activities	\$381,857
Communication Costs	\$24,393
Consumables	\$749,543
Miscellaneous Expense ³	\$91,336
Professional Development	\$100,825
Equipment/Maintenance/Hire	\$838,440
Property Services	\$1,346,629
Salaries & Allowances ⁴	\$268,191
Support Services	\$2,277,830
Trading & Fundraising	\$80,536
Motor Vehicle Expenses	\$3,153
Travel & Subsistence	\$0
Utilities	\$241,134
Total Operating Expenditure	\$29,309,254
Net Operating Surplus/-Deficit	\$959,508
Asset Acquisitions	\$217,819

- (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	\$1,130,907
Official Account	\$309,091
Other Accounts	\$0
Total Funds Available	\$1,439,998

Financial Commitments	Actual
Operating Reserve	\$1,085,265
Other Recurrent Expenditure	\$23,362
Provision Accounts	\$11,160
Funds Received in Advance	\$1,160,503
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,310,290

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.

