

2024 Annual Report to the School Community

School Name: Rosehill Secondary College (7275)



- 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 02:28 PM by Arthur Soumalias (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 06 April 2025 at 10:57 AM by Arthur Soumalias (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

Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South Western Region. The College had 99.32 EFT staff, 5 Principal Class, 70.7 teachers, 1.7 Paraprofessionals and 21.92 Support Staff. The school is a single campus with Years 7 to 12 divided into a Junior School (7-8), Middle (9-10) and Senior School (11-12). In 2024 the school had 1120 students. 24 percent had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The values of Respect, Initiative and Learning (RIL) underpin the core work of the College. Rosehill provides excellent facilities for its VCE students with a designated Year 11 study centre, and a purpose-built Year 12 study centre. An EAL and international student collaboration space complements its International Student Program. As a multicultural community, the school understands the benefits of globalization and exposing local students to other perspectives and experiences. The College received a new Performing Arts Building with new ceramics, music, textiles and media learning spaces. An art gallery provides a passive learning area and is complemented by a servery during event evenings. The STEM Centre continues to be popular with 3D printers and a laser cutter proving very popular. The large product design classrooms, a robotics/systems room, virtual reality (VR) room, maker space and new state of the art industrial style stainless steel kitchen, enable the students to maximise their learning potential in these facilities. The new oval coupled with the basketball and tennis courts, cricket nets and the gymnasium provide ample space for students. Significant passive recreational areas are also available throughout the school grounds, and these were further expanded with the completion of the indoor/outdoor reading space as part of the successful Inclusive School Fund. Rosehill Secondary College is a school with a strong academic focus and a history of consistent high academic results. At Years 7 and 8, in addition to core and elective subjects, there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is structured as an introductory year to VCE and Year 9 students undertake a number of self reflection activities, such as running the school carnival and City Experience, as they try to understand their place in the world. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the VCE Vocational Major at Year 11 and 12. A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by its Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. The Victorian High Ability Program (VHAP) was also part of the College's enrichment offerings in 2024. There is a dedicated sporting program, a comprehensive languages program offering Japanese and Italian, supported with international cultural tours and a sister school relationship with a prestigious Shinto high school in Japan. Students had the opportunity to visit its sister school in 2024 and will host a reciprocal visit in 2025. The Performing Arts faculties excel by producing a musical or dance performance every year for the local community, with the Visual Arts department celebrating students' work with a bi-annual Art show. Numerous works every year are accepted into galleries for display such as the Incinerator Gallery in Aberfeldie. In 2024 one student was awarded the Top Arts Award - only 1 of 50 in the state and this work was displayed at the NGV. In 2024 the socio-economic profile was low-medium, suggesting a relatively low level of social disadvantage. Both the parent satisfaction survey, and the school staff survey, displayed positive results significantly higher than the state average. The college was able to continue with both the literacy program and the scaffolded numeracy program in 2024. The Rosehill instructional model is based on

“Classroom Instruction that Works” and the related GANAG instructional process. This continues to be a significant focus in the new strategic plan. Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships through a Welfare and Discipline structure that is consistent, successful, and underpinned by its School-Wide Positive Behaviours Program as well as being a Respectful Relationships School. At the end of 2024 all staff completed the Berry Street Education Training and use these strategies consistently with all classes. With a continuous focus on improvement, the College implements a range of programs to support student learning outcomes in addition to a cyclical physical maintenance program. The significant capital works progressed well throughout 2024 with the refurbishment of A-Wing completed by the end of Term 3. The upgraded gymnasium was finalised for the start of the school year with new change rooms, toilets and foyer. Significant improvement to the college grounds were also undertaken throughout 2024 - of particular note was the laying of synthetic turf in several areas providing additional outdoor learning spaces.

Progress towards strategic goals, student outcomes and student engagement

Learning

Rosehill Secondary College exceeded all its learning targets for the 2024 school year. This was verified by being the only school to achieve ‘High’ for the Learning element when compared to all Similar School groups in the new School Performance Report. The results produced were very pleasing as evidenced by its PAT and NAPLAN data. The revised NAPLAN is in its second year so comparisons to previous results are still limited. 70.1% of Year 7 students are either in Strong or Exceeding for reading, significantly above the state average. At Year 9, 64.6% of students are in Strong or Exceeding for reading, above the state average. Similarly with numeracy, at Year 7, 69.1% were in Strong or Exceeding well above the state average and at Year 9, 63% were in Strong or Exceeding for numeracy, also well above state average. Its writing results as seen on the Panorama reports continues the success of recent years with 73% of Year 7 students in Strong or Exceeding, significantly higher than the state average. At Year 9, 69% of students were in the Strong or Exceeding range also significantly higher than the state average and continues the College's trend of strong improvement in writing year upon year. The VCE median score was 29 and 98.8% of students completed their VCE at Rosehill Secondary College in 2024.

Despite the persistent staffing challenges, the College was able to fully staff the school and ran a comprehensive Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) program. These programs once again proved invaluable in targeting students Needing Additional Support (NAS) which is clearly evident in the NAS results. 4% of Year 7 students fell into the NAS band for Year 7 Reading and 6% for Numeracy. At Year 9, 6% of students were in the NAS band for Reading, this is significantly lower than the State, Similar and Network schools. Numeracy results are not dissimilar with 10% of students in the NAS band lower than the State, Similar and Network school comparisons.

Wellbeing

Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships through a Welfare and Discipline structure that is consistent, successful, and underpinned by its School-Wide Positive Behaviours Program as well as being a Respectful Relationships School. This was further enhanced with all staff at the college completing The Berry Street Education Model (BSEM) training at the end of 2024.

Rosehill has a strong and visible teacher presence in the yard and a comprehensive wellbeing program supported by a Student Wellbeing Leader, School Psychologists, a Mental Health Practitioner and a School Counsellor. The School Wide Positive Behaviours Program has continued to provide real benefits and supports the school's consistent approach to managing wellbeing and behaviours. The ongoing roll-out of the Respectful Relationships program through the Year 9 and 10 ID and Health & PE subjects contributes to a stable school environment. Extensive links are maintained with external providers such as Schools Focused Youth Services, Valley Youth, Headspace, Success Integrated and Elevate Education who run supportive programs with individuals and groups of students. The Student Attitudes to School Survey (ATOSS) element of Sense of Connectedness increased to 46.4%, marginally lower than the state average but significantly higher than similar schools. The management of bullying at 51.4% endorsement, is significantly higher than the Similar Schools average and much higher than the State average. 2024 saw the introduction of a new School Performance Report and Rosehill Secondary College showed improvement in all Wellbeing areas measured placing the school in the Improving Domain.

Engagement

Student attendance is rigorously monitored at Rosehill Secondary College primarily through electronic roll-marking on Compass. In 2024 the average number of absence days was 24.8, significantly lower than both the Similar and State School average. The 4-year average reflects a similar trend. The attendance rate continued the increasing trend of the past few years and in 2024 the rate increased to just under 88%. Year level coordinators and the College Attendance Officer monitor student attendance and investigate any anomalies or concerns. Parents are required to approve absences either through Compass or via a dedicated attendance phone line. Students with particular attendance issues are placed on an 'alert' where unusual absences are immediately followed-up. Students with problematic attendance are supported by interventions from the Student Management Team; in the first instance by their Coordinators and the Student Wellbeing Team who also develop proactive programs to help engage these children. Where necessary, students are referred to other programs such as Navigator, or external services to address their issues or are supported with engagement programs such as Tritactics. Flexible attendance options are provided for students with significant health or welfare problems.

The Years 7 - 10 student retention data is positive as indicated by the Performance Summary. The College's 2024 retention rate of 75.5% is higher than the State average and higher than the Similar Schools average. The four-year average retention rate of 79.2% is also higher than the Similar Schools average and much higher than the State average of 73.2%. This suggests that the student population is very stable, and that the vast majority of students stay at Rosehill for the duration of their schooling. The Year 10 -12 exit destination data is also exceptional with 97% of

exiting students moving into further studies or full-time employment, well above the State and Similar Schools average. The four-year average at 98% is also significantly higher than the state and similar school values, both currently below 90%.

Other highlights from the school year

Rosehill Secondary College was able to run a comprehensive inter and intra school sports programs across all year levels, and school excursions have once again become an important aspect of teaching repertoire. A comprehensive camp program was maintained despite the staffing challenges and the administrative and cost requirements of Time in Lieu (TIL). Year 7 camp, Year 12 camp, Year 11 Ski camp, an interstate Year 10 camp to Tasmania and several Environmental science and subject specific camps were also delivered in 2024. The commitment to run these activities was seen as important in order to re-establish strong links with the school and socially help students build rapport and relationships with peers and staff. A significant highlight in 2024 was the International trip to visit the college's sister School in Japan, Kogakkan High School, for the first time in 7 years. The ability to reciprocate this sister school relationship was very important and the students who attended gained invaluable life experiences that cannot be achieved in a classroom. The visual arts department continued their great work with many students having their art displayed at the Fireworks Gallery in Aberfeldie and with several winning awards. One student achieved a top arts award, the school's third in the past 3 years, and one of only 50 in the state. The capital works program continued during the first 3 Terms with the construction of C-Wing complete with Auditorium and the refurbishment of A-Wing. The Minor Works grant saw the completion of major upgrades to the amenities in the Gym and the Rolling Facilities Evaluation (RFE) works led by the Victorian School Building Authority (VSBA) saw significant projects completed throughout the college, mainly in B-Wing including new windows for most relocatables. At substantial cost to the college School Council also completed extensive external improvements with new shade sails, artificial turf and down-ball courts installed across several areas of the college.

Financial performance

Rosehill Secondary College, with deliberate planning of its recurrent expenditure was able to realise a notional surplus at the end of 2024. The main contributing factor to this surplus has been the significant funding of \$441,200 for the School Savings Bonus received in November and December for the 2025 school year. The realised surplus at the end of 2024 being only \$157,712. The cash component has remained consistent, however, due to strategic workforce planning together with the natural attrition of its experienced workforce the school was successful in its submission for a Credit to Cash transfer from its 2023 Student Resource Package (SRP) surplus to support its Casual Relief Teacher budget. This transfer contributed 26.58% to the slight increase in the quarterly Cash Grant. The promotion of the International Students Program has seen significant growth as is reflected in the 29.96% increase in revenue for Overseas Fee-Paying Students. The extra Department Funding of \$106,661 is made up of the Furniture and Equipment Grant of \$91,777 for the Major Works Project and \$14,889 for the Accessible Building Grant for Hearing Augmentation, thus rounding off the overall increase of 32.39% in Government Provided Grants. The stability in rates has meant an increase of 14.35% from 2023 in Interest Received contributing to the school's bank account total remaining consistent throughout the year. Locally Raised Funds has remained constant with parents continuing to support their children's education through contributing towards various camps, excursions, activities as well as essential and optional items. Equity funding has

remained consistent despite a slight drop in the school's SFO and SFOE due to the changing demographic of its families. The inability to recruit teaching staff continues as the expenditure in CRT Staff continues to increase by 7.54% from 2023 and a staggering 451.99% in Agency Staff engaged through third party providers, surpassing the 2024 budget in these two areas by \$304,549. The Camps & Excursions program continues to thrive with a visit to the school's sister school in Japan in 2024 complementing the already established year level activities, seeing an increase of 13.16% in revenue. The 49.94% increase of expenditure under Support Services, is due to the College's continued commitment to support the mental health of its students by complementing the National Student Wellbeing program with school funded psychologists, as well as engaging Literacy and Numeracy Coaches as the school continues to improve student learning outcomes. To this end, in 2024, staff completed the Berry Street Education Model training - a practical approach to teaching and learning enabling teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth, and academic achievement. Expenditure in other areas of the Operating Statement is consistent with previous years' spending. The school received Capital Works funding in 2021, which was completed in October 2024. In anticipation of this, School Council committed considerable funds, with the approval of the VSBA, to co-contribute to the project where necessary – this significant expenditure is seen in the dramatic increase in Asset Acquisitions being for stage curtains, audio visual, sound, lighting for the auditorium of \$523,543 as well as increases of 117.81% in the area of Building and Ground Works for landscaping, reparation of drive and pathways. School Council has committed significant funds to manage the 2025 SRP workforce deficit as indicated in the Financial Commitments summary. All financial processes were performed, and record-keeping maintained in accordance with the Department of Education (DoE) requirements and regularly reviewed by School Council.

**For more detailed information regarding our school please visit our website at
<https://www.rosehillsc.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 1,120 students were enrolled at this school in 2024, 514 female and 606 male.

24 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

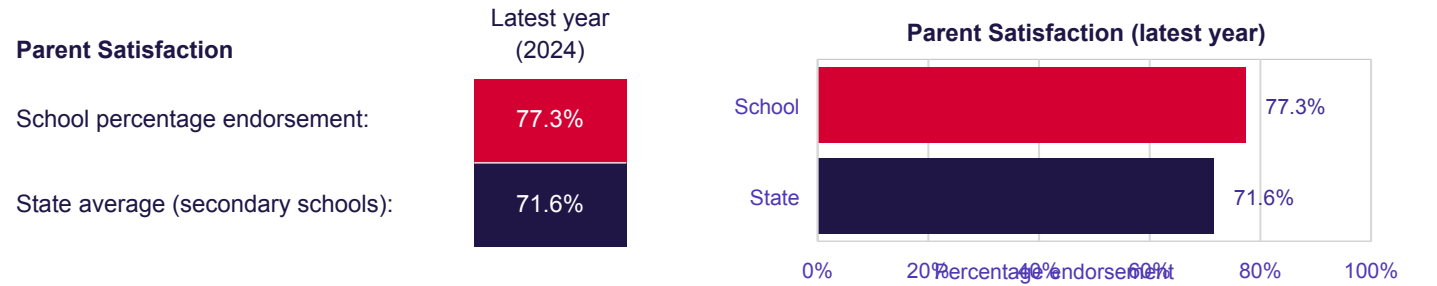
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

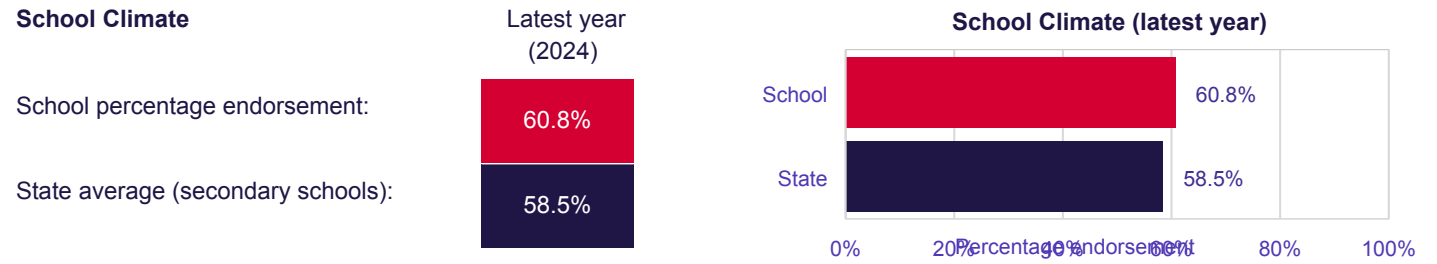


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

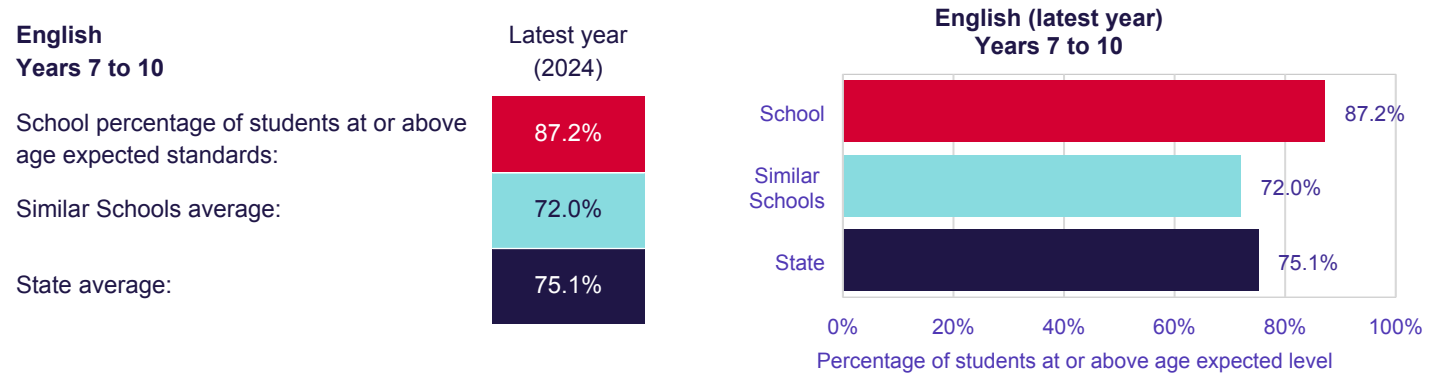


LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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



Mathematics
Years 7 to 10

School percentage of students at or above
age expected standards:

Latest year
(2024)

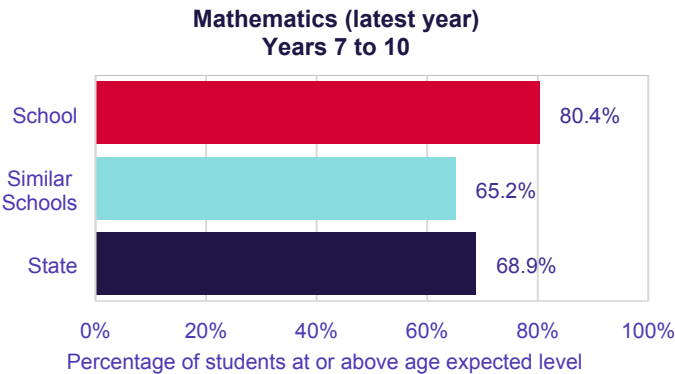
80.4%

Similar Schools average:

65.2%

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.

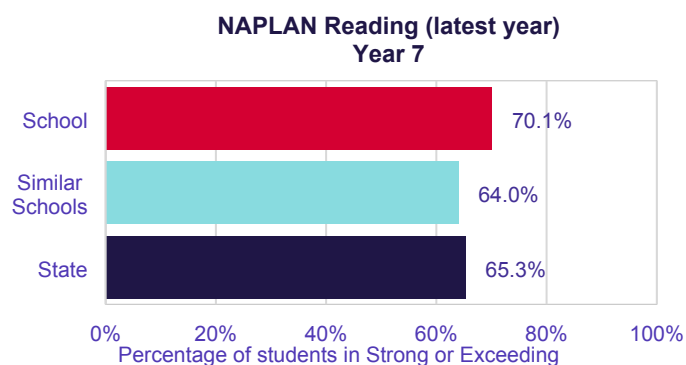
NAPLAN

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.

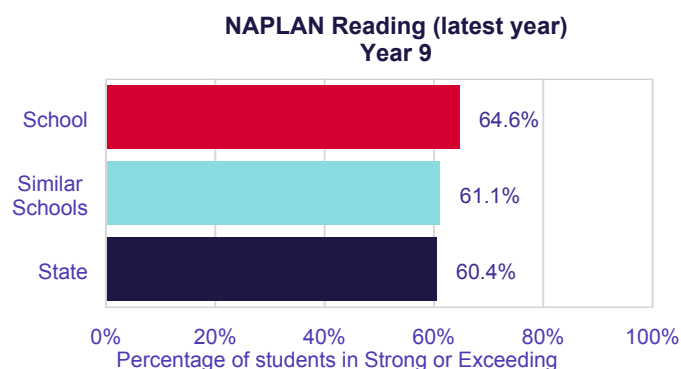
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.1%	73.7%
Similar Schools average:	64.0%	65.6%
State average:	65.3%	65.7%



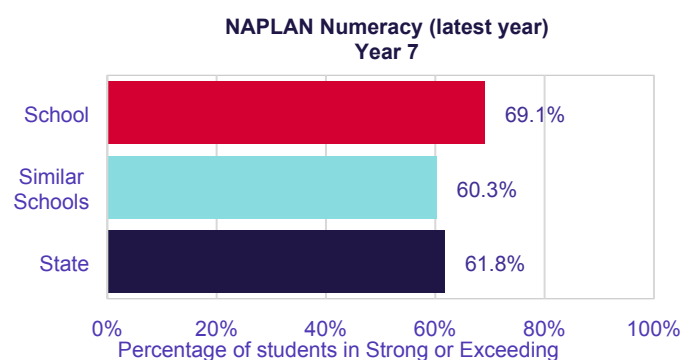
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	63.6%
Similar Schools average:	61.1%	60.4%
State average:	60.4%	60.2%



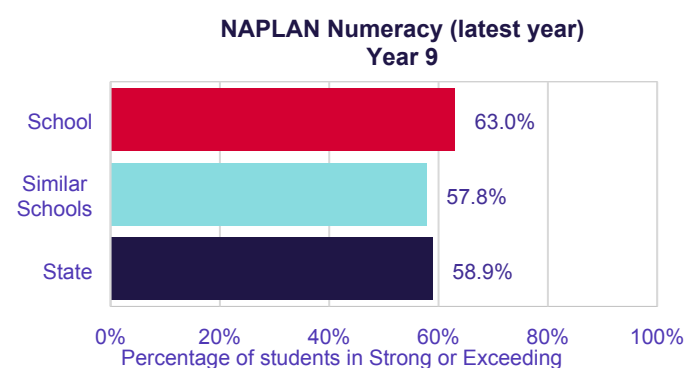
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.1%	69.9%
Similar Schools average:	60.3%	61.3%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.0%	61.5%
Similar Schools average:	57.8%	58.3%
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:

59.0%

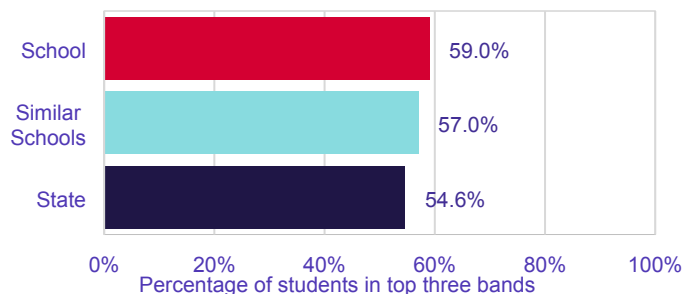
Similar Schools average:

57.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

57.4%

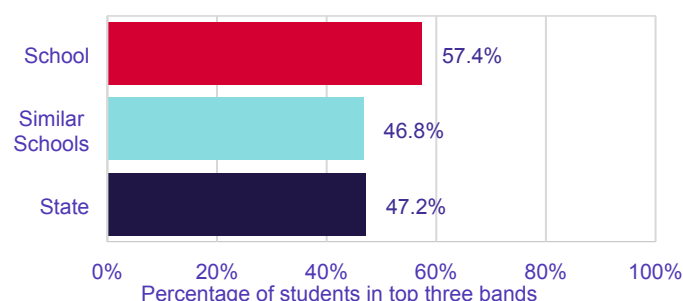
Similar Schools average:

46.8%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

54.6%

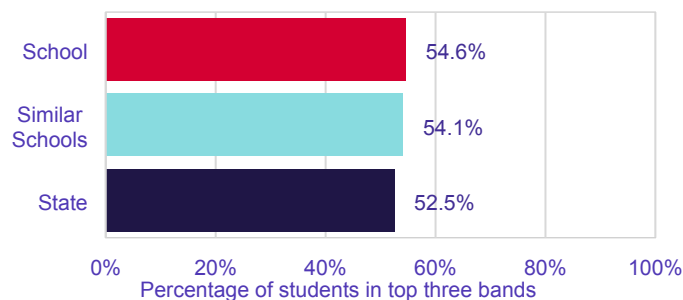
Similar Schools average:

54.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

55.5%

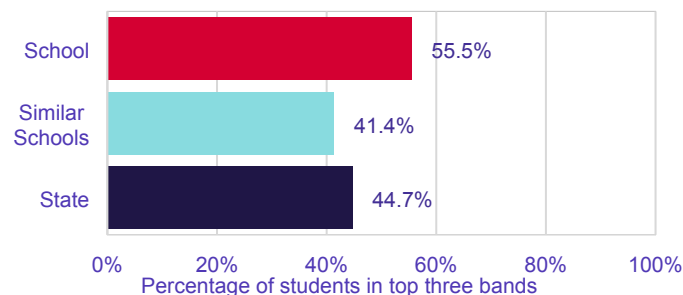
Similar Schools average:

41.4%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

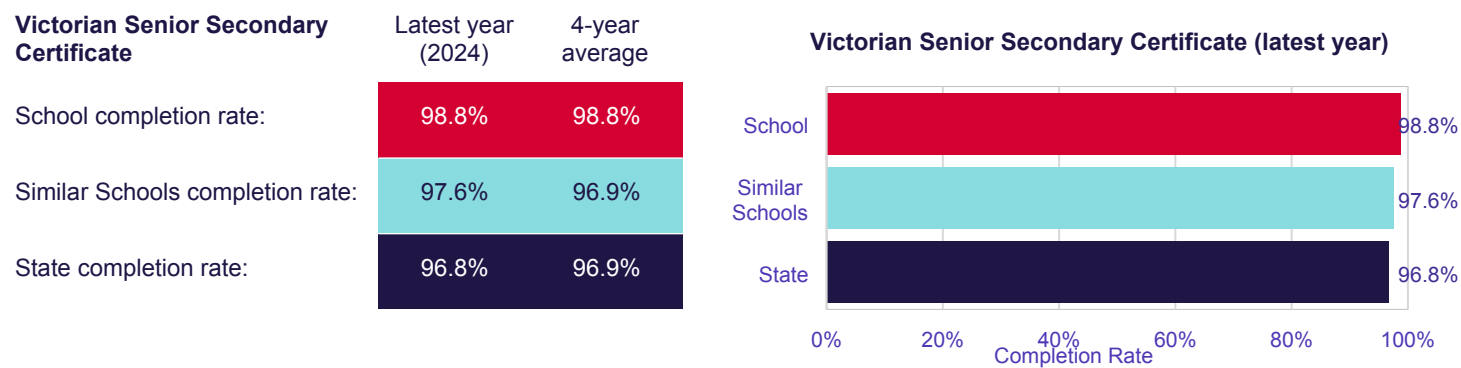


LEARNING (continued)

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

Victorian Senior Secondary Certificate

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



Mean study score from all VCE subjects:	28.8
Number of students awarded the VCE Vocational Major	23
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:	20%
Percentage VET units of competence satisfactorily completed in 2024:	95%

WELLBEING

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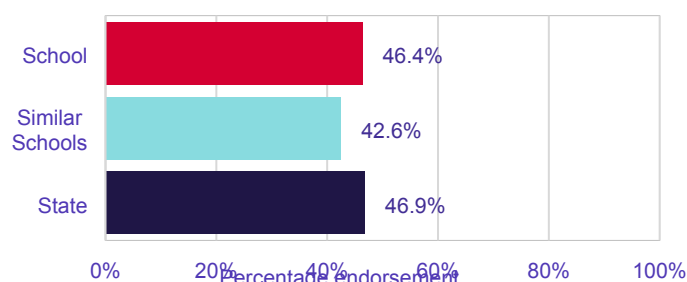
Student Attitudes to School – Sense of Connectedness

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:	46.4%	45.9%
Similar Schools average:	42.6%	43.4%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



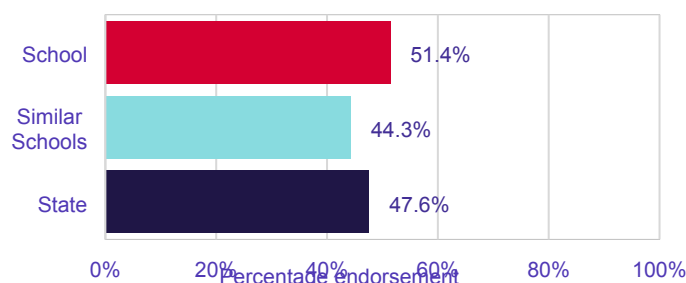
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	51.4%	48.9%
Similar Schools average:	44.3%	45.2%
State average:	47.6%	49.1%

Management of Bullying (latest year) Years 7 to 12

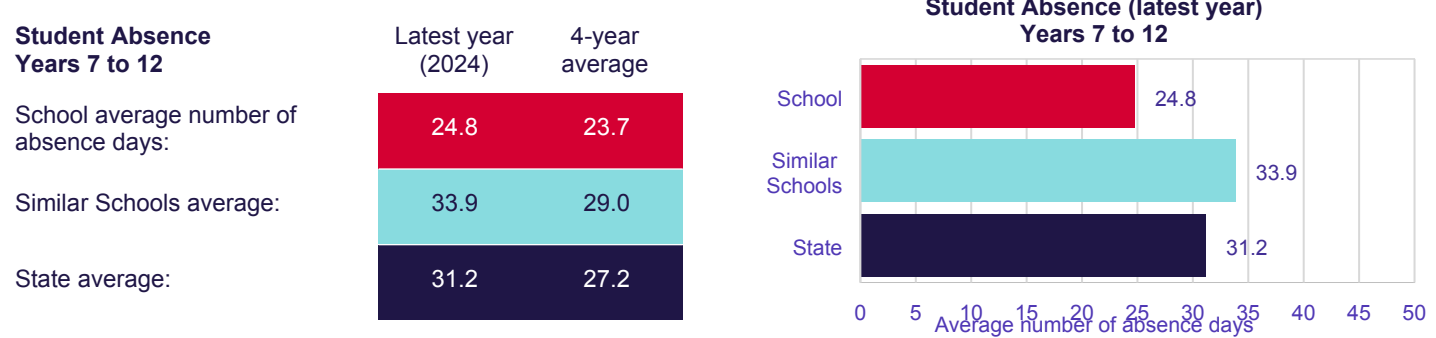


ENGAGEMENT

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.

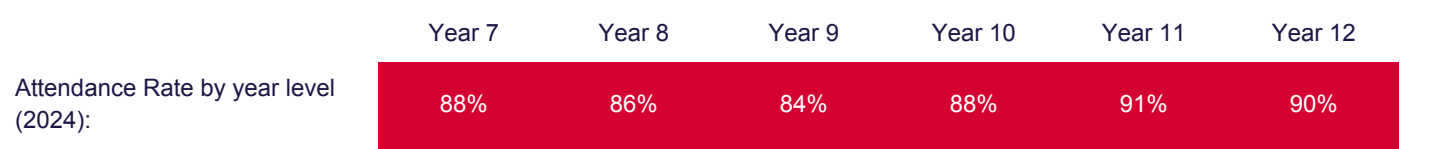
Average Number of Student Absence Days

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



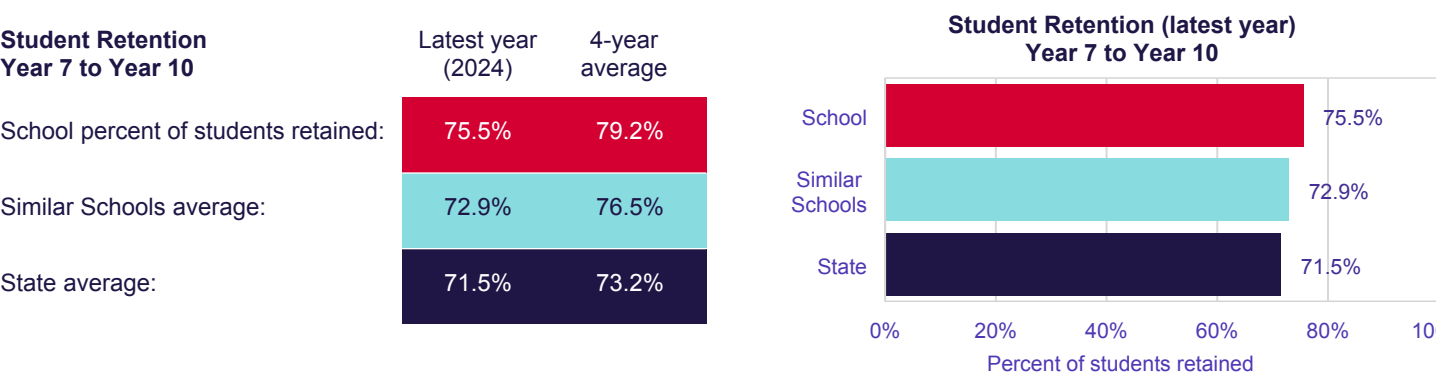
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

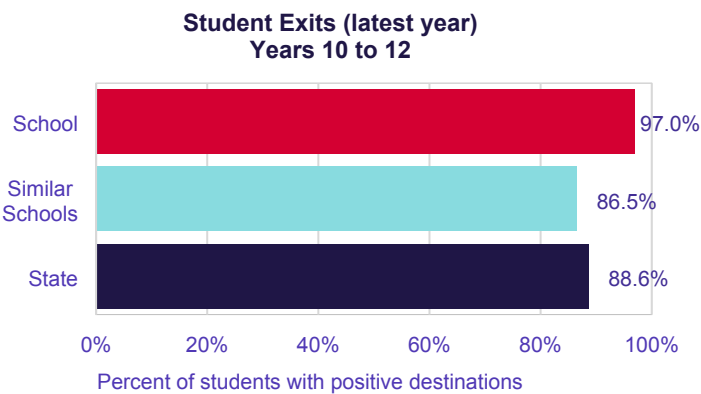
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	97.0%	98.0%
Similar Schools average:	86.5%	88.1%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$12,996,988
Government Provided DET Grants	\$2,169,583
Government Grants Commonwealth	\$5,117
Government Grants State	\$0
Revenue Other	\$230,233
Locally Raised Funds	\$868,580
Capital Grants	\$0
Total Operating Revenue	\$16,270,501

Equity ¹	Actual
Equity (Social Disadvantage)	\$243,336
Equity (Catch Up)	\$39,394
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$282,730

Expenditure	Actual
Student Resource Package ²	\$12,698,576
Adjustments	\$0
Books & Publications	\$20,292
Camps/Excursions/Activities	\$352,393
Communication Costs	\$18,944
Consumables	\$324,614
Miscellaneous Expense ³	\$259,526
Professional Development	\$37,999
Equipment/Maintenance/Hire	\$149,790
Property Services	\$489,882
Salaries & Allowances ⁴	\$483,839
Support Services	\$628,480
Trading & Fundraising	\$79,084
Motor Vehicle Expenses	\$9,567
Travel & Subsistence	\$9,337
Utilities	\$109,266
Total Operating Expenditure	\$15,671,589
Net Operating Surplus/-Deficit	\$598,912
Asset Acquisitions	\$540,591

- (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	\$4,840,928
Official Account	\$13,286
Other Accounts	\$82,558
Total Funds Available	\$4,936,772

Financial Commitments	Actual
Operating Reserve	\$495,502
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$59,049
School Based Programs	\$2,764,412
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$855,962
Asset/Equipment Replacement < 12 months	\$559,350
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$202,497
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$4,936,772

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.