

2024 Annual Report to the School Community

School Name: Mount Ridley P-12 College (8853)



- 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 17 March 2025 at 11:24 AM by Constantinos Stamatelatos (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 26 March 2025 at 04:53 PM by Constantinos Stamatelatos (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

Mount Ridley P-12 College is dedicated to achieving excellence in teaching and learning, through innovative teaching practice and the promotion of core values and vital life skills. We are a community of active global citizens who are committed to life-long learning. Our four main values that guide all practice and behaviours are:

- Respect and Tolerance
- Personal Success
- Honesty and Trust
- Responsibility

Each year the College Community agrees upon an Animating Principle which is aligned to and supports one of these values. In 2024 the Animating Principle of Making Responsible Choices aligned to the value of Responsibility.

Mount Ridley P-12 College completed its sixteenth year of operation this year and delivered programs for 2796 Prep to Year 12 students. There were over 1900 families and over 60 cultures represented at the College. It employed 288.6 equivalent full-time staff, 11 Principal class members, 209.1 Teaching Staff, 60.5 Education Support Staff and 8.0 Tutors.

The educational focus of the College continues to provide our students with a challenging and engaging curriculum program in conjunction with a rich co-curricular program consisting of student leadership, sport and community involvement. The incredible learning experiences and strong focus on high expectations can be attributed to the dedication of our staff, the resilience of our hard-working students and the support of our parents and families. Continuing the work from the Strategic Plan our focus through this period was to further consolidate our work in the following areas:

1. To maximise learning growth for every student across all domains
2. To improve student voice and agency
3. To strengthen students' social and emotional wellbeing.

Demand for student places at the College remains strong. We continue to experience growing numbers of refugee families seeking enrolment. Many of these students have little or no English language ability and have been unsuccessful in accessing intensive support programs in Language Centres prior to commencing with us. To this end, we have had to devise tailored educational programs for them. We remain committed to developing the full potential of each student through the implementation of teaching and learning strategies that match the educational opportunities provided by the 21st century. With a Student Family Occupation and Education (SFOE) index of 0.49, the College falls into the High Social Disadvantage category

The Program for Students with a Disability (PSD) was delivered for 70 funded students and remains well-resourced with a wide variety of curriculum support materials and trained support staff. In 2024, the College had approximately 37 students who identified as Aboriginal or Torres

Strait Islander. All identified PSD and ATSI students were provided with specific individual learning plans aimed at meeting their identified goals. Under all of these programs, each student worked towards the targets set in their Individual Education Plans.

During 2024 the College had 27 students enrolled in the international student program. These students had access to a dedicated international student coordinator, as well as various curriculum, engagement and wellbeing supports. New students were also provided with a tailored orientation program.

Mount Ridley College continues its journey of many and varied accomplishments. For 2024, the following are worth noting:

- Highest staff levels of positive endorsement
- Various interschool and individual sports achievements
- College Production – Moana
- Hosted Japanese Sister School & Cultural Immersion Tour
- Higher levels of Student Advocacy involvement
- Student Advocacy led projects including revision of VCE weShare conferences and expanded participation in Learning Walks
- Delivery of Nottingham and 300 seat Theatre as well as commencement of educational programs for year 10
- Consolidation of online My Career Portfolios for Year 7 to 12 students as well as the continuation of high numbers of Year 9 students completing the Morrisby Profile
- Continued positive student results in the Dante Alighieri Poetry Recital Competition
- Consolidation of our work with educational consultants - in the following areas: Mathematics and Pedagogical Practices ·

Progress towards strategic goals, student outcomes and student engagement

Learning

The College continues to prioritise resource allocation in its teaching and learning programs in its endeavour to gain improvements in student outcomes. Professional Learning Communities (PLC) are the main means of building effective practice excellence. Staff work collaboratively in teams, focusing on unit development and improved pedagogical approaches through the use of High Impact Teaching Strategies (HITS). Targeted professional learning both inhouse and external was utilised for this purpose. We continued to adapt elements of the PLC model ensuring collaborative data driven conversations were at the centre of our work. It is worth noting that students completed the NAPLAN assessment on-line, which equated to 3800 individual tests.

According to Teacher Judgement, results in 2024 indicated that:

- there was increase in the overall percentage of students achieving at or above the expected standard at Year 7 - 10 for English

The College's tenth full cohort of VCE students achieved a number of successes including:

- 99% of the students enrolled in VCE successfully completed their VCE and received their certificate, which was higher than the previous year and significantly above the state average.
- The median study score for VCE was 24.
- The mean ATAR score was 50.19 which was slightly lower than the previous year.
- The 2024 Dux achieved an ATAR score of 92.95.
- The top 10 ATAR scores ranged from 82.25 to 92.95, our best ever top ten range. 28 students (18%) of our students received an ATAR above 70.

The Pathways data has revealed the continuation of the positive results trend established in previous years:

- Approximately 67% of the Year 12 cohort applied for a tertiary place.
- 93% of the eligible graduating cohort received a tertiary offer for 2024

We have progressed this area by:

- Consolidating our PLC model with a continued focus on building staff capacity in best practice and collaborative planning.
- The reintroduction of the VCE teachers' PD program that had an explicit focus on unpacking subject specific VCAA data and assessment and moderation.
- Continuing to engage a Secondary Numeracy consultant to work with targeted numeracy teams in order to address the human resource shortfall experienced across the college but particularly in Mathematics.
- Continuing to expand our work with Pedagogical Practices Educational Consultant, to work intensively with groups of teachers to further drive pedagogical change and empower them to observe and advise fellow teachers.
- Refining the work, led by our data team, to train staff in the most effective ways of selecting, collecting and analysing data to inform teaching.
- Use of Fountas and Pinnell (Prep to Year 6) and the Digital Assessment Library (DAL) (Year 4 to 10) to ensure more accurate and common baseline diagnosis.
- Continuing to offer a tutoring program to include both Middle and Senior Years students, facilitated by high achieving ex-students.
- Continuing the Tutor Learning Initiative to further support identified students.
- Continuing with in-class support for EAL students across Prep to Year 8 and trialling withdrawal from languages for year 9 students.
- Continuing stand-alone classes of EAL in the senior years.
- Further enhancement and continued use of Live Reporting in an effort to provide parents and students with ongoing and timely feedback in regards to student learning.

Our Attitude To School Survey (AToSS) results indicated improvements in Learner Characteristics & Disposition. Student data also highlighted a 3 year peak in positive endorsement of Learning Confidence.

Wellbeing

The College is dedicated to fostering a supportive and collaborative school environment where students are encouraged to embrace learning, feel safe and valued, and achieve their full potential. Through strong partnerships with parents, regional personnel, and external agencies, the College continues to effectively address the diverse needs of its students.

In 2024 the Attitudes to School Survey (AToSS) data indicated:

- fewer bullying incidents including cyberbullying as reported by year 5 students.
- Social and cyber interaction at a 3-year high for positive endorsement amongst primary age students.
- Peer Relationships were at a 3-year peak in endorsement across most secondary age groups.

We have addressed this goal by:

- Further embedding the use of the tiered triage model to better meet the needs of individual students from a wellbeing perspective.
- Maintaining and improving the availability of external health services to support students particularly in the area of mental health.
- Promoting a stronger understanding of students with special needs, through targeted Professional Learning, and better informed Individual Education Plans.
- Ongoing use of a tailored approach to promoting and supporting mental health and accepting diversity across the College, including but not limited to events such as RUOK?, Discovery Days, Harmony Day and Cultural Week activities.
- Embedding the Resilience Project into our Primary year levels.
- Supporting student wellbeing in general through a multidisciplinary team.
- Use of targeted funding and grants to support inclusiveness across the College.
- Building the capacity of student engagement and wellbeing staff through targeted on-line and face-to-face PD.
- Providing blended on-line and face-to-face programs at the Community Hub. These included classes on citizenship, financial literacy, English language, conversational English and play group activities.
- Organising food hampers for vulnerable families, as well as connecting families to a range of external agencies to support access to uniforms and educational resources.
- Continued provision of a College funded informative on-line parent wellbeing support platform, through schoolTV.
- Continuing to provide 'No Bull' breakfasts with an anti bullying theme for students.

- Delivering Discovery Days in the Middle and Senior Years which included an anti bullying session associated with their delivery.

Engagement

Despite student absence rates remaining a challenge, the gap between state and college student attendance levels narrowed. This was achieved by:

- Continued the use of mini school administration officers to contact families of absent students and where appropriate, referral to family services to provide appropriate supports.
- Improved case management of students, including the formation of care team meetings which utilised College, Department of Education (DE) and external allied health professionals.
- More effective use of student data to inform individual engagement strategies and necessary supports.
- Enhancement of the student Attendance Club which targeted students with significant school absence.
- Further enhancing the support provided by the Student Services and Pathways teams for long term student absences and other engagement or wellbeing concerns.
- Ensuring that staff, particularly Mentor teachers follow up student absences and concerns in a timely manner. This included the continuation of the Making Caring Common (Harvard Project) for years 7 and 8.
- Providing opportunities to re-engage students in extracurricular activities with a strong focus on emotional and social needs.

Maintaining a high level of student retention and attainment of positive Senior School Student pathway opportunities. Student Exit data for Years 10 – 12 students remained a highlight with 97.4% of exiting students going on to further studies or full-time employment (positive exit destination). This was up from the four-year average of approximately 94.2%. The college student retention rate for years 7 to 10 improved to 76.1%. This result was significantly better than the average for the rest of the State and Similar Schools.

We have progressed this area by:

- Continuing to provide opportunities for student leaders to participate in and lead assemblies, celebrations, workshops, rewards and competitions.
- Partnering with community and business organisations to support pathway programs for senior students eg. Beacon Foundation, ABCN, Illuminate (Hume Council) and introduction of new partnerships such as Skyline and Happy Brain Education.
- Continued liaison with various tertiary providers (University of Melbourne, La Trobe University, Victoria University, Kangan, Melbourne Polytechnic, etc).
- Allocation of extensive resourcing towards the employment of multiple Pathways Careers Practitioners.

- Providing students with comprehensive subject selection and career pathway advice through one to one counselling, subject supermarket, Careers Expo, and the completion of various skill development opportunities.

Financial performance

The College remains steadfast in its commitment to student support, prioritising this focus through strategic investment in staffing and resources. The staffing profile has been further expanded, with equity funding from the Department of Education playing a pivotal role in implementing targeted literacy and numeracy intervention programs. Additionally, significant resources have been allocated to meet the growing needs of the EAL (English as an Additional Language) sector and to support the increasing number of refugee families enrolling at the College.

Strategic financial management has enabled the College to allocate funds effectively, facilitating the advancement of its facilities development plan in response to rising student enrolments. In 2024, the College Council successfully funded the construction of a 300-seat theatre and a purpose-built Student Advocacy Hub, scheduled to become fully operational in early 2025. Furthermore, several external student recreational spaces have been upgraded to enhance student engagement and well-being.

For more detailed information regarding our school please visit our website at <https://www.mountridleycollege.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 2,780 students were enrolled at this school in 2024, 1309 female and 1471 male.

63 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: **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)

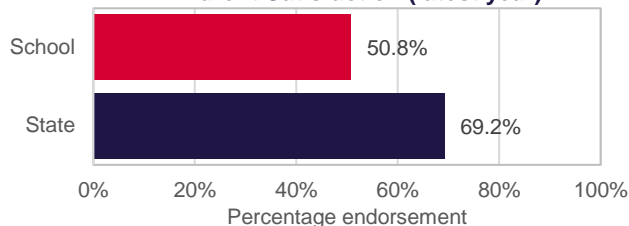
School percentage endorsement:

50.8%

State average (P-12 schools):

69.2%

Parent Satisfaction (latest year)



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)

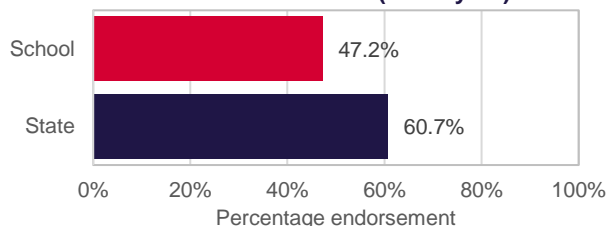
School percentage endorsement:

47.2%

State average (P-12 schools):

60.7%

School Climate (latest year)



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

Latest year
(2024)

School percentage of students at or above age expected standards:

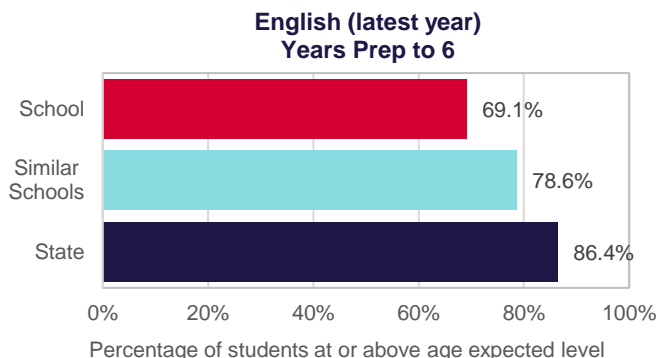
69.1%

Similar Schools average:

78.6%

State average:

86.4%



English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

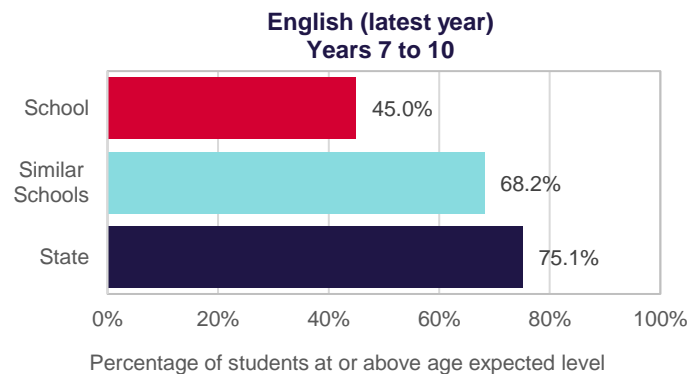
45.0%

Similar Schools average:

68.2%

State average:

75.1%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

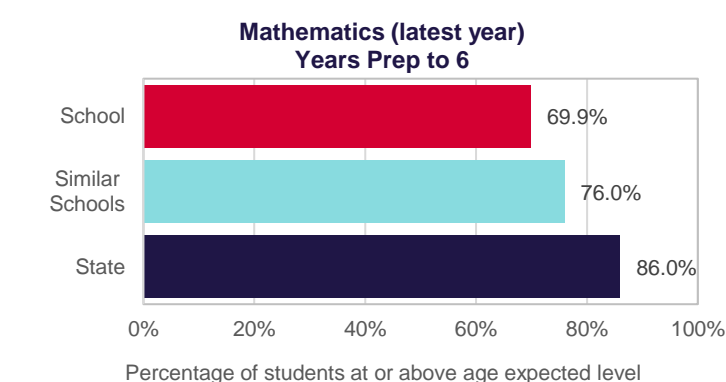
69.9%

Similar Schools average:

76.0%

State average:

86.0%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

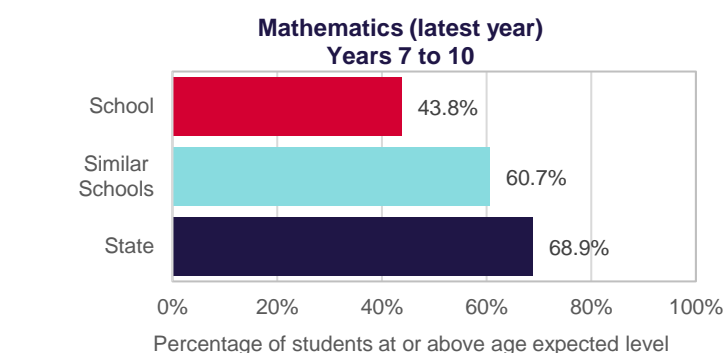
43.8%

Similar Schools average:

60.7%

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.

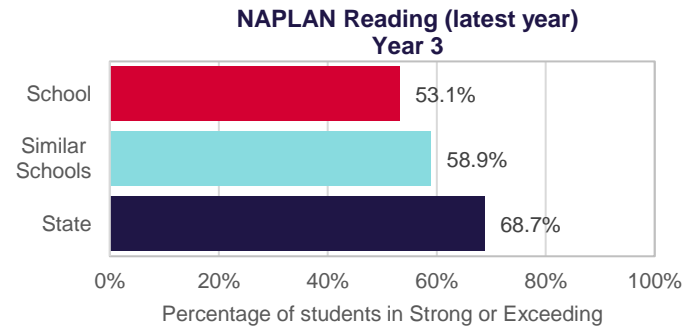
NAPLAN

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.

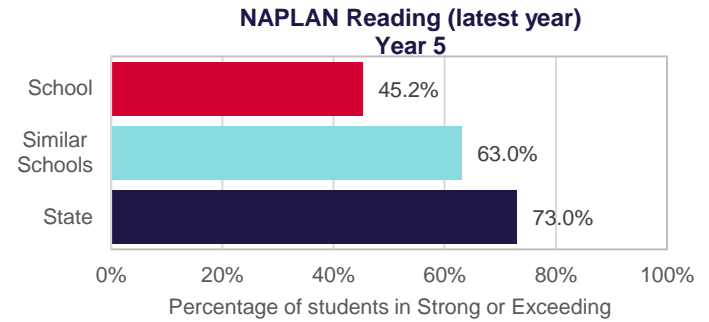
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.1%	54.2%
Similar Schools average:	58.9%	58.8%
State average:	68.7%	69.2%



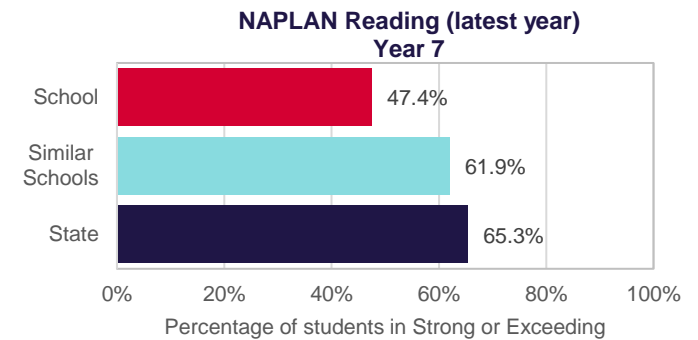
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.2%	50.3%
Similar Schools average:	63.0%	66.3%
State average:	73.0%	75.0%



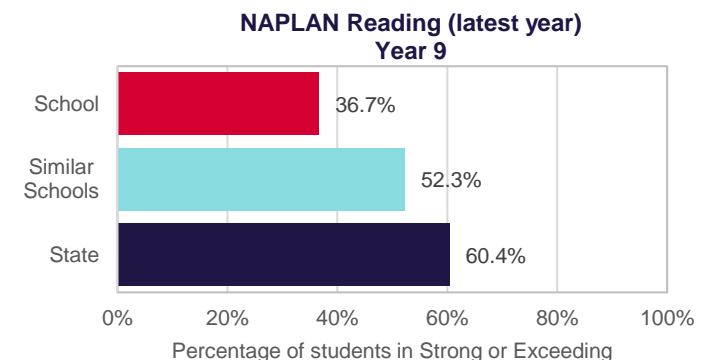
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	47.4%	51.7%
Similar Schools average:	61.9%	61.2%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	36.7%	37.0%
Similar Schools average:	52.3%	51.7%
State average:	60.4%	60.2%



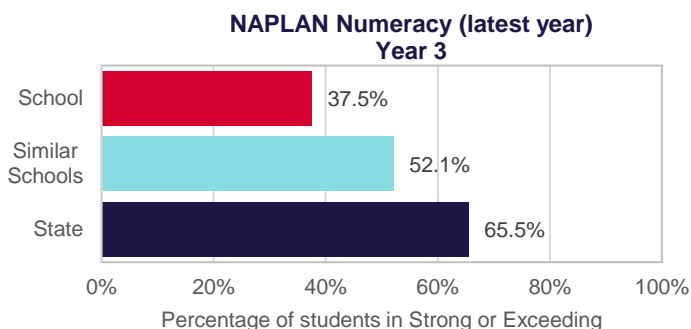
LEARNING (continued)

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)

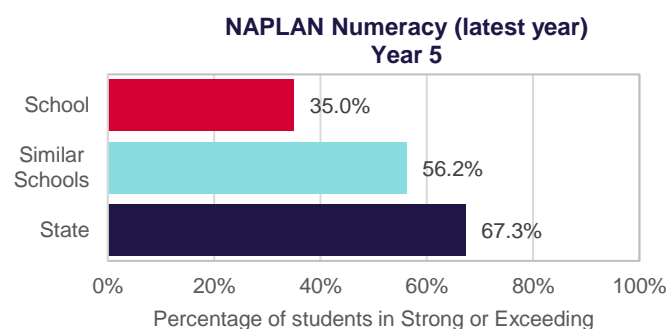
**Numeracy
Year 3**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	37.5%	41.1%
Similar Schools average:	52.1%	51.8%
State average:	65.5%	66.4%



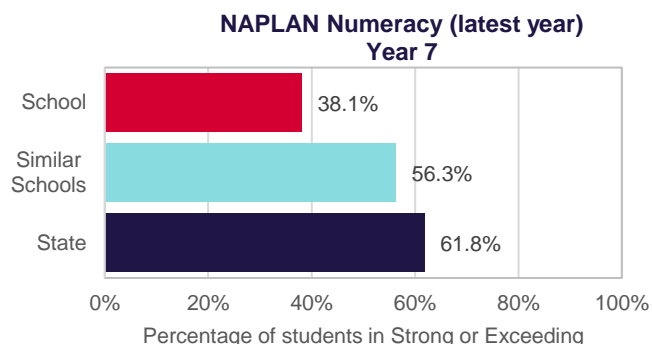
**Numeracy
Year 5**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	35.0%	38.4%
Similar Schools average:	56.2%	56.2%
State average:	67.3%	67.6%



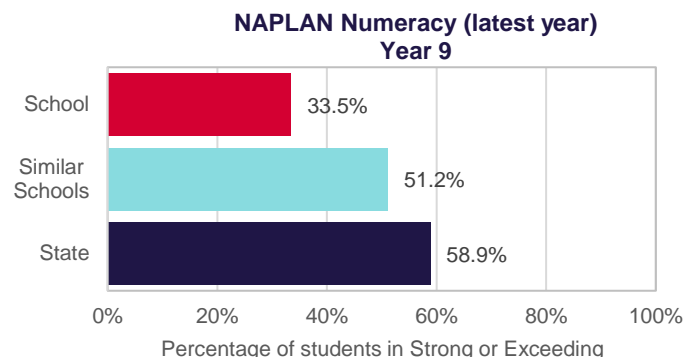
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	38.1%	41.7%
Similar Schools average:	56.3%	56.4%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.5%	36.2%
Similar Schools average:	51.2%	51.8%
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:

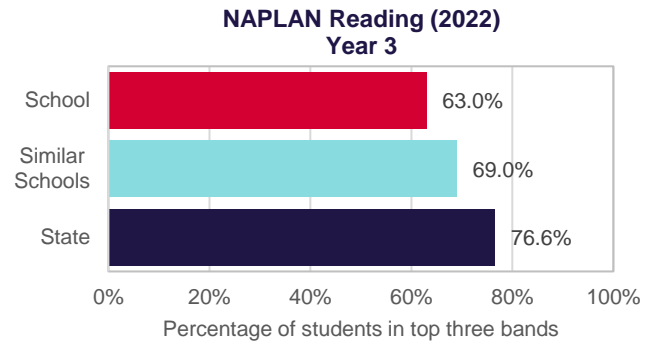
63.0%

Similar Schools average:

69.0%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

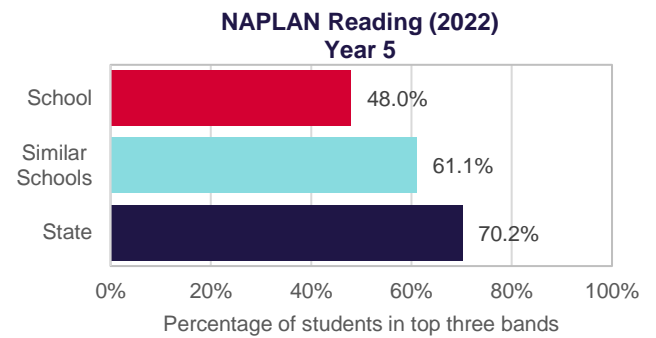
48.0%

Similar Schools average:

61.1%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

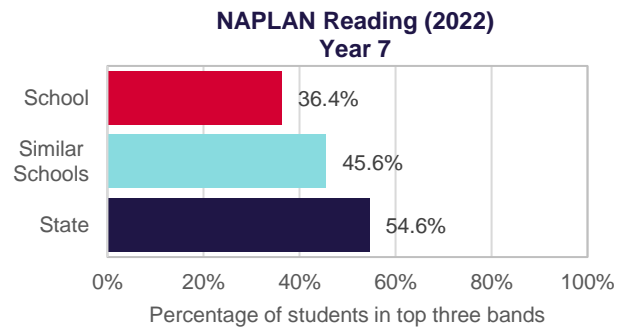
36.4%

Similar Schools average:

45.6%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

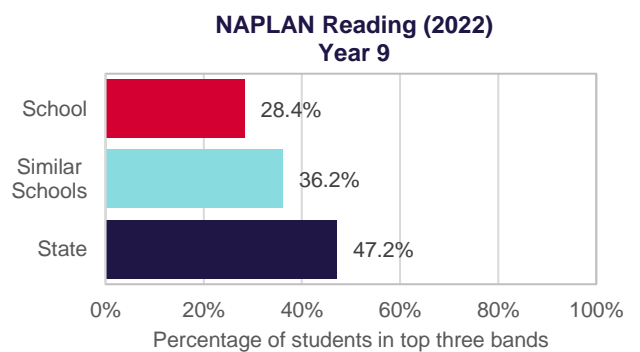
28.4%

Similar Schools average:

36.2%

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:

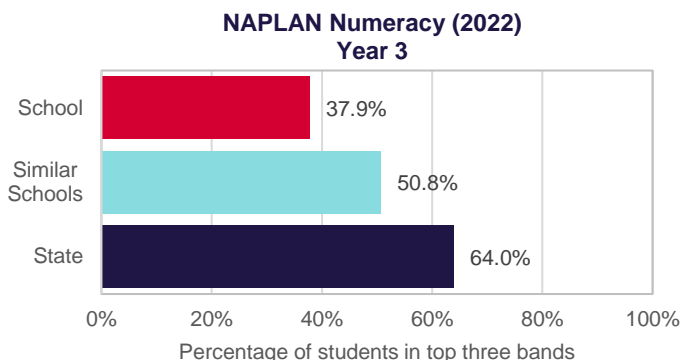
37.9%

Similar Schools average:

50.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

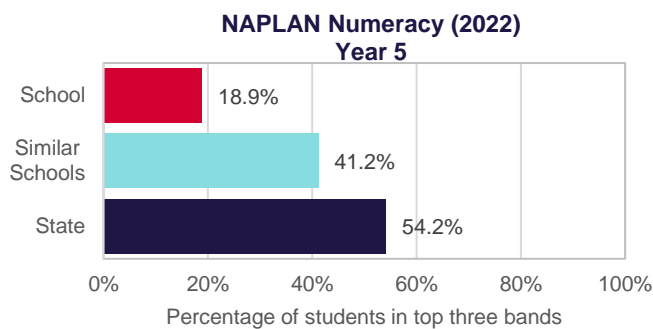
18.9%

Similar Schools average:

41.2%

State average:

54.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

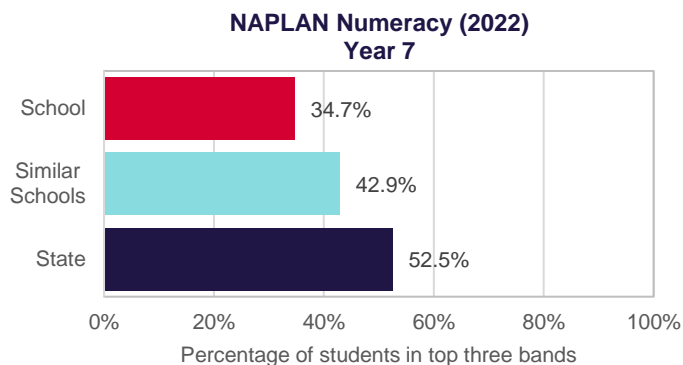
34.7%

Similar Schools average:

42.9%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

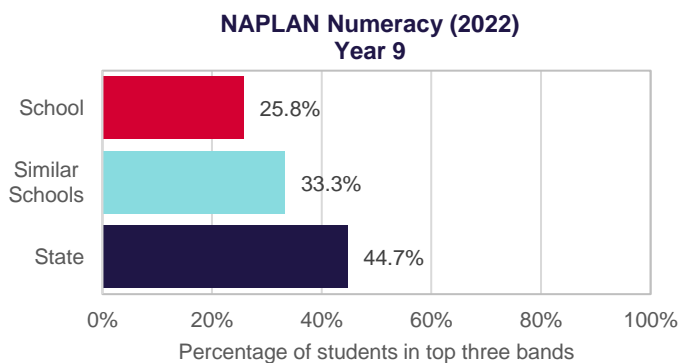
25.8%

Similar Schools average:

33.3%

State average:

44.7%



LEARNING (continued)

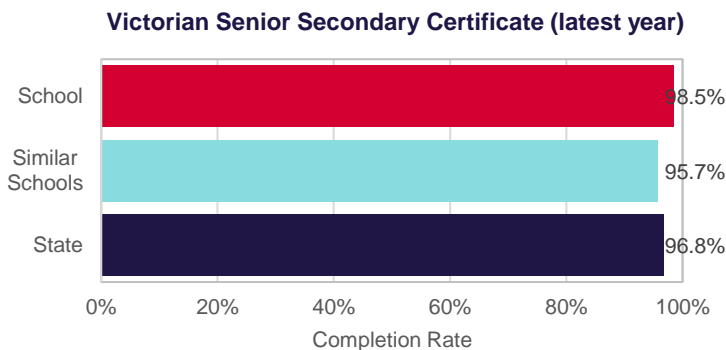
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	98.5%	97.3%
Similar Schools completion rate:	95.7%	96.2%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

24.7

Number of students awarded the VCE Vocational Major

26

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:

19%

Percentage VET units of competence satisfactorily completed in 2024:

86%



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.

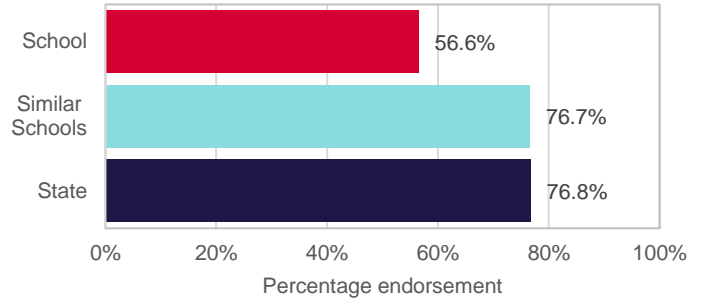
Student Attitudes to School – Sense of Connectedness

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:	56.6%	62.7%
Similar Schools average:	76.7%	78.0%
State average:	76.8%	77.9%

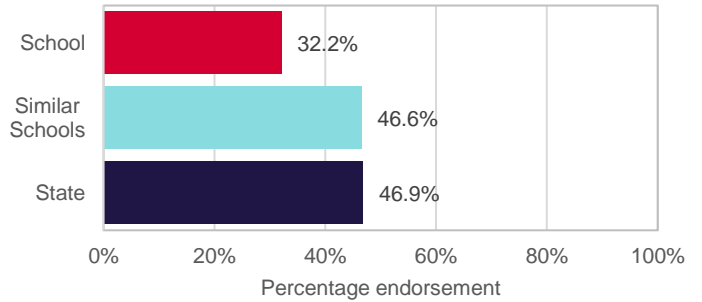
Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	32.2%	37.8%
Similar Schools average:	46.6%	48.3%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



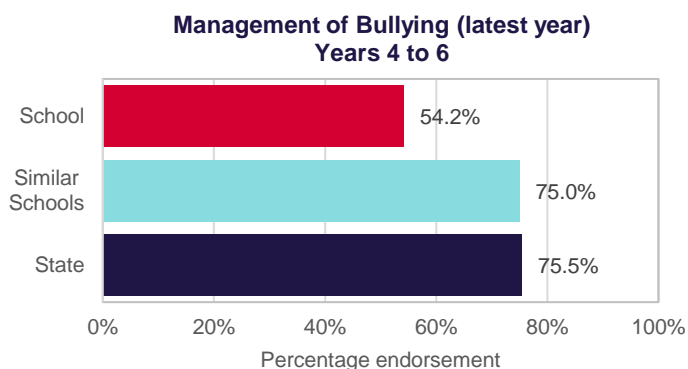
WELLBEING (continued)

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).

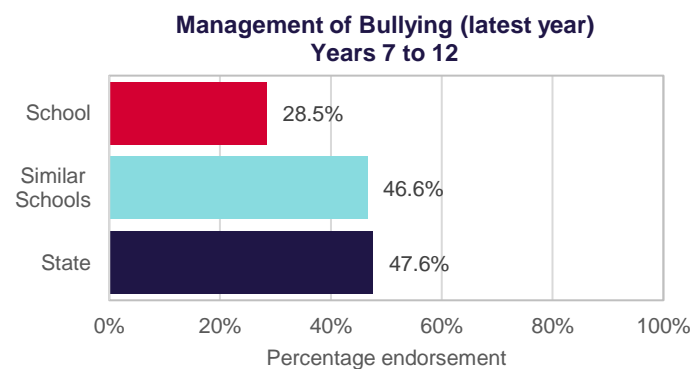
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	54.2%	59.1%
Similar Schools average:	75.0%	75.0%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	28.5%	35.6%
Similar Schools average:	46.6%	49.0%
State average:	47.6%	49.1%



ENGAGEMENT

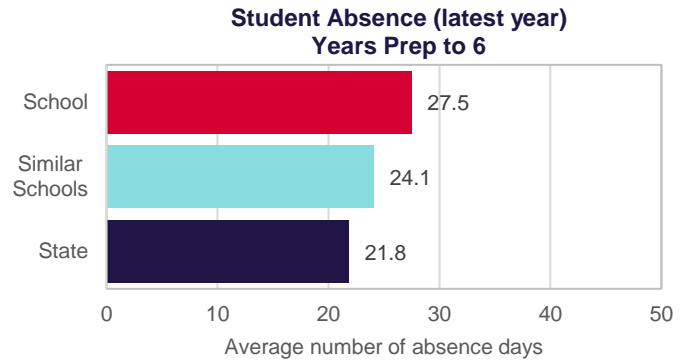
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

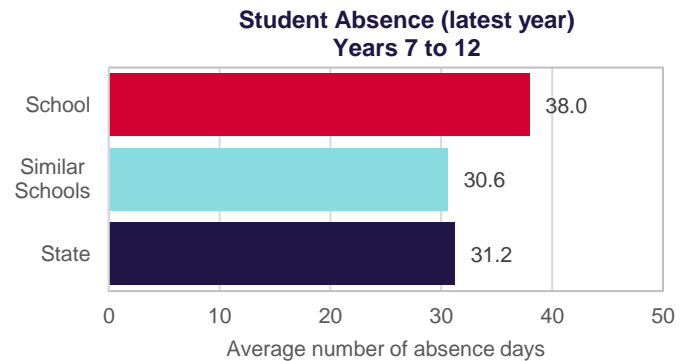
Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	27.5	24.2
Similar Schools average:	24.1	22.5
State average:	21.8	20.1



Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	38.0	33.7
Similar Schools average:	30.6	26.7
State average:	31.2	27.2



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	86%	86%	86%	87%	88%	86%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	84%	80%	80%	79%	78%	88%	

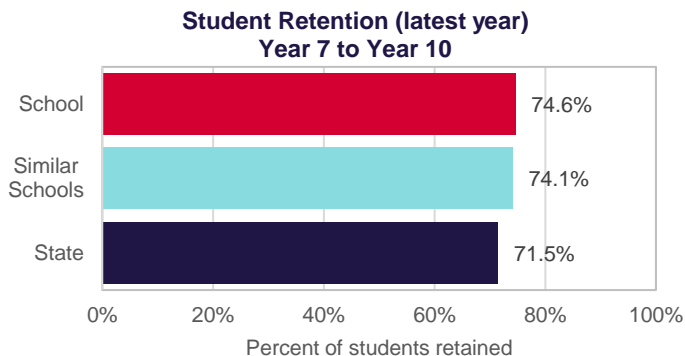


ENGAGEMENT (continued)

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:	74.6%	76.0%
Similar Schools average:	74.1%	75.9%
State average:	71.5%	73.2%

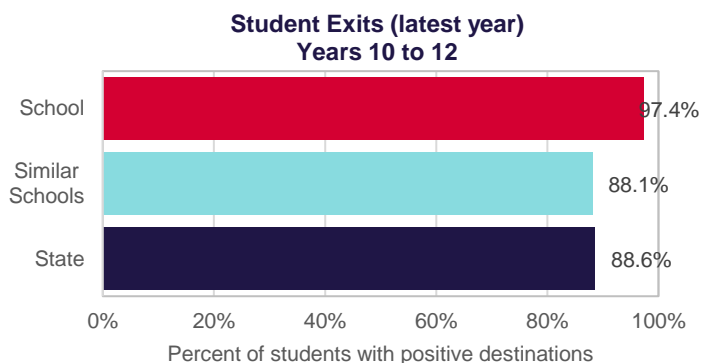


Students exiting to further studies or full-time employment

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:	97.4%	94.2%
Similar Schools average:	88.1%	90.1%
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	\$34,609,508
Government Provided DET Grants	\$7,212,743
Government Grants Commonwealth	\$66,051
Government Grants State	\$53,120
Revenue Other	\$258,445
Locally Raised Funds	\$671,595
Capital Grants	\$298,938
Total Operating Revenue	\$43,170,398

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,768,879
Equity (Catch Up)	\$286,662
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$3,055,541

Expenditure	Actual
Student Resource Package ²	\$29,865,584
Adjustments	\$0
Books & Publications	\$28,475
Camps/Excursions/Activities	\$654,206
Communication Costs	\$26,725
Consumables	\$570,358
Miscellaneous Expense ³	\$129,117
Professional Development	\$125,222
Equipment/Maintenance/Hire	\$2,282,819
Property Services	\$1,632,252
Salaries & Allowances ⁴	\$833,791
Support Services	\$2,044,873
Trading & Fundraising	\$38,089
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$282,661
Total Operating Expenditure	\$38,514,172
Net Operating Surplus/-Deficit	\$4,656,226
Asset Acquisitions	\$662,128

- (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 03 Mar 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$2,788,629
Official Account	\$259,598
Other Accounts	\$0
Total Funds Available	\$3,048,227

Financial Commitments	Actual
Operating Reserve	\$1,456,436
Other Recurrent Expenditure	\$28,626
Provision Accounts	\$0
Funds Received in Advance	\$1,555,871
School Based Programs	\$1,900,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$640,000
Capital - Buildings/Grounds < 12 months	\$1,000,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$6,580,934

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.

