

# 2024 Annual Report to the School Community

School Name: Nossal High School (8865)



- 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 28 March 2025 at 03:45 PM by Tracey Mackin (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 28 March 2025 at 03:46 PM by Tracey Mackin (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Nossal High School was established in 2010 as the first co-educational fully academically selective Government school in Victoria. Along with the only other three academically selective schools, Melbourne High School, The Mac. Robertson Girls High School and Suzanne Cory High School, it forms the Victorian Select Entry Network of schools.

Located on the grounds of Federation University Berwick campus, in an urban growth corridor, the school draws enrolments from right across the Melbourne metropolitan area and into regional areas and offers programs for students in Years 9 - 12 only. Entry is competitive and via a common entry exam administered through VCAA and an independent testing company (ACER). Students in Year 8 or equivalent can apply to sit the exam for entry into Year 9 for the following year and can preference up to three of the schools. Enrolments are capped at 208 per year level for a school total of 832.

Retention rates are very high with very few students leaving the school prior to Year 12 completion and nearly all students exit to university. The 208 students offered places for Year 9 annually come from between 60 and 98 different schools; generally, around 50% from the non-government sector and a roughly 50:50 gender mix. Some students travel long distances to attend (e.g. Craigieburn, Deer Park, Mernda, Traralgon) and some families will move to the area once their child has secured a place at Nossal. A 4% cap on enrolments from any particular "feeder" school is applied across the 4 selective schools to limit the impact of on individual schools. The cap is raised to 10% in the case of P-9 schools. A 10% equity quota is applied, and testing fees are waived to encourage students from low SES families and ATSI to apply. 5% (10 students) annually are selected under the "Principal's Discretionary" category from the applicants who have sat the exam; they are invited to submit an additional written application and attend an interview prior to selection.

On most comparative performance measures Nossal achieves very good results, and changes in "traditional" improvement measures are more nuanced and incremental, requiring contextual understanding. Challenging and longer-term approaches to achieve cultural rather than transformative change are often required to enable such improvement. The school leadership team has always sought to challenge the school community and has set broad, big picture goals relating to curriculum and pedagogy; assessment; student voice; ICT; school culture and ethos. The school undertook a self-evaluation in late 2022 and developed a new Strategic Plan early in 2023 following an "Influencing" review process.

Nossal students (and their parents) are highly motivated, highly aspirational, and very committed to their academic education and VCE results; nearly all aspire to university entry. The school's approach is strongly grounded in the need to ensure that students are well-prepared for an adult learning environment. This aim manifests itself in the school's physical resources, timetable structures, curriculum choices and student management approaches, which foreground independence and personal responsibility.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school's current strategic plan (SSP) has a strong emphasis on the explicit and targeted development of student agency in its classrooms. This goal is an evolution of the school's long-term vision of maintaining an adult-learning environment for its students so as to support them in their post-secondary pathways. In 2023, a Learning Model was developed in consultation with staff, and 2024 saw the formal launch and development of this model. The model represents an evolution of the school's existing reporting system, which includes student/teacher ratings for important learning behaviours (participation, study habits and reflection). As a tool for thinking about the nature of learning, the categories on the learning model are somewhat broader (engagement, application and metacognition), but they retain the school's long term focus on the development of adult - or, to use the current preferred language, agentic - learners who understand how learning works and have skills in learning well regardless of the content matter. The launch of the model, which started from a shared definition of adult learning and which has the notion of agency literally at its centre, was supported in 2024 by dedicated professional learning time for all staff both in Wednesday afternoon sessions and during a dedicated curriculum day. Early examples of how this model might be utilised in our classrooms were developed and shared, and the model was launched to the Student Representative Council. The model was also presented to the whole staff as a way of thinking about their own learning and professional development, since we are all adult learners. In response, our Education Support Staff began a new professional learning program called their 'self-regulated learning' (SRL) program, which makes use of the learning model to guide their own plans for professional development.

Apart from the focus on student agency, the other primary set of measurements used in the strategic plan to track the school's performance are the VCE results. The results in 2024 were, as usual, very strong, and in some ways were amongst our strongest to date. The school maintained its median VCE study score of 36, which has been stable for the last 5 years, and the proportion of students at the top end of the scale were the highest they have been in some years. This included the highest number of students with an ATAR above 90 ever (66.99%), the equal highest number of students with an ATAR above 99 ever (22, the same as the number in 2021), and the highest number of students with a study score above 40 (27.6%) in the history of the school. This included 15 students with a study score of 50.

It's also important to note that the number of students with study scores between 19 and 29 (i.e. at the lower end of the scale) was also somewhat higher than has been the case in the last few years. This was in part due to a relatively large number of students in the cohort requiring wellbeing support, some of whom are to be commended for completing their studies regardless of their score. As usual, the concern of the school is less to do with its students getting the best score overall, and much more to do with them getting the best score they could achieve at that moment in time. The school's commitment to supporting its students as they negotiate the sometimes complex situations in which they find themselves remains high. Our response to this type of data is - and always should be - tempered by an understanding that for some students the key focus is not their formal academic studies; instead, sometimes these need to take a back seat to ensuring that they are able to function well in the world. The school will continue to develop its support mechanisms and its course counselling processes to ensure that as many students as

possible are choosing subjects in which they have the best chance of thriving, and that they are able to seek the help they need while those studies are ongoing.

## Wellbeing

The second area of focus in the school's strategic plan is wellbeing, an area which we continue to see as core to our mission and as not an adjunct but an essential element in every decision made by the leadership team. This year, the school chose one of three wellbeing goals from the SSP as its focus: the development of a diverse and embedded set of Tier 2 supports to ensure that the different needs in our student community are met. This work has been ongoing for some time, and has come to include small group programs related to gender, neurodiversity and sexuality. These are embedded in a larger program (mainly at the Tier 1 level) which focusses on mutual respect and the celebration of all forms of diversity, including cultural and linguistic diversity. At the Tier 1 level, the school maintained its commitment to specific cultural events including Harmony Week, IDAHOBIT Day and our annual assemblies celebrating NAIDOC and International Women's Day. The Respectful Relationships curriculum offerings which are embedded in the school through the Nossal Time curriculum, and extended through the work of the Health and Physical Education Domain in Year 9 and 10 HPE classes, were reviewed in 2024. Two Nossal Time teachers were, in fact, involved in a state-wide review of the senior Respectful Relationships curriculum. Our curriculum was thus newly aligned with the updated Respectful Relationships curriculum, and the materials they created and reviewed have now been distributed to other schools. This content was supplemented by whole year level presentations on gender roles and privilege, sexual health and the legal and ethical implications of certain online behaviours for oneself and for others.

Smaller groups were also enabled through the school's interaction with external providers accessed through the School's Mental Health Funding Menu. These included:

- Minus18, who worked with our Queer Straight Alliance (QSA) students to explore issues related to gender and sexuality
- Level Up, who supported a small group of students exploring healthy masculinities
  - *This program also included one on one work with a male-identifying psychologist.*
- I Can, who worked with a small group of neurodiverse students
  - *This program was extended into the second half of the year by Nossal staff*
- A pilot program for girls' empowerment

In addition, Nossal Wellbeing Staff created and ran a small group program for a number of our younger female-identifying students related to leadership and healthy forms of empowerment.

Finally, it is a pleasure to report that this year we expanded the number of staff who have undertaken training in trauma-based classroom practices with Berry Street. These practices are designed to enable students who have experienced trauma to engage fully with their learning, but are also an invaluable support for all teachers in creating a positive climate for learning in their classrooms. To date 11 members of staff have undertaken formal training in this space, and they have presented their learnings in whole staff professional learning activities so that the strategies involved can be embedded in as many of our classrooms as possible.

## Engagement

As usual, Nossal High School's attendance data remains very strong thanks to the strong commitment to positive learning outcomes which is in evidence both within our parent community and our student community. For the small number of students who, typically due to significant challenges to their wellbeing, struggle with attendance, the Wellbeing Team provides targeted and comprehensive support that may include individual goal setting and learning plans as well as modified assessment regimes should these be required.

More broadly, student engagement - and particular agentic forms of engagement in which students take responsibility for their learning and their activity within the school - has continued to be a focus of school's work. As noted above in the Learning section, agency is at the heart of our approach to learning, and we continue to seek opportunities to extend and develop this element of our identity as a school. One highlight in this space in 2024 was the creation of a new advisory committee - the Head of House Advisory Committee (HoHAC) - composed of students with their fingers "on the pulse" in each of their year levels. These students met with their Heads of House regularly throughout the year to provide advice on issues of concern to the students which might not be expressed through other mechanisms like the Student Representative Council (SRC). The school was also proud to facilitate a training session in Respectful Relationships for a mixed group of our student leaders including members of the SRC, the HoHAC and Formation.

Other examples of student voice and agency were again evident in 2024. In particular, the School Captains made use of the now annual Nossal Week celebrations as an opportunity to mentor a group of younger student leaders in the technical skills required to organise and run events. They also extended the event to include a family night supported by school staff and the Parents and Friends Association. The Nossal Environment and Sustainability Team were also very active in 2024. For example, with the help of staff they supported the school in maintaining a Container Deposit Scheme to recycle cans and bottles. As usual, student leaders in various clubs and societies also continued to work in their fields of interest, with Formation again organising the International Womens' Day Assembly and our Cultural Liaison Leaders working with Languages Teaching Staff to ensure that our annual Languages Diversity Day (and associated assembly) were a celebration of the school's strong commitment to embracing a global perspective on learning.

That notion of Nossal students as part of a global learning community was further enhanced by the work of staff who shepherded our junior students through a series of activities in which they were able to interact with their peers in other countries. These included a classroom exchange with students from our sister school, Chosei High School, as well as their involvement in Model United Nations Competitions in different languages.

## Other highlights from the school year

2024 was once again a busy year at Nossal High School, both for staff and for students. The school's production, Puffs, was another great success for a team which prioritises student leadership and management at every stage of the project. This annual event was also an excellent example of the generosity with which our alumni continue to support current students as members of prior cohorts returned to act as critical friends and mentors for their younger peers. The school's music program was similarly successful this year, with the development of our



performers very evident in the high level of competence which they demonstrated at a range of performance opportunities. Those same students - and a host of others who are not involved in the music program formally but are nevertheless willing and able to share their skills in this area with the community - were also very impressive in the course of the annual House Performing Arts Festival, which this year allocated a different decade to each House as their performance theme.

In terms of professional engagement, one of the highlights of the work undertaken during 2024 was the sustained reflection carried out by the English Domain. As recipients of the 2024 Nossal Professional Fellowship, the group spent their year investigating our students' relationship with reading. Their "Reading Project" explored metacognitive approaches to reading itself, and led the team to some lively reflections on how our students tend to approach this vital element of their learning. The project also influenced and enhanced the way in which this group of staff engaged with the new Learning Model, to the benefit of our students.

A different model for professional engagement came in the form of a project between our Health and Physical Education Domain and staff at Federation University. This collaboration had as its focus the enhancement of student agency in classroom settings, and was the impetus for a renewal of the school's relationship with the University with which it shares a space. The impact of the pandemic had, sadly, restricted the ways in which Nossal High School and Federation University were able to interact, but in 2024 a new Memorandum of Understanding was developed to confirm a renewed level of collaboration into the future.

The school's commitment to maintaining a high level of engagement with technologies which have an impact on learning was again on display in 2024, with the establishment of a staff AI professional learning team which met fortnightly to establish and share best practice in both pedagogy and administration. The team was a group of early adopters who also provided some guidance to the wider staff in ongoing professional learning activities in this space.

Returning to the highlights of our student experiences, our sporting calendar was once again very full in 2024, and there was evidence that this element of school life continues to flourish. By the end of the year the school boasted (in a wide range of sports) 21 Division Champions, 5 Region Champions and 2 runners up at the State competition level. In addition, Nossal teams competed in almost every available competition within the regional system, 'embracing the challenge' even in sports where their expertise might not be as pronounced.

The final program to draw attention to here - though there are plenty of other highlights of which both staff and students should be proud! - is the exchange program with our sister schools in both Japan and French. This year, our Japanese language students lucky were enough to visit Chosei High School and explore some wonderful sites in Japan, while our French language students hosted their peers from Lycée Félix le Dantec in Lannion. These visits were, as usual, a highlight for all involved, and this year they marked the renewal of our formal ties with Chosei HS and the establishment of a full sister school relationship with Lycée Félix le Dantec.

## Financial performance

This year marked the movement of Acting Principal, Tracey Mackin, into the substantive role as Principal, which she will fulfil for the next several years. This appointment had implications for other leadership roles within the school, since a number of staff were in acting positions while this decision was being made by the Department of Education. By the end of 2024 a new Assistant



Principal: Curriculum and Pedagogy had been appointed, and certain changes to the Health and Physical Education staffing profile had been made in response to this change.

In structural terms, the end of 2024 brought with it the end of 12 months of training and upskilling by the bulk of the school's Education Support (ES) staff after the restructure which that team had undergone in the second half of 2023. This has resulted in a change to the levels at which a number of ES staff were working, and has led to a more cohesive and engaged group whose level of operation has been increasing throughout the year. A small number of staff will persist in their training and upskilling programs into 2025 due to individual circumstances which stood in the way of this process for them in 2024, but the bulk of this restructure is now complete and is having a positive impact on school operations.

Financially, as expected, the school continues to operate at a deficit and School Council continues to structure its budget to take this into account. In 2024 the school made use of the Student Resource Package to employ 52.2 Teaching Staff (EFT) and 19.1 Education Support Staff (EFT), with the majority of the Teaching Staff being experienced teachers employed in Range 2. This resulted in a deficit of approximately \$135 000. There is an expectation that this deficit will increase somewhat next year, as various part time teachers are expected to increase their time fraction in 2025. The school also received a small amount (approximately \$30000) of equity funding, which was used to supplement the cost of employing a youth worker to support students in need of wellbeing interventions.

Various programs within the school benefited from the generosity of parents who made voluntary contributions at a rate of approximately 65% to support the extension and enrichment of our highly able students.

**For more detailed information regarding our school please visit our website at  
[www.nossalhs.vic.edu.au](http://www.nossalhs.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 830 students were enrolled at this school in 2024, 358 female and 469 male.

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

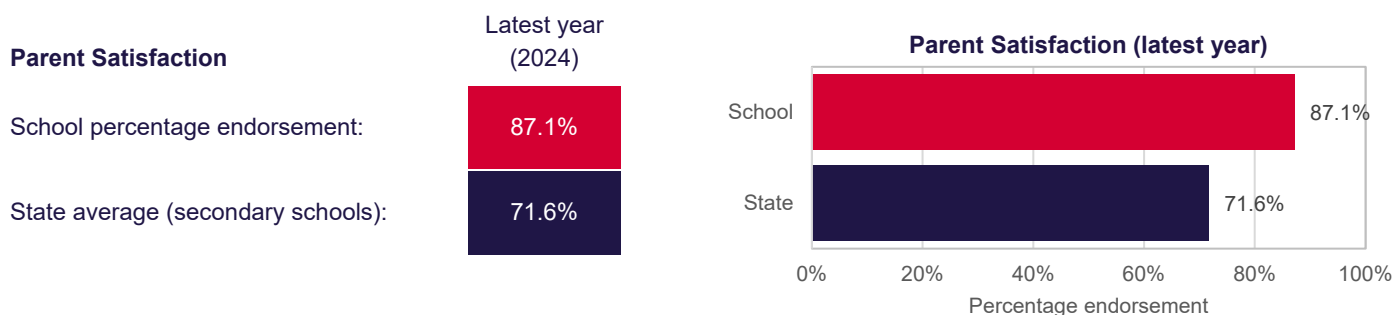
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

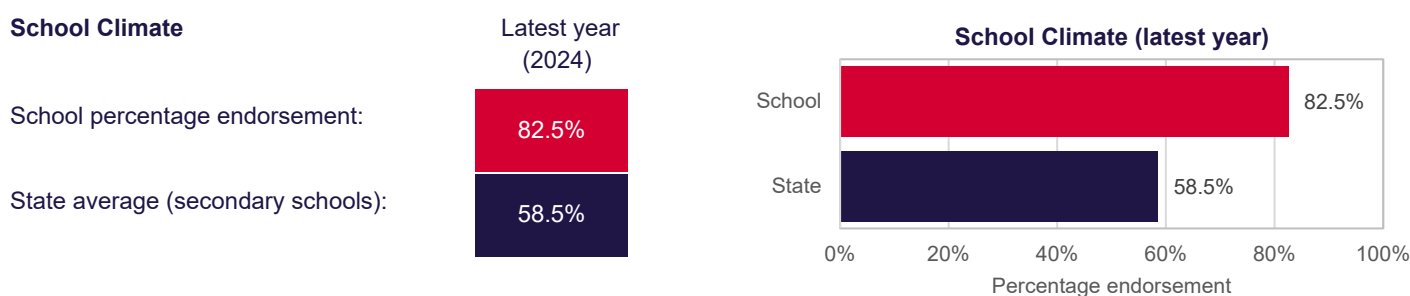


### School Staff Survey

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.

#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

100.0%

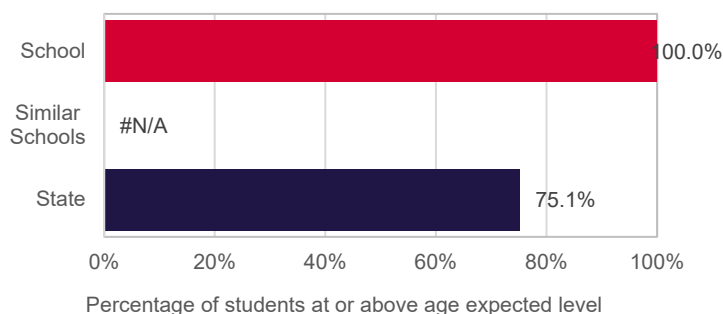
Similar Schools average:

NDA

State average:

75.1%

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



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

100.0%

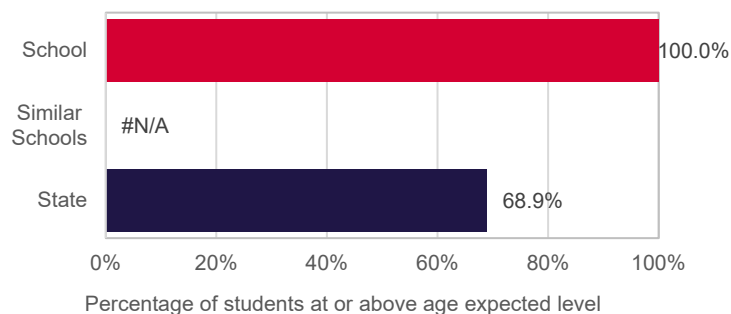
Similar Schools average:

NDA

State average:

68.9%

#### 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.

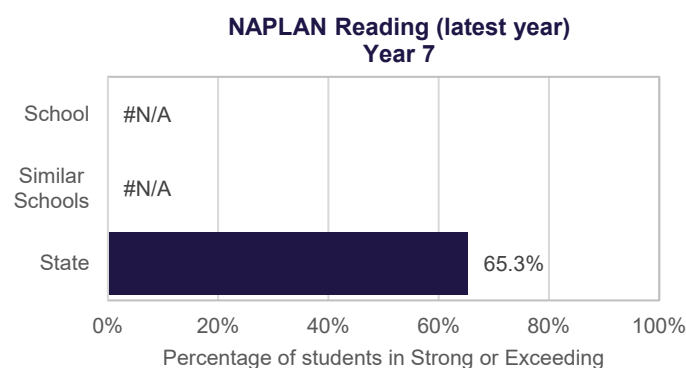
### NAPLAN

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.

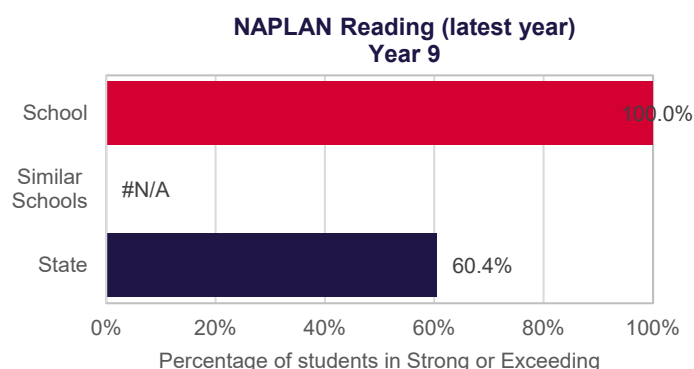
#### Reading Year 7

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



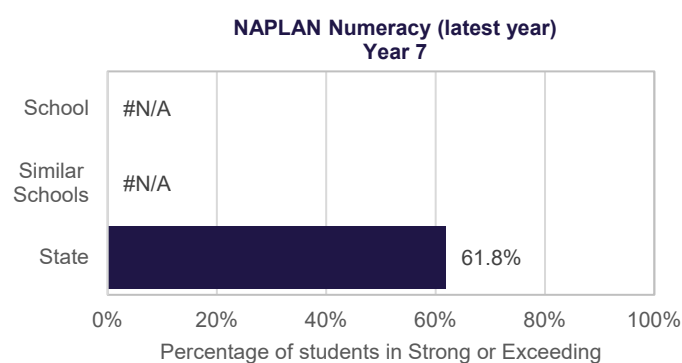
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	60.4%	60.2%



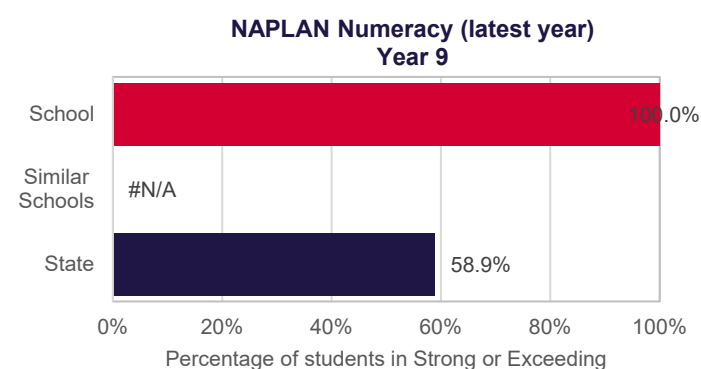
#### Numeracy Year 7

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



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	100.0%
Similar Schools average:	NDA	NDA
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:

NDA

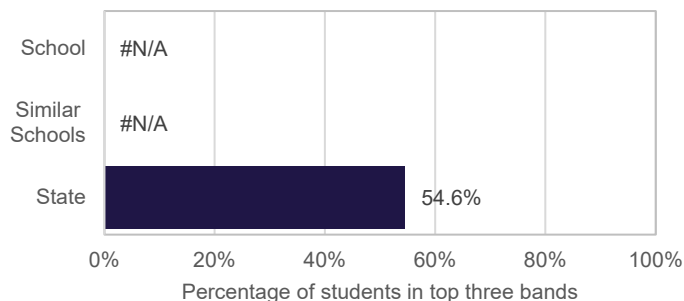
Similar Schools average:

NDA

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students  
in the top three bands:

97.5%

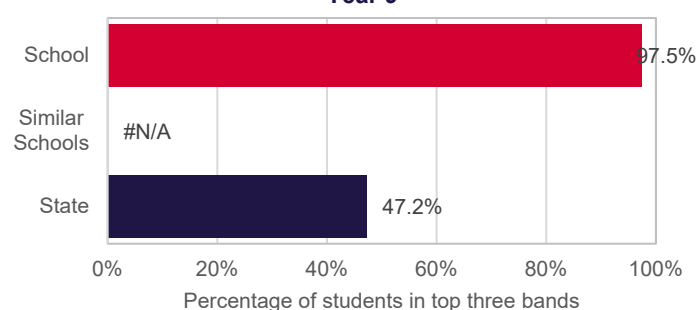
Similar Schools average:

NDA

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students  
in the top three bands:

NDA

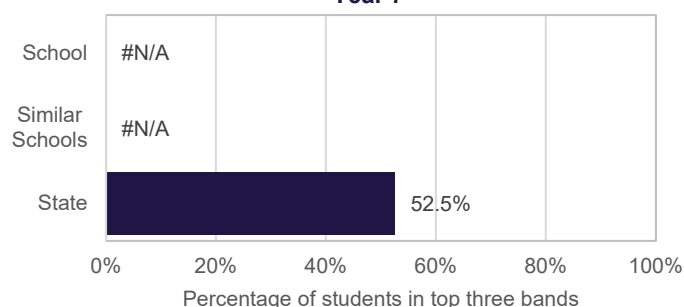
Similar Schools average:

NDA

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students  
in the top three bands:

100.0%

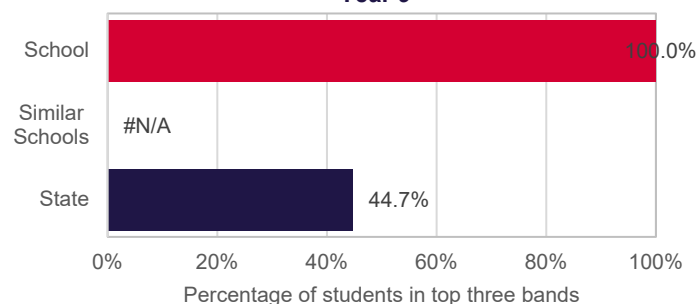
Similar Schools average:

NDA

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

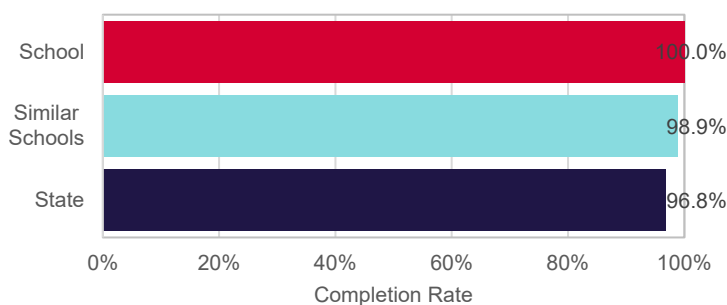
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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.

#### Victorian Senior Secondary Certificate

	Latest year (2024)	4-year average
School completion rate:	100.0%	100.0%
Similar Schools completion rate:	98.9%	98.8%
State completion rate:	96.8%	96.9%

#### Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

35.6

Number of students awarded the VCE Vocational Major

NDA

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:

0%

Percentage VET units of competence satisfactorily completed in 2024:

64%

## WELLBEING

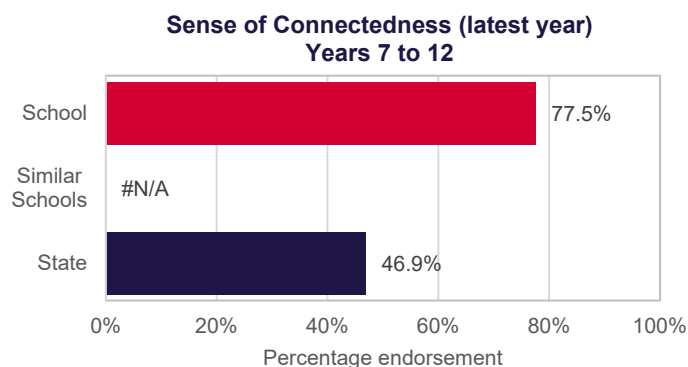
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	77.5%	79.8%
Similar Schools average:	NDA	NDA
State average:	46.9%	48.0%

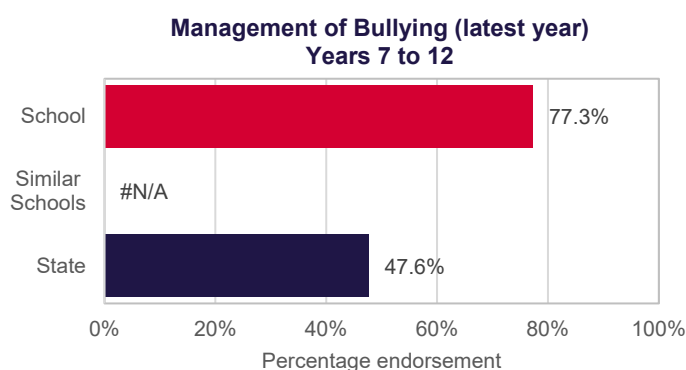


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	77.3%	79.5%
Similar Schools average:	NDA	NDA
State average:	47.6%	49.1%





## ENGAGEMENT

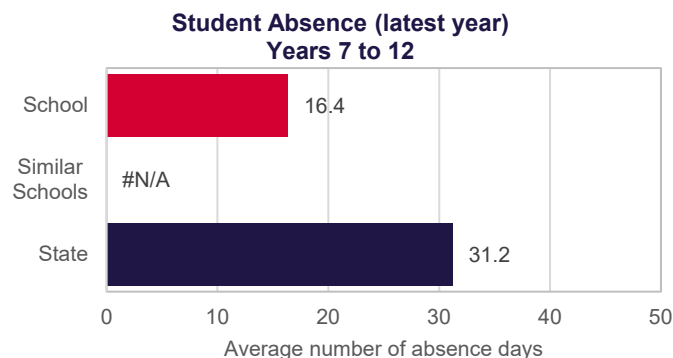
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	16.4	12.1
Similar Schools average:	NDA	NDA
State average:	31.2	27.2



### Attendance Rate (latest year)

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

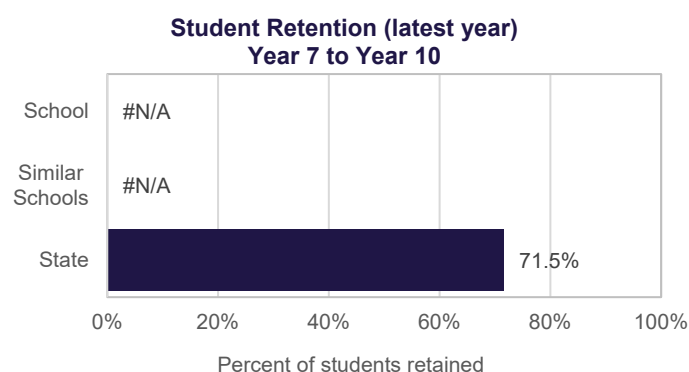
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDA	NDA	94%	93%	90%	91%

### 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:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	71.5%	73.2%



## ENGAGEMENT (continued)

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

### Students exiting to further studies or full-time employment

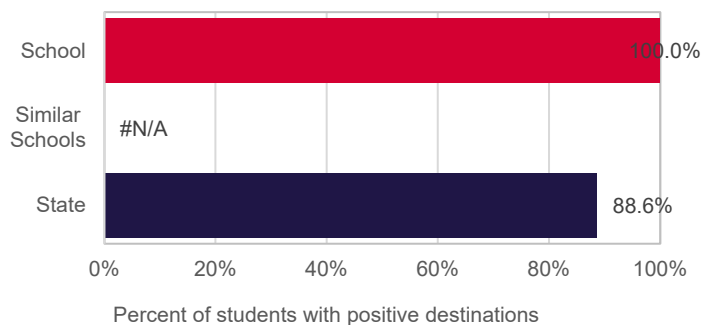
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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

#### Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	88.6%	89.5%

#### Student Exits (latest year) Years 10 to 12



# FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$9,144,685
Government Provided DET Grants	\$776,729
Government Grants Commonwealth	\$22,816
Government Grants State	\$57,541
Revenue Other	\$123,713
Locally Raised Funds	\$1,840,745
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$11,966,229</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,071
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,071</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,304,728
Adjustments	\$0
Books & Publications	\$8,102
Camps/Excursions/Activities	\$540,460
Communication Costs	\$67,022
Consumables	\$375,132
Miscellaneous Expense <sup>3</sup>	\$151,438
Professional Development	\$85,117
Equipment/Maintenance/Hire	\$344,084
Property Services	\$283,292
Salaries & Allowances <sup>4</sup>	\$393,873
Support Services	\$100,704
Trading & Fundraising	\$336,461
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$841
Utilities	\$109,569
<b>Total Operating Expenditure</b>	<b>\$12,100,824</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$134,595)</b>
<b>Asset Acquisitions</b>	<b>\$84,750</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,583,805
Official Account	\$92,616
Other Accounts	\$369,240
<b>Total Funds Available</b>	<b>\$2,045,660</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$466,016
Other Recurrent Expenditure	\$457
Provision Accounts	\$0
Funds Received in Advance	\$384,977
School Based Programs	\$226,627
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$184,251
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,255
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$336,548
Asset/Equipment Replacement > 12 months	\$246,967
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$200,000
<b>Total Financial Commitments</b>	<b>\$2,136,098</b>

*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.*