2024 Annual Report to the School Community

School Name: Dohertys Creek P-9 College (8397)

'Balit Yirramboi'
Dohertys Creek P-9 College
TRUGANINA

- 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 14 March 2025 at 10:27 AM by Tami-Jo Richter (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 April 2025 at 11:47 AM by Tami-Jo Richter (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

2024 was an amazing year. Whilst still hampered by the staffing shortage; we started the year very well. Our staff retention was very high which is a credit to our community and the support they receive from the DCC leadership team. This is evidenced by our excellent staff survey results. It looks like our growth may have hit its peak though we may need another year or two to confirm. We began the year with 1669 students and finished with 1557 with about 272 exits during the year. This is beginning to suggest some significant transience in the area. When we examined where students were going, there were not many going to local schools but many moving out of the area.

We began the year with three new relocatable 3 story buildings, 5 specialist classrooms, an administration building, a staff room and another set of toilets to accommodate our growing population. We had 78 classes from P-Year 9 with our first group of Year 9 students completing the year. Our staffing profile included: 6 PCO staff; 101.1 teaching staff; 15 Leading teachers/Learning specialists; 29.98 classroom education support staff and 17.97 non classroom education support staff.

DCC is an inclusive school who holds relationships above all that we do. Our School vision is:

Our vision is to inspire and empower thinkers. We will create authentic relationships to enable successful living and wellbeing. We will become a recognised centre of educational excellence and inclusion. Our values are: Respect, Kindness, Learning, Teamwork, Integrity. ‘It takes a village to raise a child’.

Our focus throughout the year was on:

· questioning and small group instruction in literacy and numeracy with the teachers tracking students on ‘9 grids’ in order to plan more effectively for individuals

· developing Individual Educational Plans for those who need them

· beginning the Disability Inclusion process for funding for those eligible

· developing an understanding of the new Mathematics Curriculum Vic curriculum 2.0 for all staff

· developing consistency amongst the specialist teaching staff

· leadership exploring strong research based instructional practice and developing a playbook to be introduced in 2025

· evaluating how well goals were being tracked and how best to report on our students to plan for new reporting processes in 2025

· how to best moderate writing for consistent outcomes for students

· ensuring that our students feel valued and heard by strengthening our routines and rituals around yarning circles and our social and emotional learning program

· developing and implementing a house system for our secondary students

· moving to two timetables to allow both our primary and secondary students autonomy in the yard

· using the new Mental Health and Wellbeing Leader to evaluate the needs of our students and to devise ways to support them

· working with the DET School Wide Positive Behaviour coach and team to re-evaluate our systems and procedures for a safe and orderly environment

We worked to engage the community as much as we can. We are a community hub and employ a community liaison officer; our Community Hub runs a number of programs such as breakfast club; playgroups, English language classes and cooking experiences. We regularly survey the community but have not had the levels of engagement that we would like. Our Parent Survey results are low; for the second year running, we have invited then whole school community to participate in the survey but only received around 25 responses. It is an area that we will continue to work to improve.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our data speaks to the strength in our learning programs, with students in Grade 3 and 5 outperforming the network and state in NAPLAN tests for Reading, Conventions of Language and Numeracy. We also exceed the state with the number of students in the exceeding and strong bands of NAPLAN in Years 3 and 5 in Reading as well as in Numeracy in Years 3 and 5. The interim growth data shows our students see high levels of growth in Numeracy between Grade 3 - 7, outperforming the State in this space. Grade 3's scored higher than the Network for Writing, whilst Grade 5's outperformed both network and state averages in Writing. In Reading and Numeracy, 88% of our students in the primary levels are working at or above the expected age level in the Victorian Curriculum. Our Grade 3 and 5 Writing is an area for us to focus our future resources and professional learning with our data looking only slightly lower, with 85% of students in the primary levels are working at or above the expected age level in the Victorian Curriculum.

We continued our focus on embedding our instructional model of Launch Explore Summarise in mathematics, whilst ensuring our teaching and learning documentation is robust and includes clear developmental sequences for learning. These school wide resources and focus on formative assessment practices led our teachers to strategically plan for small group instruction, tailored to the specific needs of students. External consultants added value to our professional learning schedule in reading and mathematics instruction and inquiry pedagogy. Our maths leaders provided leadership at a network level, supporting the Numeracy Curriculum Working party in developing consistent units of mathematics learning, derived from the new curriculum, for schools in North and South Wyndham.

NAPLAN and internal assessment results indicated steady growth across 7-9, with improvements in literacy and numeracy. We exceeded the State in Years 7 and 9 with those students in the exceeding and strong bands in Reading.

Targeted intervention programs have supported students needing additional assistance, leading to improved student outcomes and this will be a continued focus in 2025. Additionally, the focus on improving teacher performance through professional learning communities has allowed teachers to collaborate and share best practices, directly impacting student success. In addition, a strong focus was placed on developing teacher capacity in differentiating for all students (particularly high-ability students). Professional development sessions were designed to equip teachers with strategies for providing enriched learning experiences and opportunities for extension. This was a key focus of the secondary curriculum days for 2024. There was also a strong focus on deepening teachers' understanding of the functions of behaviour which helps teachers effectively manage classrooms and respond to individual student needs.

Wellbeing

In 2024, we collaborated with the School Wide Positive Behaviour coach to refine our approach to implementing Positive Behaviour Systems. This included reviewing key documentation such as our behaviour matrix and major/minor behaviour guidelines. We also strengthened teacher capacity in using restorative practices to address student incidents, with a focus on repairing relationships.

We launched the Mental Health and Wellbeing Leaders (MHWL) initiative across the primary school. Their primary role was to support small groups of students at a Tier 2 intervention level, helping them develop strategies for emotional regulation, social skills, and school engagement. The screening process and group planning were developed in collaboration with our Mental Health and Wellbeing Practitioner.

Additionally, we secured a grant to participate in the Refugee Education Support Program. Our staff completed the first module, *Refugee Experiences of Students and Their Families*, which provided insights into refugee-background students and introduced the Foundation House Whole School Approach. We also revised our enrolment process to better identify and support refugee students and those with little or no English.

To enhance parental understanding of the *Respectful Relationships* initiative, we created informational videos and hosted open classrooms. However, attendance was low, with only a few parents from each cohort participating.

We also introduced the Inclusion Steering Committee, aimed at fostering student connectedness and teacher engagement. The focus was on analysing the Attitudes to School Survey data and find ways to build a stronger connection to school. A strategic plan was developed during Term 3 of 2024 for implementation in 2025.

Our Deep Engagement Partnership with Disability Inclusion Education Improvement Leader, Ella Tang, concluded last year. We focused on building leadership capacity to recognize diverse learning needs and implement effective classroom adjustments. This work emphasized structured, evidence-based teaching to ensure all students can participate fully and demonstrate growth. We prioritised documentation by developing Individual Education Plans, Behaviour Support Plans, and Modified Learning Plans, with a focus on making necessary adjustments to the environment, tasks, and instruction.

Through the Disability Inclusion initiative, we secured funding to support 22 students requiring substantial or extensive assistance under the new tiered funding model. To enhance our inclusion efforts, we hired a second Speech Pathologist to improve language and communication support. Our allied health team led professional development for staff, focusing on language development, behaviour functions, sensory processing, and neurodiversity. Educational support workers also visited Warringa for further professional learning.

Finally, we began rolling out Protective Intervention Training to strengthen our approach to student support and intervention.

During 2024 a key development in the secondary space was the transitioning to a vertical house structure to facilitate student engagement, wellbeing, and academic growth. Instead of grouping students solely by year levels, a vertical system organizes them into house groups, allowing students to remain in the same house throughout their secondary schooling. This structure fosters a strong sense of belonging, builds lasting relationships amongst, students and staff and has been shown to enhances both academic and social experiences.

One of the key advantages of a vertical house system is the creation of a stronger sense of community. Students across different year levels interact more frequently, developing positive relationships beyond their immediate peer group. Older students serve as mentors for younger ones, offering guidance and support, while younger students gain confidence from their interactions with older role models. This system encourages a more inclusive school environment, reducing social barriers and strengthening student connections.

Another major benefit is the improvement in student wellbeing and pastoral care. In a vertical structure, students have a consistent house leader or mentor who follows them through multiple years. This long-term connection allows staff to better understand each student's personal and academic needs, ensuring timely support. The familiarity with the same staff members and peers helps students feel safe, heard, and valued within the school. Additionally, this model makes it easier to identify and address wellbeing concerns before they escalate.

The introduction of the Vertical House system also saw a restructuring of the secondary leadership with the introduction of a Head of Secondary, four Leading Teachers – Heads of House, and an Assistant Principal focused on Student Wellbeing and Engagement. This structure was designed to enhance student support, leadership capacity, and overall school culture. The Head of Secondary is focused on oversee curriculum development, student pathways, and instructional leadership, ensuring a high-quality learning experience for all students. The Leading Teachers – Heads of House will be responsible for the vertical house system, providing ongoing pastoral care, student mentoring, and leadership development opportunities across year levels. Their role will foster stronger student-staff relationships, improve connectedness, and promote a sense of belonging. Additionally, the Assistant Principal for Student Wellbeing and Engagement will lead initiatives aimed at enhancing student support services, behaviour management, and engagement strategies, ensuring a proactive approach to student wellbeing. This leadership model brings several benefits, including more personalized student support, stronger relationships between staff and students, greater opportunities for student leadership, and a cohesive approach to wellbeing, engagement, and academic success. By aligning leadership roles with key areas of student development, this structure will drive improved student outcomes and a more connected school community.

Engagement

Attendance is an area that we continue to work on. In Years Prep-Year 6, 23% of students had 95% or higher attendance which is lower than the state but the same as local Network schools. In years 7-9, 21% of students had 95% or higher attendance which is lower than the state but higher than local Network schools. 43% of our students had 20 or more days absent during 2024. We have worked to develop processes which mean we have far less unexplained absences but overseas holidays and unnecessary absences still impact the learning of our students as do those who are consistently late.

Our Foundation students transitioned smoothly into school, quickly adapting to their new environment. In their first term, they focused on learning classroom and school routines, developing self-awareness, understanding emotions, and beginning to build problem-solving skills. They also actively participated in special events, including the Prep Breakfast, Animal Land excursion, and swimming lessons.

In Years One and Two, students became more involved in extracurricular activities. Year One students participated in the "Stay Late" event, where they practised camp-like skills, while Year Two students took part in the school Sleepover to further develop their independence. Additionally, all Foundation to Year Two students joined Kaboom Sports, a fun introduction to the athletics carnival for Year Three and beyond. Year Two students also attended swimming lessons to enhance their water safety and swimming skills.

Beyond these activities, Year One students visited Scienceworks, where they explored STEM concepts through hands-on experiments with light and its applications in design. Meanwhile, Year Two students visited Werribee Mansion to deepen their understanding of how historical stories provide insight into the past and its changes over time.

In Term Four, we held four Step Up sessions for our incoming 2025 Foundation students, supported by our P-2 Leadership Team and allied health professionals. These sessions provided a school-like experience, helping students become familiar with their new environment while giving us valuable insights for forming our 2025 Foundation classes.

It was a makeup year for our grade 4's who missed out on camp in 2023. This year we had representation from Grades 3, 4 and 5 to Camp Sunnystones. Sport played a large role in our extra curricular program, with students taking part in school based interschool sport training, representing our college at Interschool Sports Gala days, local and district swimming and athletics and divisional athletics. Grade 3's took part in an incursion run by North Melbourne Football club and our Grade 5's were taken through a bike education program run by the Bicycle Network. Our middle years students played a large role in our Student Representative Council, setting the tone for change in our school, and were able to :

- Attended a weekly meeting during lunch break
- Developed leadership skills through discussion and practical activities.
- Worked together to share student voice in regards to school values
- Developed student definitions for the school values
- Organised and participated in Kindness Patrol on a weekly rotation (SRC's looking out for and supporting peers in the yard to behave according to the school values, giving out Gotcha's to students doing the right thing)

· Developed ideas for an action project for school improvement (we were unable to go through with our plan due to time constraints however these ideas will help the 2025 SRC group hit the ground running).

Our Polynesian students came together to engage in cultural learning through the La Mana program, which extended into our secondary years.

With funding from the Indian Communities Grant, students worked on mosaic murals of the flags of a number of countries that many of our families migrated from. The students were highly engaged learning the process of mosaics. They are now displayed in Marram.

Education was a busy space at DCC in 2024. In Year 7 the focus was on **discovery,** with students learning about their own strengths and interests, in order to provide the foundation for positive pathway planning. In Year 8 the focus shifted to **exploration,** as students looked at their personal attributes on a deeper level, and how these could potentially connect to different occupational profiles. Careers learning in Year 7-8 took place within the Health subject.

In Year 9, Careers was a stand alone subject as students transitioned to **focus**. Students participated in a range of activities that highlight the skills needed to gain and maintain employment. These includes Morrisby Profiling and interviews, resume building, mock interviews, mentoring sessions as well as DCC buddy programs. Our Year 9 students also attended 12 different careers incursions and excursions over the course of the year, covering all pathways from apprenticeships to tertiary study.

On May 14th, 67 students and 7 staff members headed off to Camp Jungai in Rubicon for a 3-day adventure. The purpose of the camp was to build personal and social capability, as well as relationships between students and teachers. Overall it was a fantastic experience, with staff and students stepping outside of their comfort zone, but in a safe and supportive way. We completed adventure activities such as ropes courses, hiking and kayaking, where a number of boats ‘accidentally’ capsized.

It was a great opportunity for everyone to ‘switch off’ from technology too, with no devices in sight and the Wi-Fi being limited at best! Perhaps the most pleasing element of the camp was the inclusive nature of it – We had 3 students with additional needs who were supported to access al camp activities.

Other highlights from the school year

Two standouts for 2024 were the cultural performances by our Pasifika and African student groups, which captivated the school community with their vibrant celebrations of heritage, identity, and tradition. These performances showcased the rich cultural diversity within our school, with students presenting traditional dances that reflected their deep pride in their cultural backgrounds. These performances fostered inclusivity, cross-cultural appreciation, and a stronger sense of belonging among students. The overwhelming support from peers, staff, and families highlighted the importance of celebrating diversity, making this event a defining moment in strengthening our school's multicultural identity. Adding to the significance of the occasion, families were invited to

share a lunch before the presentations, creating a warm and communal atmosphere that further strengthened connections between students, parents, and the school community.

The Year 9 Graduation Evening was a great way to end the year. It marked the graduation of our very first cohort of Year 9 students. This historic milestone celebrated the achievements, resilience, and growth of our students as they completed their journey through the first part of their secondary schooling and the significant step towards the next stage of their education. Students were presented with graduation certificates, while awards recognized outstanding contributions in leadership, academics, and school spirit. Families, staff, and peers gathered to celebrate this significant achievement, making it a truly special night. As pioneers of the Year 9 program at DCC, this graduating class has set a strong foundation for future cohorts, leaving behind a legacy of leadership and excellence. The event was a testament to their hard work, dedication, and the strong sense of community that defines our school.

Financial performance

In 2024, Dohertys Creek P-9 College managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards ,the Education and Training Reform Act 2006 and the Financial Management Act 1994.

In addition to the DET quarterly cash grant, 2024 revenue comprised of:

· **Relocatable grants** – for the procurement of furniture & equipment for new relocatable buildings

- **Locally raised funds** – raised from the hire of our facilities, parent payments, various donations, commission and fundraising.
- **Overseas student fees** – raised from students attending Dohertys creek P-9 College that aren't eligible for SRP funding.
- **Community hubs grant** – for the continuation of the Community Hub at the College.

A number of improvements to grounds & buildings were completed/underway throughout the year including:

· An additional soccer field & soccer goals at the front of the existing sports field.

· Undercover walkways along Ngarnga building.

· Installation of a permanent shade structure over the Waa Soccer field.

· Creation of a Tiny Town for our lower year students to facilitate play based learning

· Expansion of the CCTV system to the newly installed portables for security purposes

· External musical play equipment for students to use during break times.

· Additional seating/picnic tables around our completed portable areas as well as blinds/tinting to new portables.

Procurement of a significant amount of furniture/ equipment and resources required to fit out our new portable buildings and expansion of our Secondary Program to Year 9 was completed, including the installation of temporary dividers in our permanent buildings to improve the learning environment for our secondary students.

For more detailed information regarding our school please visit our website at https://www.dohertyscreekcollege.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 1,702 students were enrolled at this school in 2024, 772 female and 929 male.

69 percent of students had English as an additional language and NDP 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.

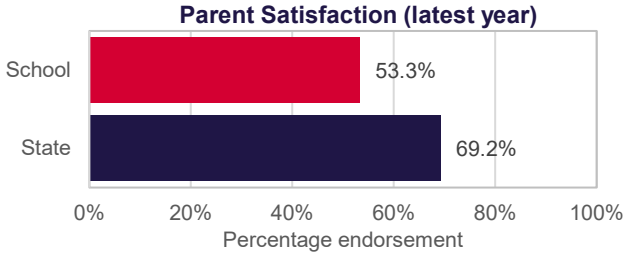
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	53.3%



State average (P-12 schools):	69.2%

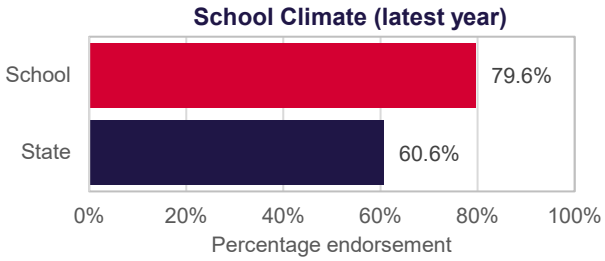
School Staff Survey

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

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

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

School Climate	Latest year (2024)
School percentage endorsement:	79.6%
State average (P-12 schools):	60.6%



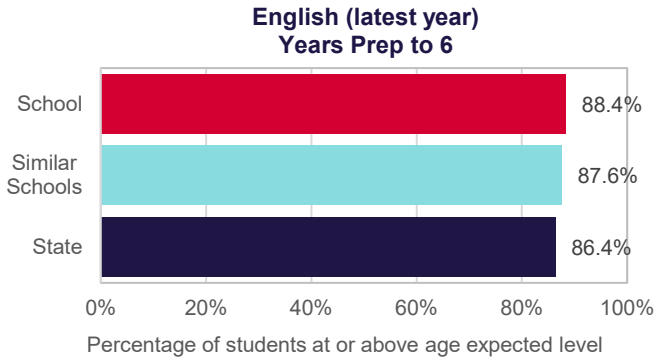
LEARNING

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

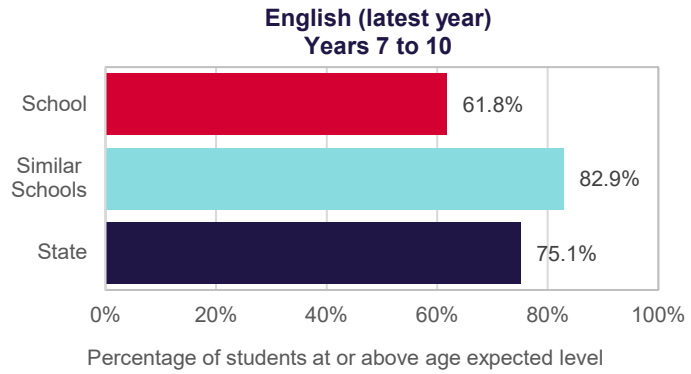
Teacher Judgement of student achievement against the Victorian Curriculum

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

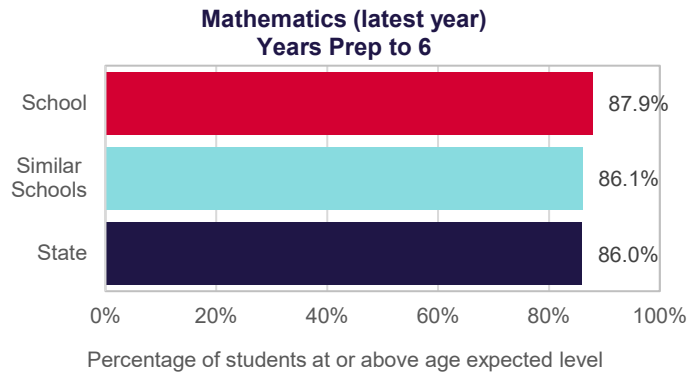
English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	88.4%
Similar Schools average:	87.6%
State average:	86.4%



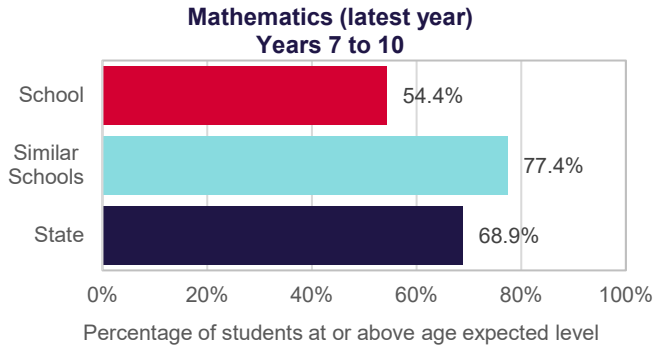
English **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	61.8%
Similar Schools average:	82.9%
State average:	75.1%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	87.9%
Similar Schools average:	86.1%
State average:	86.0%



Mathematics **Years 7 to 10**	Latest year (2024)
School percentage of students at or above age expected standards:	54.4%
Similar Schools average:	77.4%
State average:	68.9%



LEARNING (continued)

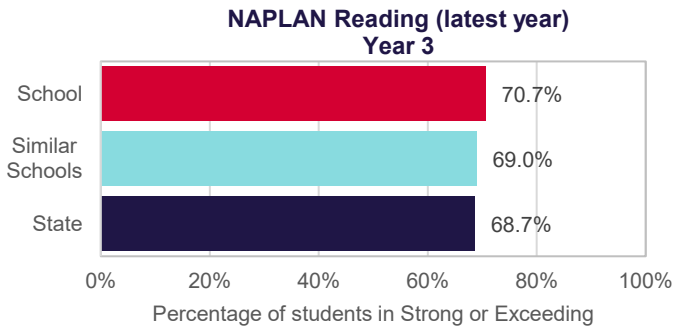
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

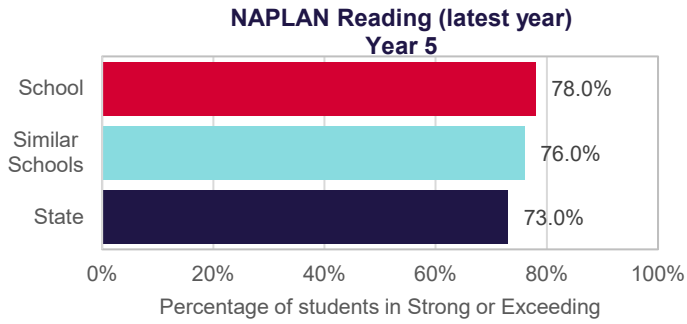
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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

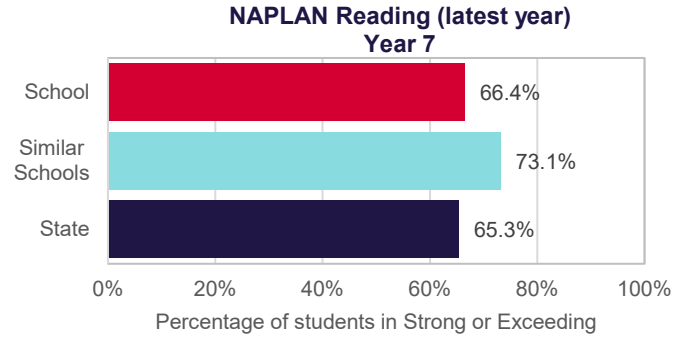
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	70.2%
Similar Schools average:	69.0%	69.9%
State average:	68.7%	69.2%



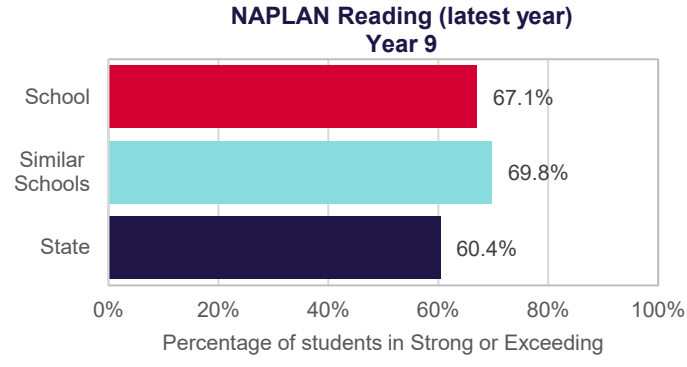
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	76.0%
Similar Schools average:	76.0%	77.4%
State average:	73.0%	75.0%



Reading Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding	66.4%	68.8%
Similar Schools average:	73.1%	74.6%
State average:	65.3%	65.7%



Reading Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.1%	67.1%
Similar Schools average:	69.8%	69.1%
State average:	60.4%	60.2%

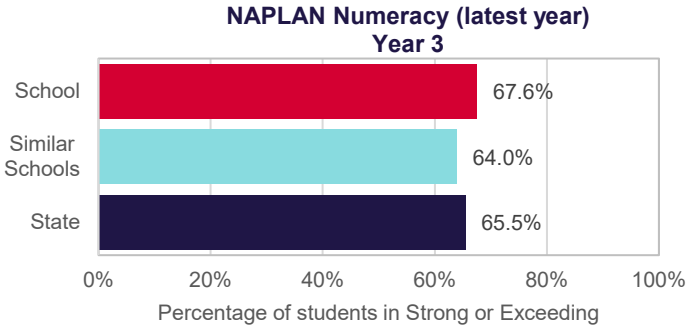


LEARNING (continued)

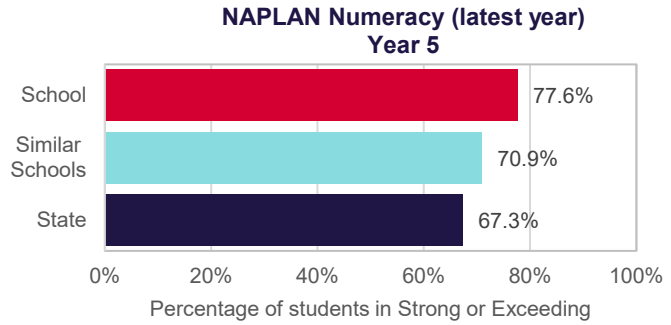
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN (continued)

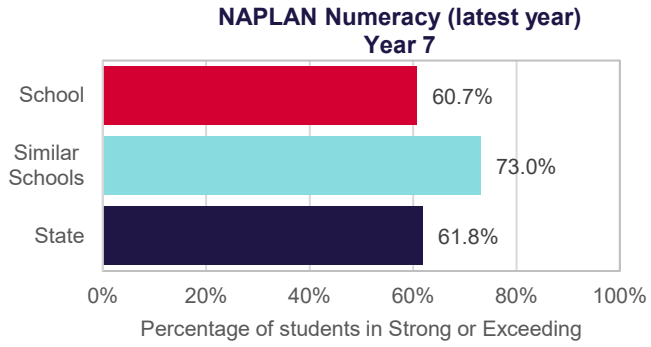
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.6%	67.4%
Similar Schools average:	64.0%	66.0%
State average:	65.5%	66.4%



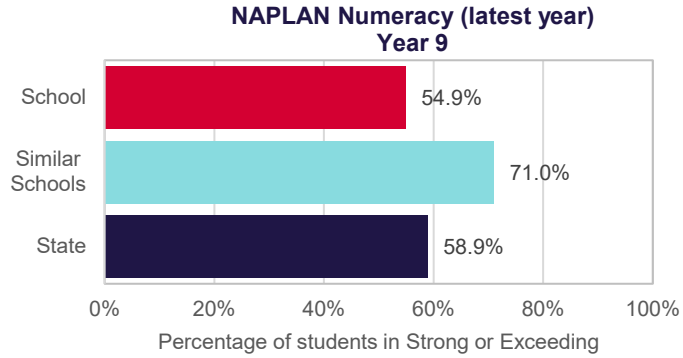
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.6%	71.8%
Similar Schools average:	70.9%	70.6%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.7%	63.1%
Similar Schools average:	73.0%	74.1%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.9%	54.9%
Similar Schools average:	71.0%	71.0%
State average:	58.9%	59.4%



LEARNING (continued)

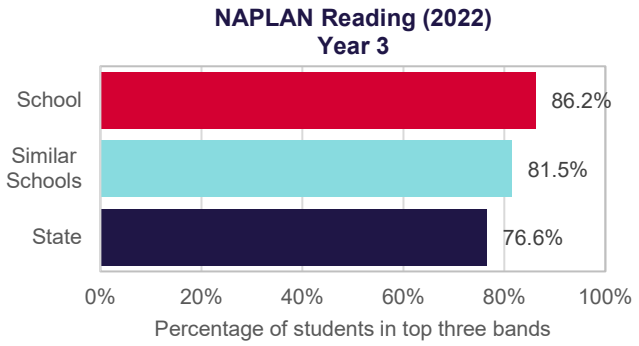
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

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

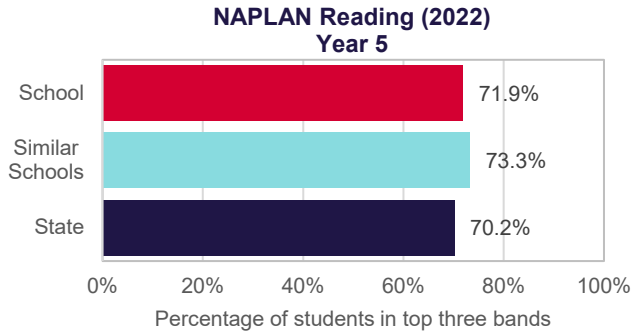
Reading
Year 3

	(2022)
School percentage of students in the top three bands:	86.2%
Similar Schools average:	81.5%
State average:	76.6%



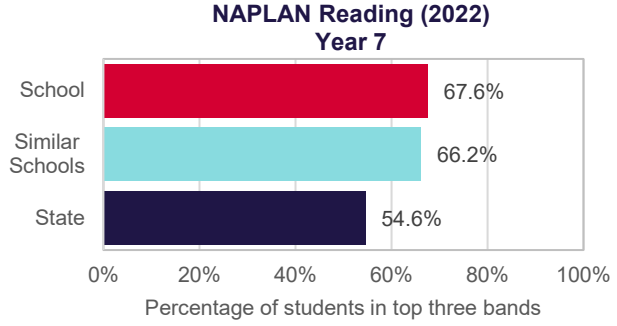
Reading
Year 5

	(2022)
School percentage of students in the top three bands:	71.9%
Similar Schools average:	73.3%
State average:	70.2%



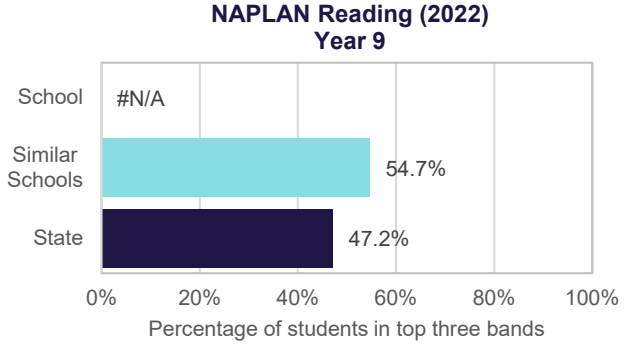
Reading
Year 7

	(2022)
School percentage of students in the top three bands:	67.6%
Similar Schools average:	66.2%
State average:	54.6%



Reading
Year 9

	(2022)
School percentage of students in top three bands:	NDA
Similar Schools average:	54.7%
State average:	47.2%

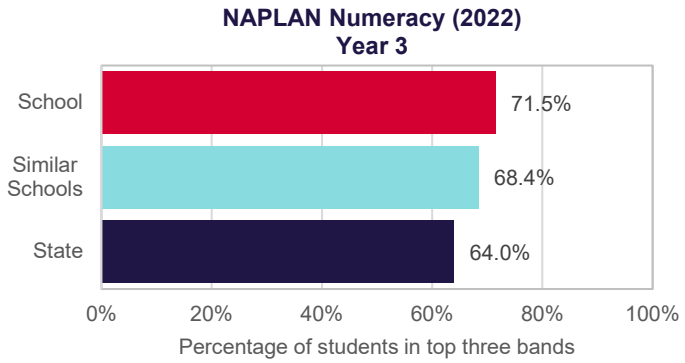


LEARNING (continued)

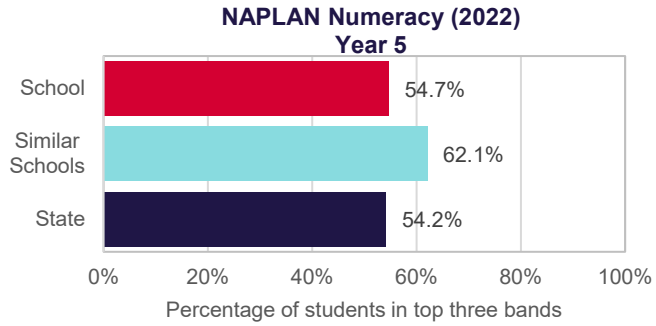
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN (continued)

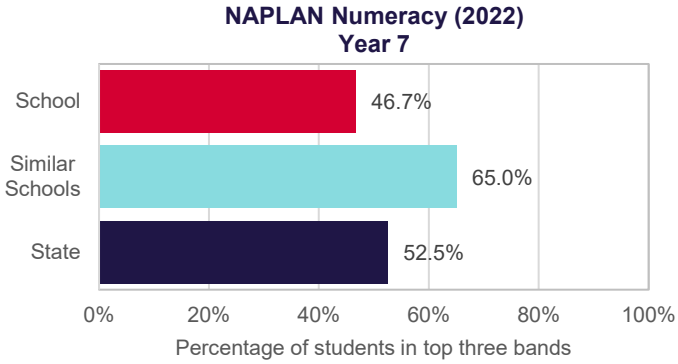
Numeracy Year 3	(2022)
School percentage of students in the top three bands:	71.5%
Similar Schools average:	68.4%
State average:	64.0%



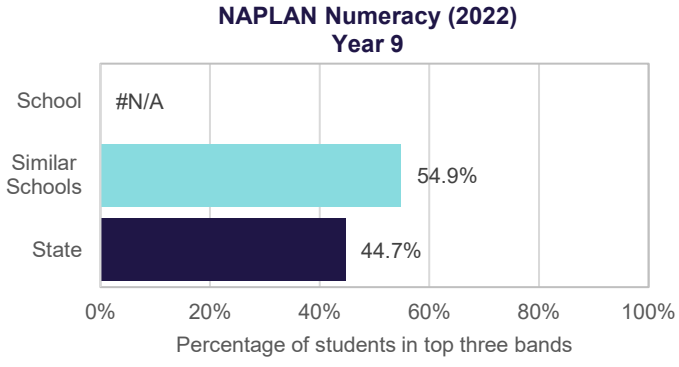
Numeracy Year 5	(2022)
School percentage of students in the top three bands:	54.7%
Similar Schools average:	62.1%
State average:	54.2%



Numeracy Year 7	(2022)
School percentage of students in the top three bands:	46.7%
Similar Schools average:	65.0%
State average:	52.5%



Numeracy Year 9	(2022)
School percentage of students in the top three bands:	NDA
Similar Schools average:	54.9%
State average:	44.7%



LEARNING (continued)

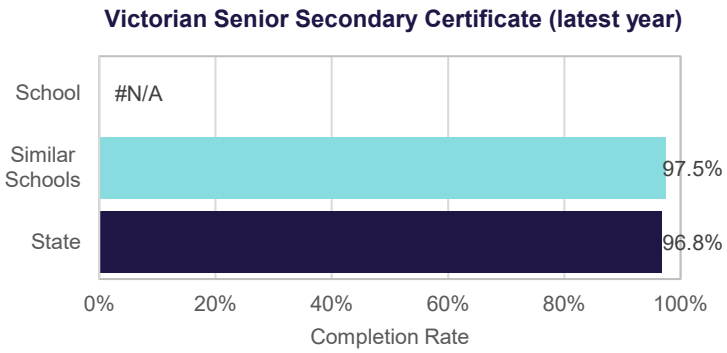
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

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:	NDA	NDA
Similar Schools completion rate:	97.5%	97.6%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:	NDA
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:	NDA
Percentage VET units of competence satisfactorily completed in 2024:	NDA

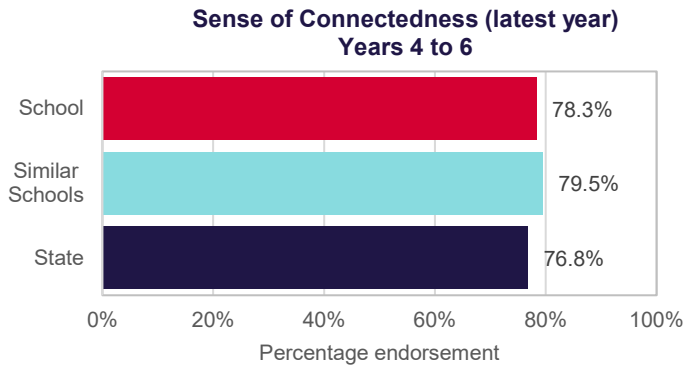
WELLBEING

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.***

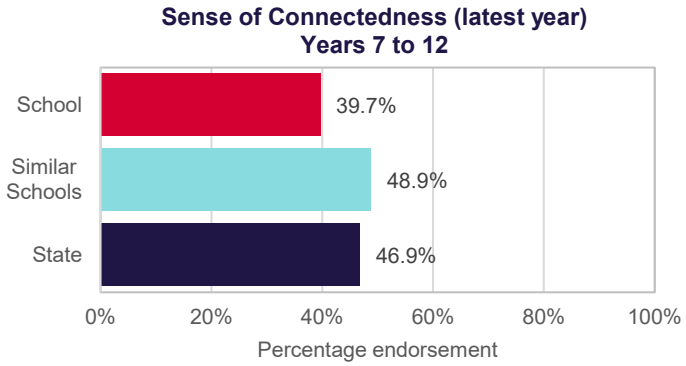
Student Attitudes to School – Sense of Connectedness

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:	78.3%	80.1%
Similar Schools average:	79.5%	81.2%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	39.7%	50.0%
Similar Schools average:	48.9%	50.4%
State average:	46.9%	48.0%

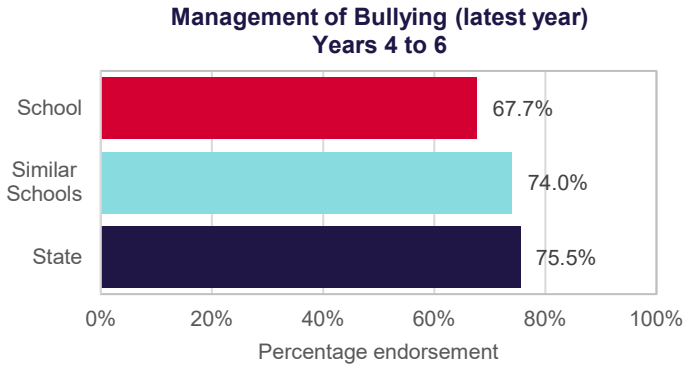


WELLBEING (continued)

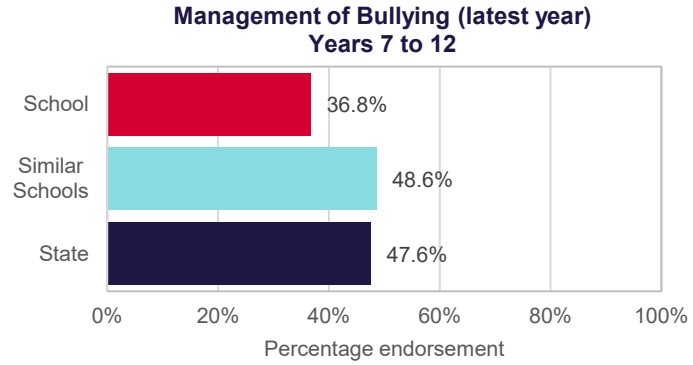
Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	67.7%	71.0%
Similar Schools average:	74.0%	75.7%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	36.8%	46.4%
Similar Schools average:	48.6%	50.3%
State average:	47.6%	49.1%



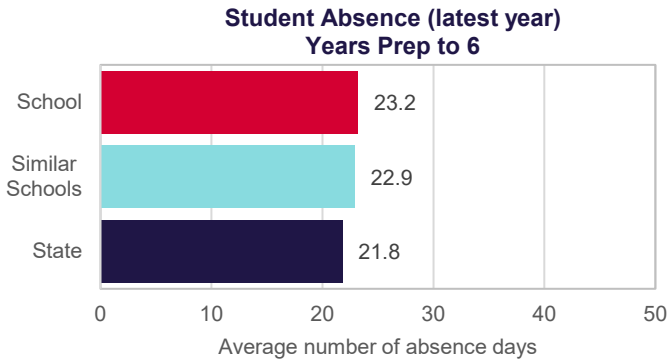
ENGAGEMENT

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

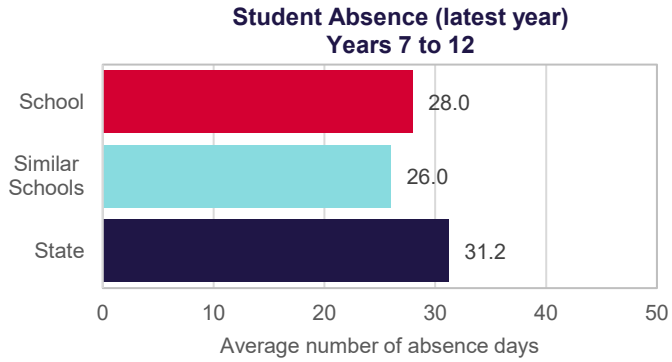
Average Number of Student Absence Days

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

Student Absence Years Prep to 6	Latest year (2024)	4-year average
School average number of absence days:	23.2	22.5
Similar Schools average:	22.9	21.2
State average:	21.8	20.1



Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	28.0	26.9
Similar Schools average:	26.0	22.7
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):	88%	87%	88%	88%	89%	88%	90%

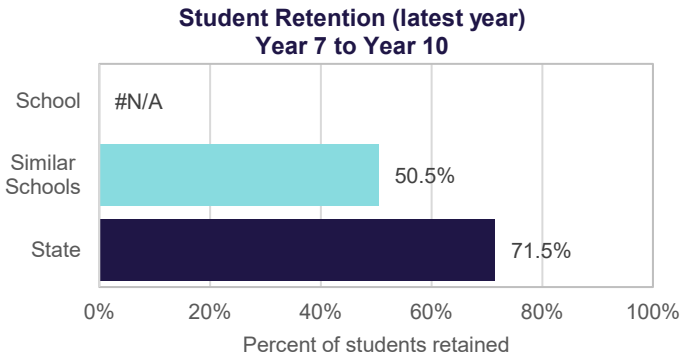
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	86%	84%	NDA	NDA	NDA

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:	NDA	NDA
Similar Schools average:	50.5%	53.0%
State average:	71.5%	73.2%

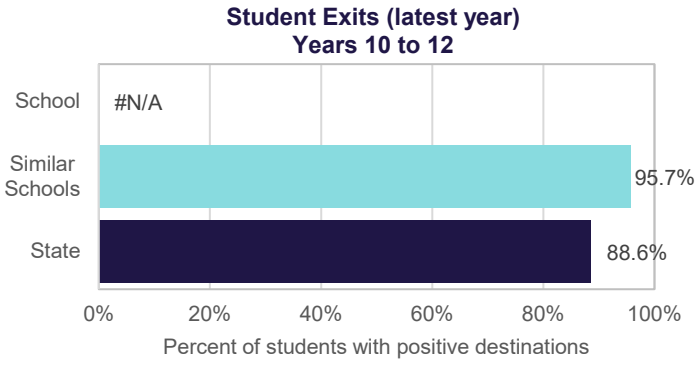


Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	95.7%	96.2%
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	$18,603,248
Government Provided DET Grants	$2,242,438
Government Grants Commonwealth	$77,472
Government Grants State	$10,410
Revenue Other	$121,127
Locally Raised Funds	$546,290
Capital Grants	$0
Total Operating Revenue	**$21,600,985**

Equity [1]	Actual
Equity (Social Disadvantage)	$126,771
Equity (Catch Up)	$22,754
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$149,525**

Expenditure	Actual
Student Resource Package [2]	$17,129,800
Adjustments	$0
Books & Publications	$7,943
Camps/Excursions/Activities	$299,607
Communication Costs	$6,919
Consumables	$368,943
Miscellaneous Expense [3]	$68,980
Professional Development	$52,925
Equipment/Maintenance/Hire	$531,541
Property Services	$363,323
Salaries & Allowances [4]	$296,128
Support Services	$734,791
Trading & Fundraising	$22,342
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$84,813
Total Operating Expenditure	**$19,968,054**
Net Operating Surplus/-Deficit	**$1,632,930**
Asset Acquisitions	**$368,265**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	$1,822,283
Official Account	$415,313
Other Accounts	$0
Total Funds Available	**$2,237,596**

Financial Commitments	Actual
Operating Reserve	$427,717
Other Recurrent Expenditure	$11,591
Provision Accounts	$10,080
Funds Received in Advance	$705,450
School Based Programs	$102,311
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$76,417
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$182,913
Capital - Buildings/Grounds < 12 months	$368,863
Maintenance - Buildings/Grounds < 12 months	$275,830
Asset/Equipment Replacement > 12 months	$55,000
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$2,216,173**

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.