

2024 Annual Report to the School Community

School Name: Sunbury Downs Secondary College (8723)



- 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 02 April 2025 at 06:48 PM by Warwick Beynon (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 02 April 2025 at 06:49 PM by Warwick Beynon (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

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

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

The Sunbury Downs College motto is 'Confidence to Achieve'.

The College has developed an agreed "Vision Statement": Sunbury Downs College is a progressive, medium sized, inclusive and caring coeducational school. The College has a holistic approach to student growth and development. We offer a comprehensive curriculum and a wide variety of extra curriculum programs promoting the attainment of successful student outcomes; including quality pathways and destinations.

The College Motto and Vision are supported by the educational philosophy below. This underpins classroom practices and teaching actions across the College.

Our Educational Philosophy is: · We believe outstanding teaching produces high quality learning outcomes. · A welcoming, safe, and orderly learning environment is a precondition for successful teaching and learning. · The positive learning environment fosters collaboration and cooperation with shared expectations of educational success. · Students develop responsibility for their own learning, progress and behaviour. This occurs when all learners are engaged with differentiated and challenging learning. · We create confident, resilient and reflective independent life long learners. ·

Sunbury Downs College fosters authentic respectful relationships so learning is enjoyed and students may achieve their full potential. ·

Sunbury Downs College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

The College has four Values: Respect, Resilience, Ambition and Community.

Sunbury Downs College is situated in the regional town of Sunbury. Our confirmed student enrolment in 2024 was 772; 337 females and 379 males. The College is organised via Year Levels and year levels are grouped into three Sub Schools - Junior, Middle and Senior. The College had 12 International students as part of the International Students Program in 2024. Eleven percent of students had English as an additional language and four percent were Aboriginal or Torres Strait Islander. This represents a slight increase from the previous year in both areas. The College had 101 staff - 30 non-teaching and 71 teaching, in 2024.

We offer a rich educational experience in an environment with excellent educational outcomes, high expectations and strong student management. The College regards itself as a school where students achieve high academic outcomes within a wide range of programs. There is a strong emphasis on core subjects: English, Mathematics, Science, Humanities and Physical Education; complemented by programs in Arts/Technology, Performing Arts, Health and Languages (Italian). We offer a range of VCE subjects, including some VETiS studies and a structured Vocational Major program in Years 11 and 12. We have a reputation for helping students achieve outstanding VCE results, demonstrating that our students have the Confidence to Achieve. The College is the only secondary school in the area that offers an Accelerated Curriculum and Enrichment (ACE) program, extending students through a challenging curriculum including early commencement of VCE. The ACE program is a select entry course with enrolment from the feeder primary schools for students in Years 7-9.

The College also offers a Scholars program for students in Years 10 and 11 to provide students with a range of opportunities in the Middle and Senior Sub School. The College is an accredited International Student Program provider. In 2024 there were 12 International students enrolled at Sunbury Downs College. This program is continuing to attract further interest from local and overseas families as the College works with the local community to engage in cultural immersion and understanding. The Program has capped enrolments, the maximum number being 15.

Sunbury Downs College offers a wide range of inclusive activities and programs which cater to all students from Years 7-12. Some of these include Debating and Public Speaking, Maths Club, STEM Robotics, School production and Choir. The College has a House and Sports program along with whole school carnivals for Athletics and Swimming. There are Year Level and specialised camps and excursions. The College has a well-established Student Voice program with an enthusiastic Student Voice and Captaincy team.

The College offers instrumental music tuition and presents a highly acclaimed Musical Production, enabling students to excel in the Performing Arts in an environment that fosters participation, responsibility and teamwork outside the classroom. Our College is proud to be in partnership with its local community organisations and agencies providing support for our students. Some of these partnerships include our feeder schools, local businesses, community health organisations and TAFE / universities. We acknowledge that it is the links with the outside world that extend the offerings for our students and community.

The Student Family Occupation Education (SFOE) rating in 2024 was Medium (0.3847).

Future Challenges for the College:

- Maximising the achievements and learning growth of every student, particularly in literacy and numeracy.
- Continuing to prioritise the improvement of student cognitive engagement and personal wellbeing.
- Strengthening and further developing Student Voice and Learner Agency.
- Strategically addressing enrolment pressure in Year 7 & Year 8.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2024 Annual Implementation Plan listed two areas of focus:

- Student Learning - Maximise learning growth for every student.
- Student Wellbeing- Enhance student engagement and wellbeing.

Strategies used to implement the student achievement goal were:

- Enhance collaborative practice to deepen the use of High Impact Teaching Strategies within the school's instructional model.
- PLC structure expanded to build teacher capacity to explicitly address AIP goals within

teaching Domains.

- Learning Specialists mentor and coach individuals and/or teams of staff to develop their capacity to implement high impact teaching strategies.
- Teaching staff use student assessment data in their PLC and Domain planning to improve point of need student instruction.
- NAPLAN data is referred to which provides evidence and demonstrates learning growth of more than one year/per year of teaching between year 7-9.
- The use of consistent practices (LEMAR Instructional Model) to deliver curriculum which improves and maximises student outcomes.
- Individual, class year level and whole school data is identified, discussed and used to inform teacher curriculum delivery and pedagogy.
- A Professional Learning plan for staff to build the staff capacity to understand, analyse and utilise data was developed.
- MYLNS and the Tutor Learning Program has been incorporated into the teaching and learning program to provide point of need intervention for identified students in Years 7 - 10.

Senior Student Data in 2024 reports the satisfactory completion rate for VCE was 96.4%. This is equal to like schools and marginally below state results (96.8%). In 2023 the new VCE Vocational Major (VM) program was introduced by the Victorian Curriculum and Assessment Authority and completion rates for this program are included with the overall data result.

Year 12 students in 2024 undertaking at least one VET unit of competence was 47% an increase from 34% in 2023. VET units of competence satisfactorily completed in 2024 was 83% a significant increase from 2023. There were 12 students (15 in 2023) awarded the VCE Vocational Major certificate in 2024. The Victorian Certificate of Education latest year (2024) 4-year average School mean study score is 28.1. Our result is above similar schools and very close to the State mean. Similar Schools average is 26.7 and the state average: 28.9

Year 7- 10 English: In 2024 the percentage of students at SDC in Year 7 - 10 who were progressing at or above age expected standards was 72.0 % compared to 70.3% for similar schools. The State average was 75.1%.

Year 7-10 Mathematics: In 2024 the percentage of students at SDC in Year 7-10 who were progressing at or above age expected standards was 58.1% compared to 62.8% for similar schools. The State average was 68.9%

Year 9 NAPLAN results in 2024 were very positive. The percentage of students demonstrating "strong" or "exceeding" performance for Reading was 67.6%, compared to similar schools (58.7%) and State (60.4%). The percentage of students demonstrating "strong" or "exceeding" performance for Numeracy was 59.1%, compared to similar schools (54.3%) and State (58.9%).

Wellbeing

A school review was conducted in Term 4 2023.

The review identified that the College had strengthened its staff capabilities to support student wellbeing during the previous strategic plan with focused professional development. The school provided a safe, healthy and inclusive learning environment for all students.

Continued implementation of trauma informed practice, inclusion and student management processes will strengthen the climate for learning and wellbeing.

The school revised the leadership and student management structure and introduced a sub school system for overseeing student engagement and wellbeing in preparation for 2024. This further provided an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk.

The review identified that the school had a well-supported and embedded student leadership framework for students and students were passionate about their roles, however there is limited student voice and agency in classrooms.

The panel recommended developing greater student voice and agency in classrooms.

Strategies used to implement the student wellbeing goal of build staff capacity to embed a consistent whole-school approach to school wide positive behaviour support and trauma informed practice were:

The College implemented a sub school structure providing an opportunity to resource and strengthen processes related to inclusive practices and support for identified students at risk. An additional Assistant Principal position was created to support the sub school structure.

Developed a School Wide Positive Behaviour implementation team to oversee the implementation of staff professional learning on this topic. Positions of responsibility for SWPBs and Trauma Informed Practices leadership was created to support the leadership structure.

Professional Learning on Trauma Informed Practices was scheduled and delivered for all staff on Curriculum Days and identified Staff Meetings.

School Wide Positive Behaviour student recognition / celebration was scheduled for students via year level Assemblies

Engagement

Sunbury Downs College has data which is higher than other Victorian schools in relation to student absence. The 2024 absence data was above the state average and above similar schools in our network. The 4-year average days of absence for students from Year 7- 12 inclusive of 2024 is 34.5 compared to similar schools (29.4) and the state average (27.2). This is an increase from previous years for each category. The average number of days absent in 2024 is 39.4 days (36.8 days in 2023) across the College which is above the state average (31.2).

The average attendance data across all year levels in 2024 is 81%, the highest being Year 12 which is 84%. Year 12, Year 11 and Year 7 student attendance is at or above 83%

The College's reporting of Year 10 - 12 exit destination data or continued education or full-time employment by students in 2024 has improved from 2023 (93.9% versus 91.9%). This result is above like schools (85.6%) and other Victorian government schools (88.6.0%). The data remains slightly lower when compared to other Victorian government secondary schools when four-year trend data is referred to however the trend is moving in a positive direction.

Year 7-10 Student retention data for our College (74.3%) is above like schools (70.8%) and above State (71.5%). The College continues to implement a SMS messaging system to notify parents of student absences. The College continues to use Attendance Student Support Group meetings and daily phone communication with families to support improved student attendance. The College's implementation of the Attendance Policy and SMS message system to parents continues to

support the college with promoting a positive message about school attendance by students.

The use of Compass to record, monitor and track student attendance has continued to be effective. Daily attendance monitoring procedures are in place to identify and implement strategies and programs to support students including daily phone calls to families regarding children who are absent. Student retention remained a focus in 2024 with curriculum provision, welfare and curriculum programs and in particular the expansion of Senior Years pathways (Headstart program) continuing to be of interest to students in Year 10 and 11.

The post compulsory follow up and work of the Careers/MIPs Coordinator is evident. Also the continued investment into VCE early commencement, Vocational Major and VETiS supports students to continue their studies and stay at school. The positive working relationship with local community businesses has supported obtaining some school-based apprenticeships, Vocational Major work placements, Headstart Program and also work readiness for Year 12 students.

The attitude to school student survey in 2024 shows a 36.9 % sense of connectedness to school by students which is slightly lower than the 4 year trend data of 38% for our college. These results are lower than like schools and the state average.

The parent opinion survey reported an improved endorsement result in the domain of Community Engagement for 2024 (73.8%) This is also more favourable compared to the state result (71.6%).

The staff opinion survey result endorsing a positive school climate for 2024 has declined slightly compared to 2023. The percent endorsement by staff is 49.2% compared to the 2023 value of 52.8%. The state secondary school average is 58.5%. These results have been reviewed by staff and a positive education approach is being implemented to decrease the impact of gaps in student learning and student interpersonal skill development that is not age appropriate, which is impacting on teaching and learning in the classroom.

Financial performance

2024 Financial Performance and Position Commentary:

The Financial Report information indicates that the College is in a surplus position at the end of the 2024 year with total funds available in the High yield investment account, operating account and other accounts totalling \$761,713.00. This is an improvement on the previous year's result. Expenditure on classroom materials and resources were similar to the previous year. During 2024 the expenditure on the regular teaching and learning programs expanded as new subjects were added to the elective choices in the Year 9 and Year 10 levels.

The demand on maintenance items and repairs to teaching and learning spaces and student amenities was greater than expected in 2024 (\$153,995.00). Several self-managed projects undertaken by the College were completed in 2024 (Asphalt basketball court resurfacing, locker replacement, student amenity upgrade). Salaries and allowances managed via local payroll were higher than the previous year as the college managed staffing vacancies and recruitment pressure.

Strategic governance and budgeting have kept expenditure increases at a low level which has meant that revenue increases were similar to expenditure increases. College held funds as of 31 December 2024 were similar, compared to the same time in the previous year.

According to the data, operating revenue for the year was \$10,758,000.00. It is anticipated that the financial position of Sunbury Downs College for 2025 will be favourable. At the end of 2024 a cash surplus of \$208,000.00 was held in the College bank account. With increased student enrolments

the financial position of the College is expected to improve. Rectification works will continue to be undertaken to correct roofing leaks, improve underground drainage infrastructure and support the painting and refurbishment of classrooms.

Our student enrolment base in 2024 was slightly lower than what was expected at the end of 2023 which required the use of some savings to support the Student Resource Package. The credit deficit can be explained by reviewing the staffing profile of the College in 2023-24. A plan has been put in place with support from the regional finance team to address the credit deficit.

No significant self-funded building projects are planned to be undertaken in 2025. In Term 4 2024 the College received a Mod10 relocatable classroom to support increasing enrolments in 2025 at Year 7. This project was completed on time and the costs were met by the Victorian School Building Authority.

The College has completed work on minor and medium sized projects in respect of facilities restoration including finishing heating and cooling upgrades to staff offices and classrooms. Painting and classroom refurbishment, student locker replacement, grounds beautification, classroom furniture replacement, ICT provision, repairs and replacement of building roofing are future areas of work for the College.

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 722 students were enrolled at this school in 2024, 337 female and 379 male.

11 percent of students had English as an additional language and 4 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).

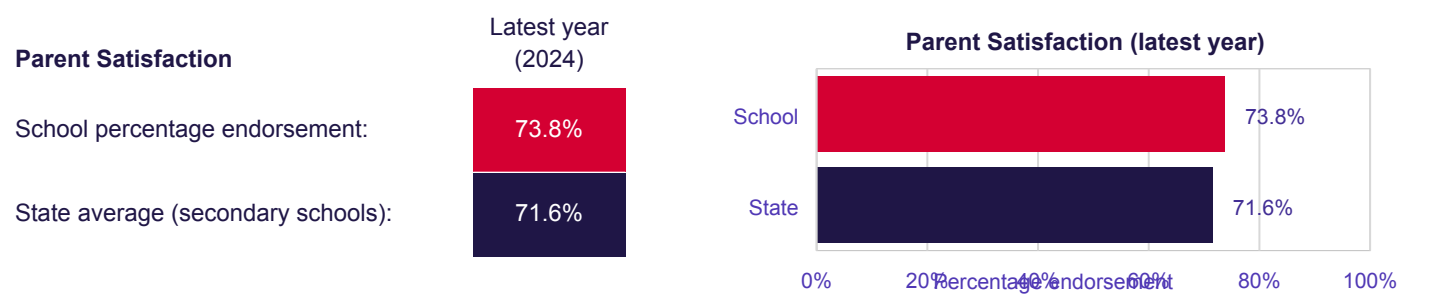
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

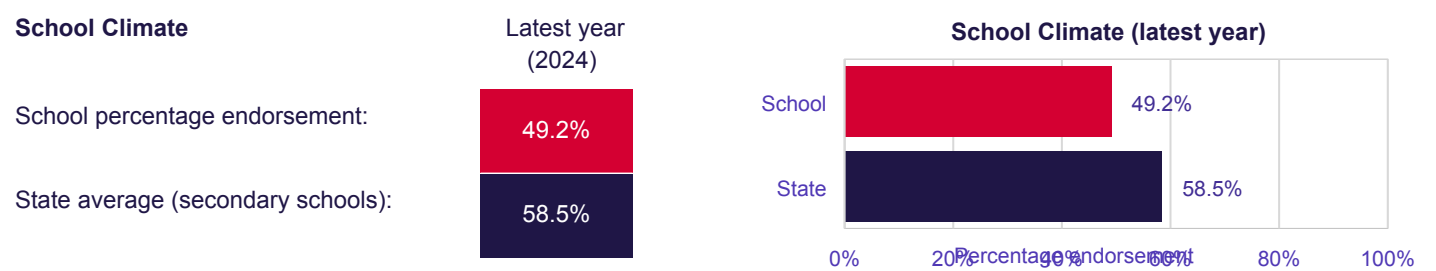


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

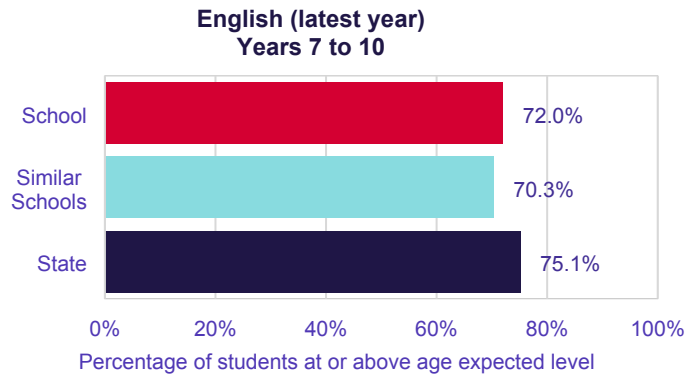
72.0%

Similar Schools average:

70.3%

State average:

75.1%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

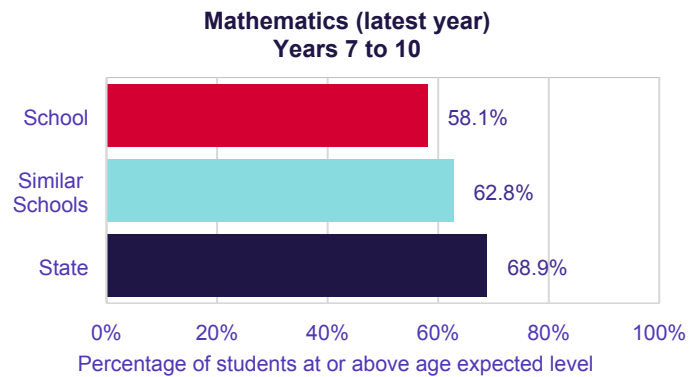
58.1%

Similar Schools average:

62.8%

State average:

68.9%



LEARNING (continued)

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

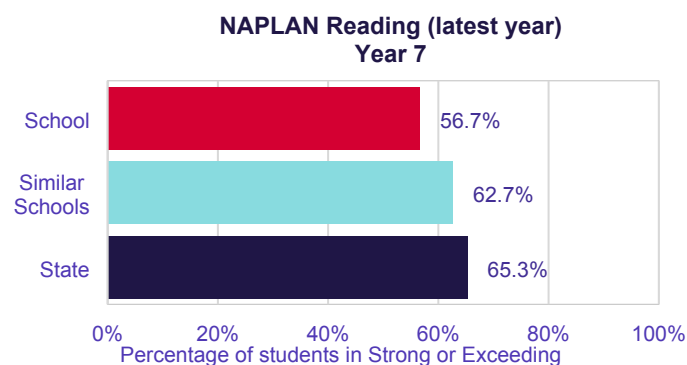
NAPLAN

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

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

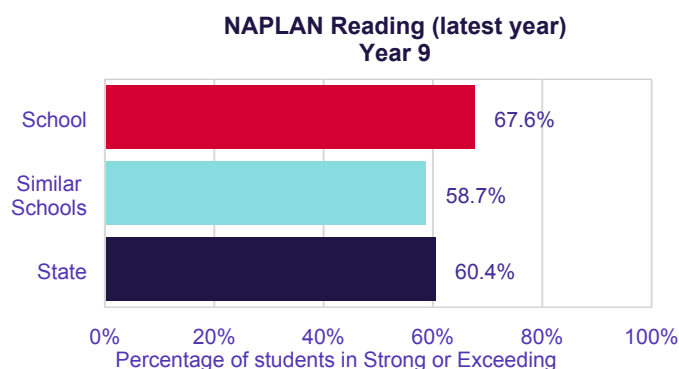
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.7%	57.7%
Similar Schools average:	62.7%	63.5%
State average:	65.3%	65.7%



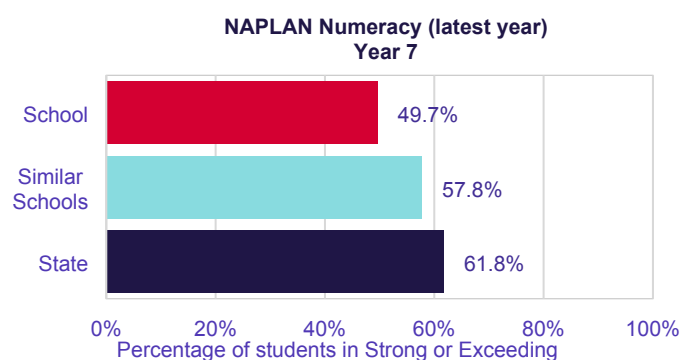
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.6%	60.0%
Similar Schools average:	58.7%	58.8%
State average:	60.4%	60.2%



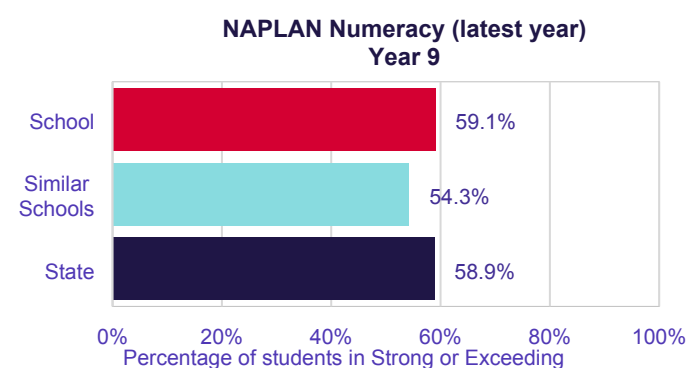
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.7%	51.8%
Similar Schools average:	57.8%	58.6%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.1%	55.8%
Similar Schools average:	54.3%	55.2%
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:

60.6%

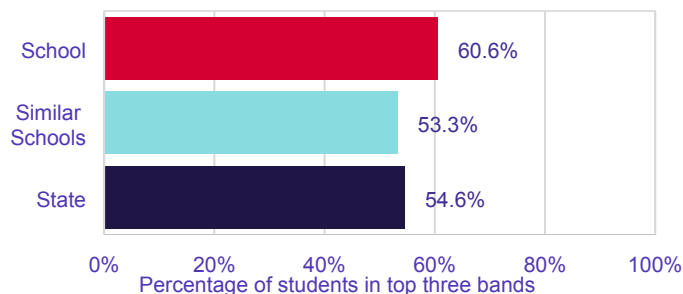
Similar Schools average:

53.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

47.9%

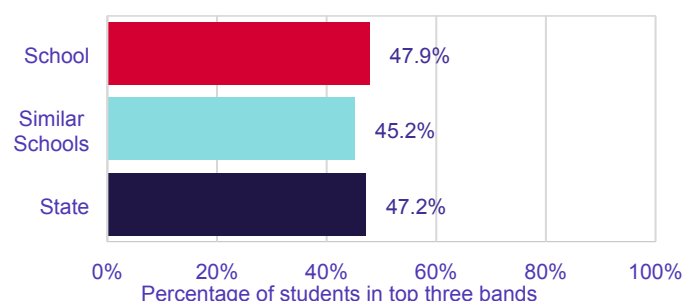
Similar Schools average:

45.2%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

49.5%

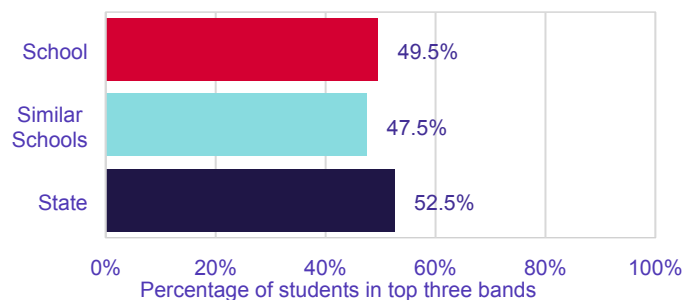
Similar Schools average:

47.5%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

35.1%

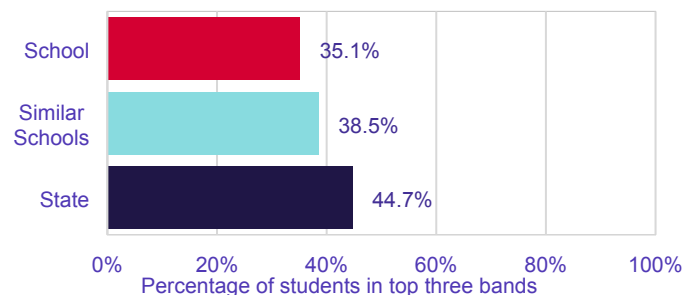
Similar Schools average:

38.5%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

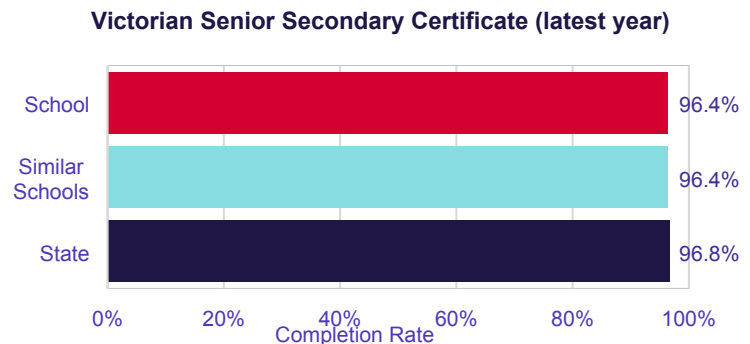
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	96.4%	96.6%
Similar Schools completion rate:	96.4%	96.3%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

28.1

Number of students awarded the VCE Vocational Major

12

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:

47%

Percentage VET units of competence satisfactorily completed in 2024:

83%

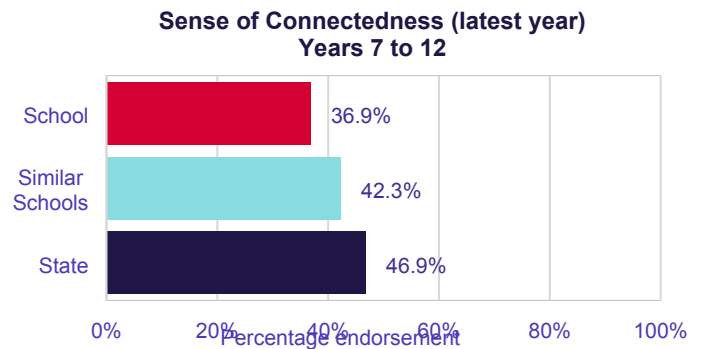
WELLBEING

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).

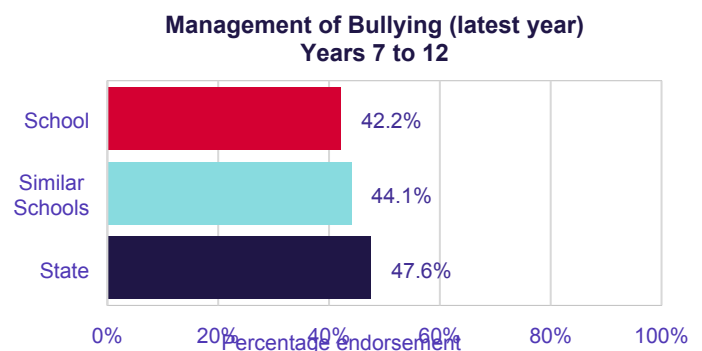
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	36.9%	38.0%
Similar Schools average:	42.3%	42.7%
State average:	46.9%	48.0%



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:	42.2%	44.1%
Similar Schools average:	44.1%	44.8%
State average:	47.6%	49.1%



ENGAGEMENT

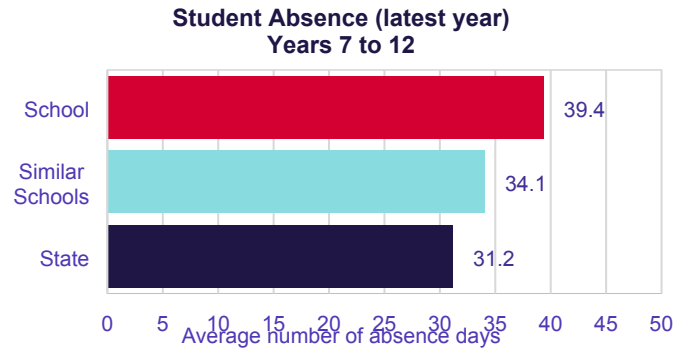
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	39.4	34.5
Similar Schools average:	34.1	29.4
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.

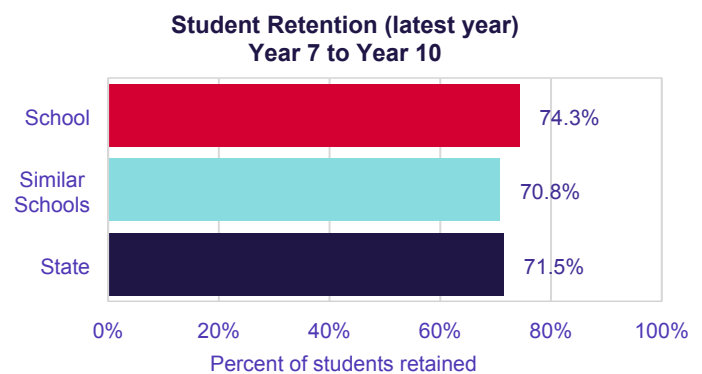
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	76%	80%	78%	83%	84%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2024)	4-year average
School percent of students retained:	74.3%	76.4%
Similar Schools average:	70.8%	73.5%
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

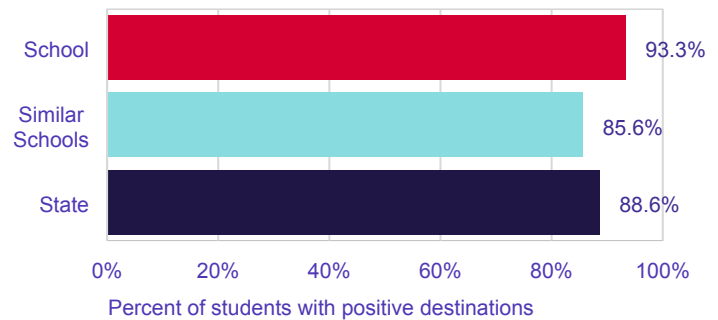
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	93.3%	88.2%
Similar Schools average:	85.6%	87.6%
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	\$9,109,921
Government Provided DET Grants	\$1,126,442
Government Grants Commonwealth	\$6,842
Government Grants State	\$10,824
Revenue Other	\$40,957
Locally Raised Funds	\$463,013
Capital Grants	\$0
Total Operating Revenue	\$10,758,000

Equity ¹	Actual
Equity (Social Disadvantage)	\$219,151
Equity (Catch Up)	\$47,715
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$266,866

Expenditure	Actual
Student Resource Package ²	\$9,539,632
Adjustments	\$0
Books & Publications	\$8,733
Camps/Excursions/Activities	\$212,686
Communication Costs	\$20,638
Consumables	\$104,368
Miscellaneous Expense ³	\$63,694
Professional Development	\$41,061
Equipment/Maintenance/Hire	\$153,995
Property Services	\$135,019
Salaries & Allowances ⁴	\$318,321
Support Services	\$251,912
Trading & Fundraising	\$20,156
Motor Vehicle Expenses	\$1,616
Travel & Subsistence	\$0
Utilities	\$92,247
Total Operating Expenditure	\$10,964,079
Net Operating Surplus/-Deficit	(\$206,078)
Asset Acquisitions	\$24,365

- (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	\$656,759
Official Account	\$104,029
Other Accounts	\$925
Total Funds Available	\$761,713

Financial Commitments	Actual
Operating Reserve	\$237,408
Other Recurrent Expenditure	\$12,376
Provision Accounts	\$0
Funds Received in Advance	\$377,391
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$440,521
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,067,695

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.