

2024 Annual Report to the School Community

School Name: Brookside P-9 College (8908)



- 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 11 March 2025 at 04:22 PM by Violeta Dellidis (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 19 March 2025 at 09:19 AM by Violeta Dellidis (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

Brookside P-9 College is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9. It lies within Caroline Springs, which is a suburban community located twenty kilometres west of Melbourne, Victoria.

Our Vision: “Brookside College empowers every learner to fulfil their potential and positively shape the future.”

Mission: “At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose.”

Values: Rights, Respect, Resilience and Relationships.

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Our programs place Literacy, Numeracy, Wellbeing and Engagement at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has a focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Teaching and learning programs at Brookside College are planned around professional learning communities at each level of the curriculum, with student needs identified and planned for in various ways. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies.

Literacy is delivered through explicit direct instruction including phonics based learning. Reading is a feature of every classroom, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and public exhibitions.

Our Digital Technology program (Prep-9) brings real world learning to students and provides opportunities for students to demonstrate their creativity and problem solving skills. Students are further able to develop their talents and passions through our Performing Arts (Prep-6) and Music (Years 3-9) programs, whilst student health and resilience is developed through the Stephanie Alexander Garden program (Years 3-4), the Food Technology program (Years 5-9) and the Health Program (Prep-9). Our Year 9 ‘Futures’ and Electives Programs further aim to equip our students with many of the skills and competencies they need to shape the future.

The College is committed to developing happy, healthy and resilient children and we have invested significantly in a range of specialist programs underpinned by the Berry Street Education Model, Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) practices. Our work with students is framed by the Response to Intervention model, where student needs are identified and specifically targeted. Additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence, a dedicated Student Wellbeing space called “The Zone” and our Inclusive Education Centre, “The Hub”.

Our College is a friendly place where the needs of the students come first. The College and its families work closely together to help each child achieve his or her unique potential, and our community celebrates all kinds of student success and appreciates that adults, too, are learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Brookside College undertook work towards the achievement of our strategic goal to "optimise learning growth for all students". In line with this goal, our NAPLAN 2024 data was stronger than similar schools and state in many areas, including:

- 68% of Year 3 students achieving 'Exceeding or Strong' Proficiency in Reading, compared to Similar Schools at 66%
- 77% of Year 3 students achieving 'Exceeding or Strong' Proficiency in Writing, compared to Similar Schools at 76%
- 68% of Year 3 students achieving 'Exceeding or Strong' Proficiency in Spelling, compared to Similar Schools at 59% and State average of 61%
- 59% of Year 3 students achieving 'Exceeding or Strong' Proficiency in Numeracy, compared to Similar Schools at 59%
- 52% of Year 3 students achieving 'Exceeding or Strong' Proficiency in Grammar and Punctuation, compared to Similar Schools at 50%
- 68% of Year 5 students achieving 'Exceeding or Strong' Proficiency in Spelling, compared to Similar Schools at 67% and State average of 67%
- 65% of Year 9 students achieving 'Exceeding or Strong' Proficiency in Reading, compared to Similar Schools at 61% and State average of 60%
- 63% of Year 9 students achieving 'Exceeding or Strong' Proficiency in Writing, compared to Similar Schools at 62% and State average of 60%
- 74% of Year 9 students achieving 'Exceeding or Strong' Proficiency in Spelling, compared to Similar Schools at 72% and State average of 68%
- 62% of Year 9 students achieving 'Exceeding or Strong' Proficiency in Numeracy, compared to Similar Schools at 57% and State average of 59%

Further to this, more than 50 students across Years 5-8 were identified as suitable for acceleration and were provided with access to the Victorian High Abilities Program (VHAP) in selected subjects. Students supported through Disability Inclusion and the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals, as identified in their Individual Education Plans (IEPs).

To support student learning progression the school continued to work on developing our teaching programs, including working with a consultant to develop our Reading Conferencing practices and familiarising ourselves with the newly introduced Victorian Curriculum 2.0. Professional Learning (PL) was provided through PLCs, staff forums and 'workshop' models, and through Learning Walks we monitored the use of consistent and effective 'Learning Intentions' (LI) and 'Success Criteria' (SC) in classrooms. Disability Inclusion Profile meetings were conducted, and systems were developed and embedded to support these. This included revising our processes for Individual Education Plans (IEPs) and Student Support Group (SSG) meetings, and providing staff with PL regarding modifications and adjustments in planners.

In 2025 we will continue to focus on growth for students and staff, focusing on key strategies. This includes continuing to familiarise ourselves and embedding the Victorian Curriculum 2.0 across all domains, and engaging with the Victorian Teaching and Learning Model 2.0, particularly monitoring the effectiveness of the "Explicit Teaching" element of the Brookside Instructional Model. We will also continue to refine our approach to reading and phonics instruction and build staff capacity regarding the Math Proficiencies. In line with the Disability Inclusion Reform, the college will also continue to strengthen practices to support students with additional needs. This includes scaling up identification, documentation and support for students with additional needs, as well as strengthening processes for monitoring student progress against learning and wellbeing goals.

Wellbeing

In 2024, we were able to continue to progress towards the achievement of our strategic goal to "enhance student wellbeing and engagement." In line with this goal, our ATOSS 2024 data was stronger than similar schools and state in many areas, including:

- 86% of students in Years 4-6 responding positively when asked about 'Self-Regulation & Goal Setting', compared to Similar Schools at 83% and State average of 83%
- 66% of students in Years 7-9 responding positively when asked about 'Self-Regulation & Goal Setting', compared to Similar Schools at 59% and State average of 56%
- 79% of students in Years 7-9 responding positively when asked about 'High Expectations for Success', compared to Similar Schools at 72% and State average of 69%
- 86% of students in Years 4-6 responding positively when asked about 'Differentiated Learning Challenge', compared to Similar Schools at 85% and State average of 85%
- 79% of students in Years 7-9 responding positively when asked about 'Differentiated Learning Challenge', compared to Similar Schools at 62% and State average of 57%
- 64% of students in Years 7-9 responding positively when asked about 'Stimulated Learning', compared to Similar Schools at 53% and State average of 49%
- 78% of students in Years 4-6 responding positively when asked about 'Sense of Connectedness', compared to Similar Schools at 76% and State average of 77%
- 52% of students in Years 7-9 responding positively when asked about 'Sense of Connectedness', compared to Similar Schools at 47% and State average of 47%
- 71% of students in Years 4-6 responding positively when asked about 'Student Voice & Agency', compared to Similar Schools at 66% and State average of 67%
- 51% of students in Years 7-9 responding positively when asked about 'Student Voice & Agency', compared to Similar Schools at 41% and State average of 38%
- 82% of students in Years 4-6 responding positively when asked about 'Managing Bullying', compared to Similar Schools at 75% and State average of 75%
- 65% of students in Years 4-6 responding positively when asked about 'Managing Bullying', compared to Similar Schools at 46% and State average of 46%

Our continued work in the School Wide Positive Behaviour Support (SWPBS) space has led to the retainment of 'Silver Level' standard in 2024. Compass data consistently shows evidence that students are being acknowledged for positive behaviours in the classroom, and our SWPBS rewards shop has been running termly. We used the SAEBRS tool as a student screener to identify areas of concern and ensure that appropriate tiered interventions of support were initiated where necessary, and a Peer Support Program was implemented which included providing a cohort training day for all Year 8 students. The Respectful Relationships (RR) working party conducted learning walks to observe Respectful Relationships implementation in the classroom, and our House System was further embedded, including successfully linking it with the positive acknowledgement system and conducting celebrations. Our Mental Health Practitioner (MHP) and Mental Health in Primary Schools (MHIPS) teacher delivered learning to staff about mental health, and we continued to run programs to encourage social skills development and positive peer relationships, such as RAISE youth mentoring. We also continued to provide individual counselling using parent, student and staff referrals, as well as Chronicle data, to drive decisions.

In 2025, we will commence work on including student voice more effectively in classrooms, and continue to strengthen universal support practices in classrooms. This includes further implementation of the Zones of Regulation, embedding 'Positive Classrooms Management System' (PCMS) and the explicit teaching of expected behaviours. Furthermore, we aim to re-implement Home Group expectations and build staff capacity with regards to 'Functions of Behaviour'.

Engagement

Our 2024 Attendance data showed that we maintained improvement in some areas, including:

- Yrs P-6: students absent for 20+ days or more was maintained at 46%
- Yrs 7-9: students absent for 20+ days or more was maintained at 52%, compared to Similar Schools at 52%

In 2024, we continued to embed our absence and attendance procedures by regularly monitoring student attendance data walls and tracking cycles in PLCs. The Attendance Staged Response and Attendance Tiered Interventions were consistently utilised by staff - Home Group teachers regularly made contact with parents regarding student absences, and the college continued to send SMS messages to parents requesting them to notify the school of absences. Leaders regularly met with parents of students with a large number of absences and implemented attendance improvement plans, as well as modified return to school plans. The College also worked closely with attendance officers from within the Department of Education (DET) to support chronic absences and return to school processes.

In 2025, we will encourage improved engagement by developing family understanding of the importance of attendance and investigating alternative attendance improvement strategies.

Other highlights from the school year

In 2024, we continued to run our popular camping program including our Prep Breakfast, Year 1 Stay Late, Year 2 Sleepover, Year 4 Flinders Camp, Year 6 Canberra Camp and Year 9 Queensland Camp. We also continued to run numerous other events and activities, including hosting a Smoking Ceremony, Swimming Carnivals, Athletics Carnivals, Colour Run and Harmony Day celebrations.

We continued to connect with families by hosting Parent Coffee and Chats, open classrooms, P-6 Monday morning assemblies, 7-9 cohort assemblies and end of term assemblies. We also held our Specialist and Community Expo during which families were invited to view student work and participate in various engaging activities.

Financial performance

In 2024, Brookside College continued to spend funds on the maintenance of the school grounds and facilities, and upgrading outdated technology in the classrooms so as to ensure that all students have equal access whilst at school. Casual Relief Teachers were hired consistently to cover staff absences, and furniture was upgraded where appropriate. The hire of the Gymnasium and Hayshed provided the school with a source of income which was used to maintain the facilities. Hiring of the school facilities to the after-school care provider was also an additional income stream for the school while providing access to the school community to this important service. Equity funding continued to be used for extra teacher and education support for those students needing additional assistance.

**For more detailed information regarding our school please visit our website at
<https://brooksidecollege.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 1,194 students were enrolled at this school in 2024, 583 female and 611 male.

32 percent of students had English as an additional language and 2 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).

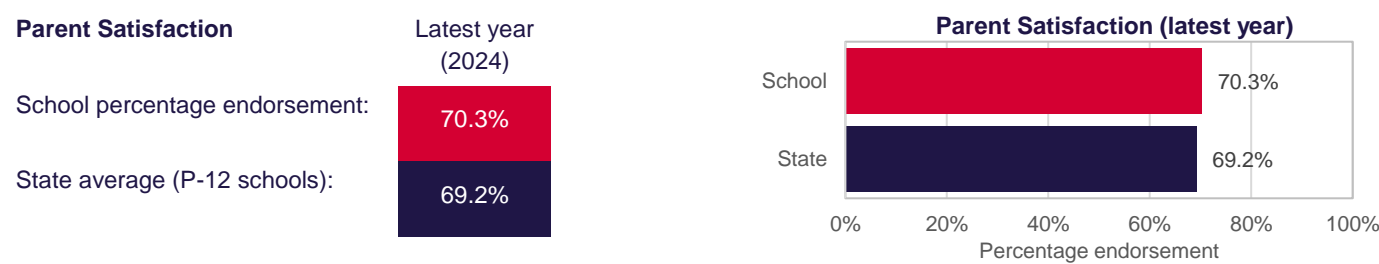
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

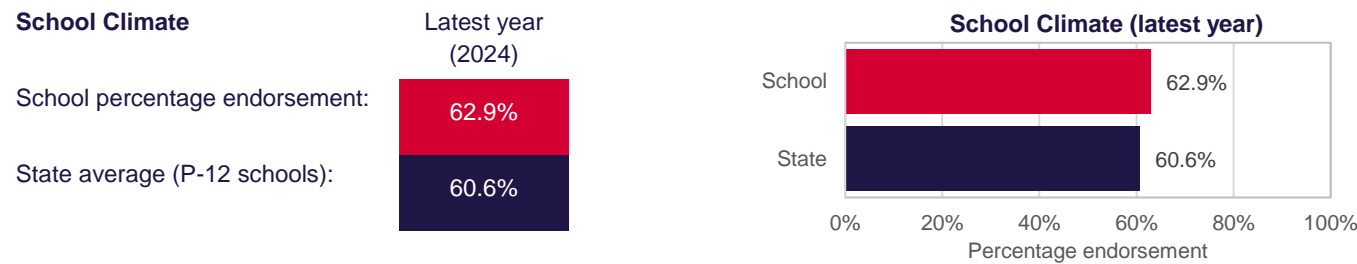


School Staff Survey

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 Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

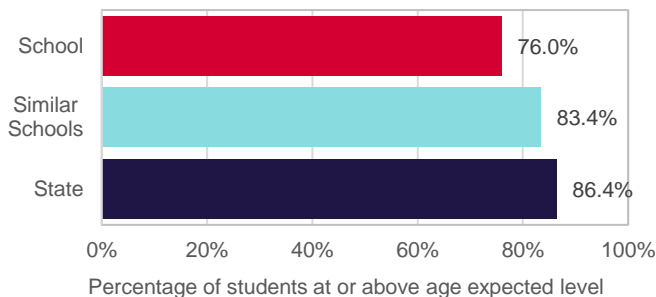
Latest year
(2024)

76.0%

83.4%

86.4%

English (latest year) Years Prep to 6



English Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

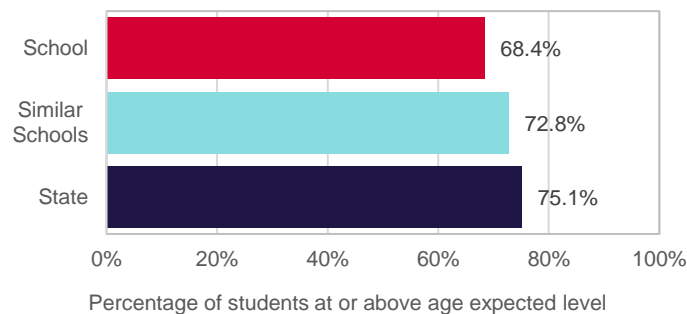
Latest year
(2024)

68.4%

72.8%

75.1%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

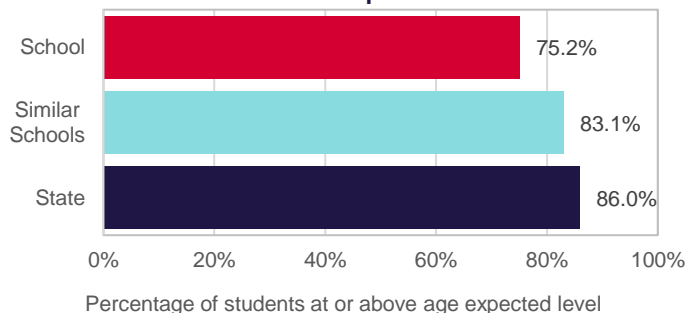
Latest year
(2024)

75.2%

83.1%

86.0%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

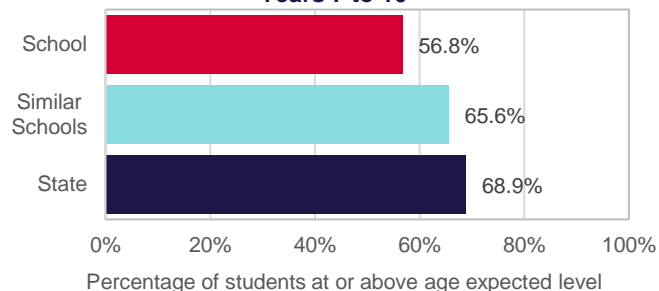
Latest year
(2024)

56.8%

65.6%

68.9%

Mathematics (latest year) Years 7 to 10



LEARNING (continued)

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

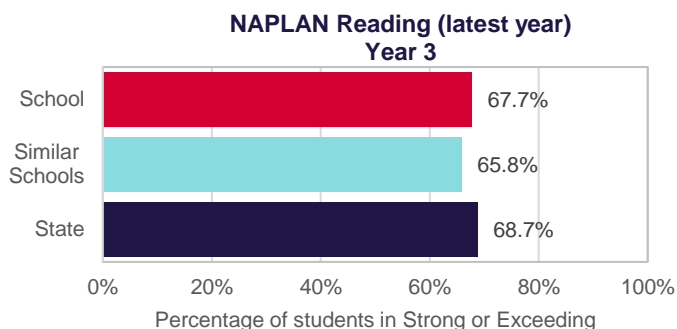
NAPLAN

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

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

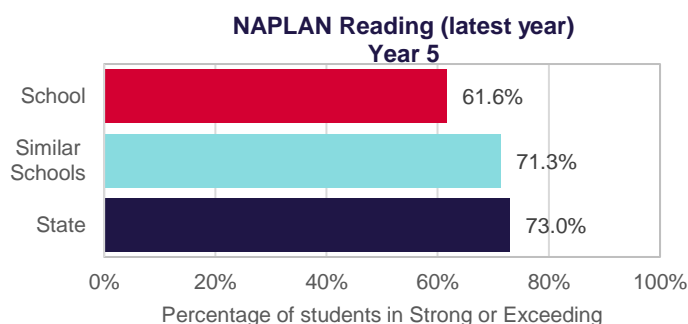
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.7%	64.6%
Similar Schools average:	65.8%	66.8%
State average:	68.7%	69.2%



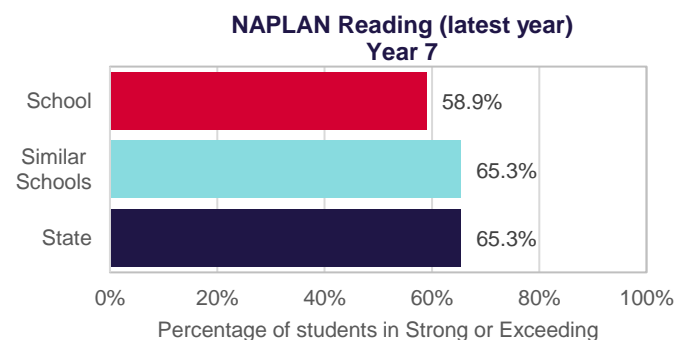
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.6%	72.7%
Similar Schools average:	71.3%	73.0%
State average:	73.0%	75.0%



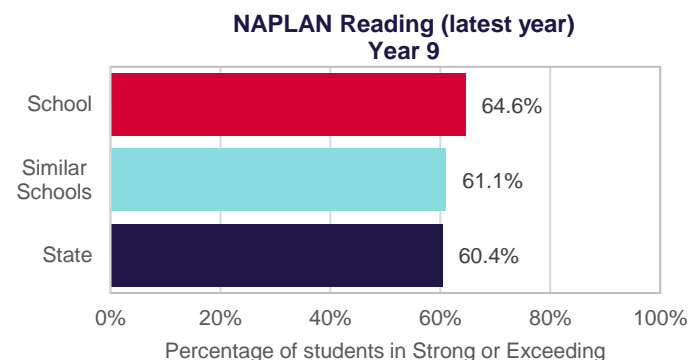
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.9%	64.7%
Similar Schools average:	65.3%	66.6%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	56.8%
Similar Schools average:	61.1%	60.6%
State average:	60.4%	60.2%



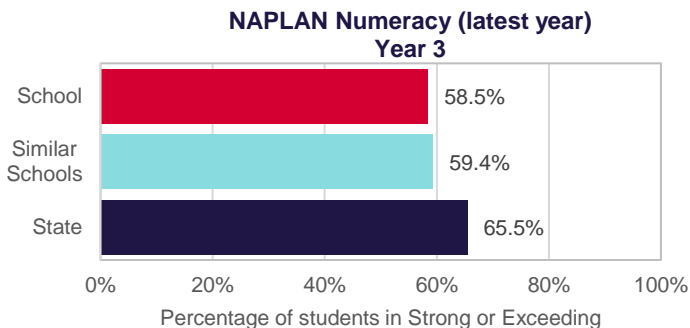
LEARNING (continued)

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)

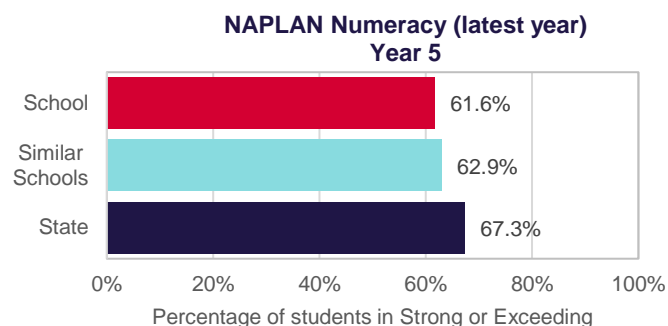
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.5%	56.7%
Similar Schools average:	59.4%	61.2%
State average:	65.5%	66.4%



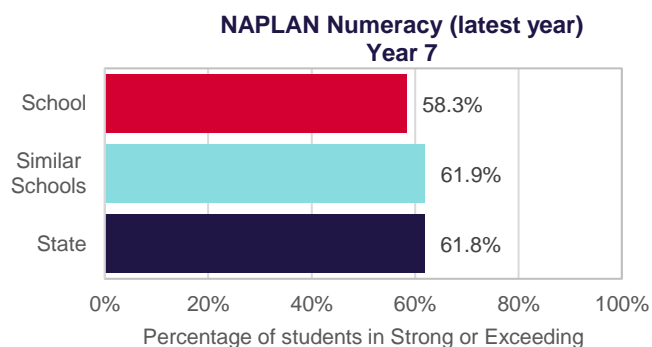
Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.6%	62.9%
Similar Schools average:	62.9%	63.4%
State average:	67.3%	67.6%



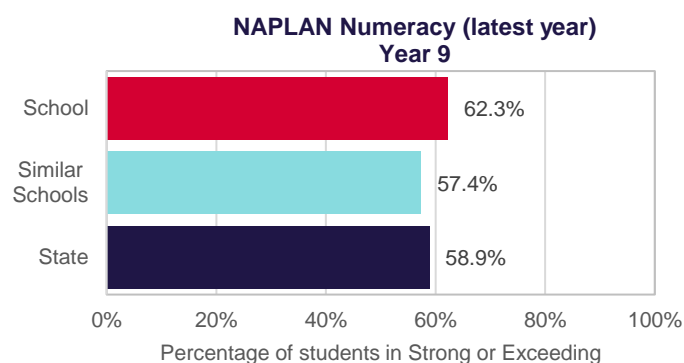
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	62.6%
Similar Schools average:	61.9%	63.0%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.3%	57.3%
Similar Schools average:	57.4%	58.1%
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:

78.0%

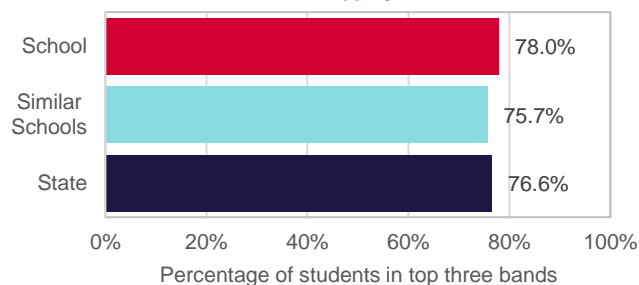
Similar Schools average:

75.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

62.5%

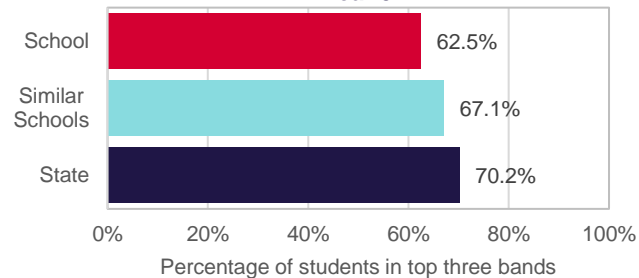
Similar Schools average:

67.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

(2022)

School percentage of students in the top three bands:

57.6%

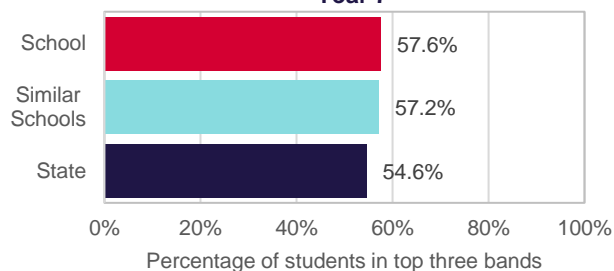
Similar Schools average:

57.2%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

49.6%

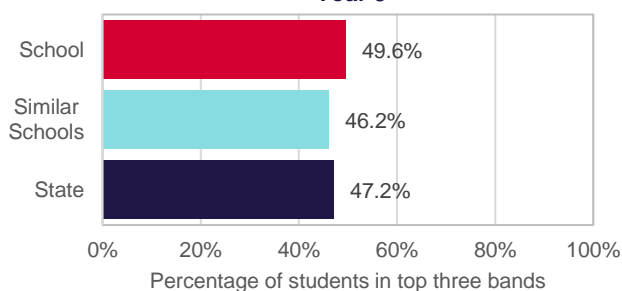
Similar Schools average:

46.2%

State average:

47.2%

NAPLAN Reading (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.

NAPLAN (continued)

Numeracy Year 3

(2022)

School percentage of students
in the top three bands:

62.0%

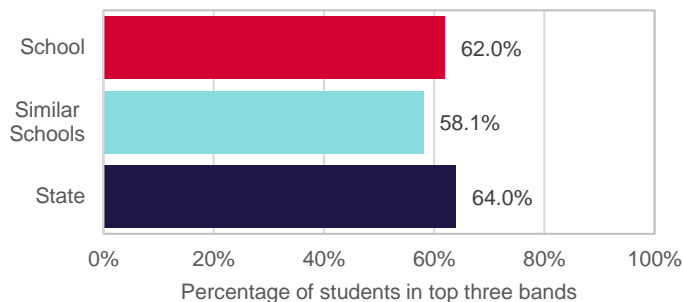
Similar Schools average:

58.1%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students
in the top three bands:

48.0%

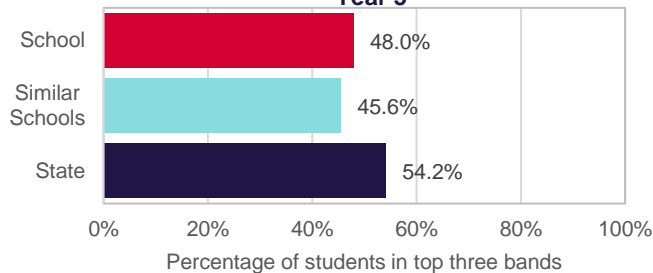
Similar Schools average:

45.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

55.4%

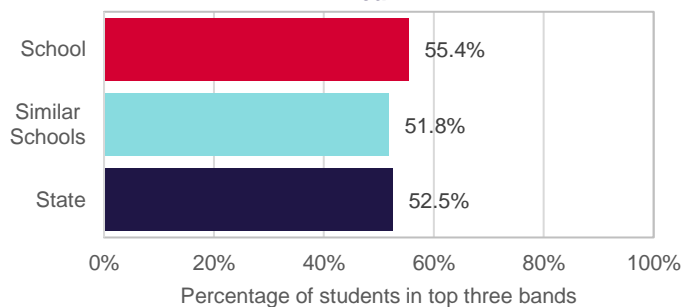
Similar Schools average:

51.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

41.6%

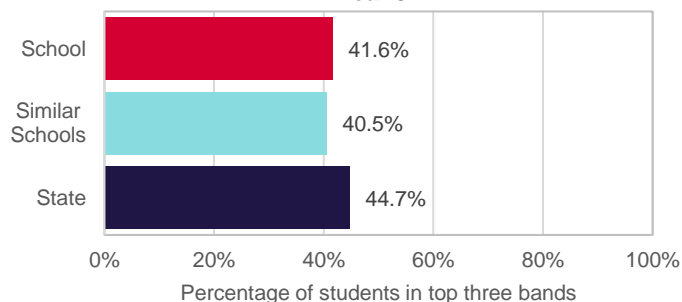
Similar Schools average:

40.5%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



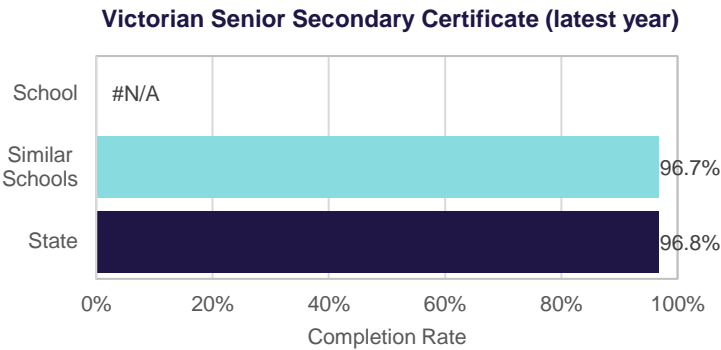
LEARNING (continued)

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:	NDA	NDA
Similar Schools completion rate:	96.7%	96.2%
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

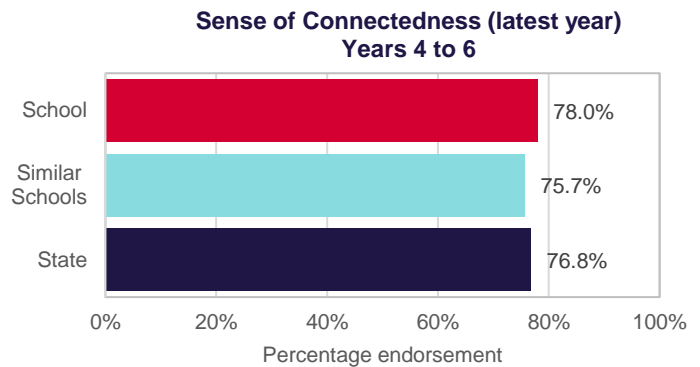
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

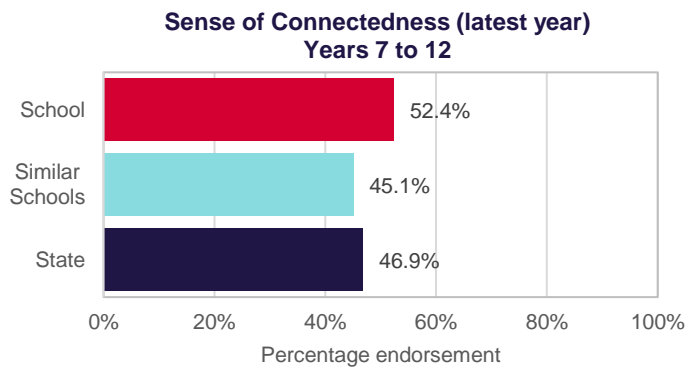
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	78.0%	75.8%
Similar Schools average:	75.7%	76.4%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	52.4%	52.6%
Similar Schools average:	45.1%	46.5%
State average:	46.9%	48.0%



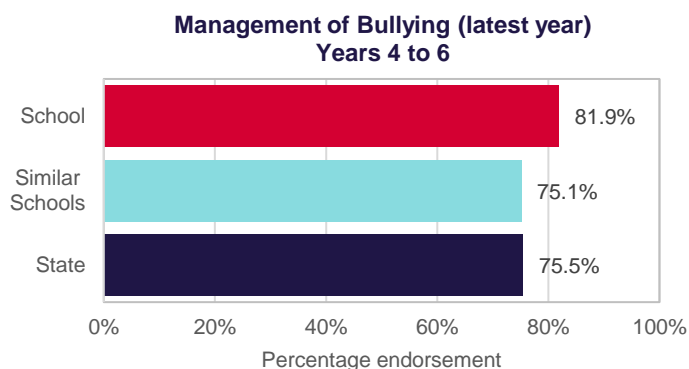
WELLBEING (continued)

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).

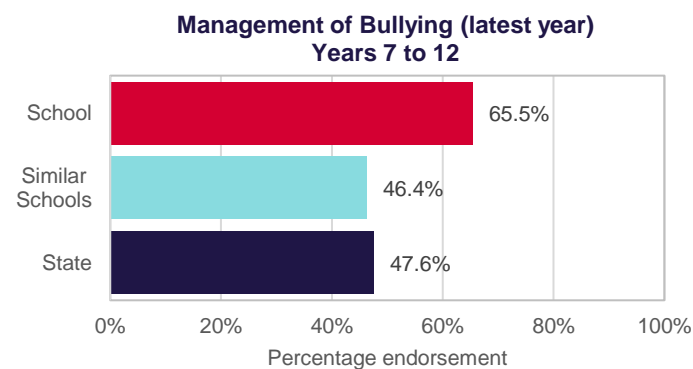
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	81.9%	76.4%
Similar Schools average:	75.1%	75.1%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	65.5%	59.8%
Similar Schools average:	46.4%	47.6%
State average:	47.6%	49.1%

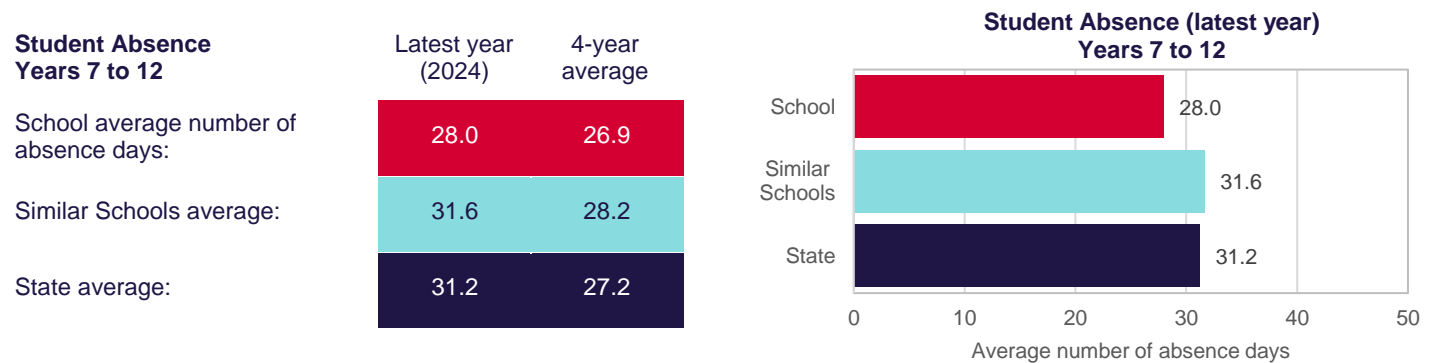
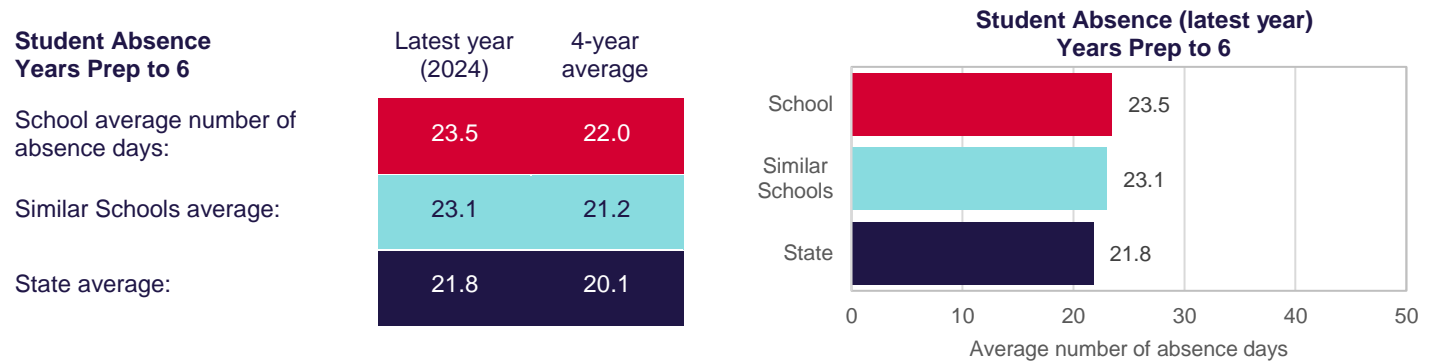


ENGAGEMENT

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.



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%	88%	89%	89%	88%	87%	89%

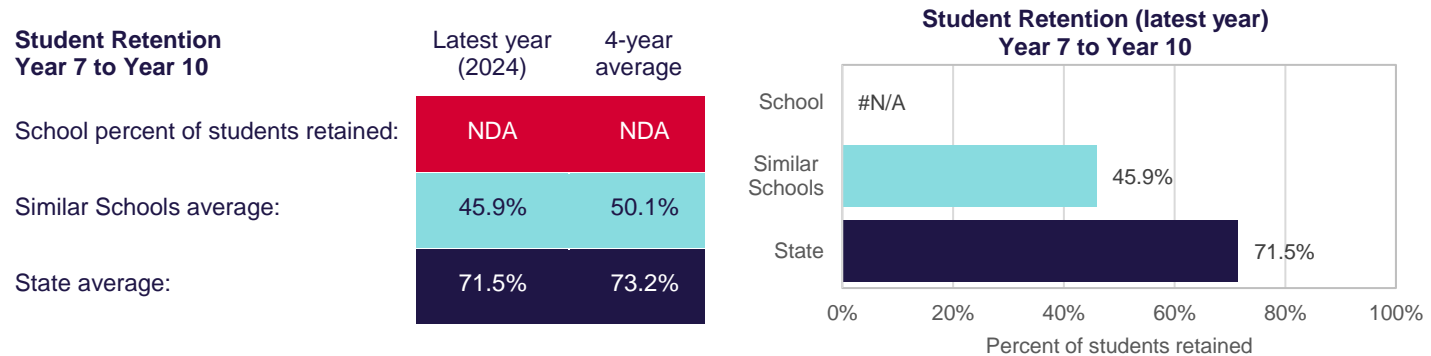
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	87%	87%	84%	NDA	NDA	NDA



ENGAGEMENT (continued)

Student Retention

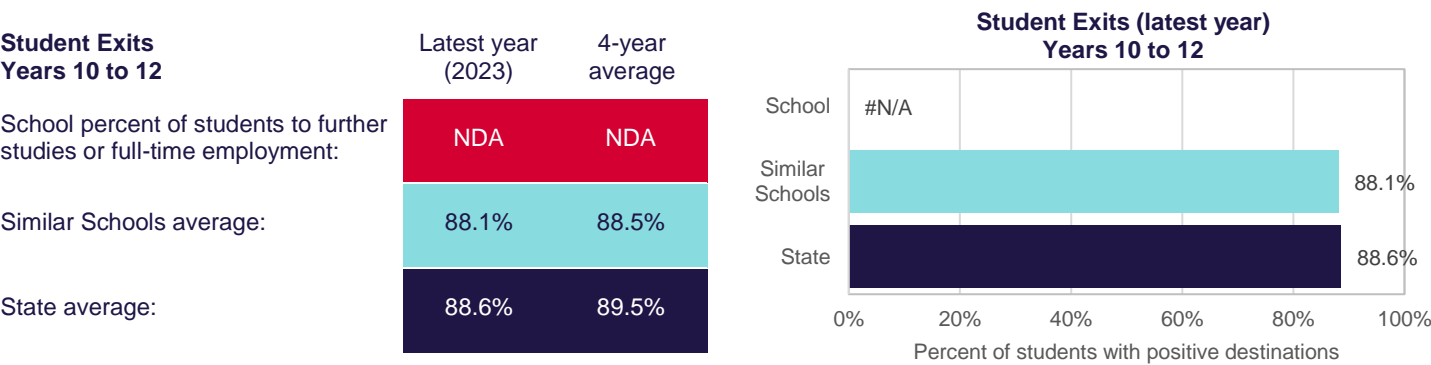
Percentage of Year 7 students who remain at the school through to Year 10.



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'.



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$13,659,111
Government Provided DET Grants	\$1,278,996
Government Grants Commonwealth	\$30,190
Government Grants State	\$0
Revenue Other	\$47,766
Locally Raised Funds	\$464,064
Capital Grants	\$0
Total Operating Revenue	\$15,480,127

Equity ¹	Actual
Equity (Social Disadvantage)	\$375,606
Equity (Catch Up)	\$45,024
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$420,630

Expenditure	Actual
Student Resource Package ²	\$14,149,158
Adjustments	\$0
Books & Publications	\$14,931
Camps/Excursions/Activities	\$350,867
Communication Costs	\$17,973
Consumables	\$226,172
Miscellaneous Expense ³	\$42,897
Professional Development	\$32,747
Equipment/Maintenance/Hire	\$258,601
Property Services	\$54,354
Salaries & Allowances ⁴	\$502,884
Support Services	\$422,713
Trading & Fundraising	\$23,968
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$101,640
Total Operating Expenditure	\$16,198,906
Net Operating Surplus/-Deficit	(\$718,779)
Asset Acquisitions	\$0

- (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	\$908,610
Official Account	\$42,544
Other Accounts	\$0
Total Funds Available	\$951,154

Financial Commitments	Actual
Operating Reserve	\$343,524
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$478,000
School Based Programs	\$400,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$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	\$1,221,524

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.