

2024 Annual Report to the School Community

School Name: Hazel Glen College (5552)



- 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 22 March 2025 at 03:12 PM by Anthony Stockwell (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 22 March 2025 at 03:12 PM by Anthony Stockwell (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

The K-12 structure at Hazel Glen College allows for a consistent educational journey and supports students holistically from kindergarten to Year 12. A K-12 school fosters a strong sense of community and belonging. Students, parents, and staff build long-term relationships, creating a supportive and inclusive environment. This continuity helps students feel more secure and connected to their school. Hazel Glen College is committed to the holistic development of students, encompassing their physical, social, emotional, and cognitive growth. The structured learning stages in our Kindergarten, Primary Years and Secondary Years ensure that curriculum planning and pedagogy cater to students' capabilities at each stage. Having a consistent educational philosophy and approach throughout each student's schooling ensures that teaching methods and the College's values are aligned. This consistency helps reinforce key learning principles and supports the development of a strong academic foundation. Teachers and staff have the opportunity to get to know students and their families over an extended period, allowing for more personalised and effective support. This long-term relationship enables educators to better understand each student's strengths, challenges, and learning styles that staff can continually build upon each year.

Hazel Glen College is guided by the vision of "One College, Everyone Matters." This vision emphasizes the importance of inclusivity and excellence, ensuring that every student is valued and supported in their educational journey from Kindergarten to Year 12. The college is committed to empowering students through Student Agency, allowing them to have a greater say in their learning journey. The curriculum focuses on building strong foundational skills in literacy and numeracy, with opportunities for extension and experiential learning to enhance engagement and connectedness.

Enrolments in 2024 were 2397 students across Primary and Secondary Years with an additional 143 children in Kindergarten and a total of 263 staff across the College. Our education model consists of Kindergarten, Primary Years (P-6) and Secondary Years (7-12).

Hazel Glen College is situated in the suburb of Doreen, within the City of Whittlesea. The College serves as a key educational institution for the residents of Doreen and its neighboring suburbs.

The College has a diverse student population of students including a mix of genders and cultural backgrounds. This diversity is reflected in the College's commitment to providing the best possible educational opportunities through modern facilities and innovative teaching practices.

Being part of one of the 4 academies at Hazel Glen College offers numerous benefits for students, enhancing their overall educational experience and personal development. Academies provide a focused and selected environment where students can develop their talents and interests. Whether it's in sports, leadership, performing arts, or music, students receive tailored support and guidance to help them excel in their chosen field. Being part of an academy fosters a sense of community and collaboration among students. Students work together towards common goals, share experiences, and support each other's growth. This collaborative environment enhances their social skills and builds lasting relationships.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the College worked towards the Annual Improvement Goal of Improving all students' achievement and learning growth. We targeted professional learning dedicated to the phases of the newly introduced instructional model, regularly completing observations from learning walks (school based, peer, team, leadership, regional leaders) that demonstrated that the instructional model was implemented with fidelity. Regional Leader feedback comparison from pre-review learning walk feedback of inconsistent lesson structures being implemented to now a consistent approach by all teachers across the College in the space of 12 months. Staff self-reflections and evaluations as documented in PL, meetings, coaching and evaluation data for IM phase implementation indicate staff have understood each phase. Peer observations completed throughout Term 2-4 indicate that staff have established a good understanding of each phase. Resources have been developed that support new staff induction beyond 2024. Planning documentation templates have been developed for 2025 implementation, these include all phases of the instructional model.

Teacher judgement of students' achievement levels for P-6 dropped just below state and similar schools (84.5%) for English and Mathematics were below state and similar schools (82.4%). Student achievement in NAPLAN for Reading exceeded state and similar schools in both Years 3 and Years 5 (78.6% and 80.4%). In Mathematics, there was an increase in Numeracy for Year 3 (66.7%) compared to state and similar schools and a slight decrease for Year 5 Numeracy (65.3%).

Teacher judgement of students' achievement levels for 7-12 were below state and similar schools (66.5%) for English and for Mathematics (48.5%). Student achievement in NAPLAN for Reading were below state and similar schools in both Years 7 and 9 (56.5% and 54.1%).

We achieved a 99% completion rate of the Victorian Senior Secondary Certificate, which was a higher result compared to state and local network schools. We had 44 Year 12 students awarded the new VCE Vocational Major. We had 42% of Year 12 students undertake at least one VET unit of competence, with 91% of students who satisfactorily completed their VET units of competence. The VCE mean study score was 26.1.

Highlights were the implementation of the instructional model, curriculum mapping for P-6 and 7-12, P-2 introduction of Reading initiative - Little Learners Love Literacy, VM introduced in 2024 (Year 12) and staff professional learning for science of learning (reducing cognitive load).

Wellbeing

Hazel Glen College is committed to fostering a safe, positive, and inclusive learning environment for all students. In alignment with the Department of Education's 'Framework for Improving Student Outcomes', we believe that student wellbeing is essential for achieving better physical, social, and academic outcomes. In 2023, Hazel Glen College focused on providing the necessary

resources to support student wellbeing and mental health, particularly for our most vulnerable students. We implemented school-wide strategies to create an inclusive environment where all students felt safe and supported. Additionally, we reviewed our tiered approach to addressing individual student needs to improve our practice.

Our College's Wellbeing team, which is strongly supported by the college leadership, includes a Head of Student Wellbeing, five wellbeing workers, and a part-time Mental Health Practitioner who are available onsite daily to support students.

As a lead 'Respectful Relationship' school, Hazel Glen College supports the delivery of the Resilience, Rights, and Respectful Relationships (RRRR) curriculum. Social and emotional skill development is facilitated through the Department's RRRR program, and we consistently uphold our values of Respect, Resilience, Relationships, and Responsibility in our homegroup and iThrive sessions. We are committed to offering a variety of extracurricular activities and clubs during lunchtimes for students and continue to enhance opportunities within our camps program.

In 2024 we transitioned to a P-6 and 7-12 traditional Primary and Secondary model. This structural change required significant priority in our wellbeing support for students. Our College's strategic goal is to "Improve all students' engagement and wellbeing" with our two annual implementation goals of developing and implementing a College approach to a positive and purposeful climate for learning and ensuring College structures that offer all students a connected, effective learning journey. This was achieved through the implementation of our positive learning routines that were aligned to our new Instructional Model.

Our AToSS, Sense of Connectedness across the College was (Year 4-6: 54.3%, Year 7-12: 30.5%) and Management of Bullying decreased in Years 4-6 (58.5%), there was a slight increase in our Management of Bullying in Years 7-12 (31.9%).

The College addressed these challenges in several ways:

- Student Support spreadsheet actions between monitoring from Team Leaders and Instructional Leaders.
- Ongoing monitoring by wellbeing and leadership team of students via Tier 4 Significant Risk fortnightly meeting (area based).
- A range of Tier 1 and Tier 2 programs have been rolled out and facilitated in response to AToSS data to support wellbeing and engagement.
- Accountability measures put in place through consistent behaviour response and wellbeing systems for student level, teacher level, team level, leadership level.
- Growth of staff capacity for consistent approach for student management and wellbeing.
- Successful shift in practice regarding wellbeing approaches to short-term interventions provided at school then support for family to engage external supports, scheduled timetable of student wellbeing support, scheduled and targeted wellbeing group interventions.

Engagement

In response to our College goal "Improve all students' engagement and wellbeing" and the Key Improvement Strategies to develop and implement a college approach to a positive and purposeful climate for learning and to ensure College structures that offer all students a

connected, effective learning journey.

In 2024, the number of average days absent in the Primary Years was 26.2 and 45.4 in Secondary Years. These numbers are higher than the state average and therefore the College has undertaken a review of the College wide process for attendance looking at changing the process for the recording of approved and unapproved absences. In response to a change in process we have seen a decline in the number of unexplained absences.

Positive Learning Routines were implemented across the College. Professional guidance was provided to year level teams for making use of positive learning routines to effectively reduce the number of reported low level classroom management concerns. We appointed a Positive Climate for Learning Coach and SWPBS leader at the start of the year in the Secondary Years and have implemented a consistent and effective coaching program. Hazel Glen College has successfully enrolled in the Department's SWPBS coaching program for 2025 and 2026.

The camps and excursions program was reviewed and a number of new camps and events have been added across the College to increase engagement with further opportunities to be added in 2025. This is starting to show an increase in the number of students attending year level events.

Student voice sessions were facilitated to review student Attitudes to School Survey data.

Student retention rates across Years 7-10 are below the state average and similar schools and have decreased from 75.2% in 2023 to 72.7% in 2024.

Students in Year 10 - 12 exiting to further studies or full-time employment is above that of similar schools and state average and shows that Hazel Glen College students are leaving to known pathways of apprenticeships, traineeships, TAFE, University or employment as positive destinations.

Other highlights from the school year

- Whole College Events: Reconciliation Day, ES Day, Harmony Day, Random Acts of Kindness, RUOK Day, World Teacher's Day, Footy Day, International Women's Day, IDAHOBIT Day, Mother's Day and Father's Day Breakfasts, International Day for People with a Disability, NAIDOC Week
- Whole college extra curricular clubs program featuring HFactor, craft clubs, mindfulness, sports and other special interest areas
- Whole College Book Week events including activities, student and staff dress-up
- Staff events trivia night and staff breakfasts
- The College Production of Mary Poppins, including both Primary and Secondary Years students along with the school production camp
- House Events (Year 7 -12 Swimming and Athletics Carnivals)
- House Events Primary Years (Swimming Carnival 4-6, Athletics (on-site), House Performing Arts Day
- Ready, Prep, Go Program
- College wellbeing programs - breakfast club SY, bbq Friday mornings in PY, Wellness

Wednesdays SY

- Primary Years Easter Bonnet Parade and open expos to showcase student learning for each year level throughout the year
- Education Week open classrooms and parent morning tea in the staffroom
- ANZAC commemorations and student leadership representation at the Doreen service
- Secondary Years Work experience
- Primary Years assemblies
- Secondary Years assemblies
- Year 7 Open Evening and Prep Information Evenings
- Prep Breakfast and 100 Days of School Celebration
- Year 1 Disco, visit to Melbourne Zoo and incursion for science (sound and light)
- Year 2 day camp onsite and excursion to Edendale Farm
- Year 3 camp to Phillip Island
- Year 4 camp to Lady Northcote
- Year 5 camp to Sovereign Hill
- Year 6 camp to Camp Manyung
- Year 6 end of year celebration
- Education Week open classrooms
- Positive mental health promotion programs, including Brainstorm Productions (P-8), Reach Workshops (9-10), Blue Edge program (8-9), Batyr@School (10-11), Hope Tour (7-9) and Bully Zero (6).
- Year 9 Personal Best night, City Experience, Retreat Day and Focus Camp
- Year 10 Formal
- Year 10-11 Senior Student Leadership program with Northern Education Alliance schools
- Academy events: Student Leadership mural project, Athlete Development Academy incursions and excursions, Instrumental Music Academy and Instrumental Music Program Soiree
- Year 12 Formal and Year 12 Graduation
- College Art & Technology Evening
- Whittlesea Tech School Ambassador program
- Primary and Secondary Awards Ceremonies and Honours Awards Evening

Financial performance

Hazel Glen College is in a sound financial position at the end of 2024. Our school generated a healthy net operating surplus as outlined in the Financial Performance and Position report. The result is due to careful management of the financial resources, particularly in the areas of staffing, locally raised funds, and School Resource Package (SRP) credit funds. The 2024 Annual Budget was developed through consultation with staff and School Council to support programs aligned with the School Strategic Plan, to improve student outcomes, and to support student learning. The provision of our high quality teaching and learning environment and programs is made possible by the contributions of families through the Parent Payment Policy. We thank our community for their continued financial support.

Staff development has also been supported to a high level in the firm belief that improved teaching will directly lead to improved student achievement. The College committed to air conditioning in the Primary Years building, outdoor play spaces, grounds beautification and building upgrades.

Hazel Glen College received a small amount of Equity Funding, which was utilised to employ specialist staff in learning and wellbeing. Our locally raised funds from Kindergarten, Extended Care, OSHC and Canteen are a large contribution to our cash budget. The funds raised will be used to continue to focus on beautification and improvements of our school buildings and grounds. We ensure that all funds from the SRP are used to support students and improve their learning outcomes. All funds received from the Department, 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. The School Council approves the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
<https://www.hgc.vic.edu.au/>**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 2,397 students were enrolled at this school in 2024, 1138 female and 1256 male.

12 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.

Parent Satisfaction

Latest year
(2024)

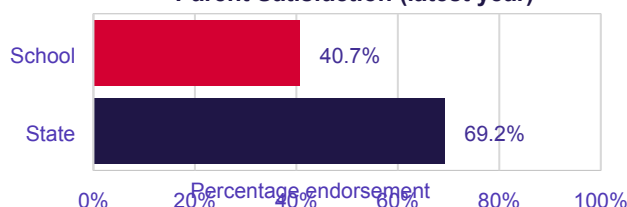
School percentage endorsement:

40.7%

State average (P-12 schools):

69.2%

Parent Satisfaction (latest year)



School Staff Survey

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

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

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

School Climate

Latest year
(2024)

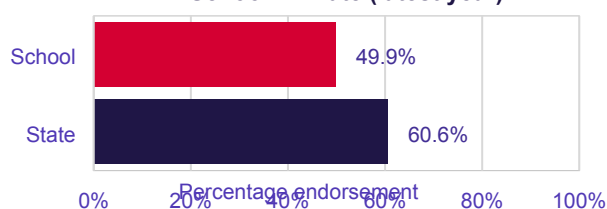
School percentage endorsement:

49.9%

State average (P-12 schools):

60.6%

School Climate (latest year)



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

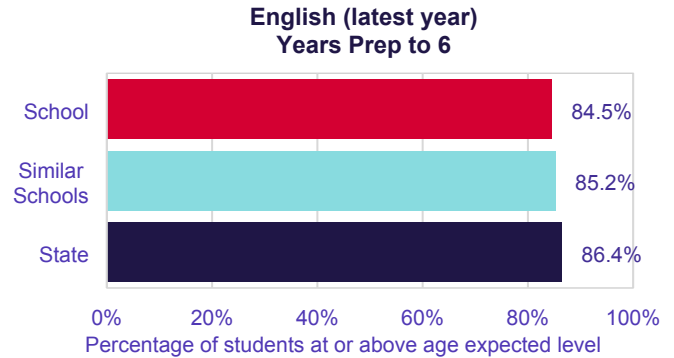
84.5%

Similar Schools average:

85.2%

State average:

86.4%



English Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

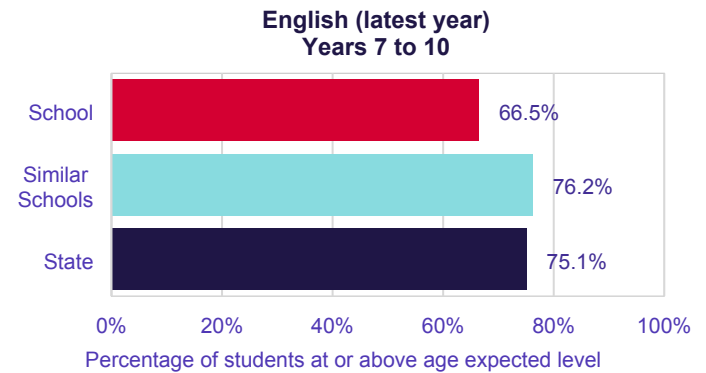
66.5%

Similar Schools average:

76.2%

State average:

75.1%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

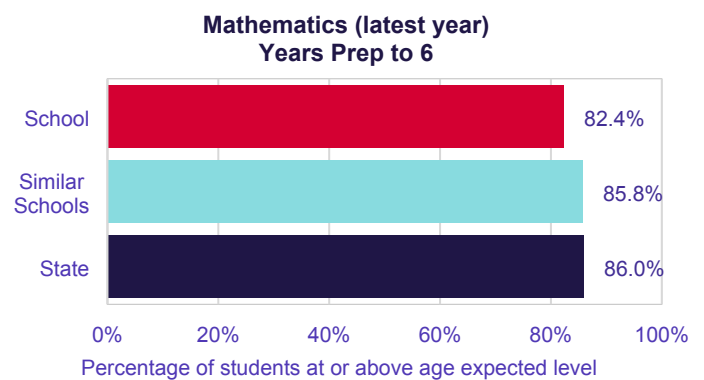
82.4%

Similar Schools average:

85.8%

State average:

86.0%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

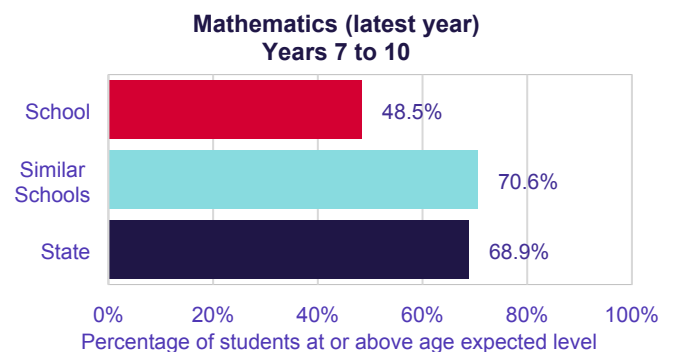
48.5%

Similar Schools average:

70.6%

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.

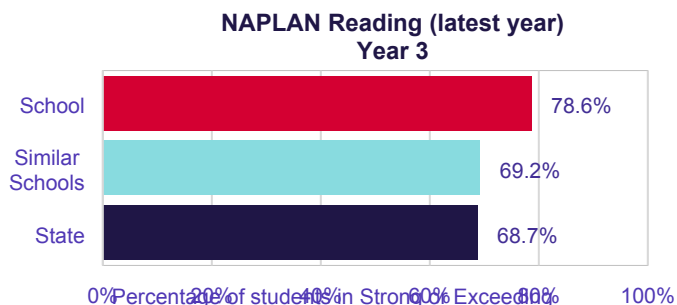
NAPLAN

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.

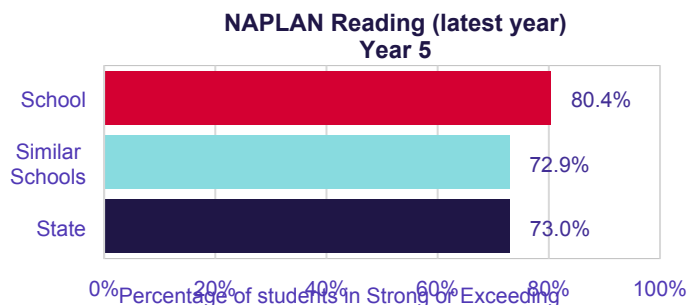
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.6%	77.0%
Similar Schools average:	69.2%	69.3%
State average:	68.7%	69.2%



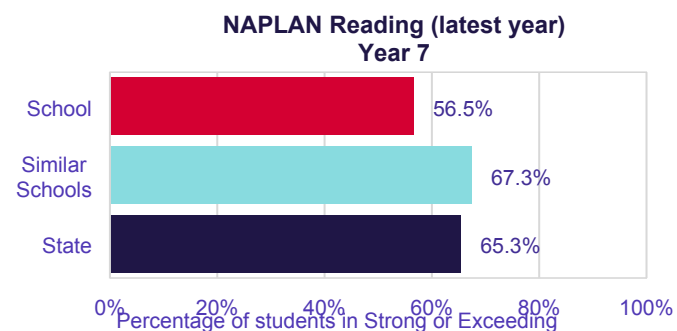
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.4%	77.4%
Similar Schools average:	72.9%	74.7%
State average:	73.0%	75.0%



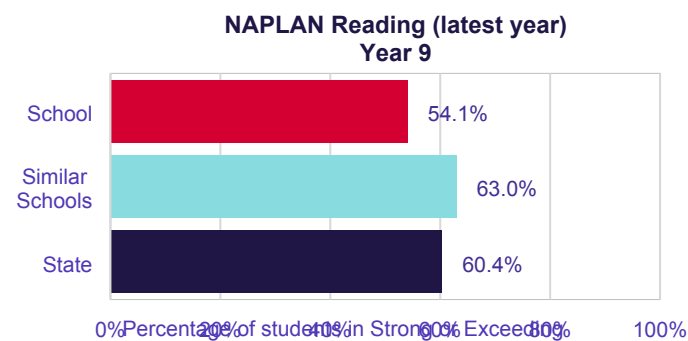
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.5%	57.5%
Similar Schools average:	67.3%	68.5%
State average:	65.3%	65.7%



Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.1%	56.3%
Similar Schools average:	63.0%	62.4%
State average:	60.4%	60.2%

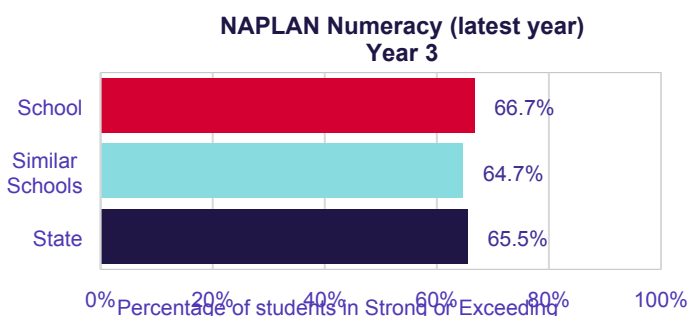


LEARNING (continued)

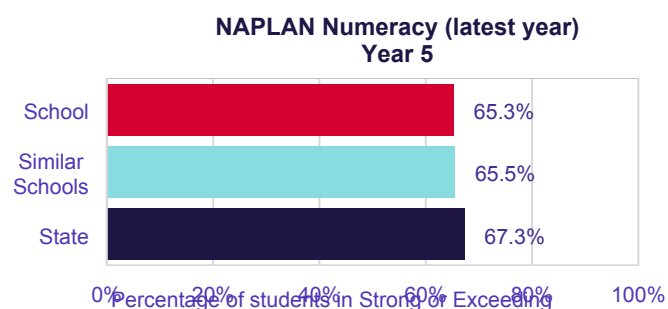
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN (continued)

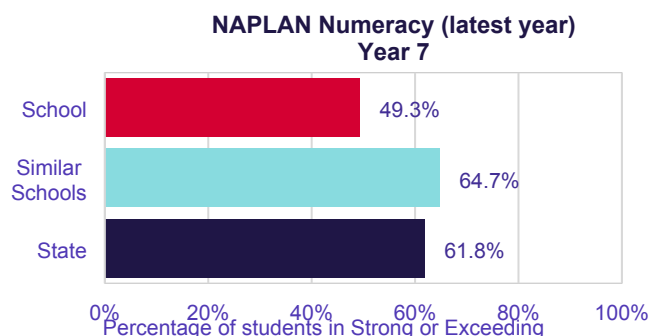
Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	67.2%
Similar Schools average:	64.7%	65.9%
State average:	65.5%	66.4%



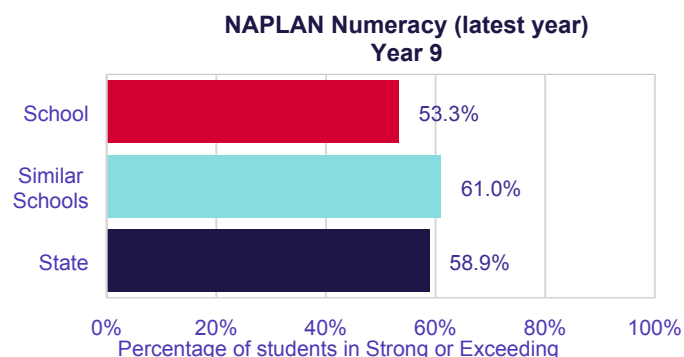
Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.3%	63.4%
Similar Schools average:	65.5%	66.0%
State average:	67.3%	67.6%



Numeracy Year 7	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	49.3%	53.2%
Similar Schools average:	64.7%	65.6%
State average:	61.8%	62.3%



Numeracy Year 9	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	53.3%	55.5%
Similar Schools average:	61.0%	61.1%
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:

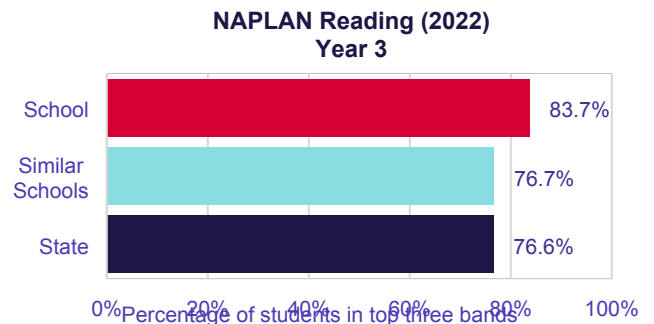
83.7%

Similar Schools average:

76.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

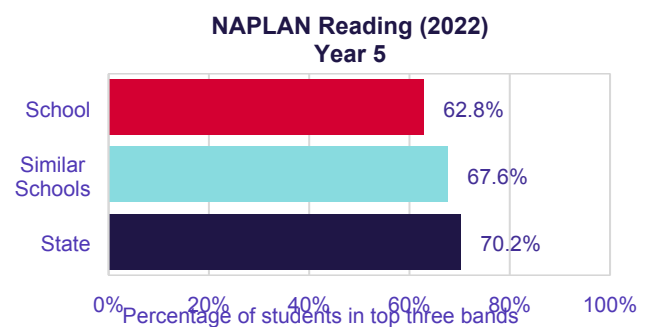
62.8%

Similar Schools average:

67.6%

State average:

70.2%



Reading Year 7

(2022)

School percentage of students in the top three bands:

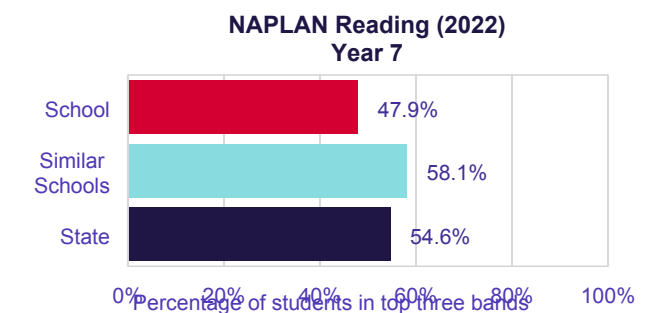
47.9%

Similar Schools average:

58.1%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in top three bands:

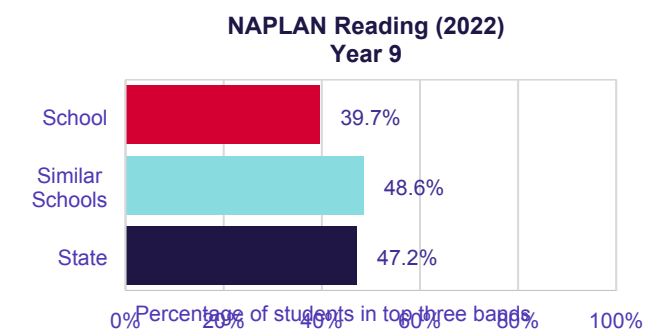
39.7%

Similar Schools average:

48.6%

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:

62.6%

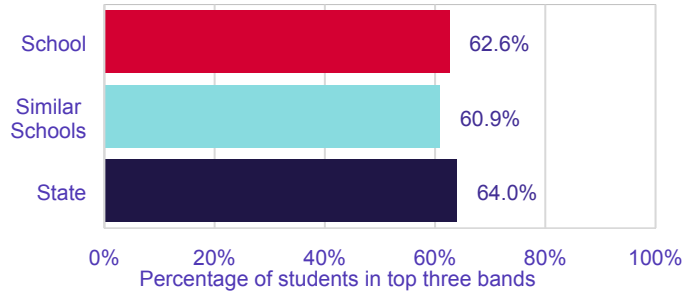
Similar Schools average:

60.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

43.9%

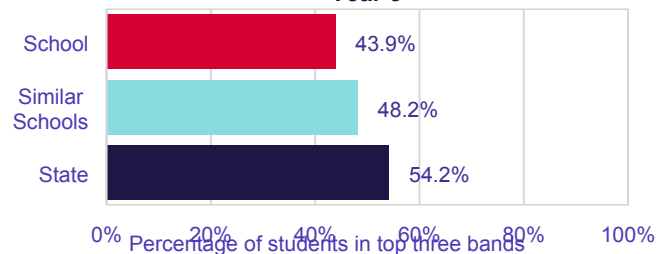
Similar Schools average:

48.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

45.8%

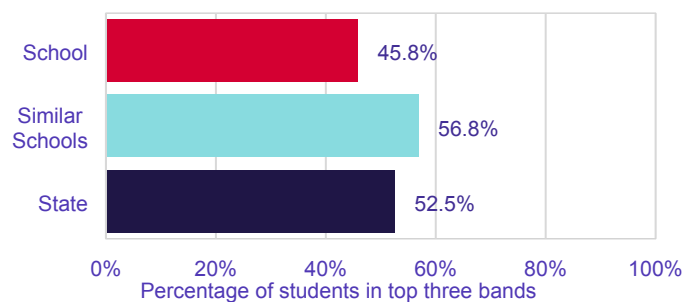
Similar Schools average:

56.8%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

35.5%

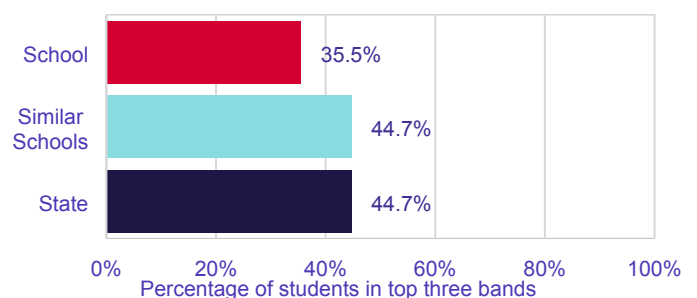
Similar Schools average:

44.7%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9



LEARNING (continued)

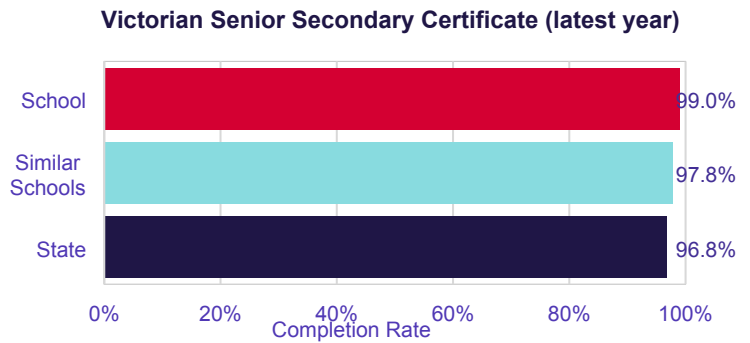
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	99.0%	98.4%
Similar Schools completion rate:	97.8%	97.1%
State completion rate:	96.8%	96.9%



Mean study score from all VCE subjects:

26.1

Number of students awarded the VCE Vocational Major

44

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:

42%

Percentage VET units of competence satisfactorily completed in 2024:

91%

WELLBEING

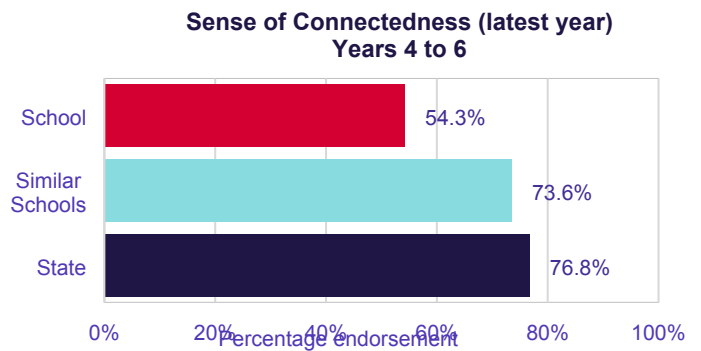
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

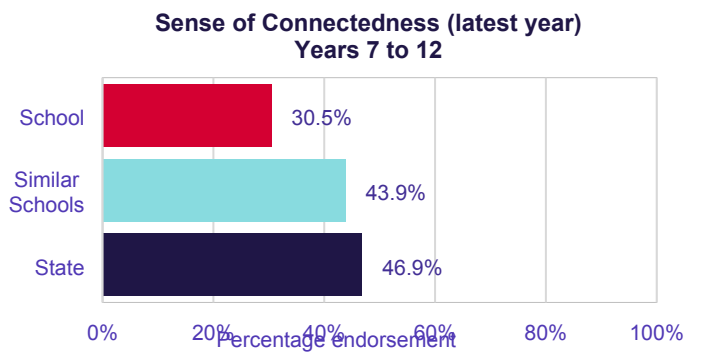
Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	54.3%	66.3%
Similar Schools average:	73.6%	75.7%
State average:	76.8%	77.9%



Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	30.5%	32.4%
Similar Schools average:	43.9%	44.7%
State average:	46.9%	48.0%



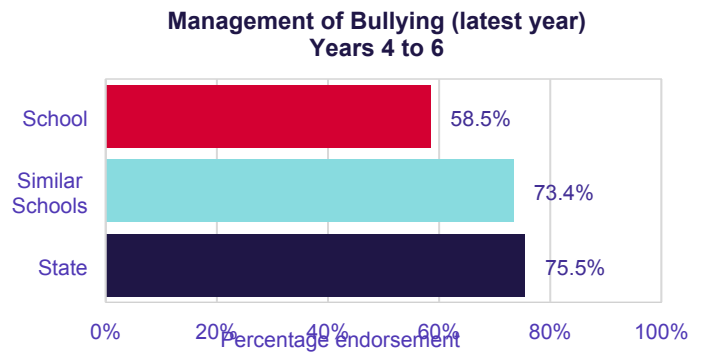
WELLBEING (continued)

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).

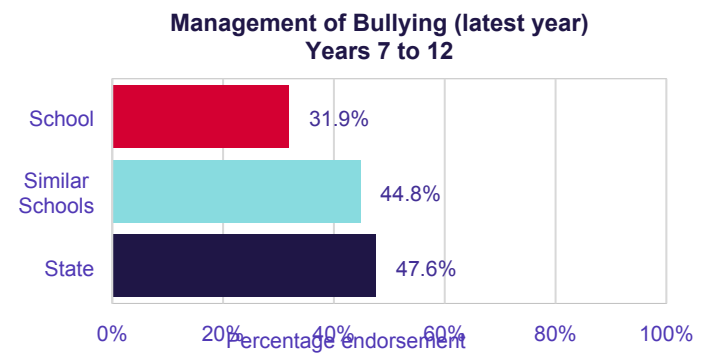
Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	58.5%	68.3%
Similar Schools average:	73.4%	74.8%
State average:	75.5%	76.3%



Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	31.9%	34.0%
Similar Schools average:	44.8%	45.5%
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

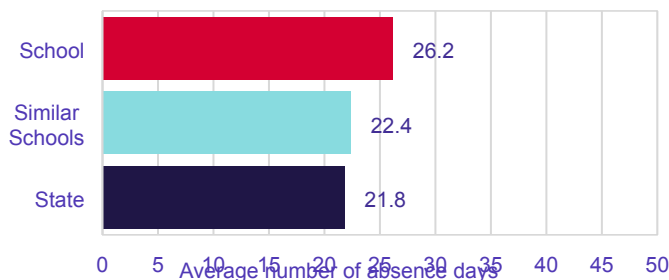
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	26.2	21.5
Similar Schools average:	22.4	20.3
State average:	21.8	20.1

Student Absence (latest year) Years Prep to 6



Student Absence Years 7 to 12

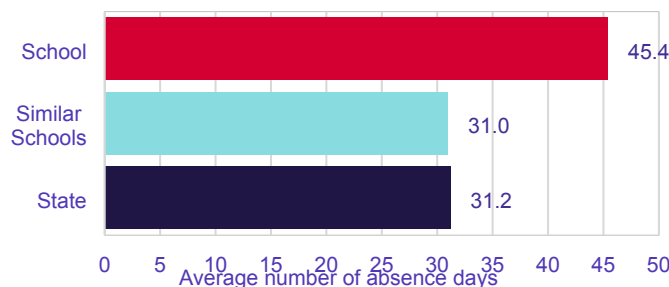
School average number of absence days:

Similar Schools average:

State average:

	Latest year (2024)	4-year average
School average number of absence days:	45.4	34.8
Similar Schools average:	31.0	26.9
State average:	31.2	27.2

Student Absence (latest year) Years 7 to 12



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):	89%	89%	88%	87%	88%	87%	82%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2024):	78%	74%	75%	75%	80%	84%	

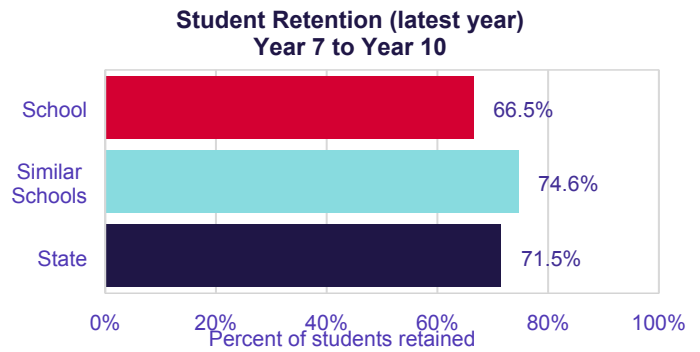
ENGAGEMENT (continued)

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:	66.5%	72.7%
Similar Schools average:	74.6%	78.1%
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:	100.0%	96.0%
Similar Schools average:	89.4%	90.1%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$25,736,275
Government Provided DET Grants	\$2,916,984
Government Grants Commonwealth	\$767,645
Government Grants State	\$12,775
Revenue Other	\$599,384
Locally Raised Funds	\$1,912,658
Capital Grants	\$0
Total Operating Revenue	\$31,945,721

Equity ¹	Actual
Equity (Social Disadvantage)	\$408,318
Equity (Catch Up)	\$108,155
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$516,473

Expenditure	Actual
Student Resource Package ²	\$25,878,340
Adjustments	\$25
Books & Publications	\$6,948
Camps/Excursions/Activities	\$534,786
Communication Costs	\$38,821
Consumables	\$547,337
Miscellaneous Expense ³	\$853,411
Professional Development	\$110,289
Equipment/Maintenance/Hire	\$459,181
Property Services	\$612,247
Salaries & Allowances ⁴	\$395,458
Support Services	\$1,207,933
Trading & Fundraising	\$384,180
Motor Vehicle Expenses	\$1,000
Travel & Subsistence	\$3,286
Utilities	\$378,810
Total Operating Expenditure	\$31,412,052
Net Operating Surplus/-Deficit	\$533,670
Asset Acquisitions	\$221,839

- (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	\$11,925,893
Official Account	\$104,788
Other Accounts	\$0
Total Funds Available	\$12,030,681

Financial Commitments	Actual
Operating Reserve	\$931,408
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$135,175
School Based Programs	\$611,550
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$274,382
Maintenance - Buildings/Grounds < 12 months	\$378,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$6,200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$8,640,515

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.