

# 2024 Annual Report to the School Community

School Name: Box Hill High School (7635)



- 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 27 March 2025 at 10:12 AM by Kellie Ind (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 27 March 2025 at 10:12 AM by Kellie Ind (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

Established in 1930, Box Hill High School is a diverse single campus school situated in the inner eastern suburbs of Melbourne. The school continues to have high demand for enrolments with over 1500 students enrolled in 2024, and there is a strict enrolment management plan in place. The school is an accredited education provider for overseas students and has an established International Student Program, with over 60 students enrolled from Year 7 to Year 12.

Students at Box Hill High School are strongly encouraged to live up to the school's motto "Ad Altiora Certamus", which means, "We strive for higher things." Our school vision and values highlight a clear focus on providing a safe, supportive, and inclusive environment where all students, regardless of ability, are guided to strive for their personal best. The school continues to maintain an excellent reputation for providing outstanding educational opportunities and holistic care for all students. The school values are Respect, Resilience, Growth and Creativity and these values are demonstrated through a broad range of high-quality learning and engagement programs. We are a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

The programs and teachers at Box Hill High School support and promote the principles and practices of Australian democracy including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Diversity in our school complements the rich educational environment of Box Hill High School. Students come together and learn from more than 30 different cultural backgrounds. Preparing young learners to live and work in a globalised world is a key priority in the school. We are the first school in Victoria and only the third school in Australia to be invited to join the network of PASCH Schools, promoting German. There are also opportunities for students to participate in German exchange programs and in 2024 ten students in Years 9 -10 and two teachers travelled to Germany to attend school at our sister school in Marienschule, Lippstadt and visit cultural sites.

Box Hill High School is committed to providing a well-rounded education for all students, providing a comprehensive range of opportunities for students to learn new skills, develop their strengths and engage them in education. Camps are offered to students at Year 7 (Transition Camp at Mt Eliza), Year 8 (The Summit Camp), Year 9 (City Experience Inquiry - new in 2024), Year 10 (Duke of Edinburgh), Year 10-11 students (Central Australia camp), and the Year 12 Retreat (University of Melbourne). A group of Year 9 students also attended the Alpine School for a term. A broad range of opportunities also includes interschool sports, music, performing arts, solar car program, Robo cup, debating, Model UN, numerous lunchtime clubs, and subject-specific excursions. Strong student support structures exist in each sub-school, as well as a strong House system. Students are supported in learning catch-up with additional programs such as Tutor Learning

Initiative (TLI), Middle Years Literacy and Numeracy Support, and LFL and NFL subjects in Years 7-9. Student enhancement and skill development programs included Elevate Education, the Resilience Project, RAISE Mentoring Program and awards such as the Kwong Lee Dow Scholars' program.

In 2024, the school continued to implement the improvement strategies outlined in the School Strategic Plan (SSP) with the goals of optimising literacy and numeracy outcomes for all students; empowering students to have greater agency in their learning; and further developing and embedding a positive wellbeing and engagement culture for all students. Key improvement strategies include strengthening teacher data literacy and collaborative practices to plan, measure and evaluate the impact of teaching and learning; further developing instructional practice to differentiate student learning to their point of need; developing and implementing whole school strategies for writing and numeracy; and developing a clear process for students to engage with their data and demonstrate agency in their learning. The School Improvement Team (SIT) was restructured to support the achievement of these goals. A new Assistant Principal was appointed to the school in 2024 to provide more leadership and accountability to core improvement areas in wellbeing, engagement and disability inclusion.

Box Hill High School is an accredited provider for gifted education, being one of a limited number of schools approved in Victoria to deliver a specially designed Select Entry Accelerated Learning program (SEAL) and founding member of The Academy of Accredited SEAL Schools (TAASS). In 2024, 86 students were part of the Victorian High Ability Program (VHAP) in Maths and 37 students in VHAP English.

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

### Learning

Students continue to achieve excellent learning outcomes, and this is seen across a range of school performance measures. Learning improvement priorities for 2024 were increasing literacy and numeracy outcomes and developing teacher practices to better differentiate student learning to their point of need. To achieve this, the school implemented a range of focused writing improvement actions, continued to develop deeper thinking in mathematics classes and introduced new collaborative teacher practices for the moderation of student learning.

Writing improvement in 2024 focused on introducing explicit teaching of sentence-level strategies from "The Writing Revolution" into classes across the school. These strategies had been explored by the English domain in 2023. Teachers were supported through a curriculum day and a series of professional learning workshops. In Term 3, teachers worked through an inquiry cycle using low stakes writing opportunities with their students. PIVOT data showed an increase in writing practices from Term 1 to Term 2, which stabilised in Term 3.

Numeracy improvement in 2024 focused on continuing to embed rich mathematical tasks and deep thinking into lessons. Teachers were supported in this through professional learning and reviewed student feedback. A focus of this professional learning was the unpacking of the four mathematical proficiencies – Fluency, Problem Solving, Reasoning and Understanding. PIVOT survey data shows a consistent increasing trend in student endorsement of questions related to

increased thinking and student collaboration in math classes. The average student rating for a cluster of six questions increased from 4.6 in Nov-23 to 4.94 in Oct-24 on a scale from 1 – 6.

Literacy and Numeracy outcomes on NAPLAN were very high in 2024, with 85% of Year 9 students achieving Strong or Exceeding in Reading and 86% in Numeracy. NAPLAN “High” growth is indicated when a student’s growth from Year 7 to Year 9 is in the top 25% of students. Of our Year 9 students, 35% achieved High NAPLAN growth in Reading and 37% in Numeracy. Of note, 80% of our Year 9 students achieved Strong or Exceeding in Writing – a 10% increase from 2023.

The development of moderation practices was a focus for improving differentiation in 2024. A moderation protocol was developed and teachers used this to evaluate student learning and assessment tasks. Two cycles of moderation were conducted, in Term 2 and Term 3. Through this process, annotated work samples were developed that will be used to provide students with exemplars.

The school celebrated excellent VCE results at the end of 2024 with a median study score of 32. On average, students’ study scores were one point higher than that predicted by VCAA using the GAT, a result that demonstrates the impact of the high-quality teaching occurring in the school. The school Dux achieved a phenomenal five 50 scores in his VCE. The school’s median ATAR was 82.3, with 33% of students achieving an ATAR of 90+. These results mean that our students have many further study pathways open to them so that they can pursue the course of their choice. 98% of our students received a university offer.

## Wellbeing

Box Hill High School strives to create an inclusive environment for all students where they feel accepted, valued and have a positive sense of belonging. In creating a whole school learning environment that is safe, calm and respectful has had a positive impact on students’ psychological safety, motivation and effort. Our whole school approach to student wellbeing is centred around the pillars of high behavioural expectations, respectful communication, nurturing positive relationships, high quality teaching and learning practices, and our zero tolerance to racist, sexist and other discriminatory behaviours. Throughout 2024, Box Hill High School continued to focus on social and emotional development through the incorporation of ‘High Impact Wellbeing Strategies’ in teacher practice, along with the continued implementation of the Resilience, Rights and Respectful Relationships curriculum. The school continues to resource student wellbeing to ensure that there is multi-use student space in the “wellbeing hub”, student wellbeing leadership, and qualified counsellors and psychologists who support individual students and facilitate broader student programs.

In 2024, the school introduced some key programs to strengthen sense of connectedness and wellbeing. Our weekly Homegroup program was implemented, and we utilised the school Mental Health Fund to deliver targeted programs at each year level with a focus on relationships, cyber safety and self-development for diverse learners. Community engagement efforts have been increased in 2024, encompassing events such as parent morning teas on the topics of student wellbeing and learning, parent information nights, additional transition supports and wellbeing information regularly updated on Compass News Feed, the website and in the school newsletter. Staff were supported through well-designed professional learning workshops on high impact wellbeing strategies in the classroom, Child Safe policies, and strategies to increase inclusion and positive relationships in the classroom.

Preparation for the implementation of the Department's Disability Inclusion in 2025 began with the appointment of a Leading Teacher and new Assistant Principal portfolio, and staff were introduced to the principles of this initiative, including a documented tiered system of support for all students with a disability. Students requiring attendance, wellbeing and behaviour supports are also included in the documented Box Hill High School tiered system of support with roles and responsibilities for the wellbeing team, the sub-school teams, and classroom teachers.

Box Hill High School is active in supporting our First Nations students and promoting Aboriginal cultural perspectives, with our Marrung Lead providing professional learning opportunities around Child Safe Standards. Our commitment to Marrung is underscored by initiatives such as the design of native gardens in a new outdoor learning and meeting space, the acknowledgement of key First Nations events, and our student-developed acknowledgement of country at meetings and student assemblies.

The school progressed extremely well in working towards its student wellbeing outcome goals. In the 2024 Attitudes to School Survey, there were improved results for key elements. 'Sense of Connectedness' positive endorsement (56%) was higher compared to similar schools (51%) and the state (47%). 'Teacher Concern' positive endorsement (38%) was above similar schools (33%) and the state (36%). 'Managing Bullying' positive endorsement (62%) was above similar schools (49%) and the state (48%). 'Respect for Diversity' positive endorsement (51%) was above similar schools (43%) and the state (42%).

The 2024 'School Performance Report' for Box Hill High School rated the school as 'High' in its outcomes across all six domain measures: emotional awareness, managing bullying, school connectedness, stimulated learning and student voice, and the school's attendance rate. Box Hill High School continued to implement whole school wellbeing promotion initiatives through lunchtime clubs (e.g. Chess club, Breaky and a book, Lego club), recognition and celebration of days/events of significance (e.g. Diwali, International Women's Day, Harmony Day, IDAHOBIT Day), along with the continued implementation of the Peer Support Leader program, continued partnership with The Resilience Project and delivery of the core elements of Respectful Relationships, gratitude and skills for resilience in the RESPECT program.

## Engagement

Box Hill High School has a strong student engagement focus in each sub-school. Our attendance performance in 2024 was rated as *High*, with the average attendance rate per student surpassing that of other schools. This success can be attributed to our consistently strong performance and robust attendance records and attendance tracking processes. Attendance data plays a crucial role in assessing student engagement at Box Hill High School. In 2024, the average number of absent days for students from Year 7 to Year 12 was 18 days, consistent with the figure from 2023 and 2022. This average continues to be lower than both the average for similar schools and the state average. Student absences have remained relatively stable compared to 2023, with 14% of students having 30 or more absence days. Of note, 36% of students had 95% or higher attendance rate which is significantly higher than similar schools and state (31.4%). In 2024, the continued emphasis on fostering a positive climate for learning, where students feel safe, included and connected, has ensured that students at Box Hill High School continue to have a positive experience.

Between Year 9 and Year 12, 94% of students who left Box Hill High School successfully transitioned to further studies or full-time employment. The school is committed to ensuring that all



students departing during these years pursue high-quality pathways or employment opportunities. To support this goal, students receive comprehensive careers education starting from Year 7, which includes course advising, VCE expo nights, and work experience opportunities. Additionally, all Year 9 students undergo Morrisby testing, providing a detailed profile of their interests and strengths.

Year 12 students receive expert guidance through regular careers counselling and pathways planning, overseen by two career counsellors who carefully monitor and support each student's career aspirations. In 2024, we had 100% completion rate for our inaugural Year 12 VCE Vocational Major class, with a small number of students successfully participating in School-Based Apprenticeship and Traineeships (SBATs). All students in the VM program also received organised structured work placements, VET training and work-related skills development. Furthermore, the Careers team offers expertise in additional pathways such as traineeships and pre-apprenticeships, further supporting students and expanding their options.

In 2024, we also focused on enhancing students' sense of belonging and connection to the school, introducing a new Homeroom period aimed at fostering positive peer-to-peer and teacher-to-student relationships. Teachers have prioritised creating an inclusive environment and promoting connections to increase student engagement.

At Box Hill High School, we offer a wide range of curriculum and extra-curricular activities to help students build meaningful connections. These include annual production, lunchtime clubs, enrichment opportunities, talent quests, House activities and carnivals, leadership and mentoring programs, Raise Mentoring Program, Momentum Program and Duke of Edinburgh.

## Other highlights from the school year

### **Additional highlights of 2024 for the school that are important to acknowledge and celebrate included:**

- The school production of Urinetown performed over five days.
- The first class of the VCE Vocational Major (VM) graduated in 2024 and 10 students completed this new VCE certification.
- The first German Exchange Program since COVID.
- Student art shows including the Annual Arts Week and the Year 10 Impressionist Art Exhibition.
- The Winter and Spring Junior and Senior music evenings.
- Record student participation in the interschool sport competitions.
- The new development and upgrade of all student and staff toilet blocks was completed.
- The introduction of the new Year 7 Night at the Museum Project Presentation Night.
- The popularity of our chess tournaments with Box Hill High School also hosting the semester interschool chess competitions.
- The annual School Presentation Night highlighting student achievement and growth across a diverse range of areas.
- The increasing number of students participating in the 'Write a book in a day' event - this year over 200 students!
- The student-run Sustainability Club introduced first composting system for the school, and recycling for bottles, cans, batteries and markers.



- The school talent show performed across the week in front of a packed hall of students each lunchtime.
- The school's publications and image updated including a refresh of the school logo, development of a school style guide, creation of email signature and templates, and our handbooks professionally designed and printed.
- A Box Hill High School Alumni was created in 2024 to build on school pride and sense of community.

## Financial performance

Box Hill High School continued to ensure the efficient allocation of resources in 2024 to optimize the achievement, engagement, and wellbeing of all students. Equity and EAL funding were expended on programs and resources for students requiring additional tiers of support to succeed in their education. Funding for mental health programs, equity programs, literacy and numeracy support, and student excellence was expended to support programs and staffing. Staffing costs increased this year due to the reduction in face-to-face teaching hours (VGSA), additional time allowance for sub-school staff, and employment of support staff including a multicultural education aide.

In 2024, the school finished with a net operating surplus of \$628,334. The asset acquisitions totalled \$115,340. The International Student Program continues to have a positive impact on the school's financial position.

Significant money was spent in 2024 on improving the internet speed. An increased commitment to maintaining the school grounds and facilities, i.e. introducing regular grounds cleans, the purchase of bin enclosures, improving the school signage, external painting, and new turf. The school earned additional income from external hiring of facilities including local basketball, futsal and volleyball organisations hiring the gym, and Victorian School of Languages and a local Chinese school hiring classrooms through the year.

Additional funds have been earmarked for several years for the refurbishment of the Administration area to include meeting rooms, segregated offices, a bigger first aid room and a conference room.

Box Hill High School remains in a sound financial position as we continue to commit to spending money prudently and responsibly to support improved student learning outcomes.

**For more detailed information regarding our school please visit our website at  
<https://www.boxhillhs.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 1,503 students were enrolled at this school in 2024, 625 female and 876 male.

45 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

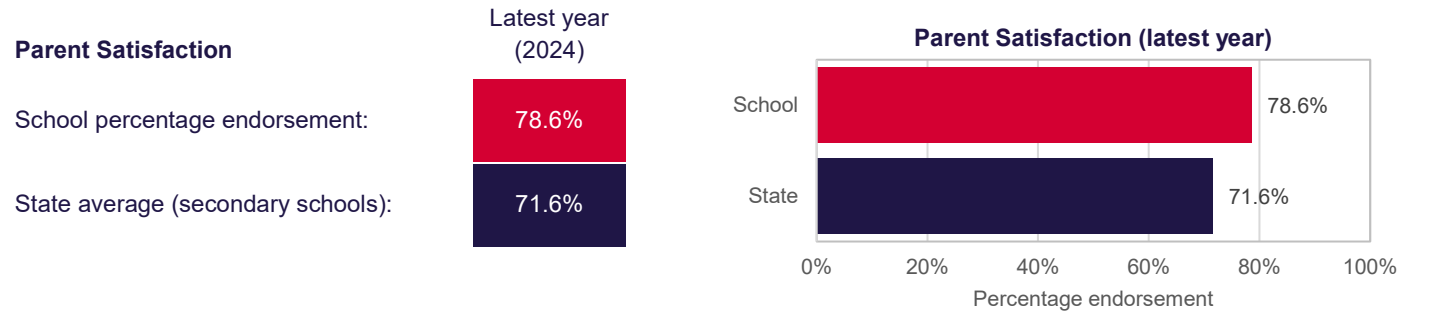
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

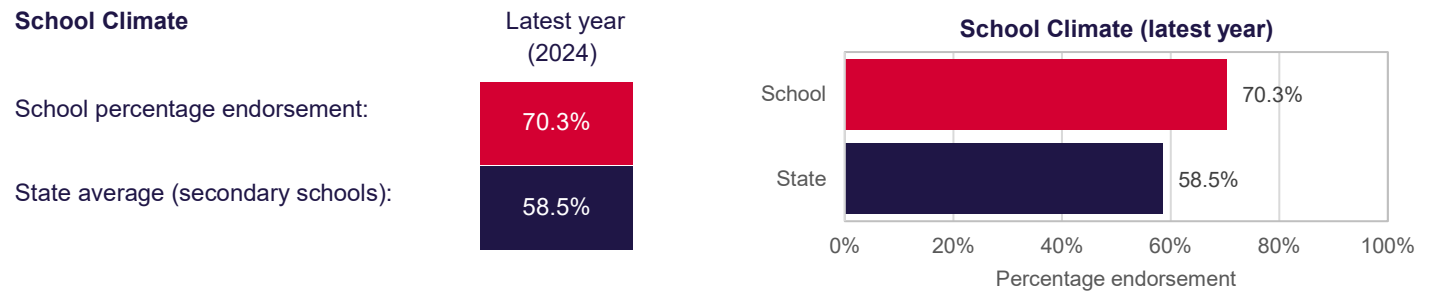


### School Staff Survey

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.



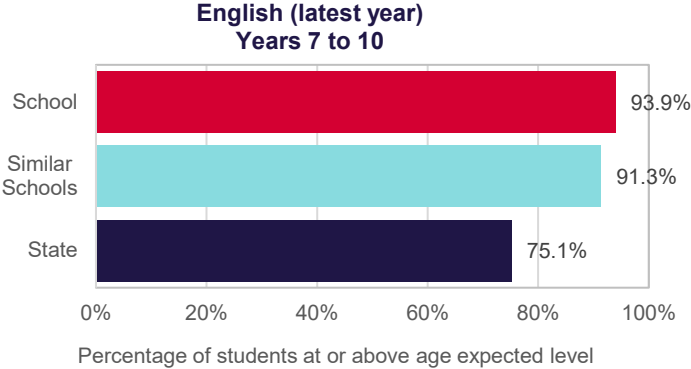
LEARNING

**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.

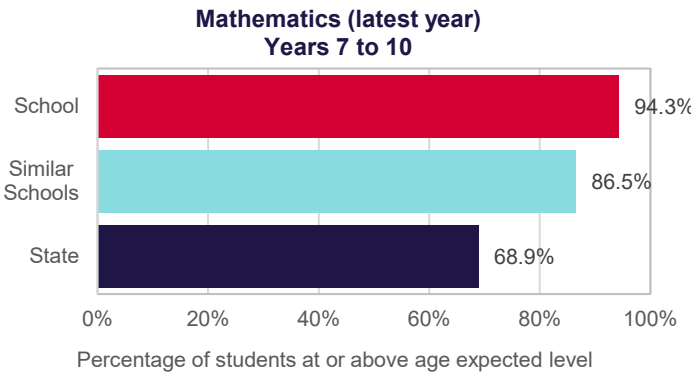
Teacher Judgement of student achievement against the Victorian Curriculum

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:	93.9%
Similar Schools average:	91.3%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	94.3%
Similar Schools average:	86.5%
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.

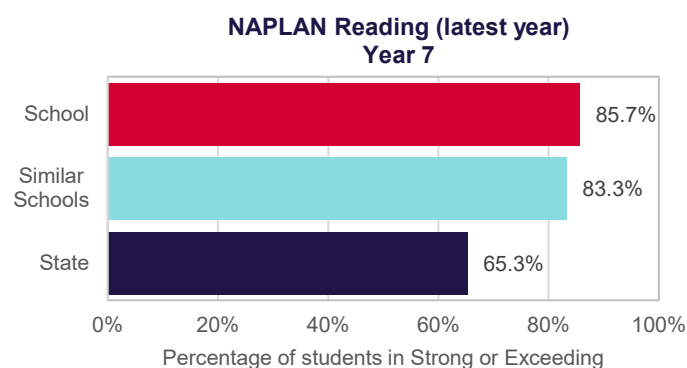
### NAPLAN

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.

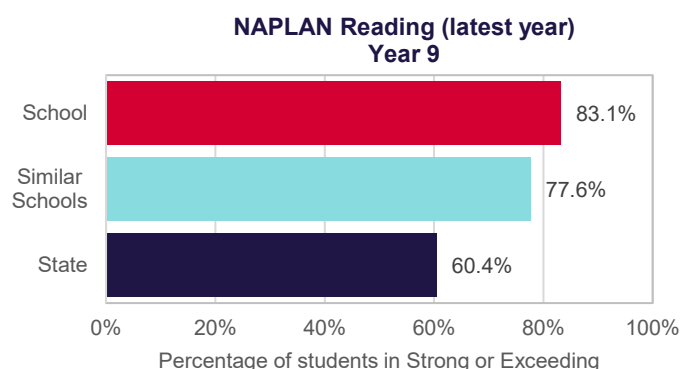
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	89.0%
Similar Schools average:	83.3%	83.8%
State average:	65.3%	65.7%



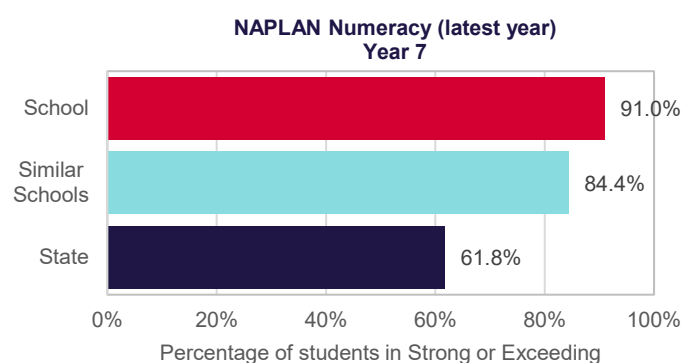
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.1%	81.3%
Similar Schools average:	77.6%	77.4%
State average:	60.4%	60.2%



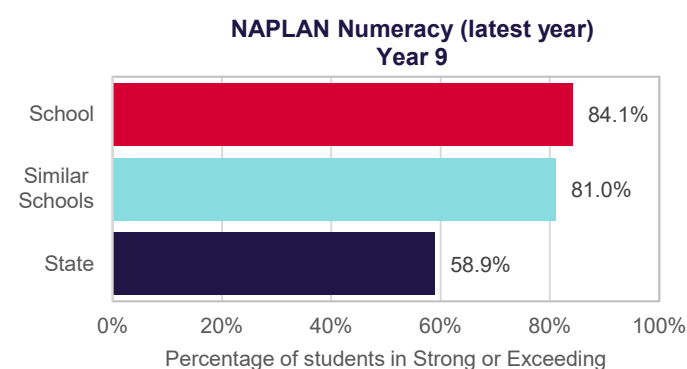
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.0%	90.6%
Similar Schools average:	84.4%	84.7%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.1%	86.3%
Similar Schools average:	81.0%	81.3%
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:

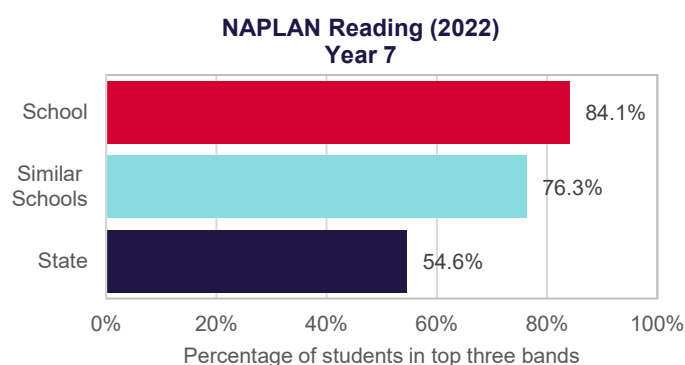
84.1%

Similar Schools average:

76.3%

State average:

54.6%



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

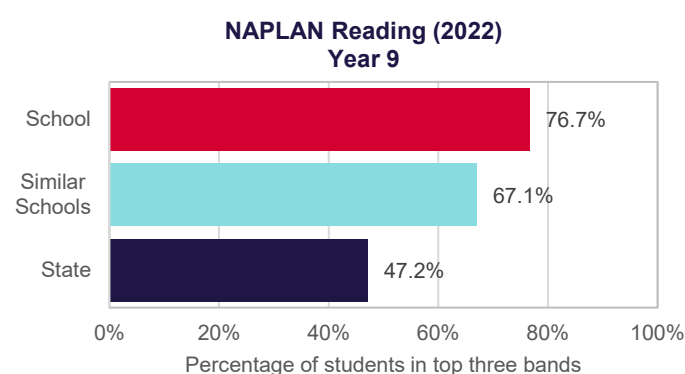
76.7%

Similar Schools average:

67.1%

State average:

47.2%



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

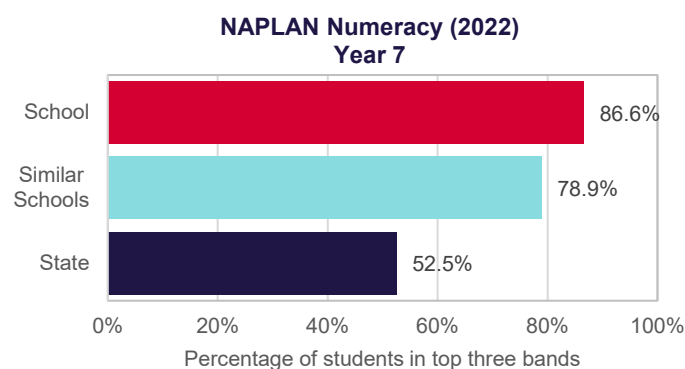
86.6%

Similar Schools average:

78.9%

State average:

52.5%



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

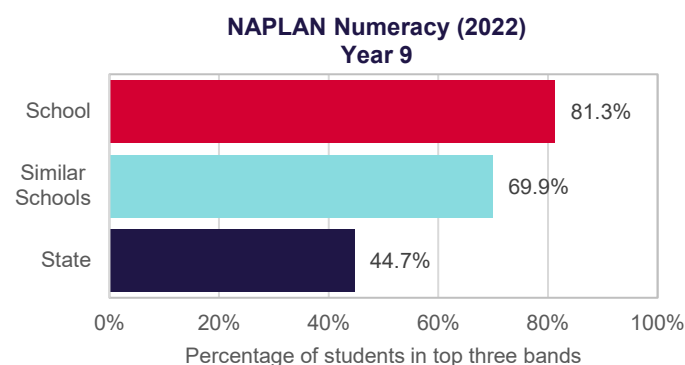
81.3%

Similar Schools average:

69.9%

State average:

44.7%

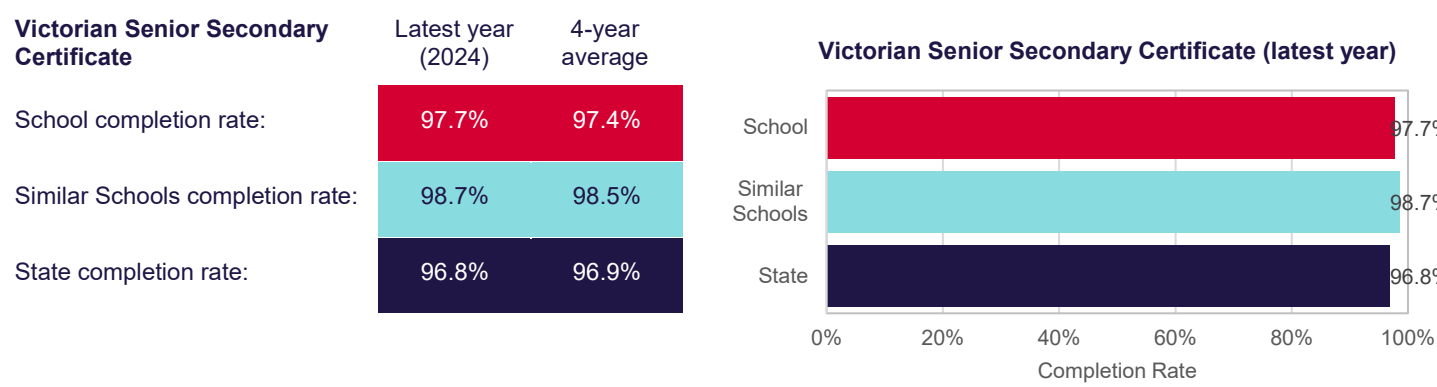


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	32.0
Number of students awarded the VCE Vocational Major	10
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:	7%
Percentage VET units of competence satisfactorily completed in 2024:	87%

## WELLBEING

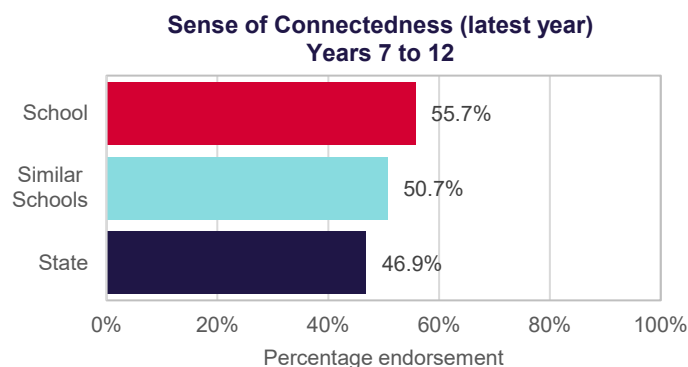
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	55.7%	58.0%
Similar Schools average:	50.7%	51.8%
State average:	46.9%	48.0%

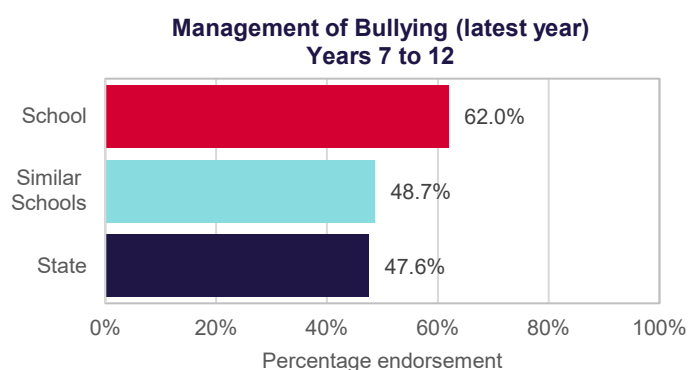


### Student Attitudes to School – Management of Bullying

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:	62.0%	62.2%
Similar Schools average:	48.7%	50.7%
State average:	47.6%	49.1%



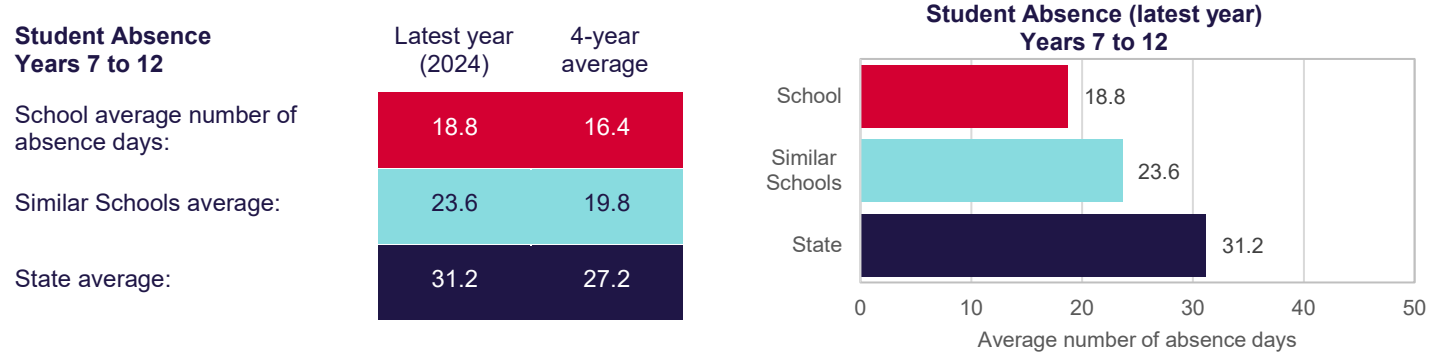


ENGAGEMENT

**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.



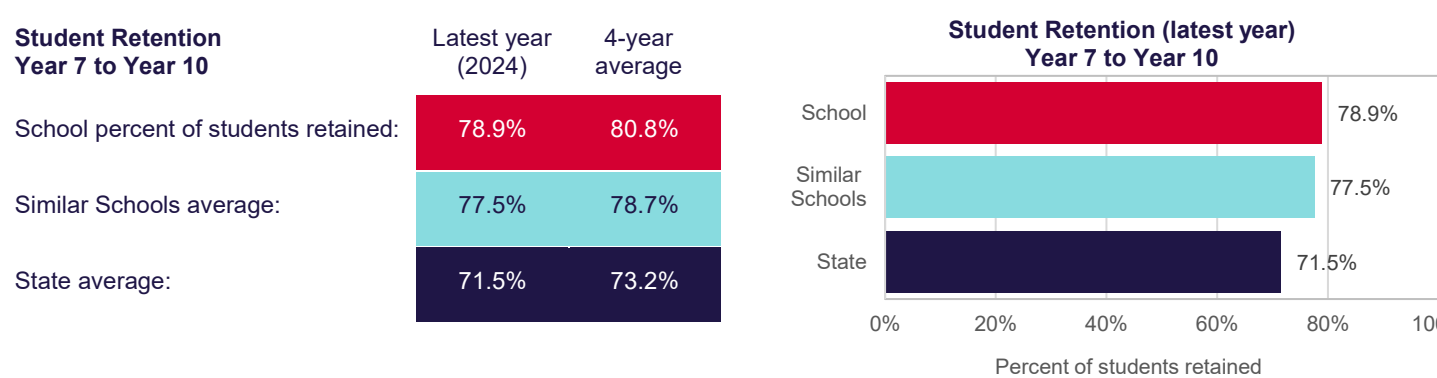
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	92%	91%	88%	91%	90%	92%

Student Retention

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



ENGAGEMENT (continued)

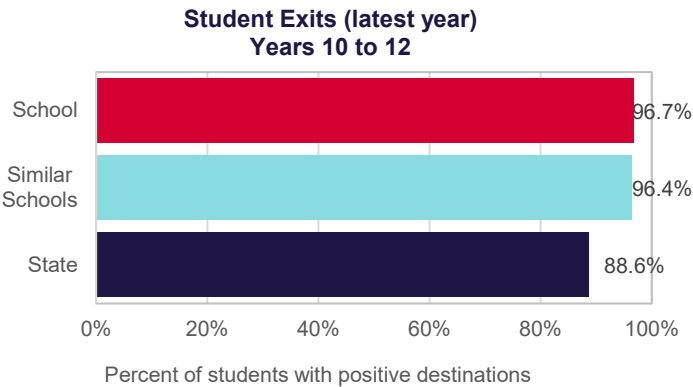
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	96.7%	98.0%
Similar Schools average:	96.4%	96.7%
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	\$16,041,970
Government Provided DET Grants	\$2,174,853
Government Grants Commonwealth	\$12,122
Government Grants State	\$3,414
Revenue Other	\$280,776
Locally Raised Funds	\$2,130,200
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$20,643,335</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$73,107
Equity (Catch Up)	\$26,917
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$100,023</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$17,152,113
Adjustments	\$0
Books & Publications	\$14,819
Camps/Excursions/Activities	\$726,098
Communication Costs	\$33,699
Consumables	\$379,756
Miscellaneous Expense <sup>3</sup>	\$302,199
Professional Development	\$125,447
Equipment/Maintenance/Hire	\$257,553
Property Services	\$583,426
Salaries & Allowances <sup>4</sup>	\$373,274
Support Services	\$362,972
Trading & Fundraising	\$168,951
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$12,385
Utilities	\$120,190
<b>Total Operating Expenditure</b>	<b>\$20,612,881</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$30,453</b>
<b>Asset Acquisitions</b>	<b>\$325,206</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 22 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$3,801,386
Official Account	\$1,660,448
Other Accounts	\$246,034
<b>Total Funds Available</b>	<b>\$5,707,868</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$577,218
Other Recurrent Expenditure	\$20,646
Provision Accounts	\$42,512
Funds Received in Advance	\$688,729
School Based Programs	\$1,045,523
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$205,032
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$653,500
Capital - Buildings/Grounds < 12 months	\$1,647,500
Maintenance - Buildings/Grounds < 12 months	\$35,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$682,500
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$5,598,660</b>

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*