

2024 Annual Report to the School Community

School Name: Fitzroy High School (8742)



- 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 16 April 2025 at 04:50 PM by Linda Mitchell (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 16 April 2025 at 04:50 PM by Linda Mitchell (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

Fitzroy High School, is a vibrant, progressive, medium-sized government secondary school, located in the inner city suburb of Fitzroy North. The school delivers a year 7-12 curriculum for up to 650 students at the Year 7-10 Falconer St North Fitzroy Campus and up to 650 students at the Wurun Senior Campus Queens Parade Fitzroy, the latter in partnership with enrolments from Collingwood College. The Year 7-10 Falconer St North Fitzroy Campus is surrounded by residential housing, local shopping precincts and extensive parklands. It primarily serves students from the local area and nearby suburbs. The campus's physical environment consists of the original buildings and recent additions; there are various room configurations providing some flexibility of use. The grounds are quite small but are augmented by using local facilities such as Edinburgh Gardens. The grounds have had significant student input in design and construction and include a kitchen garden, school-wide and community composting system and indigenous gardens. The Wurun Senior Campus is for Year 11 and 12 students from both Fitzroy High School and Collingwood College. This campus, which opened in 2022, has been designed with innovative learning programs in mind and offers a comprehensive senior curriculum program including Victorian Certificate of Education, including the Vocational Major, Vocational Education and Training and Victorian Pathways certificates. Fitzroy High School has been partnering with Collingwood College for over 15 years to co-deliver the senior curriculum. The partnership allows both schools to be responsive to the needs and interests of students and provides the capacity to offer a greater range of subjects, compared to what would be possible if we were stand alone. The partnership is designed to complement each school's strengths and a shared vision underpins our collaboration. There is an extensive public transport network close to both campuses that provide easy access for the school community and for excursions. Many students ride their bikes and walk to school.

Programs offered for overseas students include access to year 7-12 courses for dependent students or temporary students. Fitzroy High School is not one of the schools specially accredited to accept international students with student visas, however our partner Collingwood College is, and together we offer senior certificates to these students, and a broad range of subjects, including VCE English as an Additional Language, at the Wurun Senior Campus.

Vision

Fitzroy High School values children as individual learners who are full of potential and capable of excellence. Our students will be lifelong learners, reflective and creative thinkers, responsible and active citizens, and resilient and adaptable problem solvers able to navigate through an uncertain and constantly changing future.

Fitzroy High School is a learning community where students and teams of teachers work together to:

achieve high standards so that all students fulfil their capabilities in academic, intellectual, social, emotional and physical development; celebrate diversity and embrace individual differences, including gender, class, culture, race, sexuality and ethnicity; build a cohesive, compassionate and proud school community with a productive legacy for the future; develop beyond our current

capacity through continuous change and review; and participate in and contribute to our wider community.

Values

Fitzroy High School's values are Trust, Engage and Respect. Fitzroy High School embraces a bold and ambitious future, striving for excellence and equity. We aim to be a humane learning community in which teachers use relationships to deepen their knowledge of students. In this way, we engage students in an intellectually challenging education based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation as Australian and global citizens. The school places students at the centre of their learning and the structure of the school is organised around meeting the educational needs of our students. With involvement of parents and carers, teachers support students to make choices about their learning and development, maximising their performance across a broad range of subjects and life skills.

School Context

Enrolment Profile

A total of 493 students were enrolled at Fitzroy High School in 2024, 236 female and 248 male. 14 percent of students had English as an Additional Language and 3 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**, which represents high parent education level and high socio-economic advantage.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2024, building on previous years, there have been significant successes across all aspects of teaching and learning at FHS. These have been brought to fruition through a range of practices, including comprehensive professional learning, peer observations and VIT registration practices. In Years 7-10, significant emphasis has been placed on the development of a consistent and positive classroom climate, supported by High Impact Teaching Strategies and High Impact Engagement and Wellbeing Strategies. We carefully investigated our instructional model and its effectiveness and made the decision to incorporate the Gradual Release of Responsibility model into a more comprehensive instructional model known as GANAG. This model allows for a greater

emphasis of explicit teaching, which is the focus for 2025, and is in alignment with the Department of Education's research and the new Framework for Improving Student Outcomes 2.0.

In 2024, we engaged external and internal providers to build the capacity of middle leaders through a carefully designed professional learning program, which included leaders from Fitzroy High School, Collingwood College and Wurun Senior Campus. The relationships that were built between these leaders, as well as time spent aligning key practices across the schools, has contributed to student learning outcomes and will continue to do so in the future. An example is our Years 7-12 English model, where we worked collaboratively to backwards map our English curriculum at Year 10 so that all students coming to Wurun had a shared language and skill set; we reviewed and updated our set texts, modelling reading strategies, setting high expectations and gaining insights from our students; we built writing stamina by implementing low-stakes and handwritten tasks in all English classes.

In 2024, we reviewed our Mathematics teaching and assessment, changing to the new Mathematics 2.0 curriculum and ensuring that our assessment practices created more alignment between NAPLAN and teacher judgements. This has improved our teacher judgements significantly, although there is still more work to do. We also implemented the Australian Council of Educational Research PAT testing (Progressive Achievement Testing) in numeracy as well as reading, allowing us to have another recognised data point with which to compare the students' achievement and growth.

Our continued implementation of the Tutor Learning Initiative and the Middle Years Literacy and Numeracy Strategy have created individual student successes, with PAT testing showing incredible growth in many of the students who have participated in these small group tutoring programs.

Teacher Judgement of student achievement against the Victorian Curriculum

In 2024, the percentage of students at or above age expected standards in year 7-10 English was 89.1%, higher than similar schools and significantly higher than the state average. In 2024, the percentage of students at or above age expected standards in year 7-10 Mathematics was 70%, lower than similar schools but slightly higher the state average. This is a great improvement since 2023 and acknowledges the work that the school has put in. This area has been selected in the 2025 Annual Implementation Plan as a key improvement strategy to "Further develop curriculum documentation, assessment practices and student learning growth within numeracy and mathematics." The Darebin and Yarra Schools network has also chosen a focus on numeracy and mathematics, including the rollout of the new Mathematics 2.0 curriculum, so this collaboration will provide additional collegial support for the school's actions.

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

In 2024, 71.4% of year 7 students were exceeding or strong in Reading. This was higher than the state but lower than similar schools. In 2024, 70.7% of year 9 students were exceeding or strong in Reading. This was significantly higher than the state but slightly lower than similar schools.

In 2024, 65.1% of year 7 students were exceeding or strong in Numeracy. This was higher than the state but significantly lower than similar schools. In 2024, 43.3% of year 9 students were exceeding or strong in Numeracy. This was significantly lower than similar schools as well as the state. This same cohort when in year 7 also had a small number of students in the exceeding or strong proficiency level (this can be seen in the third graph on the page with the NAPLAN 2022 results). The work that the school did with these students between years 7 and 9 shows that the students achieved the same growth as other schools, however it is clear that they needed to achieve outstanding growth in order to achieve significantly better levels in year 9. The Tutor Learning Initiative, amongst other measure, allows the school to work closely with these students who require additional support in order to achieve above expected growth in order to boost these results in future.

Victorian Senior Secondary Certificate

In 2024, the school completion rate was 96.1%, on a par with similar schools and the state. This figure does not take into account the students who choose or are recommended to undertake a three-year VCE. The mean study score for all VCE subjects was 28. There were 6 students who were awarded the VCE Vocational Major, no students had yet completed the new Victorian Pathways Certificate; 17% of students undertook a Vocational Education and Training (VET) unit of competence; and 62% of students satisfactorily completed VET units of competence. Once again, these figures do not take into account students who undertake a longer course of study for their learning or wellbeing needs.

Wellbeing

The school has continued to get excellent results in the Student Attitudes to School Survey, as indicated in the two headline data sets in the report here. Sense of Connectedness in 2024 was well above similar schools and the state, while Management of Bullying was slightly above similar schools and the state. Every other factor in the Student Attitudes to School Survey was also above similar schools and the state, except for the Subjective Physical Health and Physical Activity factors. The school has put in plans to address this factor, including a new Fair and Fit proposal endorsed by School Council, which address equity and access within existing Physical Education, Sport and fitness programs within the school curriculum and as co-curricular offerings. The Key Improvement Strategy to “Further build and embed a tiered approach to wellbeing, focusing on enhancing capabilities to thrive” was well achieved in 2024. We will continue to work on this tiered approach, with Tier 1 being the continued development of a consistent and positive classroom climate, supported by High Impact Teaching Strategies and High Impact Engagement and Wellbeing Strategies. In 2025, we will focus on the Key Improvement Strategy to “Implement an equity lens throughout all planning and practice, which is fully integrated into the culture of the school.

Engagement

In 2024, the school's attendance data improved, although the retention of students was lower. Part of the reason for these figures is that our Engagement and Wellbeing teams worked diligently with families whose students were not fully attending, including the use of attendance supports such as formal letters with attendance data, family attendance meetings, modified student timetables and adjustments to curriculum, as well as wellbeing support. Sometimes these attendance supports meant finding an alternative pathway for students who needed a different setting. This was particularly the case with Year 10 students when transitioning from the 7-10 Campus to Wurun Senior Campus, where there are many certificates on offer but which don't always offer that the students need compared with a TAFE or another setting. The school's student exit data, which shows the percentage of students from Year 10 to 12 going on to further studies or full-time employment, is excellent, and indicates the careful planning and support that occur through various programs including the Careers program.

Other highlights from the school year

In 2024, there were several highlights. A major highlight was that Fitzroy High School was given High overall all in the new School Performance report system.

Other highlights include:

Australian Learner Credential (New Metrics)

In 2024, a greater number of students achieved the Australian Learner Credential Certificate in Quality Thinking, Learner Agency and/or Communication. Fitzroy High School through Wurun Senior Campus has continued to be a leader in this space, collaborating with the University of Melbourne through the New Metrics project. As the New Metrics project continues into 2025, more students in Years 11 and 12 will complete the Australian Learner Credential. The project is also being extended to students in Year 10 so that students will feel more equipped to transition from year 10 to Year 11 (Wurun). Through this project, students will complete learner profiles, portfolios and assessments that link to New Metrics, their career action plans and personal learning plans. All students in Years 10, 11 and 12 will have a better understanding of themselves as learners and this will contribute to the Key Improvement Strategy, "Enable learner agency through intentional learning design".

Student Representative Team

In 2024, there was also an expansion of the Student Representative Team, with Fitzroy High School's inaugural School Captains and House Leaders collaboratively appointed. Regular meetings were held and the student leaders played an important role at School Council, in assemblies, on school tours and in working with the student population to action their ideas and support their concerns. New house names and designs were formulated and approved by the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation and implemented at the end of the year.

School Production, Debating, Kwong Lee Dow Scholars and School for Student Leadership Experiences

Another highlight of the year was the school production, "This girl laughs, this girl cries, this girl does nothing", which was a resounding success and a wonderful example of a trusting and collaborative way of working between students and teachers. In 2024, both campuses continued their success in Debating, as part of the Debaters Association of Victoria, with several teams fielded and two of our students receiving Swannie Awards from the Debaters Association of Victoria. The Swannie Awards are given annually to the best speaker from each grade and region in Victoria based on their average speaker scores. It is also important to mention Fitzroy High School's tradition, continued in 2024, of successful applicants for the Kwong Lee Dow Young Scholars awards. Successful year 10 students take part in an exciting two-year program of events and activities that will expand their academic and personal horizons and set them up for success at the University of Melbourne, and beyond. When they finish their secondary studies, they are offered a guaranteed place in an undergraduate degree, and the possibility of financial assistance to move to Melbourne, and/or an overseas scholarship during their studies. Finally, there were a series of successful camps, as well as several students selected for the School for Student Leadership experiences, which were exciting and enlightening for those selected.

Financial performance

While the school recorded a deficit in 2024, it is being carefully managed, and Fitzroy High School continues to be financially secure. The total funds available to the school and its overall financial position remains strong. The Wurun Senior Campus received Student Resource Package (SRP) funding in recognition of the unique arrangement with funds directed through Fitzroy High School. The partnership financials are being reconciled early 2025 and the result will be adjusted in the 2025 Student Resource Package. Fitzroy High School saw a slight increase in overall student numbers from 2023, but it is still lower than it was in previous years attributed to the low birth rate year of the Year seven cohort; COVID-19 movement of families from and within Victoria; nearby schools, including new schools, having enrolment vacancies; and the fact that 50% of students in the school's zone attend private schools. The school will be focusing on generating more enrolments through new initiatives in 2025 and beyond, ensuring that continued success in overall learning and wellbeing outcomes promotes the school within the community. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package, as well as additional funding sources for the provision of tutors and specialists in literacy and numeracy. The overall staffing numbers have remained relatively steady, although there has been staff movement due to several staff taking leave in 2024, resulting in some short term contracts which have not been renewed.

For more detailed information regarding our school please visit our website at <https://fitzroyhs.vic.edu.au/> and <https://wurunseniorcampus.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 493 students were enrolled at this school in 2024, 236 female and 248 male.

14 percent of students had English as an additional language and 3 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.

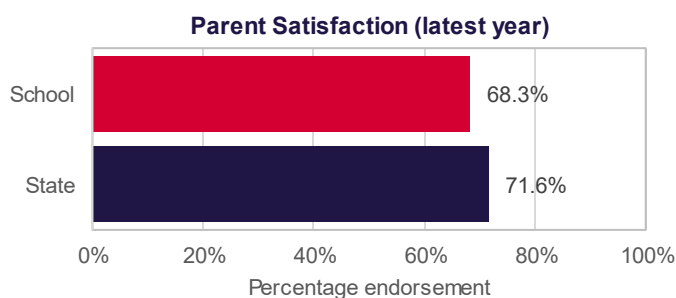
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	68.3%
State average (secondary schools):	71.6%



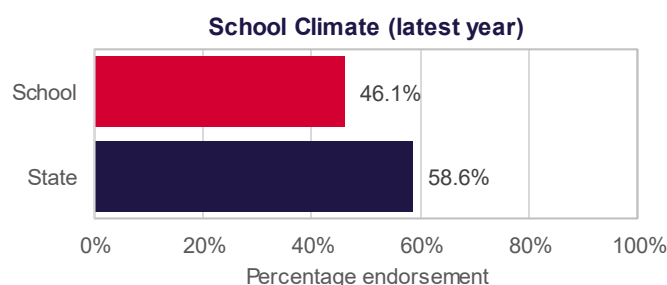
School Staff Survey

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:	46.1%
State average (secondary schools):	58.6%



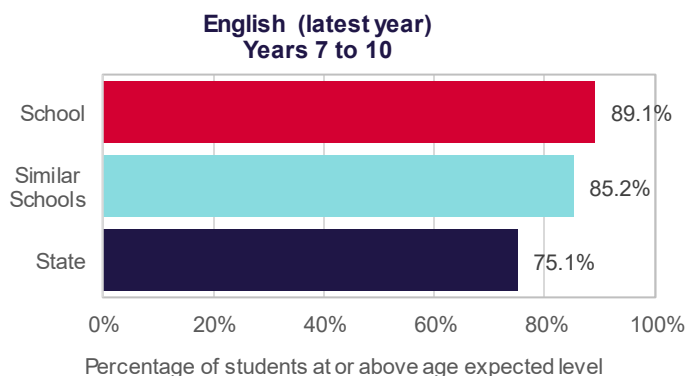
LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	89.1%
Similar Schools average:	85.2%
State average:	75.1%



Mathematics
Years 7 to 10

Latest year
(2024)

School percentage of students at or above
age expected standards:

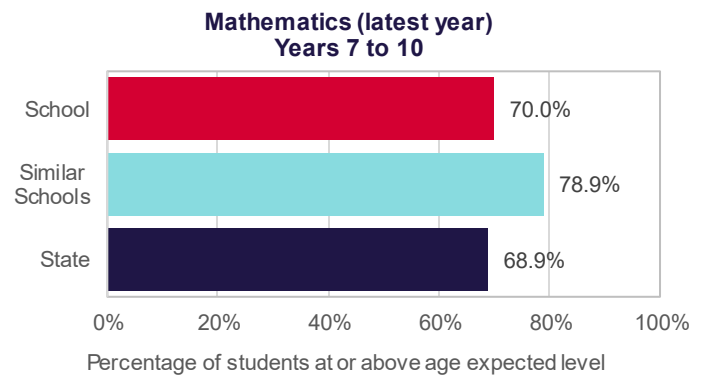
70.0%

Similar Schools average:

78.9%

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.

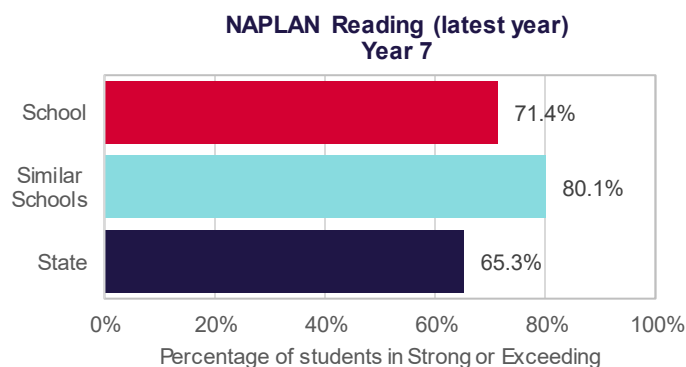
NAPLAN

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.

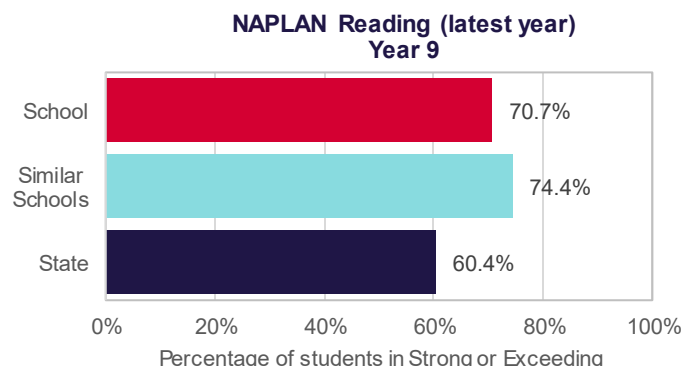
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.4%	76.2%
Similar Schools average:	80.1%	80.2%
State average:	65.3%	65.7%



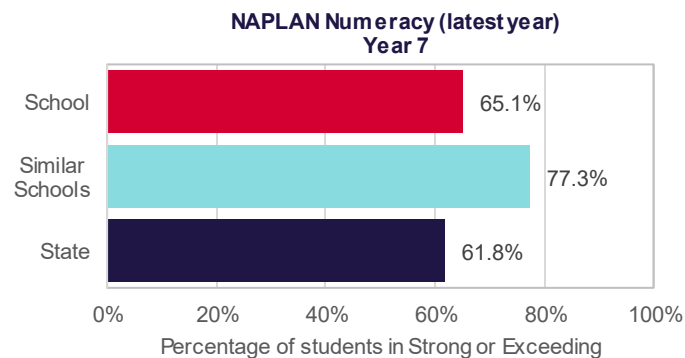
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	75.2%
Similar Schools average:	74.4%	74.1%
State average:	60.4%	60.2%



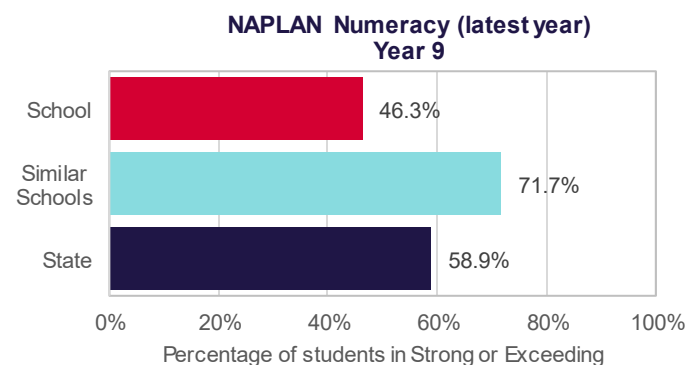
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.1%	60.5%
Similar Schools average:	77.3%	76.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	46.3%	57.9%
Similar Schools average:	71.7%	72.5%
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:

68.0%

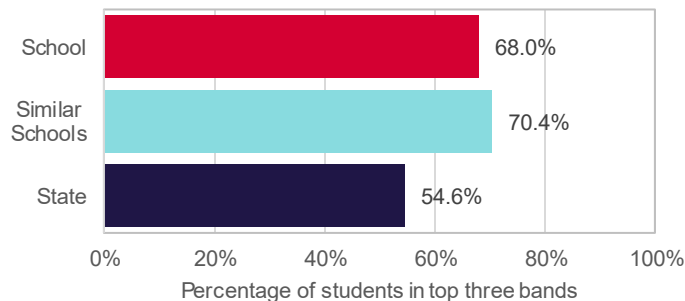
Similar Schools average:

70.4%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students
in the top three bands:

67.6%

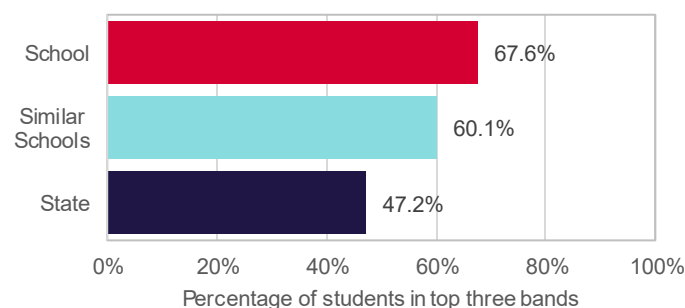
Similar Schools average:

60.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

45.7%

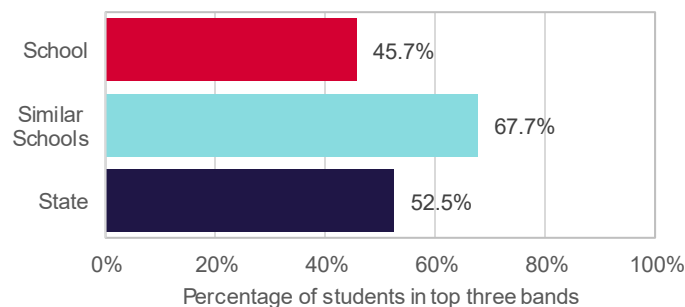
Similar Schools average:

67.7%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

57.7%

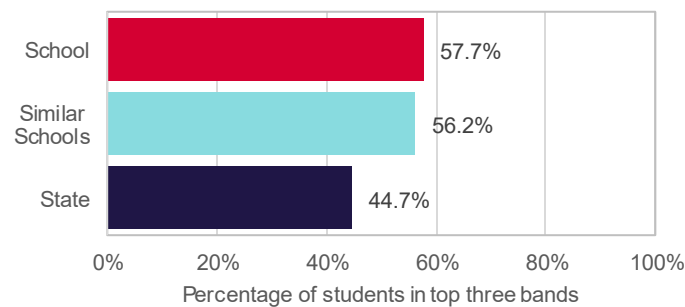
Similar Schools average:

56.2%

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

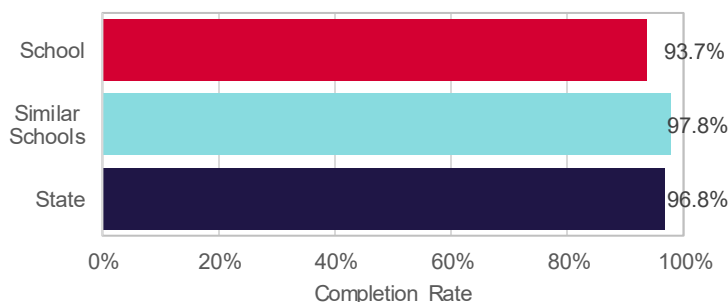
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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:	93.7%	96.1%
Similar Schools completion rate:	97.8%	97.7%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

28.0

Number of students awarded the VCE Vocational Major

6

Number of students awarded the Victorian Pathways Certificate

NDP

Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:

17%

Percentage VET units of competence satisfactorily completed in 2024:

62%

WELLBEING

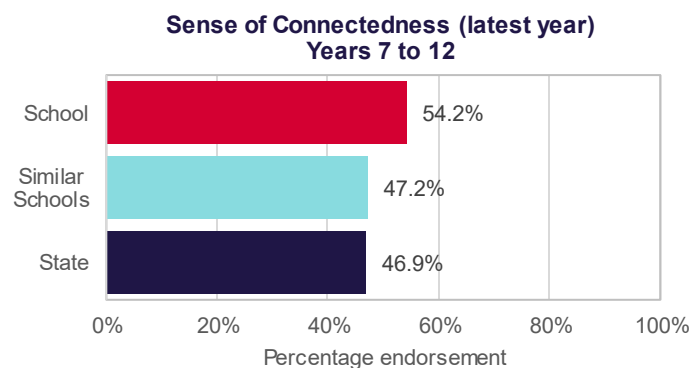
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	54.2%	54.1%
Similar Schools average:	47.2%	48.3%
State average:	46.9%	48.0%

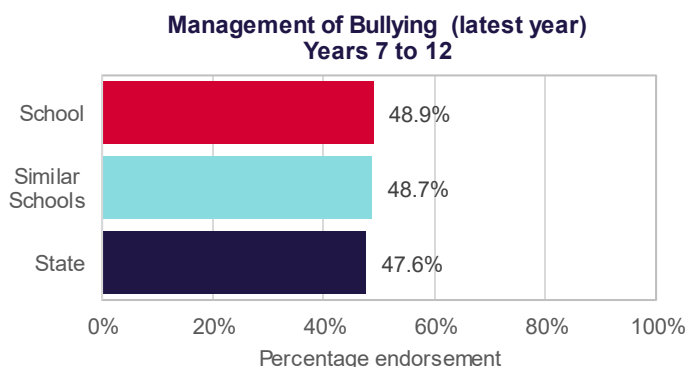


Student Attitudes to School – Management of Bullying

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:	48.9%	52.5%
Similar Schools average:	48.7%	49.7%
State average:	47.6%	49.1%



ENGAGEMENT

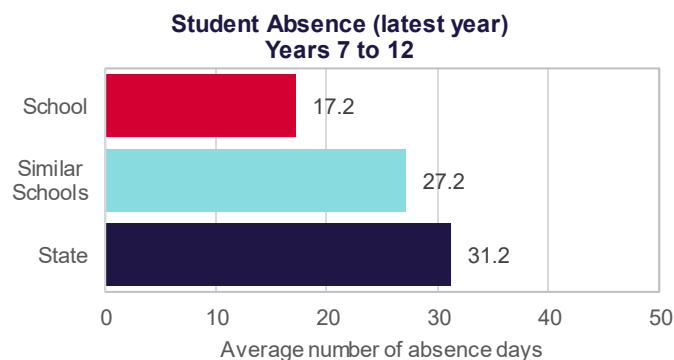
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	17.2	22.0
Similar Schools average:	27.2	23.5
State average:	31.2	27.2



Attendance Rate (latest year)

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

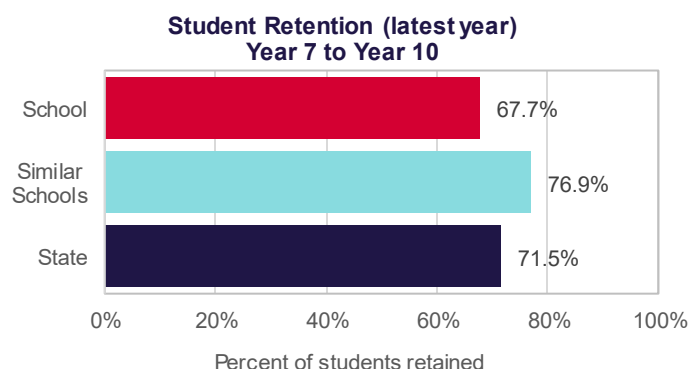
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	86%	76%	74%	86%	100%	100%

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:	67.7%	71.6%
Similar Schools average:	76.9%	77.8%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.

Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

School percent of students to further studies or full-time employment:

Latest year
(2023) 4-year
average

100.0% 96.7%

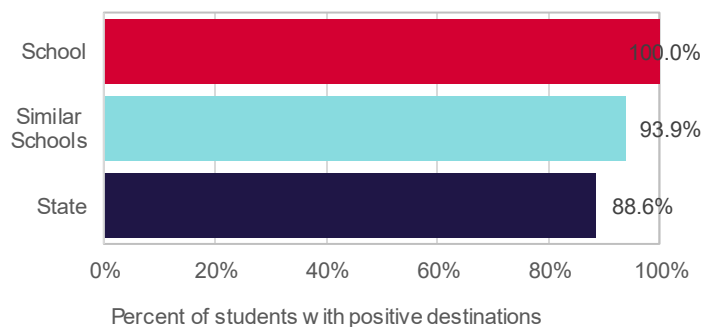
Similar Schools average:

93.9% 94.3%

State average:

88.6% 89.5%

Student Exits (latest year) Years 10 to 12



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$7,335,850
Government Provided DET Grants	\$905,742
Government Grants Commonwealth	\$2,652
Government Grants State	\$1,100
Revenue Other	\$619,466
Locally Raised Funds	\$451,935
Capital Grants	\$20,000
Total Operating Revenue	\$9,336,743

Equity ¹	Actual
Equity (Social Disadvantage)	\$78,985
Equity (Catch Up)	\$34,502
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$113,487

Expenditure	Actual
Student Resource Package ²	\$7,592,251
Adjustments	\$0
Books & Publications	\$10,977
Camps/Excursions/Activities	\$184,488
Communication Costs	\$14,478
Consumables	\$252,577
Miscellaneous Expense ³	\$72,616
Professional Development	\$53,742
Equipment/Maintenance/Hire	\$93,001
Property Services	\$227,595
Salaries & Allowances ⁴	\$495,031
Support Services	\$329,945
Trading & Fundraising	\$2,370
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$213,829
Total Operating Expenditure	\$9,542,898
Net Operating Surplus/-Deficit	(\$206,155)
Asset Acquisitions	\$41,950

- (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 03 Mar 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	\$425,341
Official Account	\$132,590
Other Accounts	\$30,656
Total Funds Available	\$588,587

Financial Commitments	Actual
Operating Reserve	\$325,108
Other Recurrent Expenditure	(\$106)
Provision Accounts	\$8,000
Funds Received in Advance	\$0
School Based Programs	\$227,558
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$42,915
Repayable to the Department	\$150,000
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	\$753,476

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.