

2024 Annual Report to the School Community

School Name: Victoria University Secondary College (8891)



- 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 17 March 2025 at 01:23 PM by Elaine Hazim (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 21 March 2025 at 03:46 PM by Elaine Hazim (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.

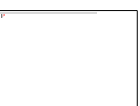
NAPLAN

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

Victoria University Secondary College is a Year 7-12 co-educational secondary college with three campuses: a 7-9 Junior Campus in Deer Park, a 10-12 Senior Campus in Cairnlea and an iCan Campus in St Albans. A trade training centre is also located on the Cairnlea site. A total of 1224 students were enrolled at our school in 2024 - 538 females and 686 males. 53 percent of students had English as an additional language and 1 percent identified as Aboriginal or Torres Strait Islander. The college's workforce comprised 150.40 equivalent full-time staff.

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 parent/carers of students enrolled at VUSC. 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. The College's Student Family Occupation and Education Index (SFOE) is High at 0.5461.

Victoria University Secondary College prides itself on setting high standards for its staff and students. Our vision is for students to be educated and enabled to 'Create the Future' – their own future, their communities' future, and the global future. Our college values 'Aspire to Achieve', 'Strengthen the Community' and 'Respect Ourselves and Others' underpin everything that we do and inspire students to create their future. Wide ranges of courses are offered so that every individual can develop their talents and explore their own areas of interest and ability. The College structure is designed around Junior and Senior Campuses, where each class has their own home group teacher and this in turn provides a safe, inclusive and caring community environment for students in which to learn and develop. The iCan Campus was implemented in 2024 to provide an alternative, more personalised educational setting for selected VUSC students who were at risk of disengaging.

The College has a strong focus on academic achievement, especially improving our students' literacy and numeracy outcomes. A focus on positive, respectful relationships is an essential part of a safe, enjoyable learning environment and has contributed to the College's excellent results, as has our strategy of enhancing student voice, agency and leadership across the school, and providing a rich extracurricular program. Activities including a comprehensive Instrumental Music program, Drama and Music Production, Interschool Sports, Rugby League Academy, AVID program, Scholarships program at Year 7, STEM programs, Debating teams, SEAL and Deep Learning acceleration programs, extensive VCE/VM/VET curriculum and HeadStart program provide ample opportunities for all students to excel in their area of choice. The College has 7 international students who are offered the same learning program and co-curricular opportunities as all other students at the College.

Creating a strong community is an important part of the College's strengths. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent satisfaction with the school at 86.2% is well above the state average of 71.6% and reflects the confidence parents and families have in the work we do together. Our students benefit from a range of high-quality opportunities to engage with business and community partners through our mentoring and leadership programs developed and run by ABCN (Australian Business and Community Network).

Our staff are deeply committed to the growth in learning and the well-being of each student, and their endorsement of the school climate at 81.5% is well above that for the state at 58.5%.

The Student Wellbeing Team at the College work tirelessly to ensure the promotion of positive well-being across the student population and broader school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Building practice excellence is the key to student learning success and we focused on a range of improvement strategies in the 2024 school year.

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCEVM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. As of 2023, the Victorian Senior Secondary Certificate completion rate includes VCE and the VCE Vocational Major (VCEVM).

The College performed well in terms of many of the student learning outcomes in areas measured in the Performance Summary, with most being higher than that of Similar Schools and the State average. In 2024, we achieved a VCE mean study score from all VCE subjects of 29.4, with 7% of study scores over 40. 35% of students studying VCE received ATAR scores over 80. The Victorian Senior Secondary Certificate completion rate at the school was 100%, compared to the Similar Schools completion rate of 95.6% and the State completion rate only being 96.8%. In addition, our VCE English mean study score was 30.8 for 2024 compared to 30.1 in 2023; this still remains higher than the State mean. Our highest ATAR study score for 2024 was 97.35. The number of students awarded the VCE Vocational Major for 2024 was 47 (21 in 2023), the percentage of Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence was 43% and the percentage of VET units of competence satisfactorily completed was 92%. These achievements have enabled our students to transition into high quality pathways and is the result of the commitment of staff who plan for improvement initiatives and hold high expectations for their students.

Teacher judgement of student achievement against the Victorian Curriculum reflects the percentage of students working at or above age expected standards in English and Mathematics. The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in English was 75.1% compared to Similar Secondary Schools in Years 7 to 10 only being 68.3% and the State average being 75.1%. The percentage of VUSC students in Years 7 to 10 working at or above age expected standards in Mathematics was 65.0% compared to the Similar School average of 61.9% and the State average of 68.9%.

The NAPLAN data provided shows the percentage of students in Strong or Exceeding proficiency levels. Our school NAPLAN percentage of Year 7 students with Strong or Exceeding proficiency in Reading was 70.9%, with Similar Schools at 59.5% and the State Average at 65.3%. The percentage of our Year 9 students with Strong or Exceeding proficiency in Reading was 64.9%, with Similar Schools at 51.0% and the State 60.4%. For Numeracy NAPLAN at Year 7 the percentage of students with Strong or Exceeding proficiency was 64.6% whereas Similar Schools was only 53.6% and the State average at 61.8%. The percentage of our Year 9 students with

Strong or Exceeding proficiency in 2024 was 64.6%, while Similar Schools was only 48.2% and the State average 58.9%.

These results show that our students are above the majority of students in other similar government secondary schools and above the State in both areas of Reading and Numeracy. Our Year 9 Reading and Numeracy NAPLAN results showed that students have improved from 2023 and are also achieving above other similar secondary schools in all areas.

In 2024 Professional Learning Teams (PLTs) continued to develop teachers' skills to plan, implement and evaluate vocabulary acquisition, critical reading and writing strategies, and implement targeted interventions based on identified skill deficiencies. Moderation of student work, to ensure more consistent application of marking schemes and the awarding of grades, is increasing in all PLTs. We will continue to maintain a strong focus on improving student learning outcomes through investing in professional learning for all staff around explicit teaching and differentiation and extending opportunities for student input and feedback on teaching practice.

All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals. Improvements in the learning progress of students funded are reported to parents via the College's continuous reporting procedure on Compass. Details of all student assessment tasks including grades and suggested comments for improvement are available to all families via Compass. Parents receive timely information about their child's learning, often followed up by phone calls from teachers, as well as six-weekly student progress reports and/or requests for parent-teacher meetings. Mid-semester and end of semester reports are also made available to parents via Compass, and through face-to-face parent teacher interviews. Parents are also invited to contact their child's teachers via email and/or via appointment at the College to discuss their child's learning progress during the year. Collectively, formative and summative multiple data sets indicate that at our College, all students funded under the Disability Inclusion program demonstrated personalized rates and levels of academic progress.

Our parent opinion survey was very positive about the school's quality of teaching and learning, giving the school a 86.2% positive endorsement, while the State average was 71.6%. Our parent satisfaction is well above the State average. Our staff opinion survey was also extremely positive having received a 81.5% (last year 77.5%) positive endorsement for School Climate. Again, our results are well above the State average of only 58.5%.

In 2025 we will:

- (a) focus on student effort and goal setting so that students are more active in their learning and can better track their own progress and know what they can do to improve.
- (b) focus on differentiation so that we can best accommodate all students in our classes so that each can access the curriculum and experience success, regardless of their point of challenge.
- (c) provide staff with further professional development around School Wide Positive Behaviour Support (SWPBS) to build a positive classroom environment and professional development around explicit teaching and differentiation of classroom work.
- (d) build numeracy skills within Maths classes, providing more hands on examples and making connections to the real world as often as possible.
- (e) continue to focus on the literacy skills of students in all classes, including vocabulary acquisition, reading and writing skills.

Wellbeing

The College core values of Respect Ourselves and Others, Strengthen the Community and Aspire to Achieve have been embedded as the framework for relationships and actions within the school community. A common language is present and visible within the College community with students and staff using the College values to guide their decisions and actions. A School Wide Positive Behaviour Support (SWPBS) matrix identifies the expected behaviours based on our core values and is embedded within the school. The matrix is used to support the building of a positive learning environment at Victoria University Secondary College. Students are consistently rewarded with commendations for positive behaviours and are encouraged to achieve and live the school values through awards and recognition at campus and year level assemblies.

Student wellbeing, as measured by the Student Attitudes to School survey, showed that students at the College are generally very positive, resilient and adaptable. In 2024, 81.8% of students from Years 7-12 (up from 78.4% in 2023) positively endorsed the College's management of bullying, with Similar Schools sitting at 47.9% and the State average only at 47.6%. For Sense of Connectedness from Years 7-12, our school's positive endorsement is at 72.2% (in 2023, it was 66.2%), with Similar Schools at 47.3% and the State average at 46.9%. It is clear to see that VUSC's results in both areas of the Students' Attitude to School survey are high when compared to similar government secondary schools and the State.

2024 saw a strong commitment to addressing the mental health needs of our students and staff and promoting positive behaviours around the College. The focus of our work in 2024 was to enhance the extent to which all students felt connected, included, protected and respected within and beyond the College. As educators we understand that what creates resilience varies at different stages of our lives. The clear indication is that students thrive when they relate to one another, when they protect one another and when they respect one another.

Student wellbeing is supported at the school through the employment of Youth Workers, Social Workers, Community Nurse, Mental Health Practitioner, Doctors in Schools program and a Student Wellbeing Manager who is also a psychologist. Year level coordinators support student attendance and positive behaviours. Teaching staff also support student wellbeing within the classroom using the LIFT lesson plan, collaborative learning strategies and assessment success criteria. Senior students are supported with an online study support program called Edrolo, with weekly lessons in study techniques, exam preparation, reflective practices and relaxation techniques. The school hired several tutors to support students in all subject areas to achieve greater success. We closely monitored and responded to student wellbeing concerns and reinforced the wellbeing referral processes in place at the school, including referrals to the Doctors in School program available at the Senior Campus which the Junior Campus students can also access.

The College in 2025 will continue to monitor the wellbeing of students and implement preventative strategies to support positive mental health, along with intervention strategies in response to identified needs. We will again run a "Be Well, Stay Well Day" initiative across the college at all three campuses to promote mental and physical health fitness for students. In 2025 weekly home group programs with a focus on engagement, wellbeing and respectful relationships will continue. We will continue to monitor student wellbeing and engagement data through Compass and responded to emerging needs.

Engagement

Absence from school can have a significant impact on a student's learning. Common reasons for non-attendance include illness and extended family holidays. Attendance is a key indicator of student engagement with the school and with their learning. In 2024, the average number of absence days for students in Years 7 to 12 was 25.1, while the Similar School average was 32.1 and the State average was 31.2. The College worked extremely hard to ensure students were attending school every day and engaged in their learning.

The Attendance rate refers to the average proportion of formal school days students in each year level attended. Our average 2024 attendance rate by year level was between 87% & 90% for Years 7 to 12. Student retention refers to the percentage of Year 7 students who remain at the school through to Year 10. Our school percentage of Year 7 students who remained at the college through to Year 10 in 2024 was 78.2% which was above the State level of 74.9% and also above similar government secondary schools at 71.5%. The percentage of students from Year 10 to 12 going on to further studies or full-time employment in 2024 was 92.2% (up from 90.5% in 2023), which is above that of the State at 87.5% and also above Similar Schools at 88.6%. We continue to monitor this closely to ensure appropriate pathways are in place for students leaving the College before the end of the year. In 2024, Victoria University Secondary College embedded attendance processes and procedures and continued to work closely with families to ensure students' attendance was above 90%. The College has created a positive school culture by developing an instructional model that focuses on high-quality teaching and learning – classes that are stimulating and organised to support student engagement and attendance.

The College has developed a strong and clear attendance policy with clear and realistic targets. We distribute the policy to parents through our College newsletter, transition packs, enrolment packs and information evenings. We continuously promote awareness that an absence results in quantifiable lost learning time and opportunities; we talk about absences in terms that students and parents can easily understand - for example, 'missing one day each week means that you miss out on two weeks of lessons each term'. We inform parents about the current research that links attendance with student achievement levels and long-term health and wellbeing outcomes. The College continued to send SMS messages to parents if their child was marked absent, requested them to notify the school of any absences, sent out student "at risk" reports to parents with unexplained absences and made phone calls after extended periods of absences. Parents choosing to take family holidays longer than five days, applied to the principal and school work was provided. The College set up an attendance student support group meeting to explore the reasons for particular students' absences and to develop an attendance improvement plan or a return to school plan. We also worked closely with families and agencies when families were suffering hardships or were in crisis to ensure that students continued to come to school where we provided a safe and orderly environment. The College has employed an attendance officer to follow up on students who have an unexplained absence for more than one day.

Supporting students in their transitions into and within the College continued to be a focus in 2024. The Grade 6 to Year 7 program provided a very supportive process for students as they made the important transition in secondary school. Students participated in a range of events on orientation day. A program was developed to help students make connections with others commencing Year 7 at the College. Our Step-Up program in Term 4 allowed students in Years 7

to 11 to experience classes in the year level above with the teacher taking the class that they would have the following year.

Our extensive work with our business and community partners continued to support our students in many ways. These partners include the Australian Business and Community Network (ABCN), Western Chances, Beacon Foundation, NRL, Western Health, Western Edge Youth Arts, La Mana Pasifika, Victoria University, Monash University and University of Melbourne. Students from Years 9, 10 and 11 had the opportunity to participate in a range of mentoring, leadership and career focused programs such as iTrack, GOALs, Focus and Aspirations. These important programs helped to prepare students to make correct career and pathway choices. The College offered other co-curricular programs to support student engagement including Instrumental Music, Inter-School Sport, the College Production, Debating, Homework Club, Athlete Development Program and Structured Workplace Learning. A sister school program established with the High School Affiliated to Yangzhou University in China has been very successful with reciprocal visits between schools providing a rich cultural and educational experience for students and teachers.

The College has created an environment that is safe, inclusive and caring for all members of the school community. Our home group structure from Year 7 to 12 provides increased connectedness between teachers and students, resulting in positive relationships which play a significant factor in student engagement. Teachers at the College show concern for students who have been absent and have returned to school by ensuring that help is given regarding the work that was missed. Teachers at VUSC pride themselves on building positive relationships with parents/guardians which assists in improving student attendance and parent engagement.

Other highlights from the school year

In 2024 we were very proud to receive an email from the Regional Area Director at the end of the year complimenting staff and students on the excellent VCE results.

Our VUSC Big Band were invited to attend a Senior Citizen's Event at Caroline Springs by our local MP Luba Grigorovitch and Minister Natalie Suleyman. Students performed exceptionally well, playing non-stop for an hour and a half! Both our talented students and our music leader were brilliant, delivering a fantastic performance that impressed everyone in attendance.

In July 2024 we had several staff members from 4 visiting schools join us for our PLT Sharing Sessions and some classroom observations to learn from the amazing work that our teams do. Representatives from these schools were dispersed amongst presentation groups. As always, our teachers were prepared to support other schools in their professional development. The staff left completely impressed and wanting more information and professional development around what and how we do things here at VUSC.

In July 2024, VUSC was also chosen to host Principals and Senior Educational Leaders from various schools to learn how we have improved students' learning outcomes across the college. The leaders from various schools conducted some 'Learning Walks' to observe students working in collaboration; we discussed how VUSC has achieved excellence and shared student data that demonstrated excellence; we also discussed our numeracy strategies and our overall classroom environment. Overall, Principals walked away impressed and asked if they were able to bring their teams of teachers to observe VUSC in action.

Throughout the year, students participated in a range of school events and activities, including the Wilson's Promontory Hiking Camp, Mt Buller Ski Camp, Chinese Culture Day, Global Youth

Forum, Harmony Day, RU OK Day, Swimming Fun Day, Athletics Carnival, Interschool Sports, NRL Storm Cup, Gardening Club, School Production, various ABCN Programs and the Virtual Victorian Young Leaders to China program among others.

Financial performance

In 2024, the school rolled over the lease arrangement with Big Childcare who hires the Brimbank Campus for outside school hours care, childcare and school holidays programs. Big Childcare continues to allow our school to access the gym at the Brimbank Campus for senior exams and some PE classes. An Active Schools Grant of \$17,000.00 plus an application for a further \$30,000.00 was approved and received. These funds are allocated to a consultant to run female gym sessions, an athlete development program with strength & conditioning sessions, purchase of more gym equipment and to convert one of the tennis courts at the senior campus to a volleyball court. This funding is used to promote and encourage students to be more active and spend time away from their screens and devices.

Once again we received Advance Grant funding of \$9,800.00 for the VCE VM and Inquiry programs (year 9 students) for 2024. The school also received a School Sports Victoria grant of \$2,500 which enabled us to hire Tennis Coaches for the Junior Campus. The school received approx. \$3.2M in Equity (Social Disadvantage) funding as part of our student-based funding; the school receives this extra money due to our high Student Family Occupation and Education Index (SFOE). Funding is allocated based on parental occupation, parental education and the level of concentration of disadvantage in a school and being a multi campus College. Students with the highest level of need are targeted with the most funding to ensure we have the resources to support them, and to boost student engagement, attendance and retention. The funds are spent on Core Student Learning, Disability & Inclusion Tier 2 Funding, Targeted Initiatives such as MYLYNS, Careers, Professional Learning Communities, Respectful Relationships, Schools Mental Health Funds and Student Wellbeing etc. Our school uses Social Disadvantage funding to deliver tailored educational programs that meet the needs of students, such as homework club, the Positive Behaviour Support framework, Wellbeing programs and support via the employment of Youth Workers, Social Workers and Psychologists. This funding is also used to run whole school programs such as Be Well Stay Well, RUOK days and Anti-bullying days at both campuses. Locally raised funds totalled \$418,224.00 for the 2024 calendar year. These funds comprised curriculum contributions, extra-curricular contributions, school bus fees, instrumental music fees, hire of facilities and canteen hire etc. As part of the school's financial commitments, \$5M has been set aside to partially fund the construction of a future double gym and a staff car park at the Senior Campus.

**For more detailed information regarding our school please visit our website at
<https://www.vusc.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 1,224 students were enrolled at this school in 2024, 538 female and 686 male.

53 percent of students had English as an additional language and 1 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).

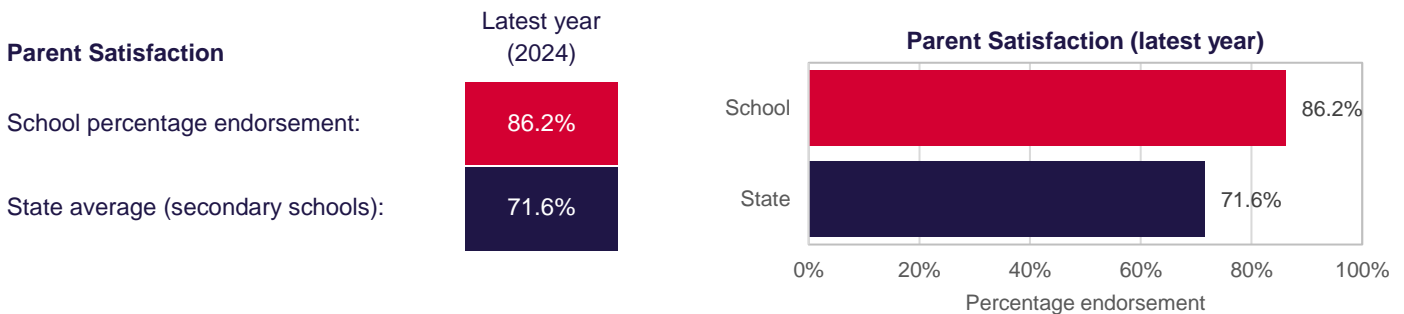
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

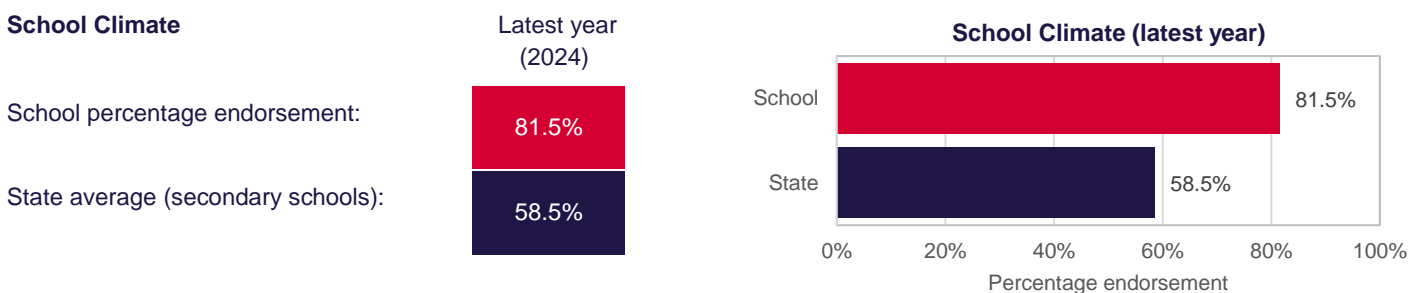


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

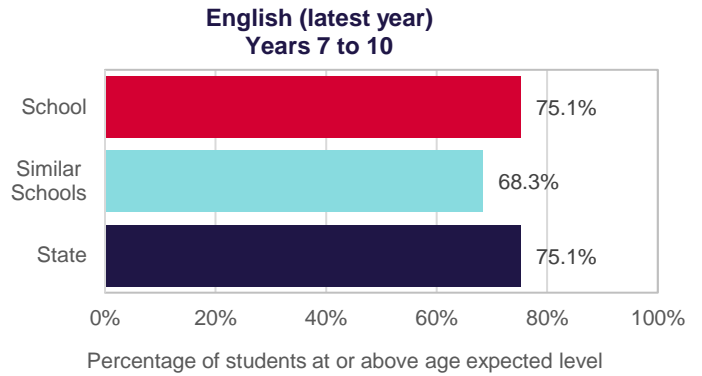
75.1%

Similar Schools average:

68.3%

State average:

75.1%



Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year
(2024)

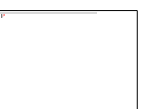
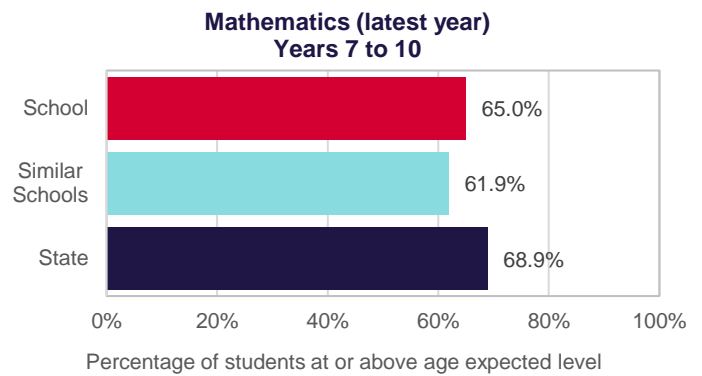
65.0%

Similar Schools average:

61.9%

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.

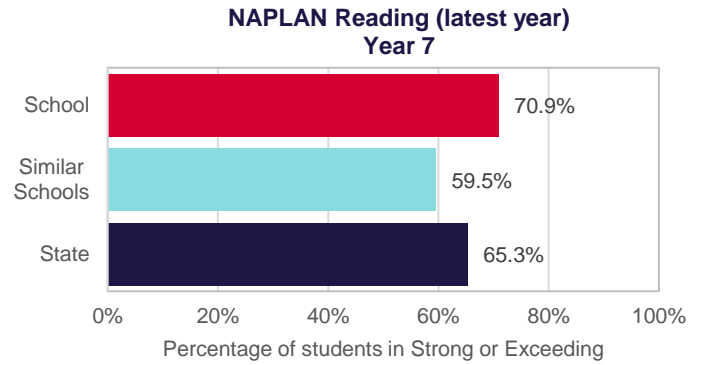
NAPLAN

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.

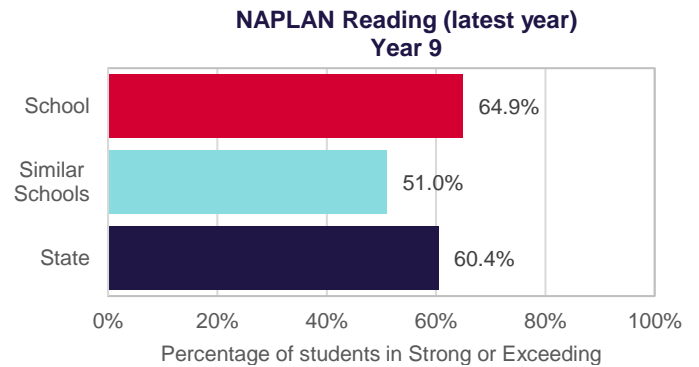
**Reading
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.9%	68.3%
Similar Schools average:	59.5%	58.5%
State average:	65.3%	65.7%



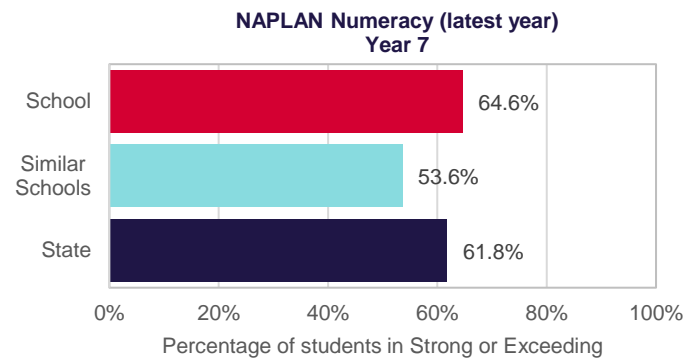
**Reading
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.9%	65.0%
Similar Schools average:	51.0%	50.4%
State average:	60.4%	60.2%



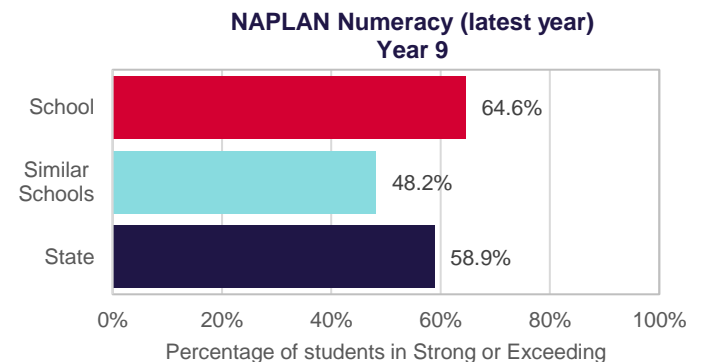
**Numeracy
Year 7**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	62.0%
Similar Schools average:	53.6%	53.4%
State average:	61.8%	62.3%



**Numeracy
Year 9**

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.6%	63.1%
Similar Schools average:	48.2%	49.1%
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 (continued)

Reading Year 7

(2022)

School percentage of students in the top three bands:

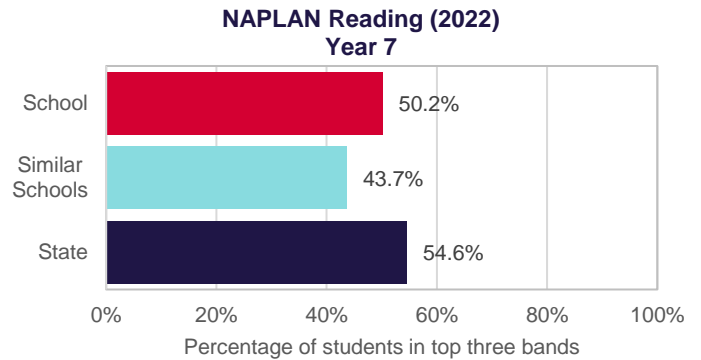
50.2%

Similar Schools average:

43.7%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

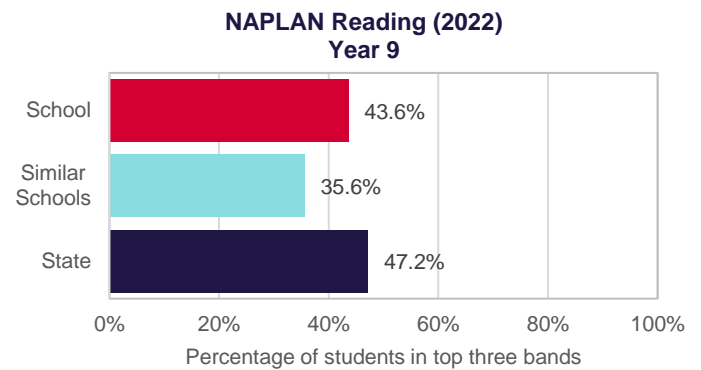
43.6%

Similar Schools average:

35.6%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

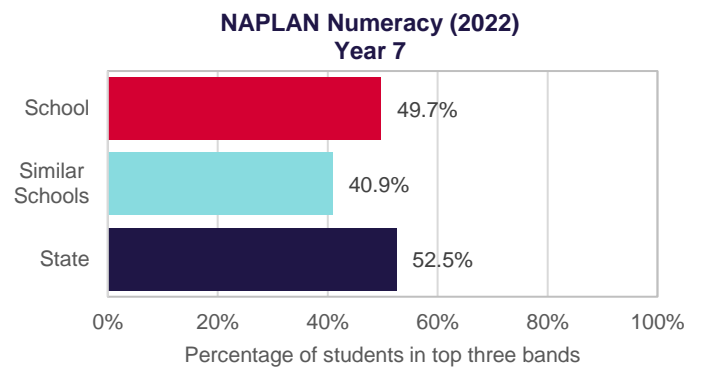
49.7%

Similar Schools average:

40.9%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

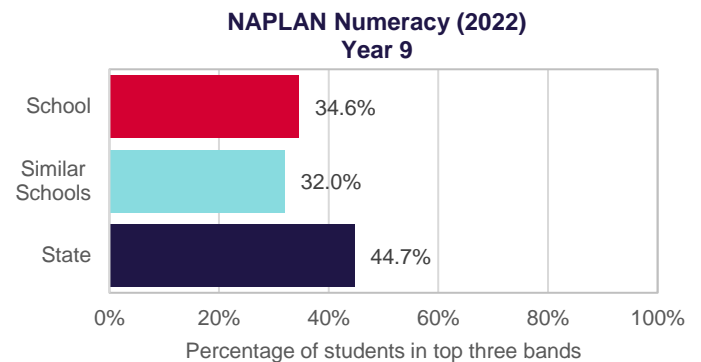
34.6%

Similar Schools average:

32.0%

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.

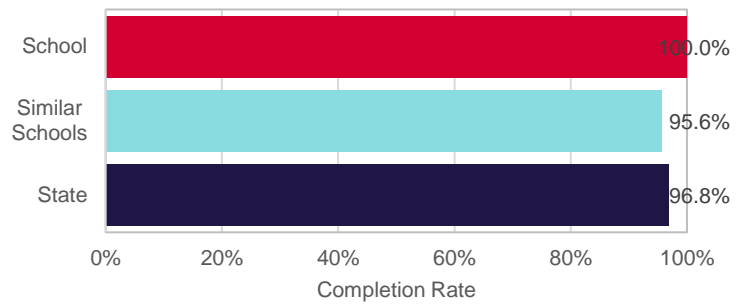
Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	100.0%	98.8%
Similar Schools completion rate:	95.6%	96.0%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

29.4

Number of students awarded the VCE Vocational Major

47

Number of students awarded the Victorian Pathways Certificate

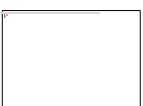
NDA

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

43%

Percentage VET units of competence satisfactorily completed in 2024:

92%



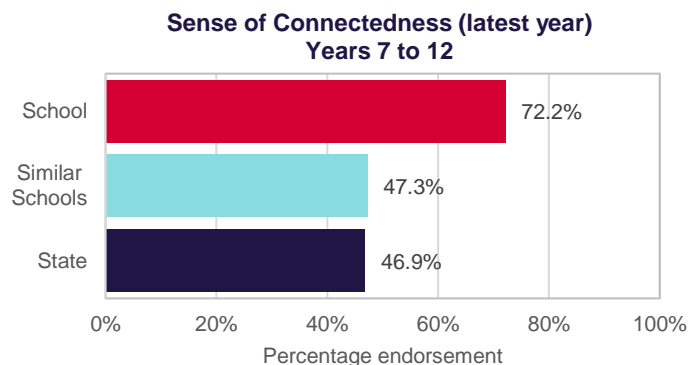
WELLBEING

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).

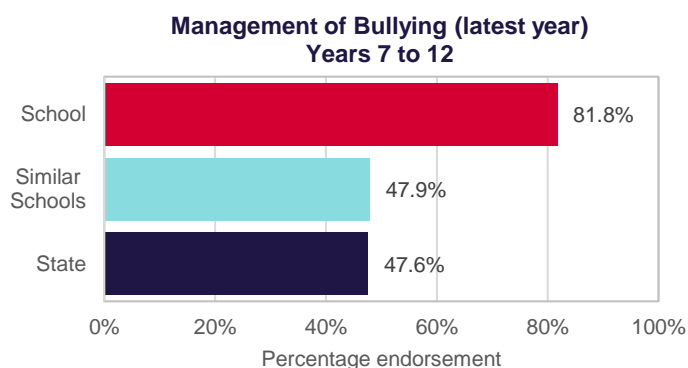
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	72.2%	68.4%
Similar Schools average:	47.3%	49.1%
State average:	46.9%	48.0%



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:	81.8%	79.1%
Similar Schools average:	47.9%	50.0%
State average:	47.6%	49.1%



ENGAGEMENT

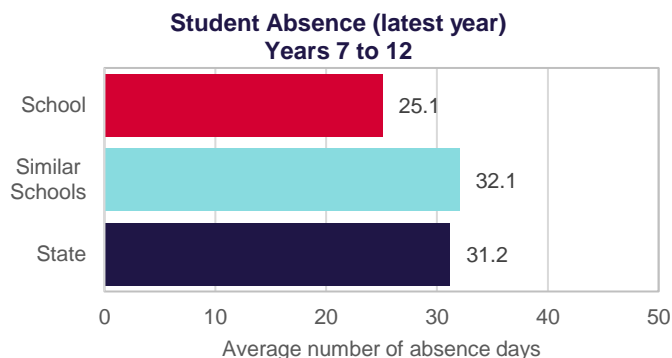
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	25.1	22.5
Similar Schools average:	32.1	27.0
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.

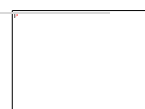
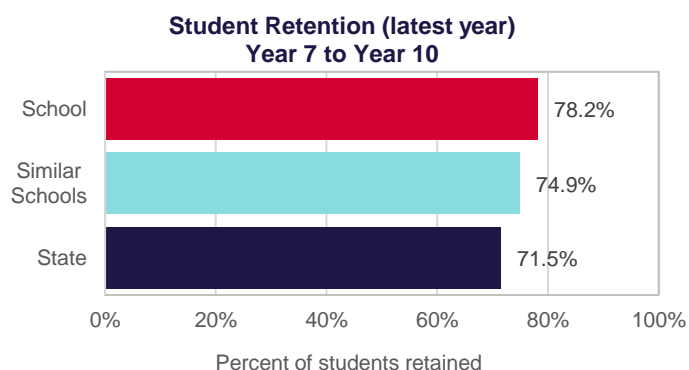
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	90%	87%	87%	86%	86%	87%

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:	78.2%	75.2%
Similar Schools average:	74.9%	75.9%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

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

Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	92.2%	92.1%
Similar Schools average:	87.5%	89.9%
State average:	88.6%	89.5%

