

2024 Annual Report to the School Community

School Name: Yarram Secondary College (8490)



- 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 March 2025 at 04:44 PM by Lynette Kerrison (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2025 at 02:20 PM by Lynette Kerrison (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

2024:

In 2024, a state-wide teacher shortage placed smaller, more isolated schools like ours under increased pressure and leadership needed to navigate teacher stress and concern associated with long-term absences and rotating long-term CRT placements. To counteract growing uncertainty both at school and in our community, our school leadership team wrote articles for our local newspaper every fortnight. These articles enabled us to communicate the school values of commitment, empathy and integrity, and how we were working strategically to support staff, improve practices, and connect our students with themselves, their peers, and their community. A School Review in Term 3 enabled us to further reflect on the programs and data that we were having traction with and share this with our community. We focused on sharing the positive, good news stories to counteract the mainstream media's overwhelmingly negative coverage of the state of education in Victoria.

At the start of the year we experienced a significant drop in student numbers from 309 to 290 as a result of smaller numbers of Grade 6 students in our feeder primary schools, limited affordable housing, families moving away from the area, and older students picking up apprenticeships and employment. Our dual campus structure remains stable and Devon North continues to offer a flexible learning option (FLO) for students aged 14 - 21 years who have experienced barriers to mainstream education. An increase in the levels of disengagement in our community, especially from our younger students, continues, which mirrors a state-wide trend. To fully cater for this trend, we developed additional hands-on-learning options on a Tuesday and Friday for our James Street Campus students to provide much-needed breaks in their week. We also created short term placements at Devon North for students to reassess their educational goals. These placements proved to be beneficial for everyone involved, and we tracked increased attendance and a commitment to classes on their return.

Students who attend YSC come from a range of family backgrounds, but there has been a notable change to economic circumstance due to rising interest rates and cost of living, which has in turn impacted the wellbeing and provision for families. Assistance is provided through Individual Educational Plans for Koorie students, out of home care students and those on the Program for Students with Disabilities (including a life skills centre and specialised wellbeing and inclusion space). Despite teaching shortages across the state our current staffing profile is stable and includes: two principal class members, two leading teachers, two learning specialists and 27.3 equivalent full-time (EFT) teaching staff and 13.92 EFT education support staff. The Student Family Occupation and Education index is 0.5133, which is in the High category.

Once again, we were provided with funding, as a PLC LINK Secondary School for Outer Gippsland, to continue our work supporting schools to develop and refine their core collaborative practices. We offered a number of open days and mentoring, to support secondary schools in the area to implement literacy strategies to maximise student growth. The VCE English improvement work with Helen Billet is an example of the collaborative work that we are currently leading across our network. This is a long-term project and involves professional learning for staff and scaffolded support for students, including masterclasses designed to develop core analytical and persuasive language skills.

Our targeted acceleration program (TAP) for literacy, continues to track incredibly well. As a staff we are developing our understanding of cognitive load theory, trauma, dysgraphia and dyslexia and their important links as preconditions for learning. The steady improvement in our NAPLAN, VCE and PAT data reflects that our students and staff are improving their understanding of inclusive education practices. This year, like last year, we have met the aspirational goals set in our 4-year strategic plan for VCE improvement. Our VCE data

reflects that our students are continually improving and our VCE mean score has increased from **23.6** in 2019, to **26.4**. Similarly, in NAPLAN Reading at Year 9 level, 70% of our students are strong or exceeding.

Our Devon North Campus team are also achieving success with yet another senior student graduating, bringing the total to 11. The success of both the Devon North and James Street campuses reflect our commitment to offering viable pathways and opportunities for all our students, despite the differences in our student's cognitive, academic, social and behavioural needs. By having a dual campus, Yarram Secondary College can extend our most ambitious VCE students wishing to pursue tertiary study, whilst balancing this with the provision of rich applied learning courses and life skills classes which cater for the vocationally orientated.

YSC remains committed to achieving high level opportunities for our students whether that is working alongside vocational and academic mentors or with businesses, universities and TAFE colleges. We continue to value and encourage rich real-life learning experiences through local partnerships in programs such as Broadening Horizons, the Year 9 Community Program, and School Based Apprenticeships and Training (SBATs). In addition, we extended students through their selection into the Victorian High Achievers Program (VHAP) in English and Mathematics, and at Year 9 we provided the opportunity to develop international relationships with schools, organisations and associations in programs like the Victorian Young Leaders to India and Global Citizenship courses and leadership through the Alpine School.

Yarram Secondary College prides itself as being a school of, and for, the Yarram and District community, but we are much more than that; we are a conduit for pathways and opportunities, and for developing personal responsibility and growth. Currently, we have community partnerships with Wulgunggo Ngalu Learning Place, YDHS, Neighbourhood House, Crossley House, the Woodside Surf Lifesaving Club (WSLC), Viatek, local sporting clubs, Headspace, APM Employment Services, Headstart, and the Gippsland Forestry Hub. We also actively foster industry pathways and vocational relationships for our students and provide rich, hands-on learning experiences, in our life skills program, Drills and Skills, VET Building, VET Engineering, VCE Agricultural and Horticultural Studies, and Friday afternoon activities. YSC continues to educate the whole student through a balanced and differentiated academic program, which is underpinned by vocational outcomes, the connection to real life experiences outside the classroom, and a focus on social and emotional wellbeing.

Progress towards strategic goals, student outcomes and student engagement

Learning

Yarram Secondary College continues to track well from Year 7 through to Year 12. In NAPLAN Reading, at Year 9, our students are above state and like schools in the percentage of students who are strong or excelling 69.8% (Similar schools 50.7%; State 60.4%). Likewise in NAPLAN Numeracy, at Year 9, our students are above state and like schools in the percentage of students who are strong or excelling 65.9% (Similar schools 48.5%; State 58.9%). We are also above Year 9 benchmark growth in reading (YSC 25%; State 22%); writing (YSC 25%; State 20%); spelling (YSC 32%; State 27%) and numeracy (YSC 25%; State 14%). Indeed, our students are outperforming like schools, network schools and the state in core numeracy and literacy. The extraordinary growth that Yarram Secondary College students are achieving reflects the value of the programs and supports we offer to our students via TAP, Math Pathways, vertical classes and after school programs, such as the VCE English Master classes and Beat Maths. PAT and NAPLAN data sets are used to inform MYLNS, TAP, Vertical Maths and English.

Additionally, our assessments and tasks over the last year have been increasingly differentiated which helps to build student confidence and engagement. The majority of students at our school believe that the teacher motivates them to think in their learning (64%), that they challenge thinking (67%), and that they are well prepared for the learning environment (68%).

In Years 7 to 10, according to teacher judgements, 72.6% of our students are at or above age expected standards, in English (Similar schools 63.6% and State 75.1%), but just over half of our students (51.8%) are where they need to be in Mathematics, which places them well below the State (68.9%). This is the only anomaly for our results and will be a body of work to focus on moving forward into 2025.

In VCE we can track similar positive results and while we have met the ambitious target to improve our VCE mean study score, a dip in our English results has meant that for the first time in three years we did not meet our VCE English mean study score target. It is pleasing to note that students in four of our VCE studies outperformed the state, our network, and similar schools for achieving study scores over 37, placing them in the top 15% of the state. The subjects that our students excelled in include Food Technology (1% above the state), Chemistry (18% above the state), Physics (34% above the state) and Mathematical Methods (9% above the state). In addition, subjects that are trending up with their mean study score include Physical Education, Biology, Outdoor and Environmental Studies, and Accounting. But, senior pathways and success are not just defined through VCE exams and ATAR scores, they are defined through apprenticeships, traineeships, and jobs. Last year, 11 senior students left school to pursue careers in engineering, building, hospitality, education support, automotive, and electrical. A further 10 students juggled School Based Apprenticeships and Traineeships (SBATs), with the majority due to complete their studies in 2025. Currently, our students are completing Certificate III qualifications in carpentry, early childhood education, aged care, commercial cookery, dental assisting, hairdressing and electrotechnology.

The Teaching and Learning team collaborate with staff to create a meeting schedule, which enables core work to be focused on more strategically and regularly. Our 2024 data has improved because of a more structured and consistent focus from our PLC Learning Specialist. We currently provide rich opportunities for our staff to collaborate, plan curriculum and develop assessments in 3 week cycles, and our data reflects this; Collaborate to Plan Curriculum (YSC 92%; State 77%) and Staff Collaboration (YSC 65%; State 55%) are both above state average. Staff clearly feel supported by the meeting schedule and Timetabled Meetings to Support Collaboration is very high (YSC 88%; State 72%). Our continually improving VCE results indicate that we are succeeding with the measures put in place to increase academic achievement and growth. This is also reflected in our strong performance on NAPLAN.

Wellbeing

2024, has seen similar trends and trajectories in relation to student absences, school refusal, increased anxiety, increased mental health concerns, more triaging of students to other services, and more behavioural issues. To address this trend, we increase support for the wellbeing team by employing a youth worker (.6) to help triage and deescalate our most at-risk students. Funding for our youth worker is split between our successful grant application (National Student Wellbeing Program), and our Tier 2 inclusion funding.

Our Disability and Inclusion (DI) team is now led by Talia Duell, who we were lucky to pick up at the end of 2023. Talia manages our DI team and has spent a lot of time this year preparing for the change from the Program for Student with Disability (PSD) model to the new DI model. Izaboa Darvill, our Inclusion Liaison Officer, has been working alongside Talia to ensure that all of our IEPs are completed with integrity, coordinating the essential student support group (SSG) and parent support group (PSG) meetings to support this work. We also increased the time fraction of some of our part time Education Support Staff and have been working in staff meetings to increase understanding and awareness of the importance of teachers making the right adjustments to ensure that learning is accessible for everyone. By placing additional

resourcing into this portfolio, we have created more support for our at-risk students, and more support for the staff who are increasingly stretched and overwhelmed.

As a school we once again invested in The Resilience Project (TRP) planners for both staff and students, and sub-school Leaders continued to focus on TPR principles; gratitude, empathy and mindfulness (GEM), in concert with our school values as a way to connect our students with themselves, their peers, and their community. For students who receive a class exit and end up in a Learning Lunch the conversations and tasks are focused on respect, resilience, gratitude and empathy. We also partnered with a number of community health and wellbeing organisations, including Wellington Live4Life (a teen mental health initiative) and YDHS, to support 16 Days of action against gendered violence. Part of our commitment to community action involved the painting and displaying of orange figures around our town, hosting a cake stall and awareness booth, and organising an orange colour run as part of our end of year carnival day.

In addition, we increased our staffing around student voice creating a Middle and Senior Team. Throughout the year our students worked alongside their student voice mentors at fortnightly meetings to enact change. Some of the great initiatives that came out of these teams included staffing the gym during breaks, and lunchtime clubs. By the end of Term 4, there were 12 clubs which focused on side-by-side mentoring and bringing students together in a positive way. Staff not offering a club took up the opportunity to drop in and engage in these positive spaces.

Each Friday, our SWPBS coordinator distributed Compass Chronicle reports to encourage staff to get the elusive 1:4 negative to positive interaction with each student. We also had weekly reminders to use our rewards system including the consistent use of values stickers to reward positive behaviour, and positive Compass posts. Students were able to “cash in” their values stickers for vouchers and homemade treats at our student led pop-up shop. The values pop-up shop continues to be well received, engaging students with our values whilst also developing student leadership. Student leaders have also been involved in interview panels for new staff and our school captains contributed articles for our local paper, newsletters and social media pages.

Student leaders, Activities teachers and Community teachers worked with the Wellington Shire, The Gippsland LLEN, Freeza, YDHS, Yarram’s Community House, and Arts Victoria to deliver a Parks Week event in March, a Formal in August, a Remembrance Day service for residents of Crossley House, wearable art, and an industry tour program. These events help to re-engage and re-connect our students, and highlight the importance of student voice and partnerships to our school community.

Our DNC and James Street hands-on learning program continues to forge relationships with families and organisations supporting our most vulnerable students, keeping them connected and engaged. In 2024 we employed three fulltime teachers to help support the junior classroom, hand-on-learning spaces, an art and gardening program, and a growing outreach program. Staff also trained in delivering the L2P driving program to support our youth to get their learners permits and gain confidence on the road with regular driving lessons. The various programs that Yarram put into place in 2024, to engage and connect our students to school have been successful. Currently we are tracking higher than like schools and just below the state for **sense of connectedness** (45.5%; Similar Schools 40.9%; State 46.9%) and above like schools and the state for **management of bullying** (51.7%; Similar Schools State 47.6%).

Engagement

We know that regular school attendance is associated with the development of core social skills which build confidence and self-esteem. These skills include making friends, developing supportive peer networks and working in collaborative groups. Our 2024, Attitudes to School Survey Data, has shown a significant increase in attitudes to attendance. Currently, we are above similar and network schools for this factor (YSC 71%; Similar schools 66%; Network 69%) and 78% of our students always try to attend school. Considering the level of disadvantage in our community we have prioritised flexible options for our most at-risk students so

that they can continue to engage with education. Some of the initiatives we have put in place to encourage attendance include, regular student voice opportunities, the development of individualised timetables, a diverse junior activities and electives program, opportunities to engage in lunchtime sports and clubs, and timetabled sessions in our life skills centre (canteen). We also continued to support a James Street hands-on-learning program, which operated from Devon North on a Tuesday and Friday. All of these programs offer opportunities for our young people to engage in activities to develop core inter-personal skills, which in turn will help them to become confident productive members of society.

YSC is structured into two distinct sub-schools; Years 7-9 Middle School and Years 10-12 Senior School. Each Sub-School has a clear focus and vision. The Middle Sub-School focuses heavily on the development of each student's academic, social, emotional and physical wellbeing and growth. All students in Years 7-9 participate in the Targeted Acceleration Program (TAP); a visionary reading advancement program designed by the world-renowned cognitive psychologist Dr. Carol Christenson. Students in the Middle School are exposed to all curriculum areas and participate in collaborative projects in Years 8 and 9 which build 21st century learning capabilities. All of our school curriculum is based upon the Victorian Curriculum, as set out by VCAA.

The Senior Sub-School and Devon North Campus have a clear focus on providing the best possible pathways for all students; whether this be tertiary study, further training, or employment. Senior pathways include the Victorian Certificate of Education (VCE), which includes a range of Vocational Education and Training options (on and off site), a VCE Vocational Major (VCE VM) and a Victorian Pathways Certificate (VPC). Some of our students also complete VCE units via online delivery methods through Virtual Schools Victoria (VSV). A growing trend is for our more vocationally orientated students to complete School Based Apprenticeships and Traineeships (SBATs) during their final years of school and over the last three years we have supported 32 students to enrol with Headstart, in a number of vocational areas including automotive, early childhood education, aged care, carpentry, commercial cookery, dental assisting, hairdressing and electrotechnology. Currently YSC has one of the highest signup rates of any secondary college in Outer Gippsland and the highest retention rate (over 83%).

In 2024, we had a designated attendance team meeting fortnightly to track and monitor our most at-risk students, identify potential blockers and implement the supports needed to re-engage both students and families. The attendance team was made up of wellbeing staff, the school nurse, administration staff, sub-school leaders and principals. While our student absence data remains high; 30.7 average absence days, our data is better than both similar schools, 39.0; and the state, 31.2.

Since 2020, our student at risk list has grown exponentially and as a result we support more students and families than we have in the past. We have data protocols around the analysis of engagement data, from the Student Attitudes to School Survey (AToSS). Our most recent data reflects an increase in motivation and interest from 47% to 52%, with 70% of our students wanting to learn new things.

Our School Strategic Plan has four measures taken from AToSS including two from effective teacher practice for cognitive engagement - **differentiated learning challenge** (64%) and **stimulated learning** (60%); one from learner characteristics and dispositions - **self-regulation and goal setting** (56%); and one from social engagement - **student voice and agency** (48%). These are all measures for student agency and engagement in learning and while we did not meet our four-year aspirational target we have been able to hold our own with both state and like schools. Indeed, we are above state in three of the four measures. Considering the uncertain landscape of the last few years, and the disengagement trends all schools are reporting, this is a positive outcome for our school community.

To keep our most at-risk students connected, Devon North have a well-resourced outreach program and the dedicated staff at this campus continue to forge relationships with families and organisations supporting viable pathways to keep students connected to school while exploring work and TAFE options. At YSC we not only cater for our most vulnerable, we also provide numerous enrichment opportunities and programs through art, music, chess, instrumental music, performance, productions, leadership, public speaking, camps and excursions, sport, and external online and residential academic programs in global citizenship, Maths,

Science and Engineering. Our student retention data reflects both the support and extension opportunities we offer our students, and we are above both similar schools and the State (76.7%; State 71.5%; similar schools 73.8%). We are also above like schools for the percentage of students who exit for further studies or fulltime employment.

Other highlights from the school year

2024 School Performance Report

In 2024, the government changed its metric on school improvement and we received a report in late October, which assessed Yarram Secondary College against 31 like schools. Yarram was one of only three schools, across the state, to obtain the highest rating for both Wellbeing and Engagement, and Teaching and Learning. This is certainly a highlight worth celebrating.

Engaging with Marrung

The Marrung Education Statement helps to foster connection and cultural understanding in our schools and communities. We are lucky to have Wulgunngo Naglu Learning Place as part of our community, and since 2019 we have been working with Shaun Braybrook and Berwyn Lampitt to create and build cultural connections and respect.

There are some key moments that are now embedded into the fabric of our school. The first involves a smoking ceremony, which happens at the start of every year. The ceremony itself has a number of important elements, including the ritual cleansing the land, which helps to prepare us for a successful year of educational growth. Other elements include the welcoming of new staff and students, who are encouraged to join in and place gum leaves on the ceremonial fire and the acknowledgement of our Year 12's who are our elders; the members of our community that we all look to for guidance.

Shaun explains each element and moment in depth including the importance of the ceremonial fire. At the end of the ceremony the dancers create a guard of protection for students and staff, warding away bad energy. Smoke from these ceremonial fires is special; it encourages good health, wellbeing and connection. The first day of each school year is the only time that we stand together on our oval, united by the energy, warmth and enthusiasm of the Wulgunngo Naglu dancers. It is a tradition that our entire school community endorses and welcomes.

In 2023, we added another layer of cultural integration into our senior school curriculum, when Wulgunngo Naglu hosted all of our Year 12 students for a day of cultural sharing. During the course of the day we ate, listened to dreamtime stories and learnt traditional dances. Before long our Year 12 students were sharing the corroboree space, with their dance mentors, embracing the spirit of their chosen animal. Many mistakes were made as we learnt our dances, but no two animals are alike, so why would any two dancers be the same? Accepting difference, being inclusive and embracing the fear of being outside our comfort zone are recurring themes for all our cultural days.

Since then our Year 12s have not only danced in a ceremony with the Wulgunngo Naglu dancers; they have shared food cooked traditionally on coals under the ground; they have shared art and techniques of painting; there has been laughter and respect. As a school community we are grateful for the generosity of Shaun and his team for taking us under their wings and encouraging our growth and development as learners and leaders of change. There is no doubt in my mind that we are changing and changing lives.

Sporting days, extracurricular activities, clubs, and electives

We are proud to have rebuilt our rich extracurricula program over the last few years. Today it is bigger and stronger than it has ever been. Our program caters for our students' diverse needs and the interests of all,

both at school and in our community. Currently, we have year level camps in Years 7, 8, 9 designed to develop connection, resilience, collaboration and inter-personal skills. At Year 10, while we do not have a camp we coordinate a work experience program designed to encourage aspirational conversations around pathways and post school options. The final City Camp experience for all Year 11 and 12 students, leverages off the Year 10 work experience unit with a focus on tertiary options and broadening horizons beyond Yarram and its districts.

Over the course of any given year we have house swimming, cross country and athletics. These are the more traditional house events and are always fun, hotly contested days. Ms Candy White and her team work tirelessly to ensure that our students who excel in these sports have the opportunity to compete at district, region and state. In 2024 we had a number of successes at each level including bringing home a Victorian State Championship medal in the U17 4 x 100m relay. This is a first for Yarram Secondary College.

But it isn't just sport that our students have an opportunity to excel in. Extracurricular enrichment opportunities are provided throughout the year in art, theatre, instrumental music, the school production, student forums, public speaking, excursions, incursions, spelling bees, debating, creative writing, and online and residential academic and leadership programs in global citizenship, Math, Science and Engineering.

As part of our school wide focus on Literacy our Head of English, Dr Nicole Heber, has been providing lunch time activities including a debating club and more recently a Spelling Bee. Four of our young spellers travelled to Heyfield to compete in the zone finals with two bringing home trophies and an invitation to represent our school at state finals, which they both accepted.

For our Year 7s and 8s the Friday afternoon activity block provides the opportunity to engage in art and craft, a paddock2plate program, hands-on learning projects, sport and boardgames. Other specialty programs include the Year 8 Broadening Horizon program which offers opportunities for students to engage in real life learning with local industry partners, and the Year 9 Community Program, which provides the opportunity to partner with local community groups including YDHS, the Gippsland LLEN, Neighborhood House, Woodside Surf Lifesaving Club, Alberton Primary School and Crossley House. In Term 4 our staff work alongside Woodside Surf Lifesaving Club to certify students for their Bronze Medallion. Woodside Surf Lifesaving Club provides a rich community connection and a place for our students to gravitate to over summer.

Finally, at the end of each term we also have opportunities for students to earn participation points for their house when they sign up for a range of activities which can include craft, bike rides, clay target shoots, online games, basketball, tennis and golf. In Term 4 there is a fun carnival day to mark the end of the official school year and this is another opportunity to develop school spirit and foster inclusivity with our orange colour run.

Devon North Flexible Learning Option

At Devon North, we offer a rich life skills program so that our most at-risk students have the opportunity to flourish in an alternative learning environment. Devon North goes from strength to strength and is a pivotal program for our learning community.

Currently, Devon North caters for 36 students spread over three programs: the VCE Vocational Major program for senior secondary students (17 students); the Junior program, which caters for students in Years 7-10 (9 students); and an Outreach Program, which supports students who face significant barriers to attendance and are seeking re-engagement in schooling, or are transitioning into employment (10 students).

Each of these programs aim to provide a case-managed approach to personalised learning and support. Each student enrolled at Devon North brings with them a unique set of experiences that has impacted their educational engagement. The focus of the Devon North Campus team is on reconnecting the young person with education, engaging them in learning and providing the individual supports needed to overcome the often-significant barriers to complete their education, or engage with a positive pathway into employment.

Students engaged at the Campus attend four days of face-to-face schooling per week, with a fifth day held for structured workplace learning opportunities. The shorter week also allows for students not engaged in a

work placement, a much-needed break to ensure they continue to engage with their education. The Devon North timetable works on four x 45-minute sessions, aiming to reduce the cognitive demands on students who often have little learning stamina after significant periods of disengagement.

In addition, our staff at Devon North offer a customised, need-based, re-engagement and mentoring program for students in attendance at the James St Campus. So far, 17 students have accessed these programs for an equivalent of approximately 80 school days, whilst remaining in our mainstream setting.

Financial performance

As of the 31 December 2024 we have a \$209,694 surplus. YSC is extremely proud of its astute financial management over the past few years despite fluctuating student numbers and other influences outside our control.

There are a number of factors that we need to take into consideration in 2025:

1. Declining numbers of students coming up from our feeder schools. 2025 will be the third year in a row where we have a small Year 7 intake (under 45). On the other side of the equation larger cohorts are finishing Year 12, so overall our school is shrinking in size. This has implications for our staffing profile, which is top heavy with experienced teachers. Our surplus will hold us in good stead to manage staffing and cover any deficits incurred by declining numbers.
2. Prioritising funds to replace the north facing plate glass windows in the humanities wing that are not OHS compliant. This is expensive but a critical maintenance item. We are in the process of obtaining quotes and presenting these to School Council.
3. Building and grounds have started a priorities list designed to address external works to protect our assets and prevent further building degradation. Most of this maintenance work will be painting and plaster. We are in the process of obtaining quotes and presenting these to School Council.

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 284 students were enrolled at this school in 2024, 140 female and 141 male.

0 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).

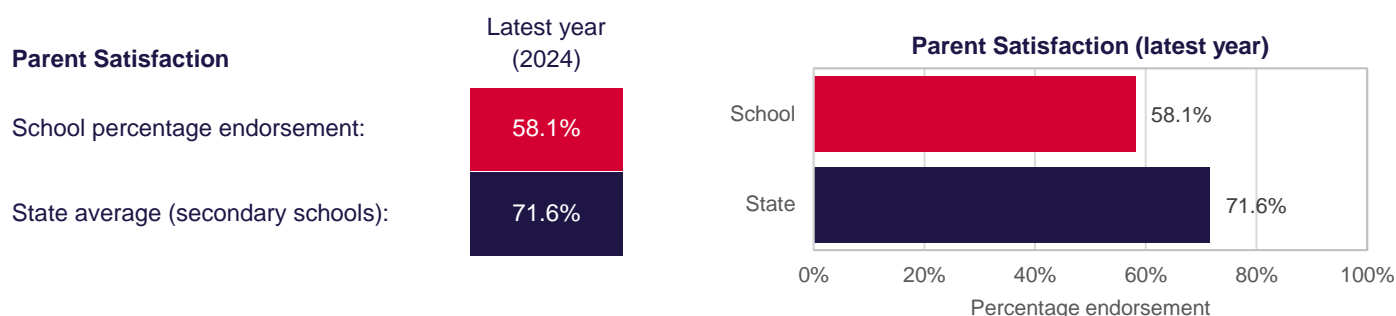
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

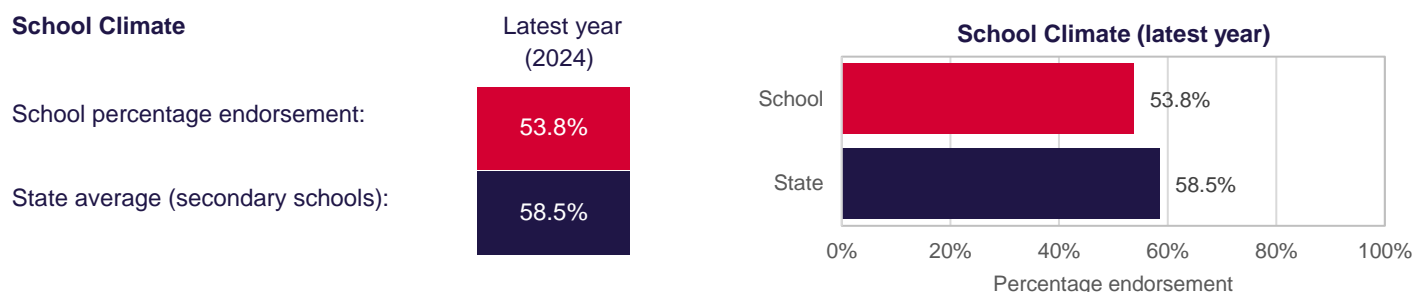


School Staff Survey

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

Latest year
(2024)

School percentage of students at or above age expected standards:

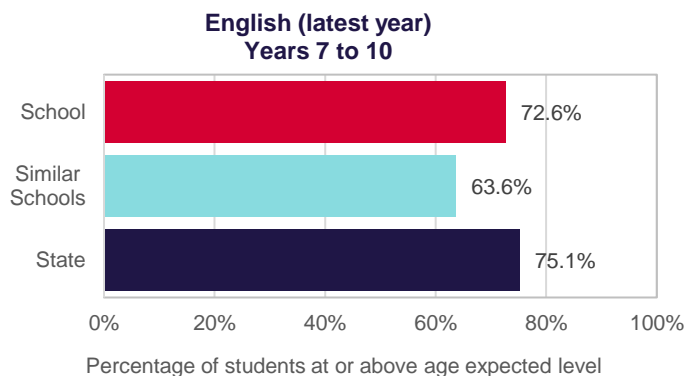
72.6%

Similar Schools average:

63.6%

State average:

75.1%



Mathematics Years 7 to 10

Latest year
(2024)

School percentage of students at or above age expected standards:

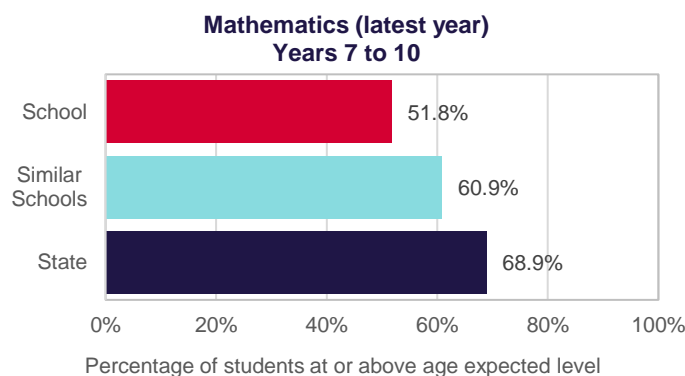
51.8%

Similar Schools average:

60.9%

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.

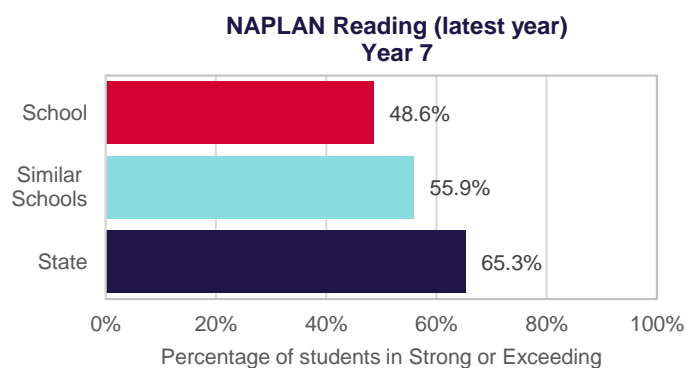
NAPLAN

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.

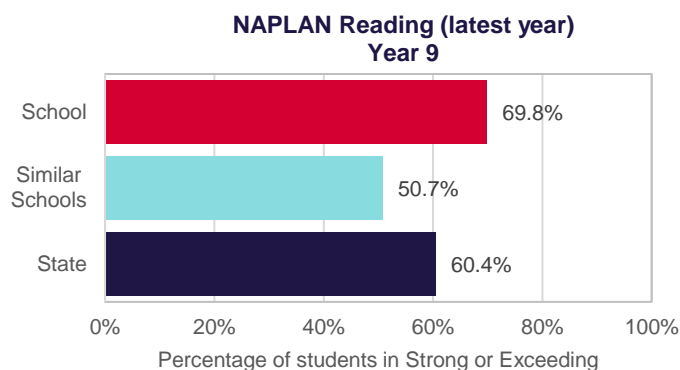
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.6%	52.2%
Similar Schools average:	55.9%	56.8%
State average:	65.3%	65.7%



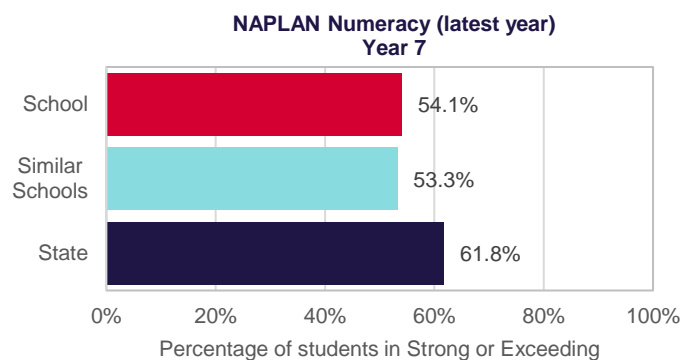
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.8%	64.4%
Similar Schools average:	50.7%	51.2%
State average:	60.4%	60.2%



Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.1%	53.7%
Similar Schools average:	53.3%	53.4%
State average:	61.8%	62.3%



**Numeracy
Year 9**School percentage of students
in Strong or Exceeding:Latest year
(2024) 2-year
average

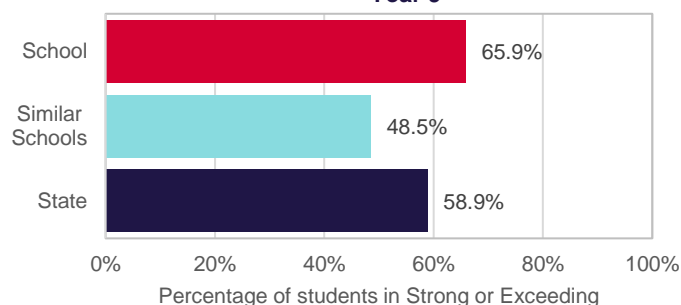
65.9% 58.0%

Similar Schools average:

48.5% 49.4%

State average:

58.9% 59.4%

**NAPLAN Numeracy (latest year)
Year 9****LEARNING (continued)**

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

NAPLAN (continued)**Reading
Year 7**

(2022)

School percentage of students
in the top three bands:

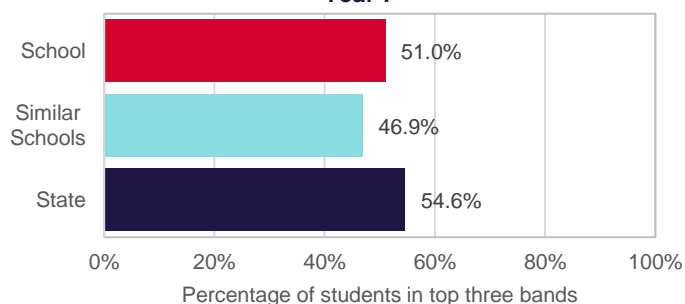
51.0%

Similar Schools average:

46.9%

State average:

54.6%

**NAPLAN Reading (2022)
Year 7****Reading
Year 9**

(2022)

School percentage of students
in the top three bands:

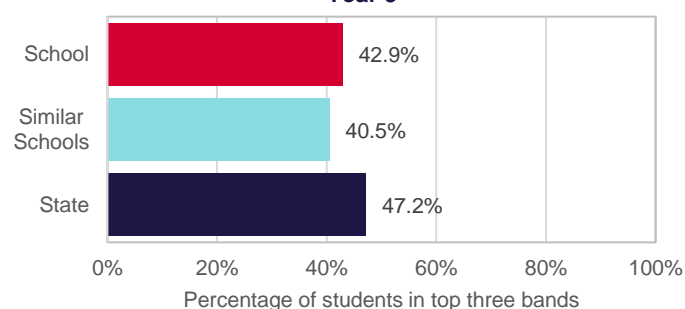
42.9%

Similar Schools average:

40.5%

State average:

47.2%

**NAPLAN Reading (2022)
Year 9****Numeracy
Year 7**

(2022)

School percentage of students
in the top three bands:

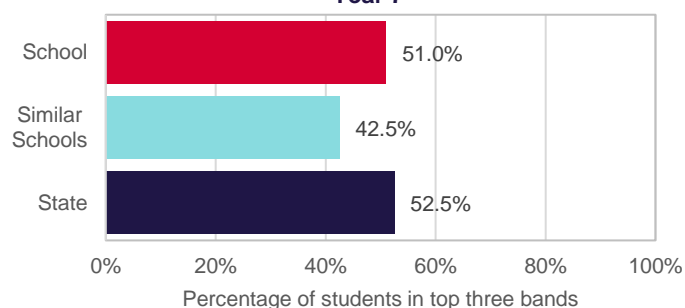
51.0%

Similar Schools average:

42.5%

State average:

52.5%

**NAPLAN Numeracy (2022)
Year 7**

**Numeracy
Year 9**

(2022)

School percentage of students
in the top three bands:

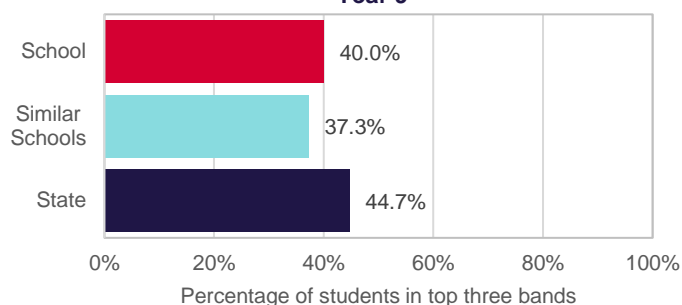
40.0%

Similar Schools average:

37.3%

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:

86.8%

90.4%

Similar Schools completion rate:

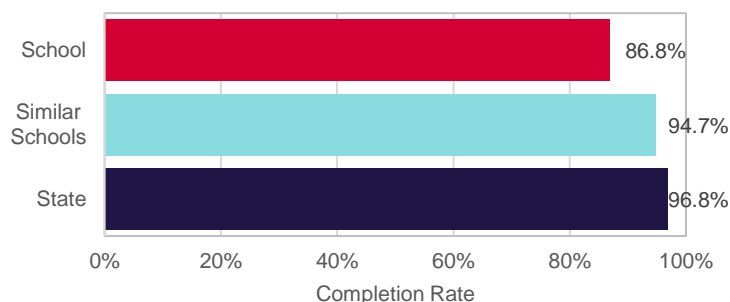
94.7%

95.2%

State completion rate:

96.8%

96.9%

Victorian Senior Secondary Certificate (latest year)

Mean study score from all VCE subjects:

25.8

Number of students awarded the VCE Vocational Major

5

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:

22%

Percentage VET units of competence satisfactorily completed in 2024:

91%

WELLBEING

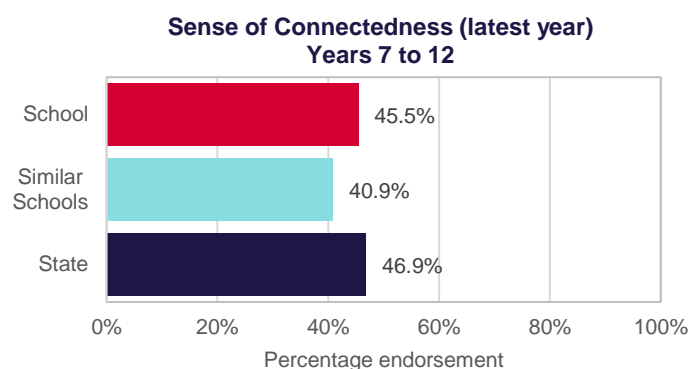
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	45.5%	47.5%
Similar Schools average:	40.9%	43.0%
State average:	46.9%	48.0%

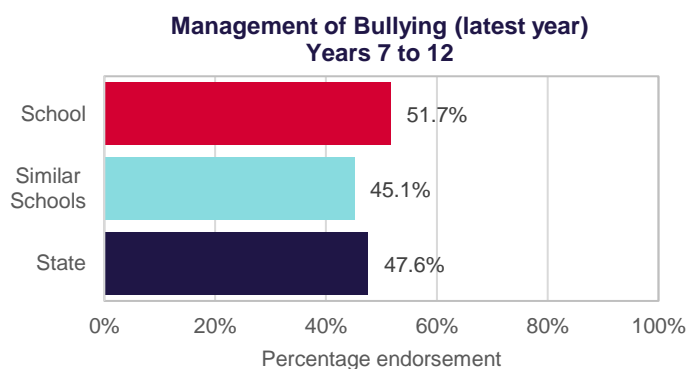


Student Attitudes to School – Management of Bullying

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:	51.7%	52.9%
Similar Schools average:	45.1%	46.7%
State average:	47.6%	49.1%



ENGAGEMENT

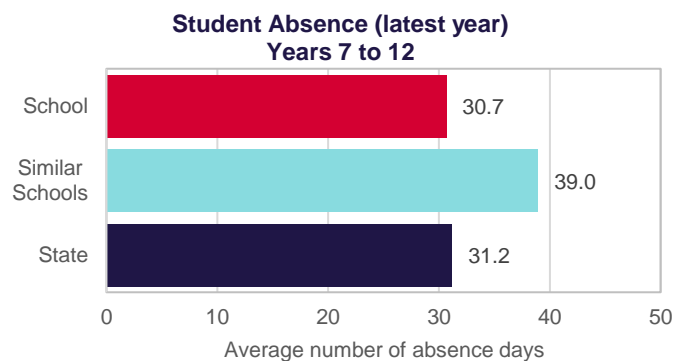
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	30.7	27.3
Similar Schools average:	39.0	34.3
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.

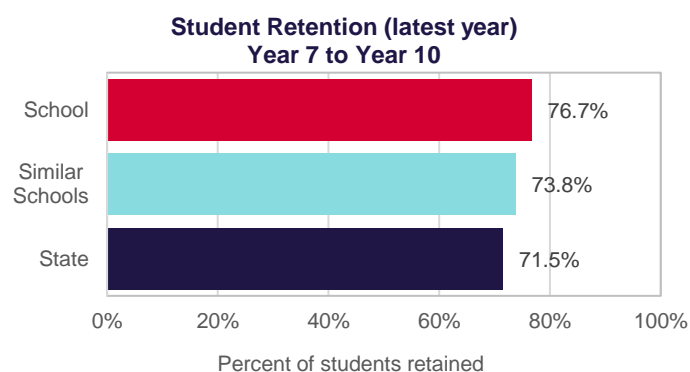
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	83%	83%	83%	83%	87%	88%

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:	76.7%	85.8%
Similar Schools average:	73.8%	74.6%
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

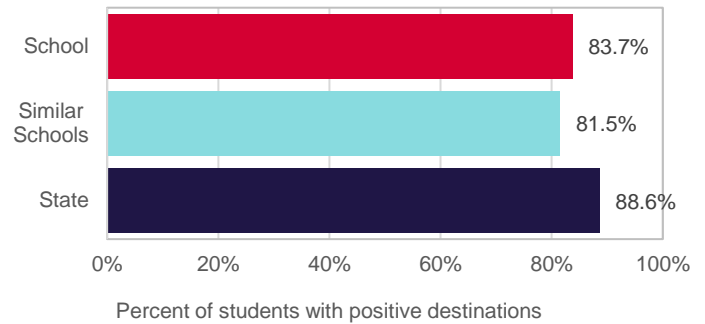
Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

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:	83.7%	89.6%
Similar Schools average:	81.5%	83.6%
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	\$5,157,492
Government Provided DET Grants	\$1,539,686
Government Grants Commonwealth	\$10,500
Government Grants State	\$10,750
Revenue Other	\$67,962
Locally Raised Funds	\$227,786
Capital Grants	\$0
Total Operating Revenue	\$7,014,176

Equity ¹	Actual
Equity (Social Disadvantage)	\$335,714
Equity (Catch Up)	\$20,555
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$356,269

Expenditure	Actual
Student Resource Package ²	\$4,952,455
Adjustments	\$0
Books & Publications	\$2,990
Camps/Excursions/Activities	\$72,721
Communication Costs	\$7,570
Consumables	\$95,662
Miscellaneous Expense ³	\$25,715
Professional Development	\$19,965
Equipment/Maintenance/Hire	\$166,374
Property Services	\$407,618
Salaries & Allowances ⁴	\$413,541
Support Services	\$236,147
Trading & Fundraising	\$67,121
Motor Vehicle Expenses	\$43,896
Travel & Subsistence	\$39
Utilities	\$73,960
Total Operating Expenditure	\$6,585,776
Net Operating Surplus/-Deficit	\$428,400
Asset Acquisitions	\$11,543

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

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$420,065
Official Account	\$41,630
Other Accounts	\$34,016
Total Funds Available	\$495,711

Financial Commitments	Actual
Operating Reserve	\$272,220
Other Recurrent Expenditure	\$18,165
Provision Accounts	\$0
Funds Received in Advance	\$168,188
School Based Programs	\$2,798
Beneficiary/Memorial Accounts	\$11,427
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,589
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$495,387

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.