

2024 Annual Report to the School Community

School Name: Yarrabing Secondary College (7500)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2025 at 03:36 PM by John Mitsinikos (Principal)

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

Attested on 22 April 2025 at 03:36 PM by John Mitsinikos (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.

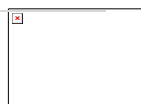
NAPLAN

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

Yarrabing Secondary College opened in Term 1 2024 and is located 29 kilometres west of Melbourne, in the suburb of Aintree.

In 2024 Yarrabing Secondary College opened to approximately 150 Year 7 students and will progressively grow by one year level thereafter. When fully established in 2029, the school will have 1500 students enrolled from Year 7 to 12. In 2025, we will have Year 7 and Year 8 students only and have a total of 380 student in both year levels.

The College has exceptional facilities designed in faculty blocks; science laboratories and kitchens, gymnasium and performing arts, technology (including trades workshops), visual arts, flexible learning spaces and general-purpose classrooms.

Our school grounds are close to planned parklands and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school.

The Student Family Occupation & Education Index is 0.3795 in 2024.

We are proud of our diversity and inclusive school community. We also strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Our chosen language for our students to learn is Japanese. We are heavily committed to providing an exceptional and extensive curriculum to our students in the area of STEAM (Science, Technology, Engineering, Arts and Mathematics), and Physical Education and Health.

In our Foundation Year of 2024, the Leadership Team of the college consisted of a Principal, 2 Assistant Principals and 1 Leading Teacher. In February of 2025, the college had 32.8 EFT Teaching Staff as well as 10.6 EFT non-teaching staff to support its programs. Our Leadership Team leads and oversees the implementation of our AIP.

The school has generated an appropriate surplus in its foundation year through its sound financial management.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher judgements in English show that our students are at similar schools. In Mathematics, Teacher judgements show that our students are above other similar schools.

Reading results in Year 7 NAPLAN in 2024 indicate that our high growth percentage is at the same level as similar schools, our medium growth is above similar schools and our low growth

percentage is also better than similar schools. In terms of our Numeracy results in 2024, they indicate that our high growth percentage is above level to similar schools, our medium growth is also above similar schools and our low growth percentage is lower than similar schools.

The College's Literacy Program in 2024 showed significant improvement for our Year 7 students when tested with effect size gains way above expectations.

The focus on teaching and learning practices continues to be at the forefront of our professional learning. Teachers of the college are AVID trained teachers using the Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) as well as High Impact Teaching Strategies (HITS) in their classes. The analysis of data supports teachers and leaders to focus on specific improvement measures across the college. Teachers continue to work in Professional Learning Teams (PLTs) to improve their lesson planning and delivery.

In 2024 we focussed to improve our student learning outcomes through the following initiatives and strategies by:

- Professional Learning Teams (PLTs) meeting regularly to help focus on the documentation and delivery of lessons using the GANAG template, formative assessment practices and both the WICOR and HITS strategies.
- Regular monitoring and support for staff in the delivery of the Literacy Program.
- Numeracy teams continuing to meet and work on curriculum documentation and an effective and consistent learning approach in year 7 classes.
- Using a range of data from our assessments to inform teacher practice.

Wellbeing

The Student Attitudes to School Survey data in our Foundation year is substantial better than similar schools. Although we know we can further improve, our students' data on their sense of connectedness to the college and their data on the way that we manage bullying is very complimentary to the college.

We continue focus our work to further improve these results through various initiatives that help build better connection with the students and other members of the college community. The implementation of SWPB framework will further support the improvement of student learning confidence. Our work with the Resilience Project is guiding our focus to deliver emotionally engaging programs that provides evidence-based, practical wellbeing strategies to build resilience in our students.

Already in its first year and a term, the college has begun developing an effective team to support its students. A Leading Teacher will be appointed shortly with the responsibility to lead, oversee, and manage the work of the college's Student Support Services staff. Presently, this team comprises a Student Wellbeing Officer and Wellbeing Support staff, School Health Nurse, Disability Inclusion Coordinator, and Careers. Further additions to this Team will made as the College grows to its maximum student capacity.

The focus on pathway counselling has already begun with careers education introduced to our Year 7 & 8 curriculum.

Our diverse whole school curriculum has already improved students' general attitude to their learning and building their aspirations. The continued focus on supporting and monitoring our students within an effective Year 7 & 8 Coordination Team, and through mentoring and structured Student Success lessons, has helped frame the importance of creativity, study and work habits curriculum.

We continue to develop stronger links in the wider community, including long-term connections with primary schools to strengthen our Year 6 to Year 7 transition programs.

Engagement

Student attendance rate at the college in its first year has shown that it is above similar schools and slightly better than the state mean for all schools.

Our staff are using the "ready to learn" protocols, to support all students in being well prepared, punctual and showing a positive attitude. Data analysis and specific actions to help improve differentiation in the classes, have been the work of PLTs.

In our Foundation year, the college has been using the School Wide Positive Behaviour (SWPB) framework and has introduced the agreed School Wide Positive Behaviour Matrix to guide its implementation. Our vision and values, has impacted the work of our SWPB framework matrix for both students and staff.

The Student Leadership Program and Student Voice continues to be developed, enhanced and expanded. Our lunchtime homework support program has continued to support students in their learning and has helped them with their organization and study habits.

In 2025, to further support our students, we will:

- Continue to embed and support the Year Level Coordination teams with each team allocated further resources to support proactive approaches to student engagement and management.
- Implement positive approaches to building student behaviours according to our agreed values.
- Expand the Student Voice program by adding more student leaders into our committees.
- Continue to coach individual teachers to further develop a collaborative and positive learning environment using effective and high impact teaching strategies.
- Document plans using the GANAG template and WICOR and HITS strategies. All teachers will receive feedback and support through their teams in meetings and classroom observations.
- Enhance the use of COMPASS to support more accurate attendance data.
- Consolidate the Student Success Program by using WICOR. We will continue with Homework Club, Victorian High Ability Program lessons, and planned tutor sessions for all students.

Other highlights from the school year

Our first year of operation, 2024 commenced smoothly with the enthusiasm and energy of both students and staff evident throughout. We were able to offer a diverse array of new subjects and implement our innovative teaching and learning model within a manageable cohort. The College in its foundation year also placed a high emphasis on its diverse extracurricular activities.

The Official Opening of our School Event in February of this year also provided an important opportunity for the broader school community to gather and celebrate.

Strong positive relationships are at the core of success in schools and this is one area that we worked on with great focus. We are proud of the great sense of belonging and connectiveness that our students now have already.

Significant curriculum development was undertaken in 2024, ensuring we uphold our school value of high expectations by challenging all students in their learning.

There are certainly exciting times ahead for our school. We hope that 2024 will be remembered as a year that great work began at Yarrabing Secondary College; work that will ultimately enable us to become one of the Education Department's great schools.

Financial performance

In its Foundation Year, the college maintained a positive financial performance and is in a sound financial position at the end of the 2024 school year.

Of the financial position achieved, most of the money reserved is for classroom equipment as part of the new school establishment grant. A portion of this money is also reserved for the School Savings Bonus Fund and Camps, Sport & Excursion Fund.

The college did receive some equity funding. This money was spent in providing support programs and additional help over the year.

This position and the financial commitments that have been made, indicate that the college is in a strong position to support all of the improvement initiatives that have been identified in our 2025 Annual Implementation Plan.

**For more detailed information regarding our school please visit our website at
<https://yarrabing.sc.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 150 students were enrolled at this school in 2024, 64 female and 86 male.

55 percent of students had English as an additional language and 0 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).

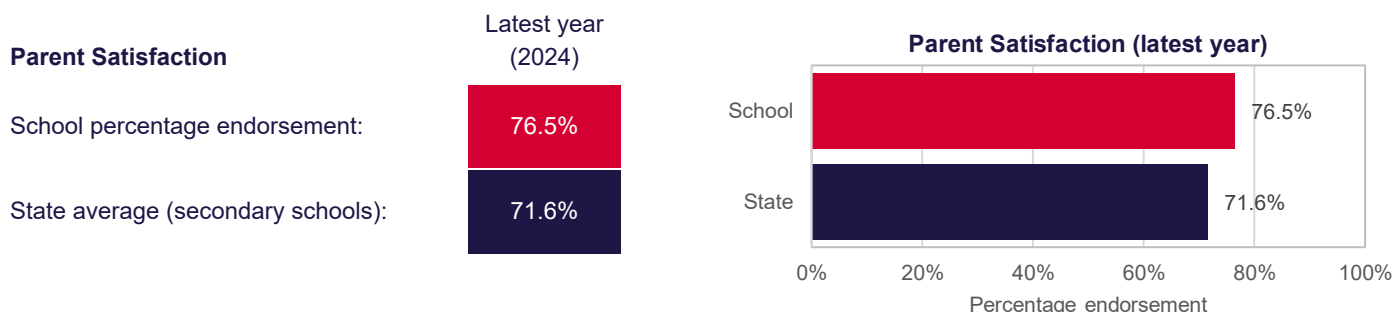
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

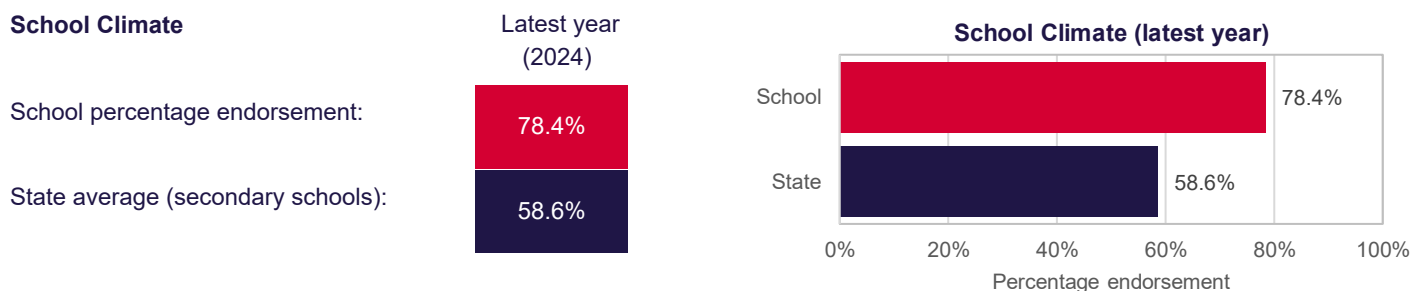


School Staff Survey

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.

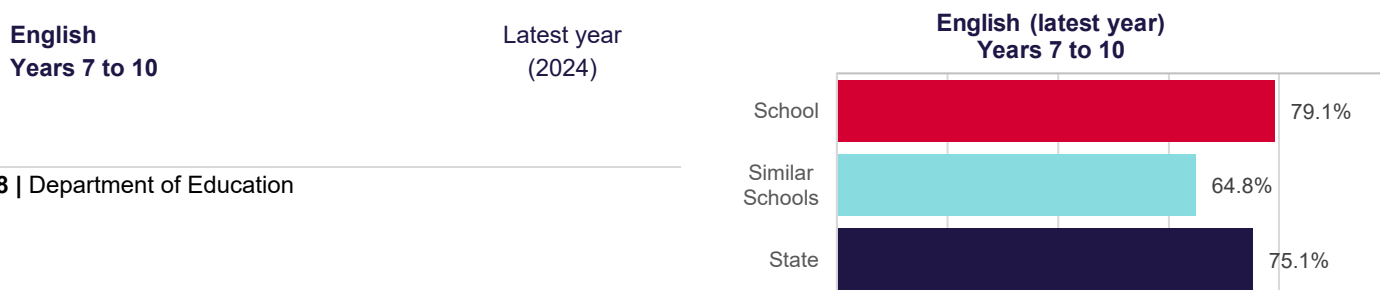


LEARNING

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.

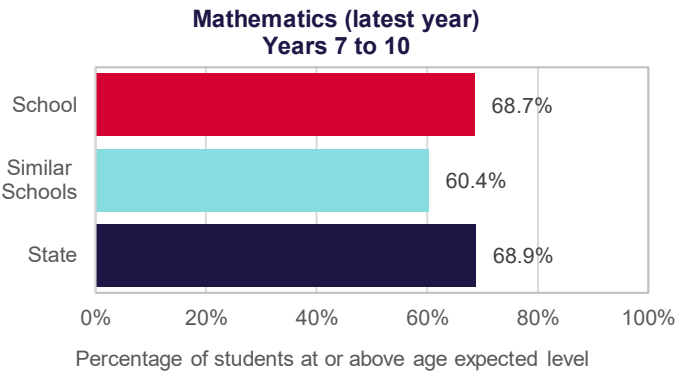
Teacher Judgement of student achievement against the Victorian Curriculum

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



School percentage of students at or above age expected standards:	79.1%
Similar Schools average:	64.8%
State average:	75.1%

Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	68.7%
Similar Schools average:	60.4%
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.

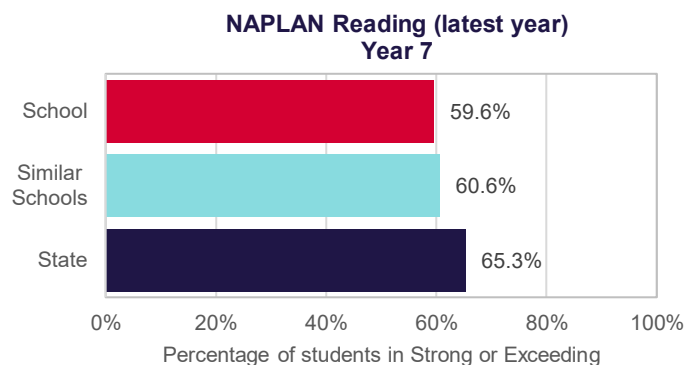
NAPLAN

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.

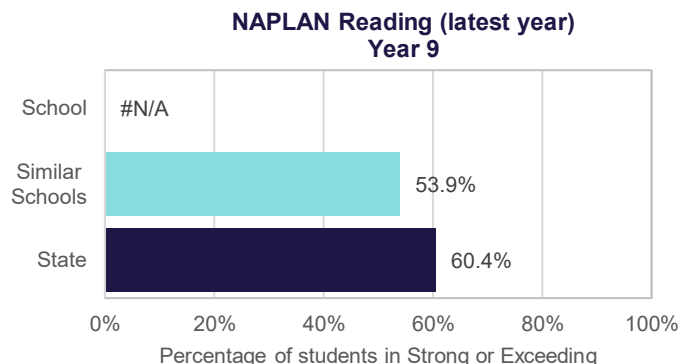
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.6%	59.6%
Similar Schools average:	60.6%	60.8%
State average:	65.3%	65.7%



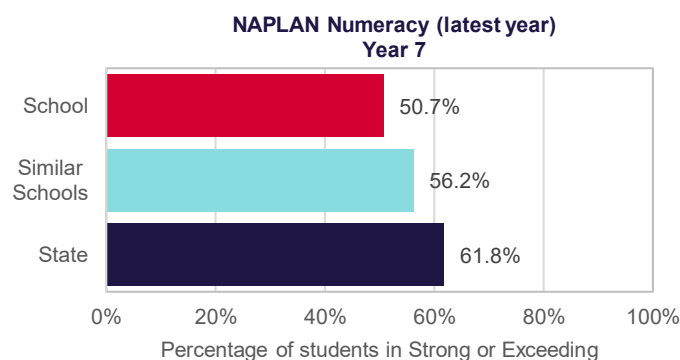
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	53.9%	54.0%
State average:	60.4%	60.2%



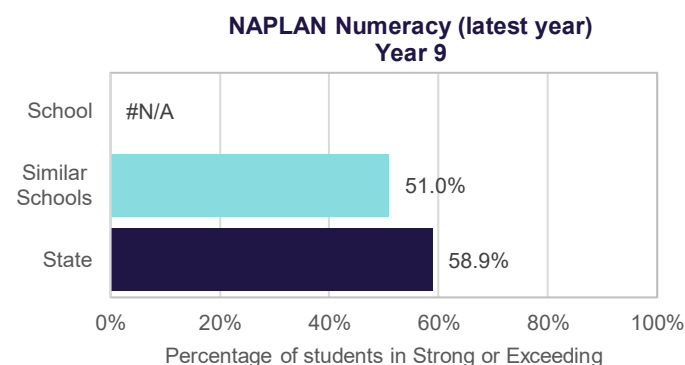
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.7%	50.7%
Similar Schools average:	56.2%	56.5%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDA	NDA
Similar Schools average:	51.0%	51.4%
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:

NDA

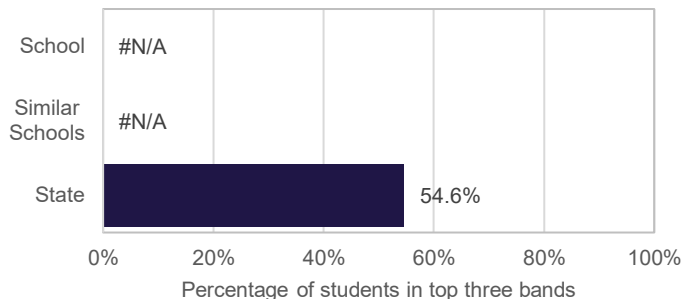
Similar Schools average:

NDA

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

NDA

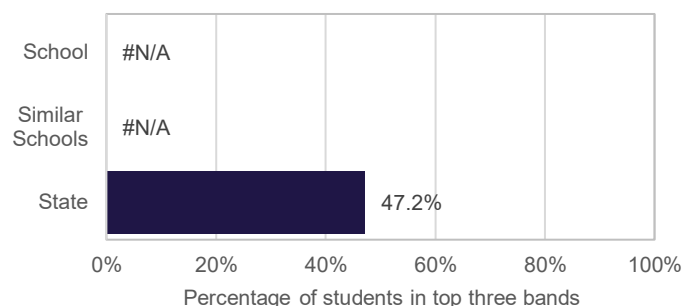
Similar Schools average:

NDA

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

NDA

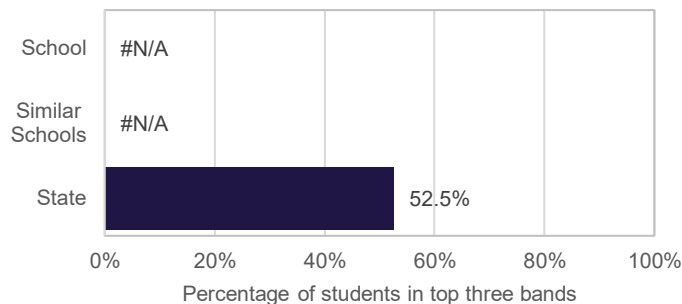
Similar Schools average:

NDA

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

NDA

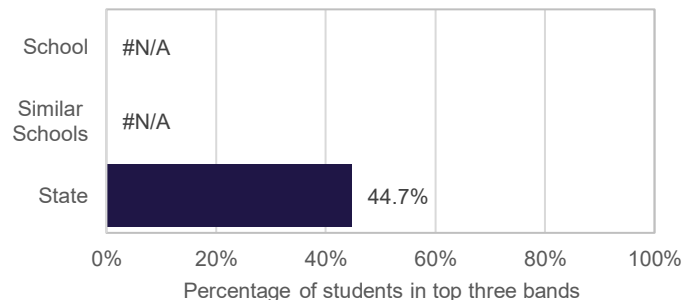
Similar Schools average:

NDA

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

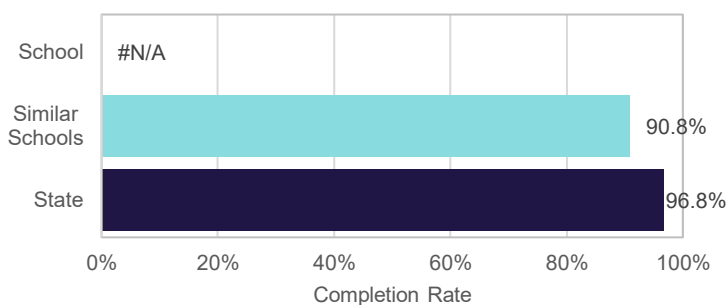
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

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:	NDA	NDA
Similar Schools completion rate:	90.8%	95.4%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

NDA

Number of students awarded the VCE Vocational Major

NDA

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:

NDA

Percentage VET units of competence satisfactorily completed in 2024:

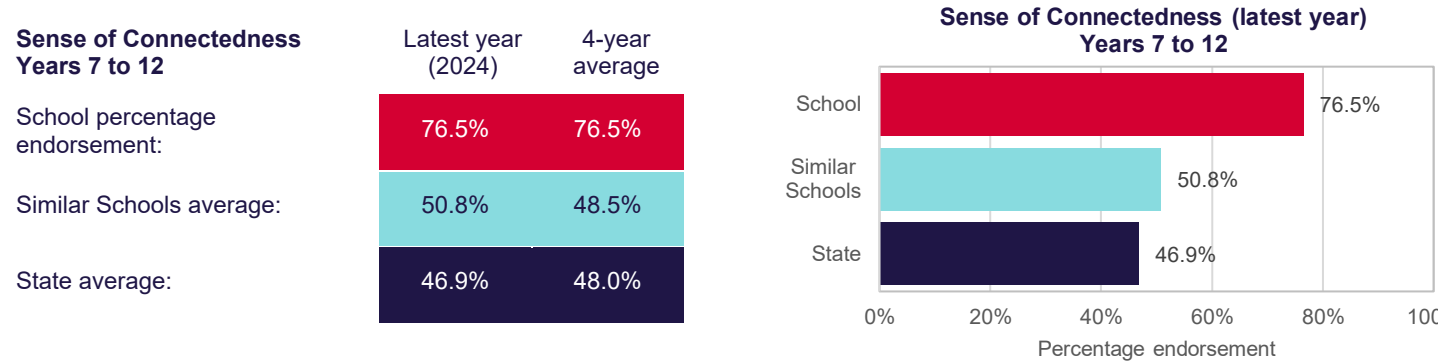
NDA

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.*

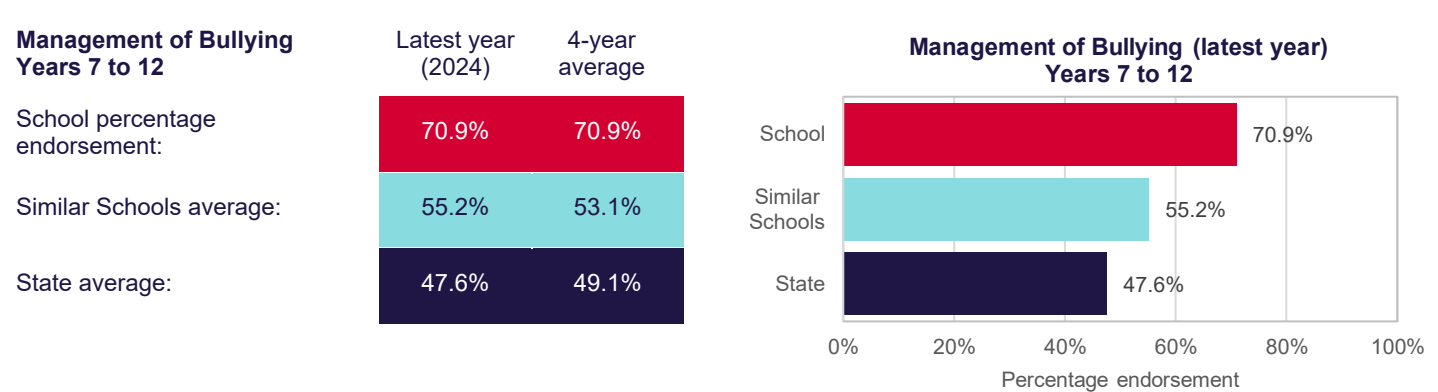
Student Attitudes to School – Sense of Connectedness

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).



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).



ENGAGEMENT

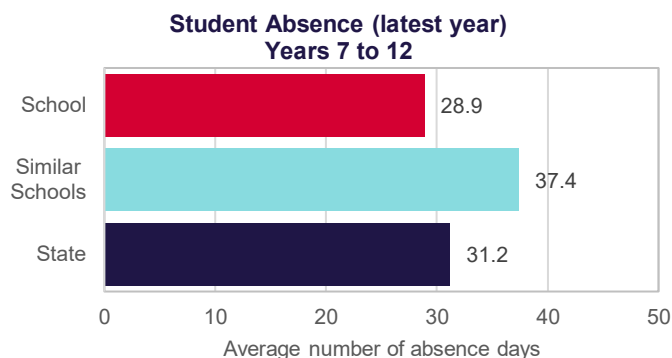
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	28.9	28.9
Similar Schools average:	37.4	33.6
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.

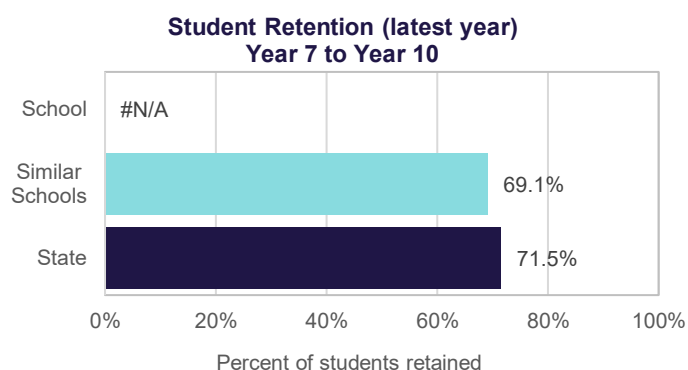
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	NDA	NDA	NDA	NDA	NDA

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:	NDA	NDA
Similar Schools average:	69.1%	69.0%
State average:	71.5%	73.2%



ENGAGEMENT (continued)

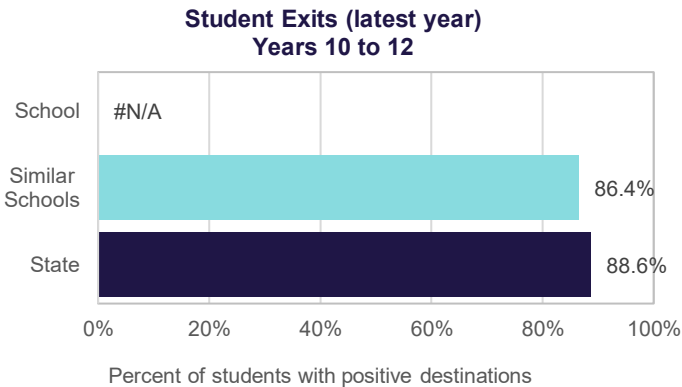
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	NDA
Similar Schools average:	86.4%	87.6%
State average:	88.6%	89.5%



FINANCIAL PERFORMANCE AND POSITION

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

Revenue	Actual
Student Resource Package	\$2,665,167
Government Provided DET Grants	\$1,037,610
Government Grants Commonwealth	\$7,508
Government Grants State	\$0
Revenue Other	\$35,763
Locally Raised Funds	\$34,723
Capital Grants	\$0
Total Operating Revenue	\$3,780,770

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$12,723
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,723

Expenditure	Actual
Student Resource Package ²	\$2,770,081
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,717
Communication Costs	\$3,201
Consumables	\$56,248
Miscellaneous Expense ³	\$59,442
Professional Development	\$4,240
Equipment/Maintenance/Hire	\$72,727
Property Services	\$18,825
Salaries & Allowances ⁴	\$26,543
Support Services	\$5,650
Trading & Fundraising	\$315
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$45
Utilities	\$49,176
Total Operating Expenditure	\$3,077,209
Net Operating Surplus/-Deficit	\$703,561
Asset Acquisitions	\$34,744

- (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 12 Mar 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$920,415
Official Account	\$10,318
Other Accounts	\$0
Total Funds Available	\$930,733

Financial Commitments	Actual
Operating Reserve	\$56,487
Other Recurrent Expenditure	\$39,347
Provision Accounts	\$0
Funds Received in Advance	\$160,460
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$487,600
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	\$743,894

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.

