

# 2024 Annual Report to the School Community

School Name: Mullauna Secondary College (8744)



- 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 11:02 AM by Harald Ruff (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 11:02 AM by Harald Ruff (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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.

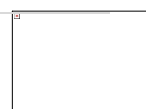
### NAPLAN

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

Mullauna Secondary College is a co-educational, Year 7–12 state secondary college located in Mitcham. We are committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna Secondary College is committed to child safety; all members of the Mullauna Secondary College community are reminded of and required to observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.

Our college motto, *Success through learning together*, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful. We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of learning, wellbeing and engagement outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.

Our vision for our students is that they will model our college values of ‘*Curiosity, Courage & Community*’, and thus grow to be courageous, respectful and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their community. The Mullauna Secondary College Vision for Learning & Teaching is ‘*We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities.*’ This will be achieved through the implementation of the Mullauna Secondary College Instructional Model, which underpins our pedagogical practice, and sets clear expectations for learning and teaching practices for our staff, students and parents. It guides staff in implementing more consistent, responsive, high quality and innovative curriculum and programs.

The college operates in two sub-schools, Junior and Senior, the Senior School being led by a Leading Teacher guiding the work of the expanded team of three Year Level Coordinators. In the Junior School, Mullauna Secondary College has an engaging curriculum that includes core, elective and inter-disciplinary programs: Challenge at Year 7 and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 9. The Senior School structure promotes the acceleration (advanced placement) of Year 10 students into one or more VCE Studies (including VET). Senior School students undertake an academic VCE or the VCE Vocational Major (VCE VM), both with access offered in VET subjects through the Mullum cluster. Thus, all students have access to a successful future pathway. The college offers a long-established International Students Program with homestay placements, specialist English as an Additional Language teachers and tutors both in class time and after school.

The student enrolment grew in 2024 with 602 students and a gender mix of slightly more boys (317) than girls (283). There are 19% of students with English as an Additional Language (EAL) background and 17 students (3%) from an Aboriginal or Torres Strait Islander background. The number of international students enrolled increased over the year to 31 students onsite and one at

a language centre. Current enrolment applications suggest we will have over 35 international students by the end of 2025.

The socio-economic profile of the school, based on the school's Student Family Occupation & Education index (SFOE) remained in the Low - Medium band in 2024. This continued steady trend of a decrease in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The Parent, Caregiver and Guardian Opinion Survey (PCGOS) continued to reflect strong parent satisfaction and endorsement of the college and our programs, with Parent Satisfaction School percent endorsement at 85.8%, fourteen percent higher than the State average. The response rate was also higher again.

The annual School Staff Survey (SSS) returned a similarly pleasing School Climate percent endorsement of 74.8%, a tiny increase on 2023's 74.7%, and well above the State average of 58.5%. It is pleasing to add that the School Staff Survey response rate had increased to over 95%, up on the already high 91% in 2023.

In 2024, the college employed 69 equivalent full time staff: 38 teachers, five (5) Leading Teachers, two (2) Learning Specialists, three (3) Principal Class Officers and 21 Education Support (ES) staff in various roles, including the Business Manager, Administration staff, Disability Inclusion, International Student Program leader, Head Start Coordinator, Library Technician, Laboratory Technician, and Food Technology Assistant.

Progress towards strategic goals, student outcomes and student engagement

Learning

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the HIGH performance group, student outcomes are high across a range of learning and wellbeing measures. This categorised the school's performance and improvement in the top 14 of our Similar Schools group of 31. The data from 2024 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Learning & Teaching School Improvement Team (SIT), we continue to experience some clear successes. Notably, the 2024 School Performance Report placed Mullauna's overall performance in Learning in the High category. Highlights include:

- 75% of students in Strong or Exceeding NAPLAN Reading (Year 9), above Similar Schools
- 81% of students with High or Medium relative growth (Year 7 to 9) NAPLAN Reading, above Similar Schools
- 85% of students with High or Medium relative growth (Year 7 to 9) NAPLAN Numeracy, well above Similar Schools

- A mean VCE English score (study group) of 32.6 (2023), well above Similar Schools

Teacher Judgements of student achievement against the Victorian Curriculum standards in Years 7-10 continue to present an issue to tackle. The percentage of students rated 'at or above standard' for English declined slightly from 83.3% to 82.2% (continuing a downward trend) which is below the Similar Schools rating of 83.7% but above the State average of 75.1%. For Numeracy, the percentage rated 'at or above standard' by the teaching staff also declined, from 78.8% in 2023 to 72.9%. This is also below Similar Schools at 78.4% but still above State at 68.9%.

The NAPLAN data now includes a two-year average and reflects an interesting trend for the college to monitor and respond to, especially for the cohort at Year 7 in 2024. The School percentage of Year 7 Students in the Strong or Exceeding rating in both Reading and Numeracy, while still above State, was lower than Similar Schools. However, the rating for percentage of Year 9 Students in the Strong or Exceeding rating was above Similar Schools and well above State. Strategies employed included the appointment of a *Leading Teacher – Head of Numeracy* as part of a new Numeracy Improvement Strategy; increases to the curriculum time allocations for English and Mathematics in the Junior School as well as in Year 10 (the Wednesday Period 5 block); and a focus on instructional practice in terms of the Narrative & Pace component of our Instructional Model and the Department's High Impact Teaching Strategies.

In July 2024, we added a *Leading Teacher – Head of Literacy* to our Leadership Team.

A point of celebration and pride were the VCE cohort's outcomes for 2024, matching and even surpassing the efforts of 2023, by again achieving a median study score of 31, but also a school mean study score of 31. Achieving the school mean study score of 30 by 2026 is a target in our current School Strategic Plan. The school also saw an increase in 40+ study scores and a Dux at 99.2 ATAR.

The VCE completion rate also jumped to 94.8% from 86.8%, back above our four-year average of 94.8%. We still sit below both Similar Schools at 97.4% and State at 96.8% but are trending in the right direction. School strategies regarding VCE included a focus on making effective use of data and understanding VCE processes, presented by our *Learning Specialist – Data & Improvement*, and the newly appointed *Leading Teacher – Head of Senior School*.

## Wellbeing

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the HIGH performance group, student outcomes are high across a range of learning and wellbeing measures. This categorised the school's performance and improvement for Wellbeing in the top 8 of our Similar Schools group of 31. The data from 2024 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Wellbeing & Engagement School Improvement Team (SIT), we continue to

experience some clear successes. Notably, the 2024 School Performance Report placed Mullauna's overall performance in Wellbeing in the High category. Highlights include:

- all factors rated as at least 'above' Similar Schools;
- an improving attendance rate;
- 56% positive endorsement in Managing bullying (Years 7-12) – rated as 'well above' Similar Schools;
- 56% positive endorsement in School connectedness (Years 7-12) – rated as 'well above' Similar Schools.

Student Wellbeing data is gathered through the Student Attitudes to School Survey (AtoSS). A focus on student wellbeing remains a core component of our Annual Implementation Plans, and we are very pleased with the students' view of our college programs. The Years 7 to 12 Sense of Connectedness component received a school percent endorsement of 55.7%, an improvement on 2023's 53.1%, above our four-year average at 53.3%, and 11% higher than Similar Schools at 44.2%, which interestingly fell below even the State on 46.9%. We continue to focus on Connectedness strategies like camps, Year 9 SkillZ, whole-school sports carnivals and events, SRC fund-raising activities etc. 2024 also saw us commence a pilot of Year Level Coordinator looping, i.e. the YLC moving up a level with their cohort to build on their connection with and understanding of their students.

The school percent endorsement of Management of Bullying across Years 7 to 12 was similarly positive, achieving a rating of 55.5%. Unfortunately, this is still trending down on previous years (58.5% in 2023 and previously over 60%), but still well above Similar Schools at 45.9% and State at 47.6%; thus, we continue to buck the trend that saw Similar Schools' averages drop below the state average. This is a vindication of our strong and consistent application of processes and our renewed focus on clear and high expectations.

## Engagement

Engagement data is based on Year 7-12 Student Absence, Year 7-12 Student Attendance and Year 7-10 Student Retention data. Our Student Absence data was again affected by the lingering challenges that post-pandemic learning presented for many students, as well as our college community's ongoing strong support for keeping ill children home.

The Average Number of Student Absence Days decreased slightly from 25.3 in 2023 to 24.4 in 2024, and this has seen our four-year average rise from 18.8 in 2023 to 22.4 in 2024. These outcomes are lower than Similar Schools on 27.7 (24 the four-year average) and State on 31.2. We continue to put steps in place to improve the situation, with a targeted program undertaken by the Wellbeing Team, proactive follow-up by the Junior and Senior Sub-School teams of Year Level Coordinators, and additional support to the Sub-School teams being provided by a dedicated Attendance Officer in the Administration team.



The Attendance Rate ranged from a low of 84% in Year 9 (the same cohort recorded the lowest rate in 2023), through to a high of 90% at Year 12, a clear improvement on 2023's Year 12s' rate of 86%. This outcome is disappointing in that no year level was over 90% and we will continue to work towards this aim. There is no doubt that our attendance data continues to be affected by a change in community views of school attendance, along with a small but significant group of students who particularly struggled to re-engage and/or persist in learning due to the impact of mental health issues, identifying and securing suitable pathways, and the still-limited work experience / placement options.

Student Retention measures the percentage of Year 7 students who remain at school through to Year 10. Our School percentage of students retained was 82.8%, a marked increase on 2023's 75.6%, and well above Similar Schools at 74.3% (a slight decline) and State at 71.5% (also a slight decline). This is a pleasing outcome considering the challenges of the past four years and the outcomes of attendance described above. Also pleasing was that a target of our School Strategic Plan, to lift retention from Year 11 to 12 was also finally achieved. We aimed to increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 (actually 75.4) percent (2021), achieving 80.35 in 2023, and now 85.7% in 2024.

Student Exits Years 10 to 12 measures the percentage of students from Years 10 to 12 going on to further studies or full-time employment. Our school percentage of such students was disappointing in 2023, dropping to 86.1% from 2022's high of 96.6%. In 2024, we rebounded to 92.2%, placing us back above Similar Schools on 91.9% and the State average of 88.6%. We remain hopeful that a number of new or recent strategies, like the opportunity for greater subject choice in the Senior School, including the introduction of VCE Computing, Year 10 and VCE Literature and Specialist Mathematics; an expanded Advanced Placement program at Year 10 including VET; and the continuation of the new VCE Vocational Major and its growing reputation as a viable alternative (including School-Based Apprenticeships & Training or SBAT) will improve school retention and also enhance pathways to further study or gainful employment.

## Other highlights from the school year

2024 again saw the usual broad range of college highlights to be celebrated, along with the development and introduction of a range of programs and extension opportunities for our students, staff and families. We wish to highlight the following:

- The opening of our new F Wing Learning Centre, commencement of our Marrung Art Project for the new building, and completion of the design of the Stage 2 STEM building.
- Holding the first annual combined Welcome to Country and Smoking Ceremony assembly with our neighbours 'from over the fence', Mitcham Primary School. And adding a large gate to the fence!
- An increase in enrolments, including over 100 Year 7 students, and over 30 International Students, to over 600 total enrolments.
- Setting a new public face of the school, with a revamp of our website, updating our 'wonder wall' in the foyer (ongoing), college grounds and facilities and our college name as Mullauna Secondary College – Mitcham.



- Supporting college programs through increased staffing, including an ES 1-4 Disability & Inclusion Leader, expanded ES Administration team with a focus on Attendance, additional ES Inclusion Aides, and additional TLI tutor support.
- Appointing two new Leading Teachers: the Head of Senior School and the Head of Literacy (the latter six months early at the mid-year).
- Building a strong Senior School team, including the Careers & pathways Leader, led by the new Leading Teacher, to set a new culture of high expectations for all students. Alongside this, we made improvements to the senior school student spaces and staff office and successfully trialled the concept of YLC looping where the Year level Coordinator (YLC) follows their cohort up to the next level.
- Further embedding our staff learning culture through a targeted PLC program and setting an 18-month target of focussing on Differentiation and Communication (introducing MS Teams and OneNote for collaboration, documentation and student learning).
- Trialling access to two VCE Advanced Placement subjects for high ability Year 10 students, while broadening Year 10 elective options by removing core subject restrictions.
- Running the Year 12 VCE Vocational Major for the first time, and an overall increase of student selection in senior Science subjects.
- Gaining a Whitehorse School Focus Youth Service grant to run the Youth Mental Health First Aid Course for all Year 10 students.
- Gaining a Mitcham Rotary grant to allow all Year 10 and 11 students to attend the RYDA safe driver program.
- The Year 10 Central Tour ran, as did the new Year 8 camp at 'the Summit', and the VCE students engaged in the presentation Ball.
- The first full year of activities by our Parent & Community Association (P&CA), including the highly successful Comedy for a Cause night.
- Our 2024 School Performance Report reflecting our work through the achievement of a 'high' rating for both categories, Learning and Wellbeing.
- And of course, our wonderful students' outstanding results, including:
  - o Our first 99+ Dux for several years
  - o Another 31 median study score
  - o Outstanding Visual Arts outcomes, including one student in Top Arts and another in Top Designs.

## Financial performance

All funds received from the Department of Education, or raised locally by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes (both Learning and Wellbeing) and other operational needs of our school consistent with Department policies, School Council approvals and the intent / purposes for which funding was provided or raised. The college's Leadership Team continues to undertake ongoing, focussed review to ensure funds for targeted programs were used to directly support those programs, for

example in the Disability Inclusion (DI), the International Student Program (ISP), or the English as an Additional Language (EAL) program.

The Mullauna Secondary College Total Operating Revenue for 2024 was \$9,264,650 and the Total Operating Expenditure was \$9,525,830. The Net Operating Deficit of \$261,179 was inflated in part by the strategic appointment of a new substantive *Leading Teacher – Head of Senior School* and also a *Leading Teacher – Head of Literacy* to aid our Literacy improvement strategy, along with additional Education Support staff (ES) Inclusion Aides to support students and teachers in classrooms, an extra day of ES Laboratory Technician time (bringing it to 1.0 equivalent) and an additional 0.6 of ES to expand administrative support in our General Office. A further expenditure challenge for the college was our continued determination to run small classes that are critical to senior students' pathways plans e.g. Physics. Additional funding sources, such as the Equity (Social Disadvantage and Catch Up) funding, remains limited due to the low Student Family Occupation and Student Family Occupation & Education index of the college's community.

Locally Raised Funds offer the college an opportunity to secure additional resources to defray the deficit, especially the contracts with NABA (Nunawading Amateur Basketball Association) and the Tinkabell Early Learning Centre, as does the growing International Student Program enrolment, and the increasing interest in the college generally, with a steady stream of enrolment enquiries over the 2024 school year and increased enrolment applications for Year 7 in 2025. A highlight for this year was the first financial contribution made through the fundraising activities of the *Mullauna Secondary College Parent & Community Association (MSC P&CA)*. The college will continue to maintain a strong financial position through prudent financial management of our financial reserves, along with ongoing judicious management of our workforce and expenditure. Disappointing to note is the insignificant funding received from the Commonwealth Government, in contrast to that received by the private systems.

**For more detailed information regarding our school please visit our website at  
<https://mullauna.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 602 students were enrolled at this school in 2024, 283 female and 317 male.

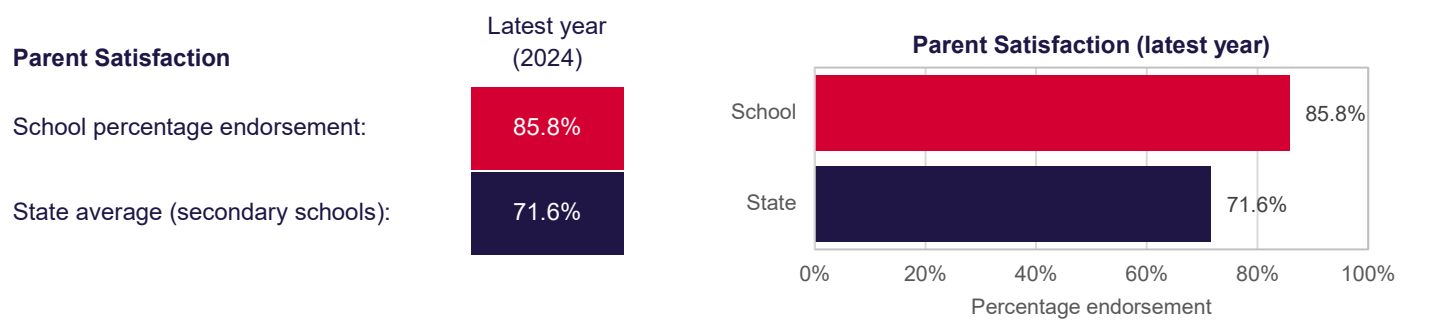
19 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: **Low - Medium**

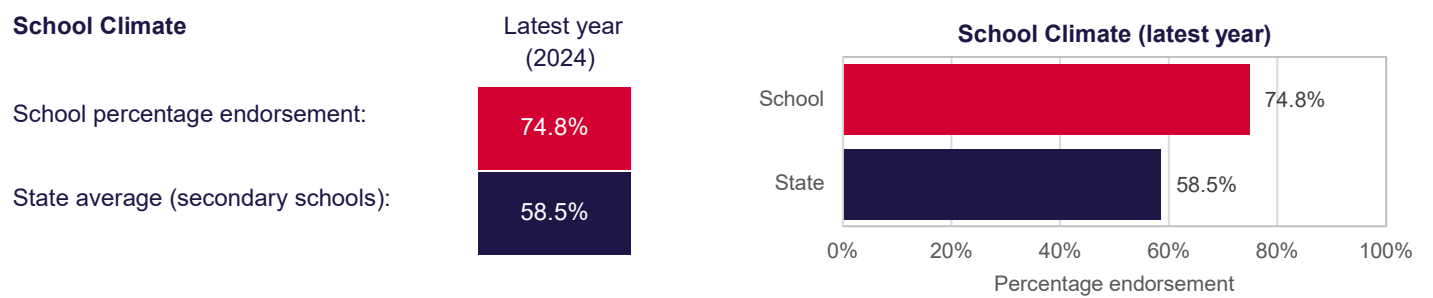
Parent Satisfaction Summary

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.

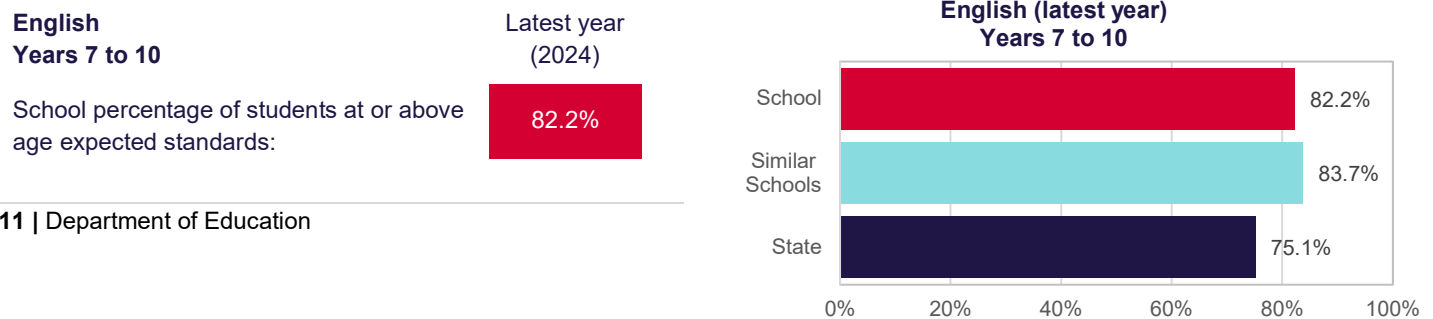


LEARNING

**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.

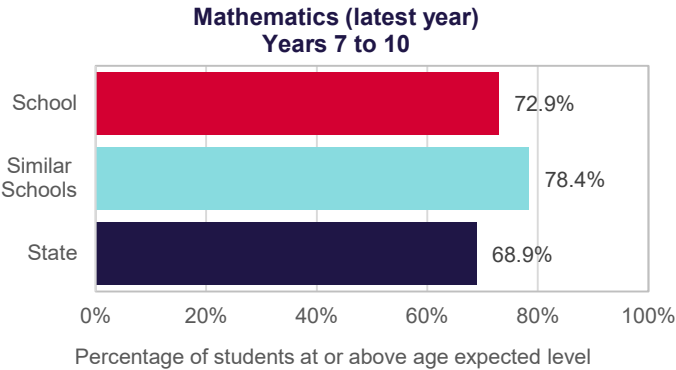
Teacher Judgement of student achievement against the Victorian Curriculum

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



Similar Schools average:	83.7%
State average:	75.1%

<b>Mathematics</b> <b>Years 7 to 10</b>	Latest year (2024)
School percentage of students at or above age expected standards:	72.9%
Similar Schools average:	78.4%
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.

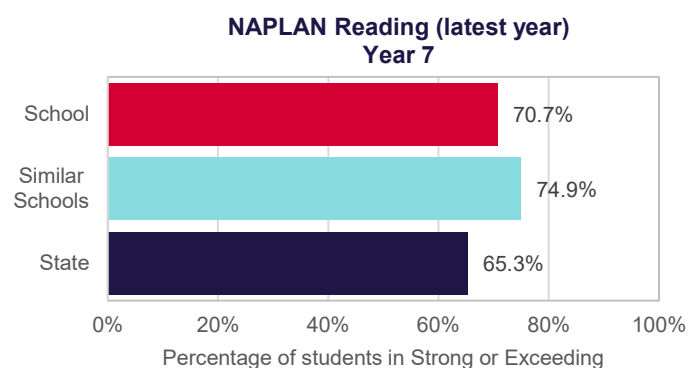
### NAPLAN

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.

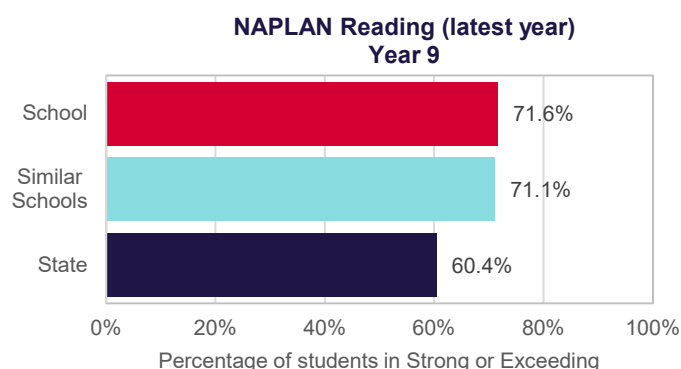
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	73.5%
Similar Schools average:	74.9%	75.1%
State average:	65.3%	65.7%



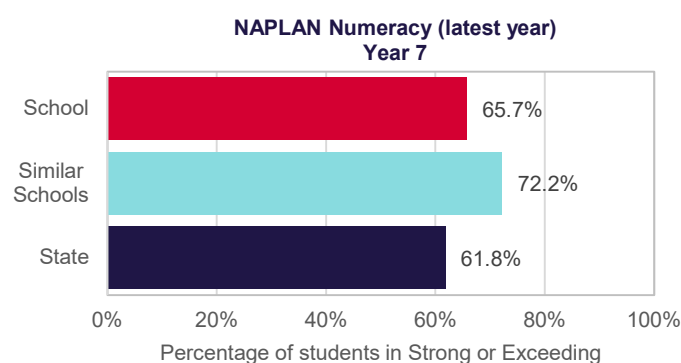
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.6%	70.9%
Similar Schools average:	71.1%	70.1%
State average:	60.4%	60.2%



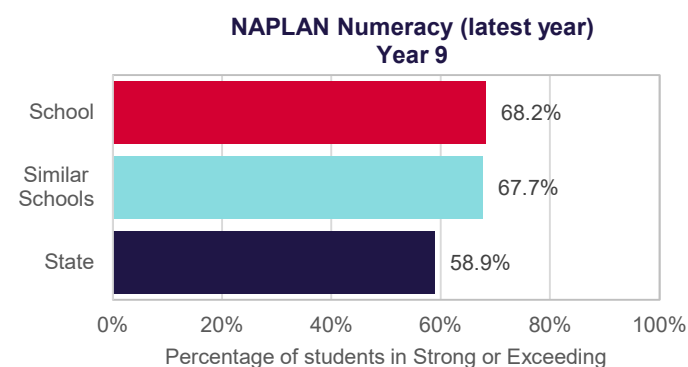
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.7%	71.7%
Similar Schools average:	72.2%	72.1%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	69.4%
Similar Schools average:	67.7%	68.1%
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:

66.3%

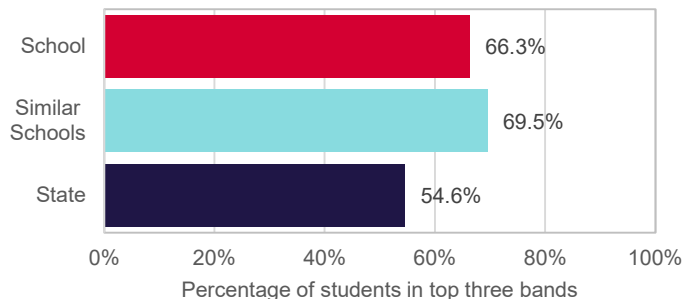
Similar Schools average:

69.5%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

55.8%

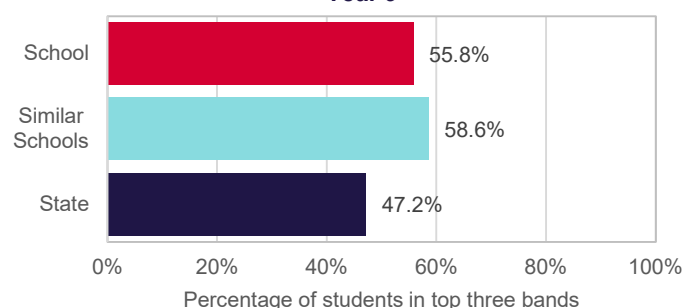
Similar Schools average:

58.6%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

67.1%

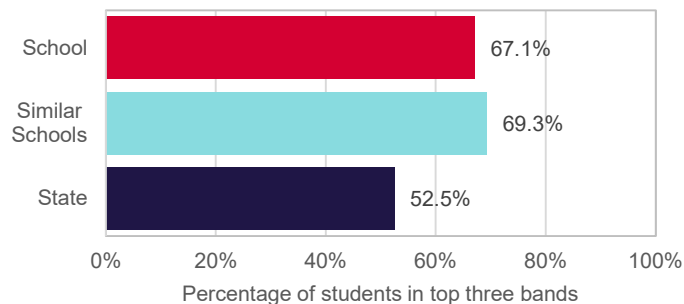
Similar Schools average:

69.3%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

57.8%

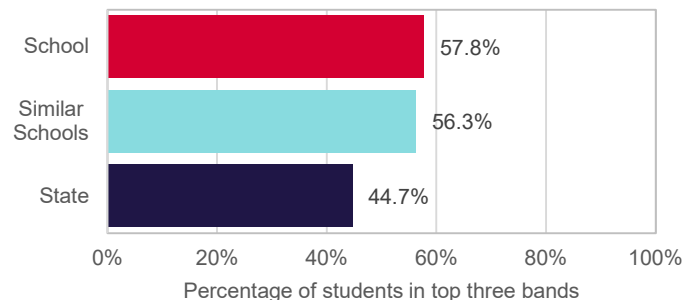
Similar Schools average:

56.3%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

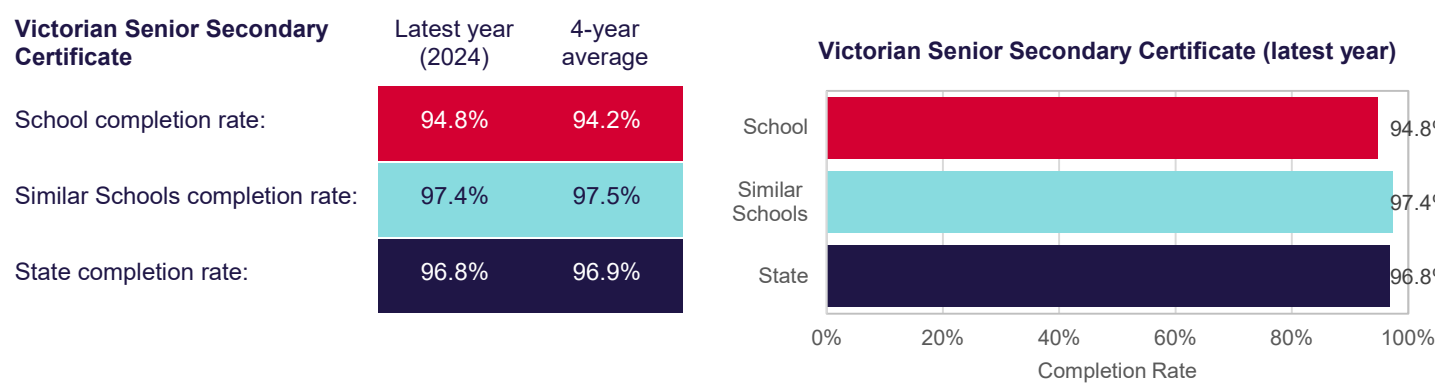


LEARNING (continued)

**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.



Mean study score from all VCE subjects:	30.9
Number of students awarded the VCE Vocational Major	7
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:	17%
Percentage VET units of competence satisfactorily completed in 2024:	78%



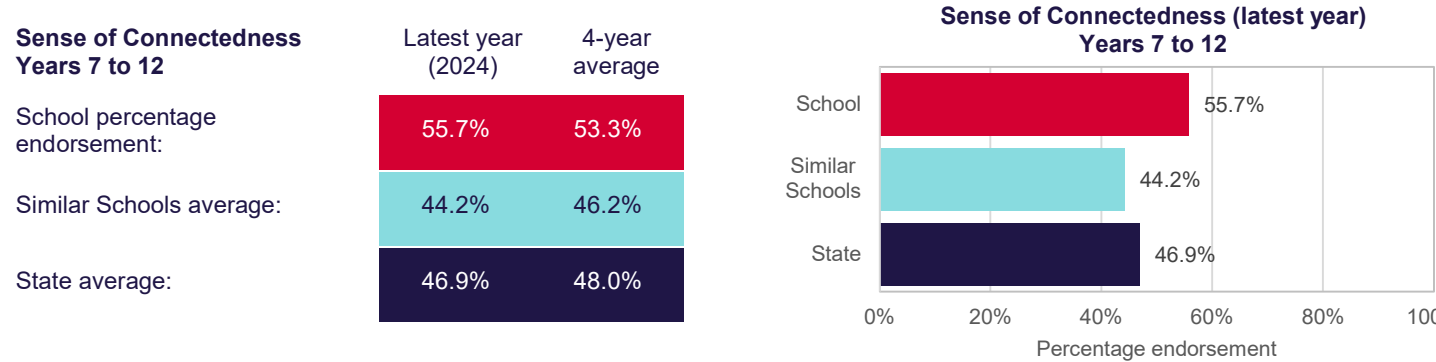


WELLBEING

**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.

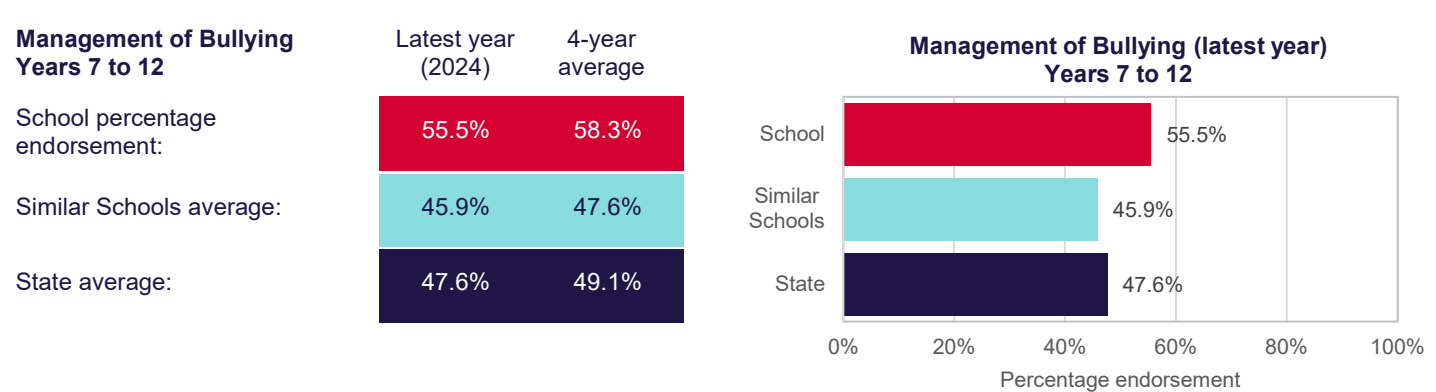
Student Attitudes to School – Sense of Connectedness

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).

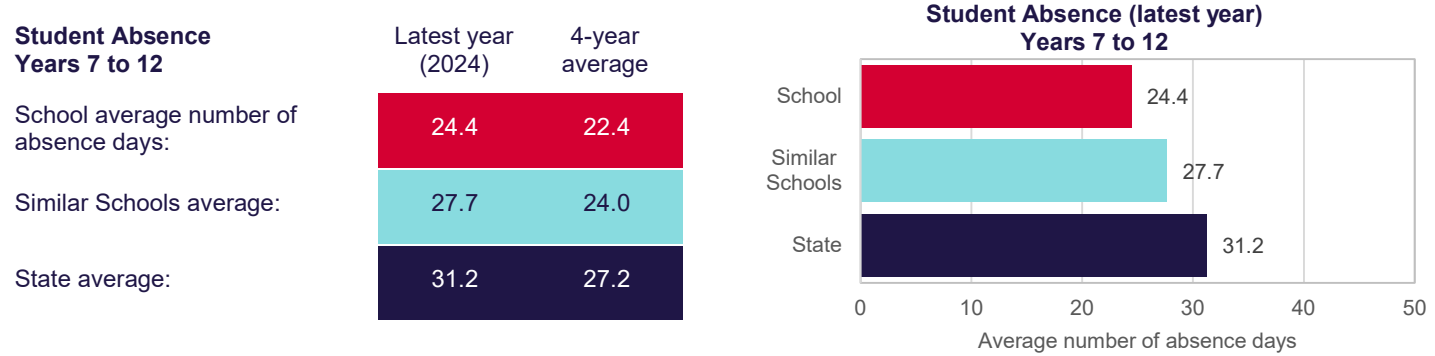


ENGAGEMENT

**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.



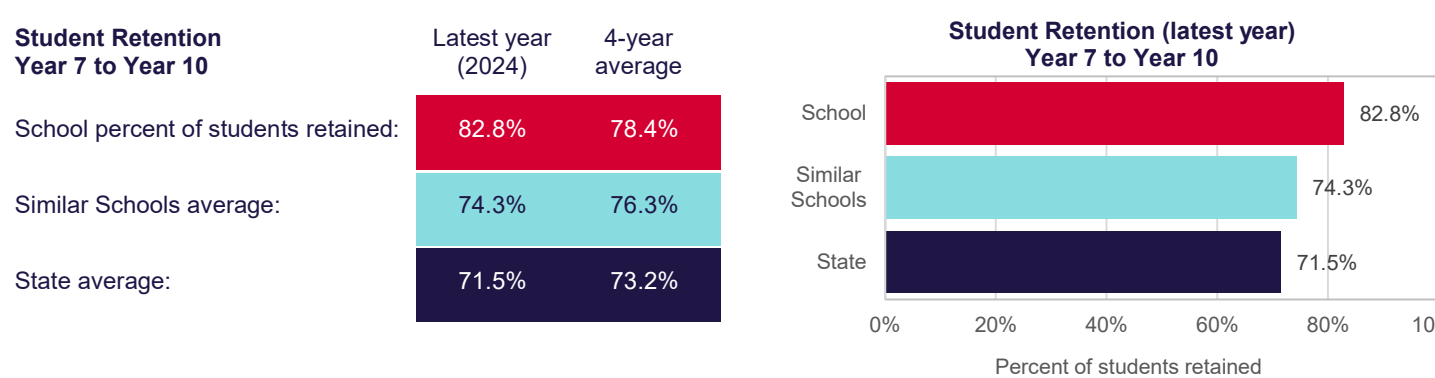
Attendance Rate (latest year)

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):	89%	87%	84%	88%	89%	90%

Student Retention

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



ENGAGEMENT (continued)

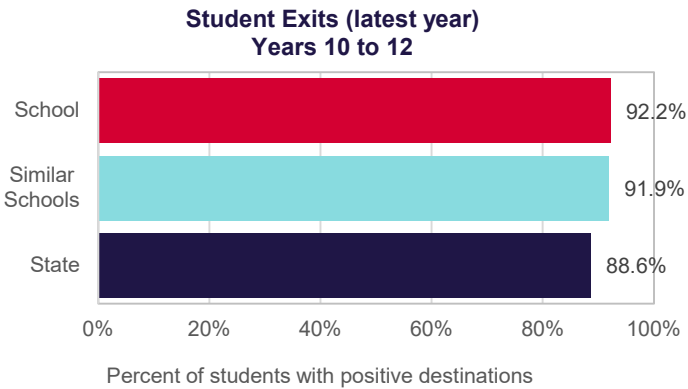
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	92.2%	92.6%
Similar Schools average:	91.9%	93.4%
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	\$7,561,970
Government Provided DET Grants	\$883,511
Government Grants Commonwealth	\$5,918
Government Grants State	\$0
Revenue Other	\$148,521
Locally Raised Funds	\$664,731
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,264,650</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$74,819
Equity (Catch Up)	\$19,087
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$93,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,683,763
Adjustments	\$0
Books & Publications	\$6,910
Camps/Excursions/Activities	\$367,039
Communication Costs	\$9,743
Consumables	\$166,412
Miscellaneous Expense <sup>3</sup>	\$245,580
Professional Development	\$29,474
Equipment/Maintenance/Hire	\$145,334
Property Services	\$483,872
Salaries & Allowances <sup>4</sup>	\$161,150
Support Services	\$127,715
Trading & Fundraising	\$1,550
Motor Vehicle Expenses	\$2,696
Travel & Subsistence	\$0
Utilities	\$94,591
<b>Total Operating Expenditure</b>	<b>\$9,525,830</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$261,179)</b>
<b>Asset Acquisitions</b>	<b>\$64</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,452,381
Official Account	\$124,595
Other Accounts	\$1,056
<b>Total Funds Available</b>	<b>\$1,578,032</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$316,034
Other Recurrent Expenditure	\$30,143
Provision Accounts	\$0
Funds Received in Advance	\$26,097
School Based Programs	\$17,413
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$164,655
Asset/Equipment Replacement < 12 months	\$165,000
Capital - Buildings/Grounds < 12 months	\$224,724
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$650,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,894,066</b>

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

# 2024 Annual Report to the School Community

School Name: Mullauna Secondary College (8744)



- 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 11:02 AM by Harald Ruff (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 11:02 AM by Harald Ruff (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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

Mullauna Secondary College is a co-educational, Year 7–12 state secondary college located in Mitcham. We are committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna Secondary College is committed to child safety; all members of the Mullauna Secondary College community are reminded of and required to observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.

Our college motto, *Success through learning together*, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful. We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of learning, wellbeing and engagement outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.

Our vision for our students is that they will model our college values of ‘*Curiosity, Courage & Community*’, and thus grow to be courageous, respectful and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their community. The Mullauna Secondary College Vision for Learning & Teaching is ‘*We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities.*’ This will be achieved through the implementation of the Mullauna Secondary College Instructional Model, which underpins our pedagogical practice, and sets clear expectations for learning and teaching practices for our staff, students and parents. It guides staff in implementing more consistent, responsive, high quality and innovative curriculum and programs.

The college operates in two sub-schools, Junior and Senior, the Senior School being led by a Leading Teacher guiding the work of the expanded team of three Year Level Coordinators. In the Junior School, Mullauna Secondary College has an engaging curriculum that includes core, elective and inter-disciplinary programs: Challenge at Year 7 and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 9. The Senior School structure promotes the acceleration (advanced placement) of Year 10 students into one or more VCE Studies (including VET). Senior School students undertake an academic VCE or the VCE Vocational Major (VCE VM), both with access offered in VET subjects through the Mullum cluster. Thus, all students have access to a successful future pathway. The college offers a long-established International Students Program with homestay placements, specialist English as an Additional Language teachers and tutors both in class time and after school.

The student enrolment grew in 2024 with 602 students and a gender mix of slightly more boys (317) than girls (283). There are 19% of students with English as an Additional Language (EAL) background and 17 students (3%) from an Aboriginal or Torres Strait Islander background. The number of international students enrolled increased over the year to 31 students onsite and one at

a language centre. Current enrolment applications suggest we will have over 35 international students by the end of 2025.

The socio-economic profile of the school, based on the school's Student Family Occupation & Education index (SFOE) remained in the Low - Medium band in 2024. This continued steady trend of a decrease in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The Parent, Caregiver and Guardian Opinion Survey (PCGOS) continued to reflect strong parent satisfaction and endorsement of the college and our programs, with Parent Satisfaction School percent endorsement at 85.8%, fourteen percent higher than the State average. The response rate was also higher again.

The annual School Staff Survey (SSS) returned a similarly pleasing School Climate percent endorsement of 74.8%, a tiny increase on 2023's 74.7%, and well above the State average of 58.5%. It is pleasing to add that the School Staff Survey response rate had increased to over 95%, up on the already high 91% in 2023.

In 2024, the college employed 69 equivalent full time staff: 38 teachers, five (5) Leading Teachers, two (2) Learning Specialists, three (3) Principal Class Officers and 21 Education Support (ES) staff in various roles, including the Business Manager, Administration staff, Disability Inclusion, International Student Program leader, Head Start Coordinator, Library Technician, Laboratory Technician, and Food Technology Assistant.

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

### Learning

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the HIGH performance group, student outcomes are high across a range of learning and wellbeing measures. This categorised the school's performance and improvement in the top 14 of our Similar Schools group of 31. The data from 2024 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Learning & Teaching School Improvement Team (SIT), we continue to experience some clear successes. Notably, the 2024 School Performance Report placed Mullauna's overall performance in Learning in the High category. Highlights include:

- 75% of students in Strong or Exceeding NAPLAN Reading (Year 9), above Similar Schools
- 81% of students with High or Medium relative growth (Year 7 to 9) NAPLAN Reading, above Similar Schools
- 85% of students with High or Medium relative growth (Year 7 to 9) NAPLAN Numeracy, well above Similar Schools

- A mean VCE English score (study group) of 32.6 (2023), well above Similar Schools

Teacher Judgements of student achievement against the Victorian Curriculum standards in Years 7-10 continue to present an issue to tackle. The percentage of students rated 'at or above standard' for English declined slightly from 83.3% to 82.2% (continuing a downward trend) which is below the Similar Schools rating of 83.7% but above the State average of 75.1%. For Numeracy, the percentage rated 'at or above standard' by the teaching staff also declined, from 78.8% in 2023 to 72.9%. This is also below Similar Schools at 78.4% but still above State at 68.9%.

The NAPLAN data now includes a two-year average and reflects an interesting trend for the college to monitor and respond to, especially for the cohort at Year 7 in 2024. The School percentage of Year 7 Students in the Strong or Exceeding rating in both Reading and Numeracy, while still above State, was lower than Similar Schools. However, the rating for percentage of Year 9 Students in the Strong or Exceeding rating was above Similar Schools and well above State. Strategies employed included the appointment of a *Leading Teacher – Head of Numeracy* as part of a new Numeracy Improvement Strategy; increases to the curriculum time allocations for English and Mathematics in the Junior School as well as in Year 10 (the Wednesday Period 5 block); and a focus on instructional practice in terms of the Narrative & Pace component of our Instructional Model and the Department's High Impact Teaching Strategies.

In July 2024, we added a *Leading Teacher – Head of Literacy* to our Leadership Team.

A point of celebration and pride were the VCE cohort's outcomes for 2024, matching and even surpassing the efforts of 2023, by again achieving a median study score of 31, but also a school mean study score of 31. Achieving the school mean study score of 30 by 2026 is a target in our current School Strategic Plan. The school also saw an increase in 40+ study scores and a Dux at 99.2 ATAR.

The VCE completion rate also jumped to 94.8% from 86.8%, back above our four-year average of 94.8%. We still sit below both Similar Schools at 97.4% and State at 96.8% but are trending in the right direction. School strategies regarding VCE included a focus on making effective use of data and understanding VCE processes, presented by our *Learning Specialist – Data & Improvement*, and the newly appointed *Leading Teacher – Head of Senior School*.

## Wellbeing

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the HIGH performance group, student outcomes are high across a range of learning and wellbeing measures. This categorised the school's performance and improvement for Wellbeing in the top 8 of our Similar Schools group of 31. The data from 2024 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Wellbeing & Engagement School Improvement Team (SIT), we continue to

experience some clear successes. Notably, the 2024 School Performance Report placed Mullauna's overall performance in Wellbeing in the High category. Highlights include:

- all factors rated as at least 'above' Similar Schools;
- an improving attendance rate;
- 56% positive endorsement in Managing bullying (Years 7-12) – rated as 'well above' Similar Schools;
- 56% positive endorsement in School connectedness (Years 7-12) – rated as 'well above' Similar Schools.

Student Wellbeing data is gathered through the Student Attitudes to School Survey (AtoSS). A focus on student wellbeing remains a core component of our Annual Implementation Plans, and we are very pleased with the students' view of our college programs. The Years 7 to 12 Sense of Connectedness component received a school percent endorsement of 55.7%, an improvement on 2023's 53.1%, above our four-year average at 53.3%, and 11% higher than Similar Schools at 44.2%, which interestingly fell below even the State on 46.9%. We continue to focus on Connectedness strategies like camps, Year 9 SkillZ, whole-school sports carnivals and events, SRC fund-raising activities etc. 2024 also saw us commence a pilot of Year Level Coordinator looping, i.e. the YLC moving up a level with their cohort to build on their connection with and understanding of their students.

The school percent endorsement of Management of Bullying across Years 7 to 12 was similarly positive, achieving a rating of 55.5%. Unfortunately, this is still trending down on previous years (58.5% in 2023 and previously over 60%), but still well above Similar Schools at 45.9% and State at 47.6%; thus, we continue to buck the trend that saw Similar Schools' averages drop below the state average. This is a vindication of our strong and consistent application of processes and our renewed focus on clear and high expectations.

## Engagement

Engagement data is based on Year 7-12 Student Absence, Year 7-12 Student Attendance and Year 7-10 Student Retention data. Our Student Absence data was again affected by the lingering challenges that post-pandemic learning presented for many students, as well as our college community's ongoing strong support for keeping ill children home.

The Average Number of Student Absence Days decreased slightly from 25.3 in 2023 to 24.4 in 2024, and this has seen our four-year average rise from 18.8 in 2023 to 22.4 in 2024. These outcomes are lower than Similar Schools on 27.7 (24 the four-year average) and State on 31.2. We continue to put steps in place to improve the situation, with a targeted program undertaken by the Wellbeing Team, proactive follow-up by the Junior and Senior Sub-School teams of Year Level Coordinators, and additional support to the Sub-School teams being provided by a dedicated Attendance Officer in the Administration team.

The Attendance Rate ranged from a low of 84% in Year 9 (the same cohort recorded the lowest rate in 2023), through to a high of 90% at Year 12, a clear improvement on 2023's Year 12s' rate of 86%. This outcome is disappointing in that no year level was over 90% and we will continue to work towards this aim. There is no doubt that our attendance data continues to be affected by a change in community views of school attendance, along with a small but significant group of students who particularly struggled to re-engage and/or persist in learning due to the impact of mental health issues, identifying and securing suitable pathways, and the still-limited work experience / placement options.

Student Retention measures the percentage of Year 7 students who remain at school through to Year 10. Our School percentage of students retained was 82.8%, a marked increase on 2023's 75.6%, and well above Similar Schools at 74.3% (a slight decline) and State at 71.5% (also a slight decline). This is a pleasing outcome considering the challenges of the past four years and the outcomes of attendance described above. Also pleasing was that a target of our School Strategic Plan, to lift retention from Year 11 to 12 was also finally achieved. We aimed to increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 (actually 75.4) percent (2021), achieving 80.35 in 2023, and now 85.7% in 2024.

Student Exits Years 10 to 12 measures the percentage of students from Years 10 to 12 going on to further studies or full-time employment. Our school percentage of such students was disappointing in 2023, dropping to 86.1% from 2022's high of 96.6%. In 2024, we rebounded to 92.2%, placing us back above Similar Schools on 91.9% and the State average of 88.6%. We remain hopeful that a number of new or recent strategies, like the opportunity for greater subject choice in the Senior School, including the introduction of VCE Computing, Year 10 and VCE Literature and Specialist Mathematics; an expanded Advanced Placement program at Year 10 including VET; and the continuation of the new VCE Vocational Major and its growing reputation as a viable alternative (including School-Based Apprenticeships & Training or SBAT) will improve school retention and also enhance pathways to further study or gainful employment.

## Other highlights from the school year

2024 again saw the usual broad range of college highlights to be celebrated, along with the development and introduction of a range of programs and extension opportunities for our students, staff and families. We wish to highlight the following:

- The opening of our new F Wing Learning Centre, commencement of our Marrung Art Project for the new building, and completion of the design of the Stage 2 STEM building.
- Holding the first annual combined Welcome to Country and Smoking Ceremony assembly with our neighbours 'from over the fence', Mitcham Primary School. And adding a large gate to the fence!
- An increase in enrolments, including over 100 Year 7 students, and over 30 International Students, to over 600 total enrolments.
- Setting a new public face of the school, with a revamp of our website, updating our 'wonder wall' in the foyer (ongoing), college grounds and facilities and our college name as Mullauna Secondary College – Mitcham.



- Supporting college programs through increased staffing, including an ES 1-4 Disability & Inclusion Leader, expanded ES Administration team with a focus on Attendance, additional ES Inclusion Aides, and additional TLI tutor support.
- Appointing two new Leading Teachers: the Head of Senior School and the Head of Literacy (the latter six months early at the mid-year).
- Building a strong Senior School team, including the Careers & pathways Leader, led by the new Leading Teacher, to set a new culture of high expectations for all students. Alongside this, we made improvements to the senior school student spaces and staff office and successfully trialled the concept of YLC looping where the Year level Coordinator (YLC) follows their cohort up to the next level.
- Further embedding our staff learning culture through a targeted PLC program and setting an 18-month target of focussing on Differentiation and Communication (introducing MS Teams and OneNote for collaboration, documentation and student learning).
- Trialling access to two VCE Advanced Placement subjects for high ability Year 10 students, while broadening Year 10 elective options by removing core subject restrictions.
- Running the Year 12 VCE Vocational Major for the first time, and an overall increase of student selection in senior Science subjects.
- Gaining a Whitehorse School Focus Youth Service grant to run the Youth Mental Health First Aid Course for all Year 10 students.
- Gaining a Mitcham Rotary grant to allow all Year 10 and 11 students to attend the RYDA safe driver program.
- The Year 10 Central Tour ran, as did the new Year 8 camp at 'the Summit', and the VCE students engaged in the presentation Ball.
- The first full year of activities by our Parent & Community Association (P&CA), including the highly successful Comedy for a Cause night.
- Our 2024 School Performance Report reflecting our work through the achievement of a 'high' rating for both categories, Learning and Wellbeing.
- And of course, our wonderful students' outstanding results, including:
  - o Our first 99+ Dux for several years
  - o Another 31 median study score
  - o Outstanding Visual Arts outcomes, including one student in Top Arts and another in Top Designs.

## Financial performance

All funds received from the Department of Education, or raised locally by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes (both Learning and Wellbeing) and other operational needs of our school consistent with Department policies, School Council approvals and the intent / purposes for which funding was provided or raised. The college's Leadership Team continues to undertake ongoing, focussed review to ensure funds for targeted programs were used to directly support those programs, for



example in the Disability Inclusion (DI), the International Student Program (ISP), or the English as an Additional Language (EAL) program.

The Mullauna Secondary College Total Operating Revenue for 2024 was \$9,264,650 and the Total Operating Expenditure was \$9,525,830. The Net Operating Deficit of \$261,179 was inflated in part by the strategic appointment of a new substantive *Leading Teacher – Head of Senior School* and also a *Leading Teacher – Head of Literacy* to aid our Literacy improvement strategy, along with additional Education Support staff (ES) Inclusion Aides to support students and teachers in classrooms, an extra day of ES Laboratory Technician time (bringing it to 1.0 equivalent) and an additional 0.6 of ES to expand administrative support in our General Office. A further expenditure challenge for the college was our continued determination to run small classes that are critical to senior students' pathways plans e.g. Physics. Additional funding sources, such as the Equity (Social Disadvantage and Catch Up) funding, remains limited due to the low Student Family Occupation and Student Family Occupation & Education index of the college's community.

Locally Raised Funds offer the college an opportunity to secure additional resources to defray the deficit, especially the contracts with NABA (Nunawading Amateur Basketball Association) and the Tinkabell Early Learning Centre, as does the growing International Student Program enrolment, and the increasing interest in the college generally, with a steady stream of enrolment enquiries over the 2024 school year and increased enrolment applications for Year 7 in 2025. A highlight for this year was the first financial contribution made through the fundraising activities of the *Mullauna Secondary College Parent & Community Association (MSC P&CA)*. The college will continue to maintain a strong financial position through prudent financial management of our financial reserves, along with ongoing judicious management of our workforce and expenditure. Disappointing to note is the insignificant funding received from the Commonwealth Government, in contrast to that received by the private systems.

**For more detailed information regarding our school please visit our website at  
<https://mullauna.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 602 students were enrolled at this school in 2024, 283 female and 317 male.

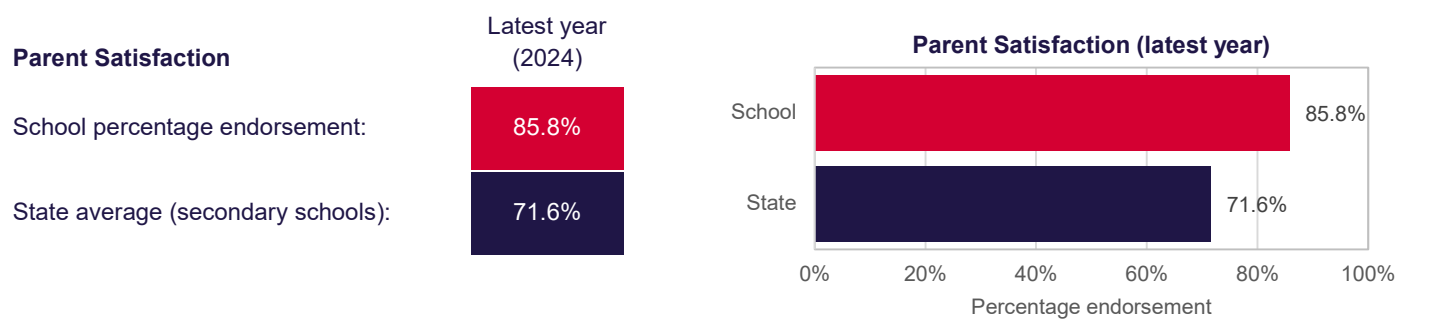
19 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is: **Low - Medium**

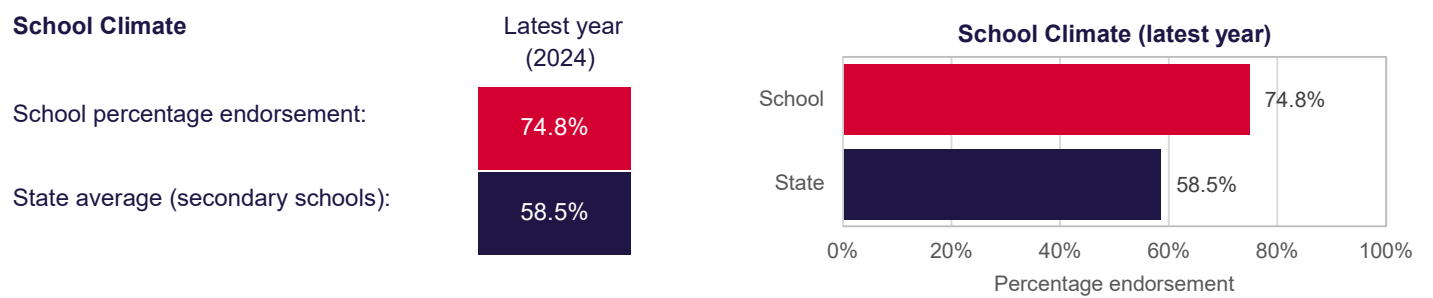
Parent Satisfaction Summary

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.

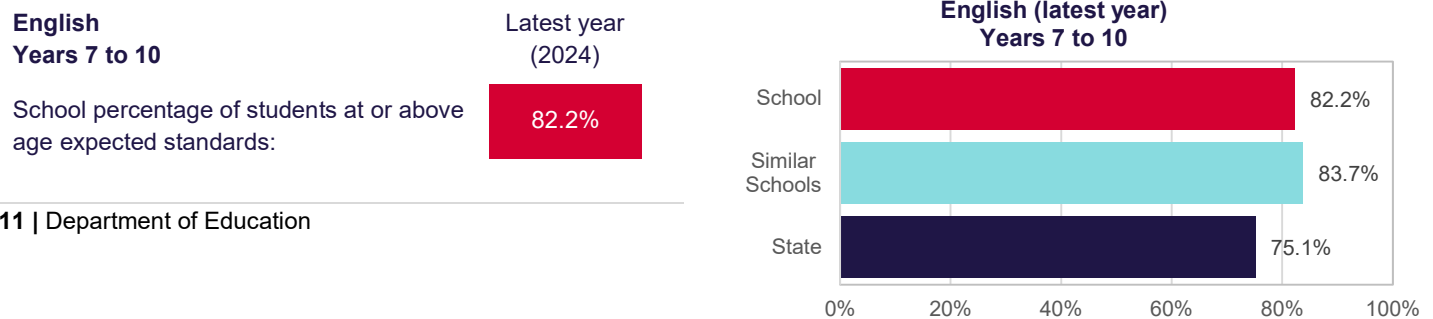


LEARNING

**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.

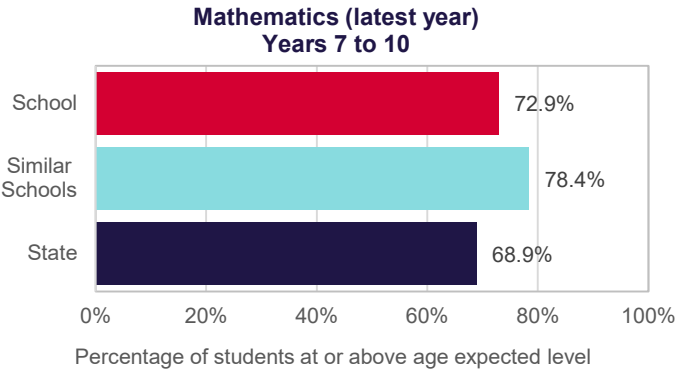
Teacher Judgement of student achievement against the Victorian Curriculum

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



Similar Schools average:	83.7%
State average:	75.1%

<b>Mathematics</b> <b>Years 7 to 10</b>	Latest year (2024)
School percentage of students at or above age expected standards:	72.9%
Similar Schools average:	78.4%
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.

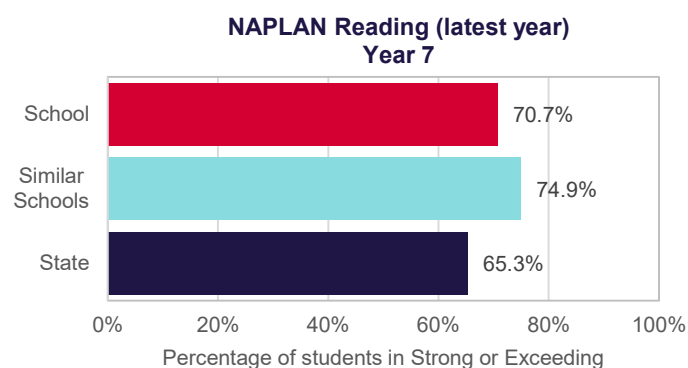
### NAPLAN

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.

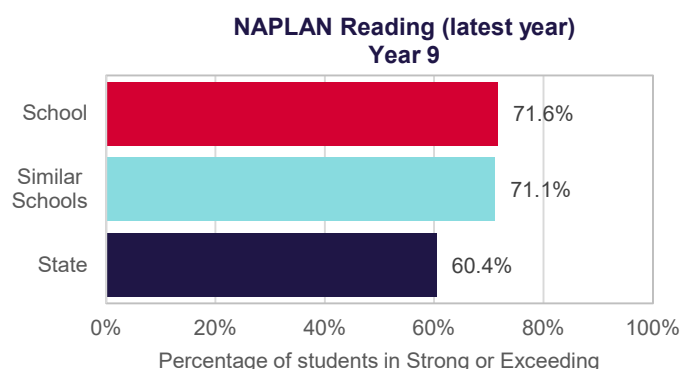
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.7%	73.5%
Similar Schools average:	74.9%	75.1%
State average:	65.3%	65.7%



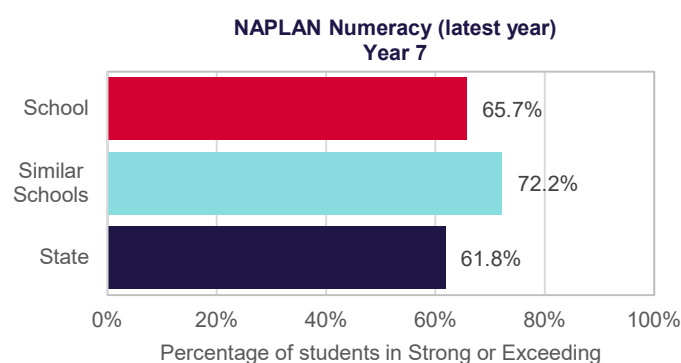
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.6%	70.9%
Similar Schools average:	71.1%	70.1%
State average:	60.4%	60.2%



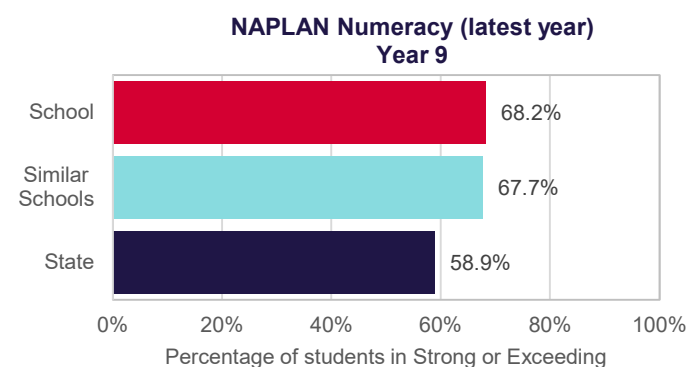
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.7%	71.7%
Similar Schools average:	72.2%	72.1%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	69.4%
Similar Schools average:	67.7%	68.1%
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:

66.3%

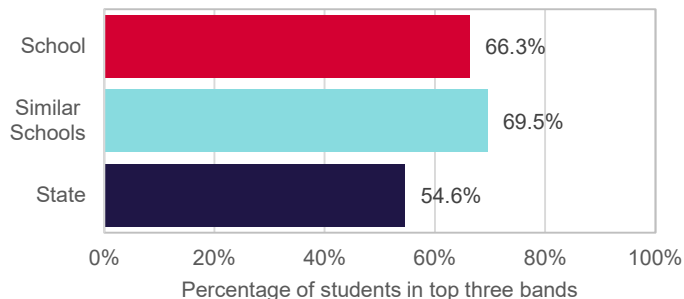
Similar Schools average:

69.5%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

55.8%

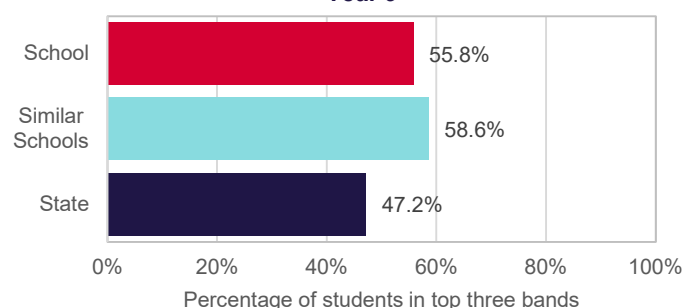
Similar Schools average:

58.6%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

67.1%

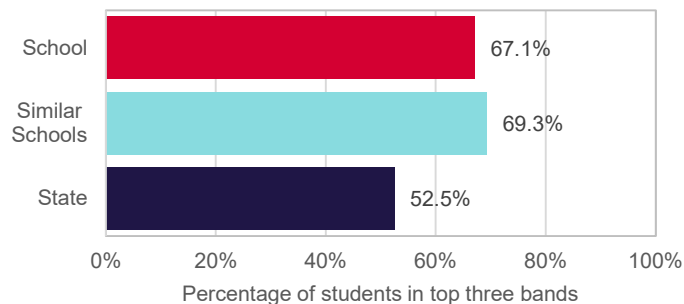
Similar Schools average:

69.3%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

57.8%

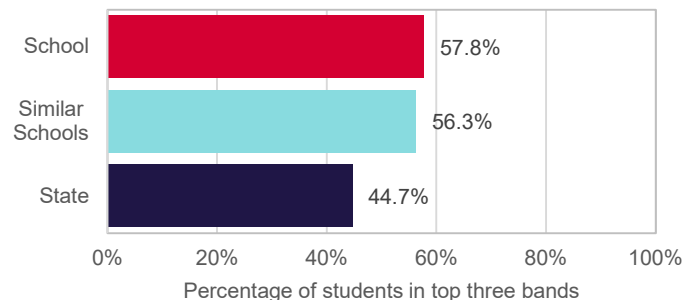
Similar Schools average:

56.3%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

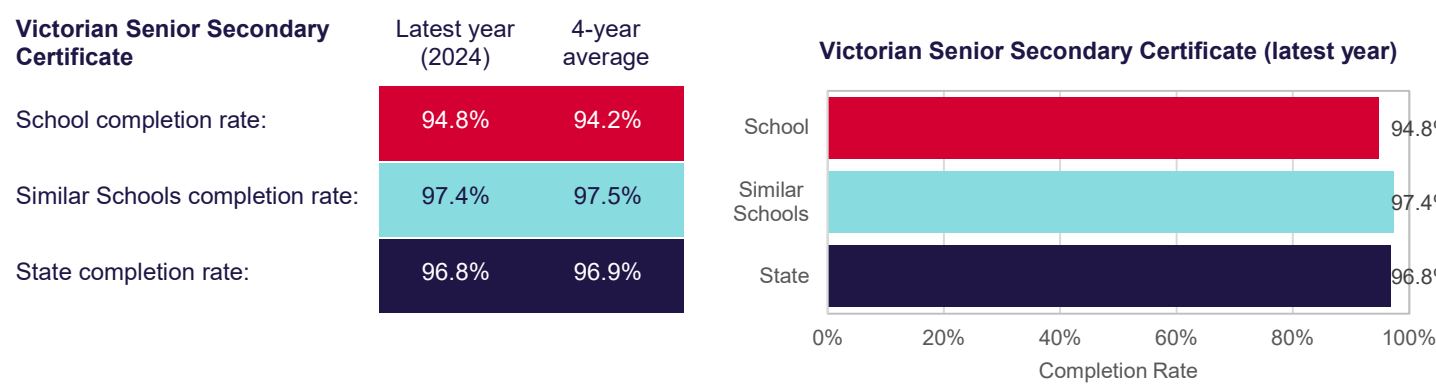


LEARNING (continued)

**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.



Mean study score from all VCE subjects:	30.9
Number of students awarded the VCE Vocational Major	7
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:	17%
Percentage VET units of competence satisfactorily completed in 2024:	78%

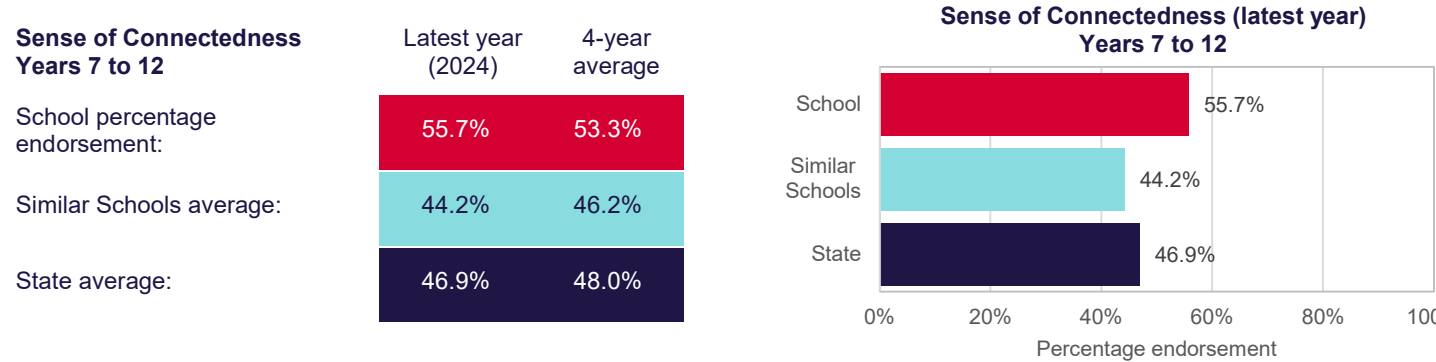


WELLBEING

**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.

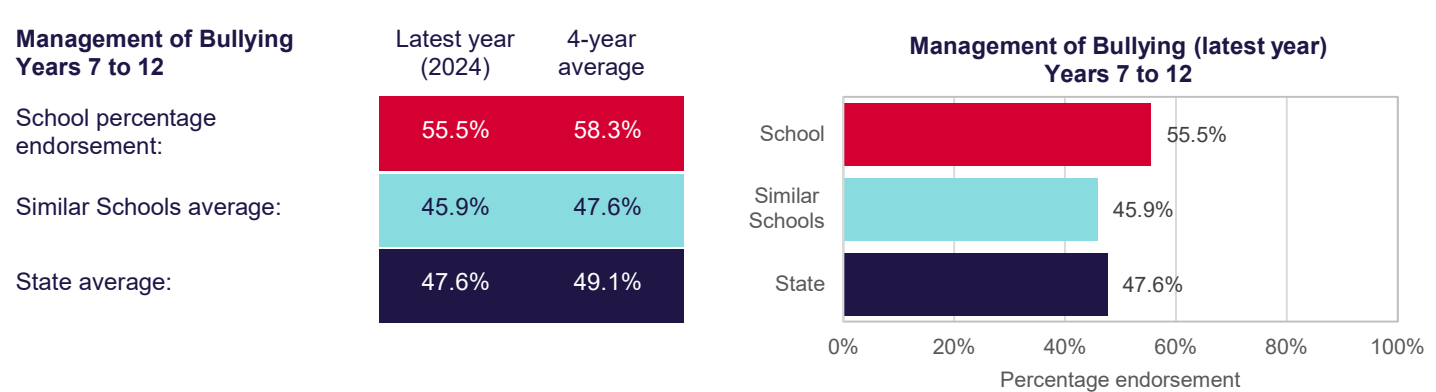
Student Attitudes to School – Sense of Connectedness

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).



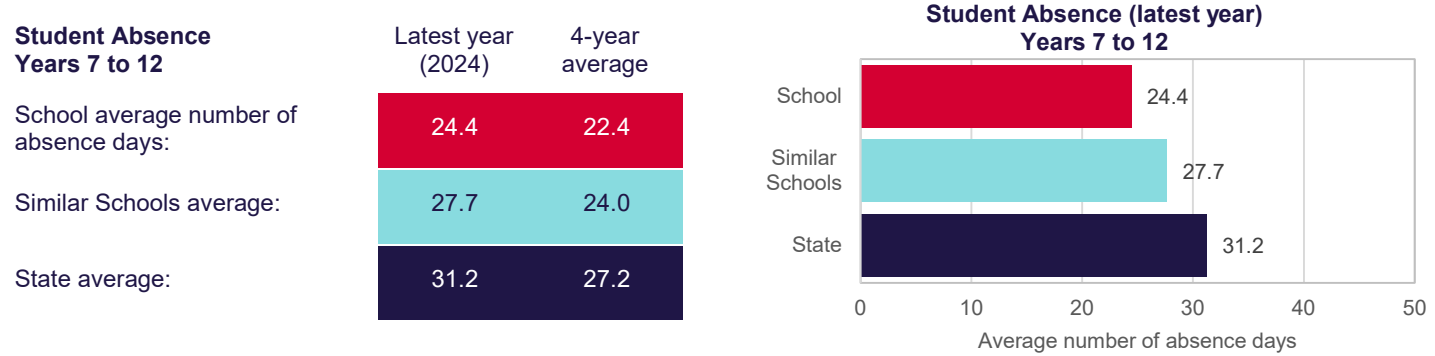


ENGAGEMENT

**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.

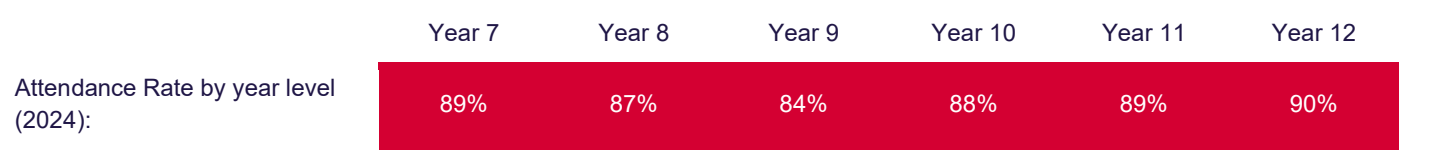
Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



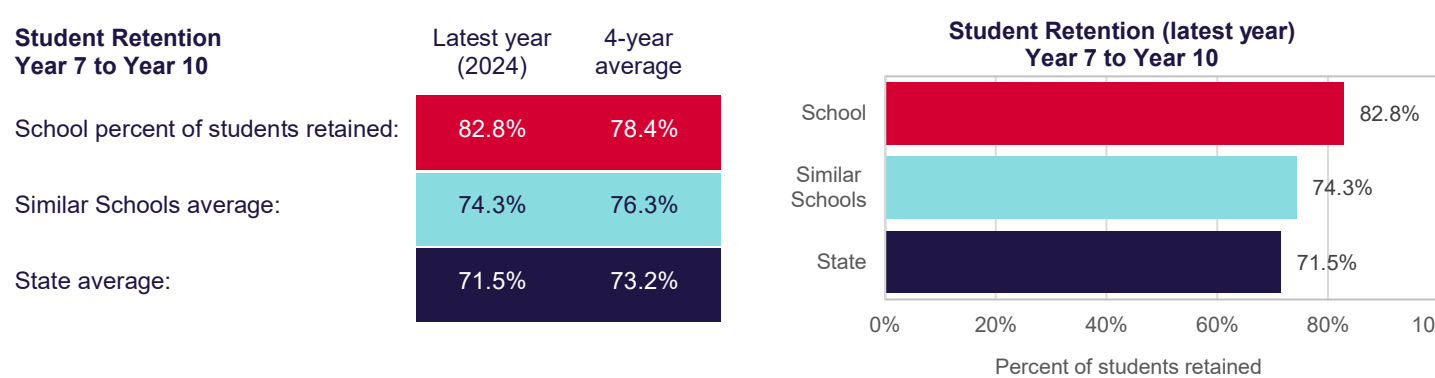
Attendance Rate (latest year)

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



Student Retention

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



ENGAGEMENT (continued)

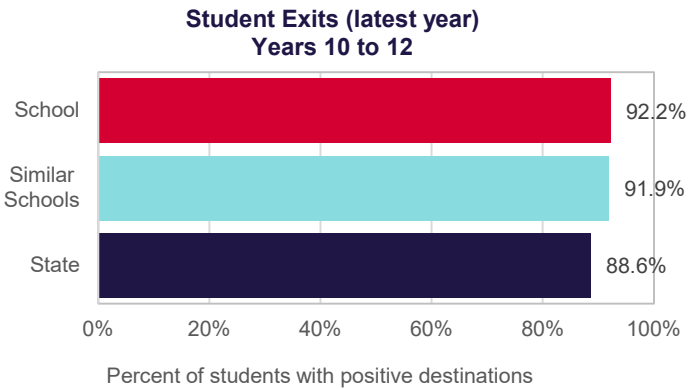
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2023)	4-year average
School percent of students to further studies or full-time employment:	92.2%	92.6%
Similar Schools average:	91.9%	93.4%
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	\$7,561,970
Government Provided DET Grants	\$883,511
Government Grants Commonwealth	\$5,918
Government Grants State	\$0
Revenue Other	\$148,521
Locally Raised Funds	\$664,731
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,264,650</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$74,819
Equity (Catch Up)	\$19,087
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$93,906</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,683,763
Adjustments	\$0
Books & Publications	\$6,910
Camps/Excursions/Activities	\$367,039
Communication Costs	\$9,743
Consumables	\$166,412
Miscellaneous Expense <sup>3</sup>	\$245,580
Professional Development	\$29,474
Equipment/Maintenance/Hire	\$145,334
Property Services	\$483,872
Salaries & Allowances <sup>4</sup>	\$161,150
Support Services	\$127,715
Trading & Fundraising	\$1,550
Motor Vehicle Expenses	\$2,696
Travel & Subsistence	\$0
Utilities	\$94,591
<b>Total Operating Expenditure</b>	<b>\$9,525,830</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$261,179)</b>
<b>Asset Acquisitions</b>	<b>\$64</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,452,381
Official Account	\$124,595
Other Accounts	\$1,056
<b>Total Funds Available</b>	<b>\$1,578,032</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$316,034
Other Recurrent Expenditure	\$30,143
Provision Accounts	\$0
Funds Received in Advance	\$26,097
School Based Programs	\$17,413
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$164,655
Asset/Equipment Replacement < 12 months	\$165,000
Capital - Buildings/Grounds < 12 months	\$224,724
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$650,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,894,066</b>

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