

# 2024 Annual Report to the School Community

School Name: Heathmont College (8816)



- 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 29 April 2025 at 09:38 AM by Kerry Sandford (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 29 April 2025 at 09:39 AM by Kerry Sandford (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

Heathmont College is a dynamic learning community committed to empowering students to achieve their best and flourish in a changing, future-focused world.

Heathmont College is a co-educational, years 7 - 12 secondary school located in the suburb of Heathmont in the Maroondah network. In 2024, a total of 679 students were enrolled at the college, 291 female and 386 male. 6% of students had English as an additional language and 2% identified as Aboriginal or Torres Strait Islander. Our staffing body consisted of 64 teachers (several of them part-time) and 42 support staff (also several part-time). We employ three maintenance staff, four wellbeing staff, five administration staff and four principal class staff members. The school's socio-economic profile continues to be listed as low - medium with our SFOE decreasing slightly from 2023, indicating that the school population is becoming more affluent.

Our curriculum at Heathmont College reflects the Victorian Curriculum framework and we offer a wide range of VCE programs including the VCE-Vocational Major. We also have a Sports Academy program for aspiring athletes and offer a range of additional extracurricular programs in the Arts, Debating, Chess and STEM

Our values—curiosity, compassion, and community—underpin our educational approach, fostering a supportive and inclusive environment. We offer a broad curriculum, including VCE, VCE Vocational Major, and VET programs, to provide flexible pathways for all students. Specialist programs, such as the Build Me Up mathematics initiative and the MacqLit literacy program, support students needing targeted intervention.

The college is committed to continual improvement through data-driven decision-making, instructional leadership, and collaborative teaching practices. The 2025 Annual Implementation Plan (AIP) reinforces these priorities by focusing on increasing student engagement, strengthening staff capacity, and improving academic outcomes. With a strong emphasis on student voice, community belonging, and evidence-based teaching, Heathmont College continues to evolve as a school of choice in the region.

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

#### Learning

Heathmont College continues to prioritise high-quality teaching and learning, with a strong emphasis on evidence-based practice. In 2024, student achievement in English and Mathematics was well above similar schools, with 91.9% of students achieving at or above age-expected standards in English and 82.4% in Mathematics. Our NAPLAN results demonstrated strong performance, particularly in Year 9 Reading, where 68.2% of students achieved at Strong or

Exceeding levels, surpassing both similar schools and the state average. In Numeracy, our results continue to improve with the percentage of students achieving at Strong or Exceeding in Year 9 sitting well above both state and similar schools and showing an increase on the previous 2-year average.

At senior school, our mean study score improved with 93 students completing their VCE program (86%) and 15 students (14%) successfully completing the VCE Vocational Major.

Aligned with our AIP, we have implemented key initiatives to improve student outcomes, including refining our Professional Learning Community (PLC) processes to enhance data-informed curriculum planning. The school has also introduced structured programs such as Maths U See and continued with MacqLit to support students requiring additional assistance in numeracy and literacy.

A focus on instructional leadership and explicit direct instruction has further strengthened teaching practices. The college remains committed to enhancing differentiation and student agency in learning, ensuring that all students are challenged and supported to reach their full potential and continued the work begun in 2023 to introduce Developmental Rubrics, further refining these across all subject areas.

Looking ahead, we aim to increase the number of students achieving medium or high relative growth in NAPLAN and improve our VCE mean study score to 28. By fostering a culture of high expectations and continuous improvement, Heathmont College remains dedicated to achieving excellence in learning.

## Wellbeing

Student wellbeing remains a central focus at Heathmont College, with initiatives aimed at fostering a strong sense of belonging and connectedness. In 2024, student endorsement of Sense of Connectedness (35.4%) and Management of Bullying (37.4%) remained areas for development, with results lower than both similar schools and state averages. In response, the college has strengthened its wellbeing programs, embedding a whole-school approach to positive behaviour and restorative practices. Heathmont College was awarded with a Blue Award as part of the School Wide Positive Behaviours program and we began a three year partnership with Real Schools to support the implementation of Restorative Practice across the school. The partnership continues to provide professional development in positive classroom management strategies.

Key strategies from our AIP include the introduction of Yarning Circles as a professional learning initiative to support staff in building stronger classroom relationships. Additionally, a renewed School Belonging Policy has been developed, supported by staff training and curriculum integration of Aboriginal and Torres Strait Islander perspectives. Students from Years 8 and 11 participated in the Victorian Student Health and Wellbeing Survey and the results from this survey have been used to further develop initiatives to further strengthen student health and wellbeing.

Recognising the link between wellbeing and learning, the college has placed increased emphasis on student agency through the Agentic Learning Leadership Group. This initiative empowers students to take an active role in shaping their educational experience, further promoting motivation and engagement. This work will be further developed and implemented in 2025.

As we move forward, our priority remains on fostering an inclusive, safe, and connected school community where all students feel valued and supported in their personal and academic growth.

## Engagement

Heathmont College is committed to ensuring high levels of student engagement, attendance, and successful post-school pathways. In 2024, the student retention rate from Year 7 to Year 10 was 73.6%, exceeding both similar schools and state averages. However, student attendance remains an area for improvement, with an average of 33.8 absence days per student, higher than the state benchmark. Whilst, overall, the average number of absence days per student was higher than the 2-year average, the introduction of the FLO (Flexible Learning Options) program showed some success with addressing student non-attendance with many students in the program showing significant improvement in their attendance as a direct result of their involvement in this program.

In 2023, the college employed an additional Education Support staff member to closely monitor and follow up student non-attendance. The college has continued to develop additional targeted attendance strategies, including a strengthened transition program to support students entering and progressing through secondary school. A dedicated position of responsibility has been introduced to oversee transition and retention efforts, ensuring students remain engaged throughout their schooling. The percentage of students retained from Year 7 to Year 10 was 73.6% which is higher than both state and similar schools.

Pathway success remains a key focus, with 98.1% of students completing their senior secondary certificate.

To further promote student engagement, Heathmont College prioritised the running of student clubs, including gaming, STEM and debating. The college also runs a morning breakfast club called Nourish and provides free lunch foods to students utilising Foodbank resources.

## Other highlights from the school year

In 2024, Heathmont College held many camps, excursions and events including the Year 7 Transition camp, a Year 8 adventure camp, a Year 10 Central Australia tour, and a student leadership development camp (multi year level). We held year 10 and 11 formal events and a formal Year 12 Valedictory evening. Students also engaged in programs such as the School for Student Leadership, and the Maroondah City Council 'Student Wellbeing Action Team' camp and program.

There has been a strong focus on developing student leaders in 2024. Our student leaders, with support from Maroondah City Council, ran a forum for the school leaders of our local feeder primary schools. The event was a great success and will run again in 2025.

In 2024, the college held a whole school production of Mamma Mia.

## Financial performance

While the school recorded a deficit in 2024, Heathmont College continues to be financially secure.

Last year, the school continued to significantly invest in infrastructure development, including upgrades to the lighting and audio-visual systems in the Performing Arts Centre, air conditioning in classrooms, widespread repairs across classrooms and additional planting of trees and other plants to enhance the campus. The fundraising events in 2022 and 2023 resulted in the Gathering Circle being installed in May 2024. This meeting area is adjacent to our Indigenous sculpture and garden, and has been utilised by staff and students as well as the wider community. We have also raised funds to be used to provide for more student seating and landscaping in areas around the school. These works will be completed in 2025.

The overall staffing FTE has increased slightly, to staff tutors and specialists in literacy and numeracy and to support a trial Flexible Learning Options programs.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

## 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 679 students were enrolled at this school in 2024, 291 female and 386 male.

6 percent of students had English as an additional language and 2 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.

### Parent Satisfaction

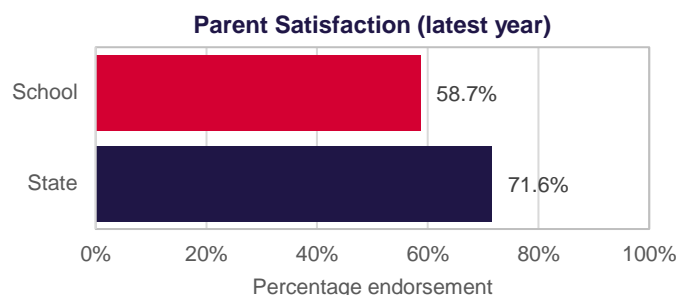
Latest year  
(2024)

School percentage endorsement:

58.7%

State average (secondary schools):

71.6%



### School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

### School Climate

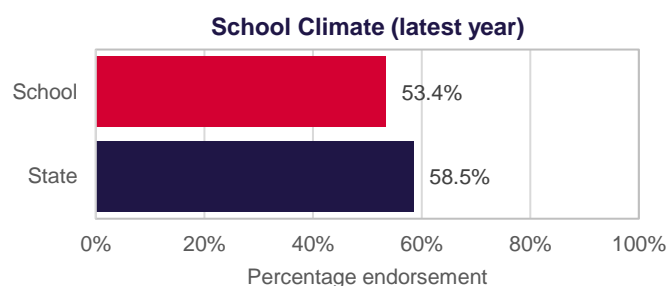
Latest year  
(2024)

School percentage endorsement:

53.4%

State average (secondary schools):

58.5%



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

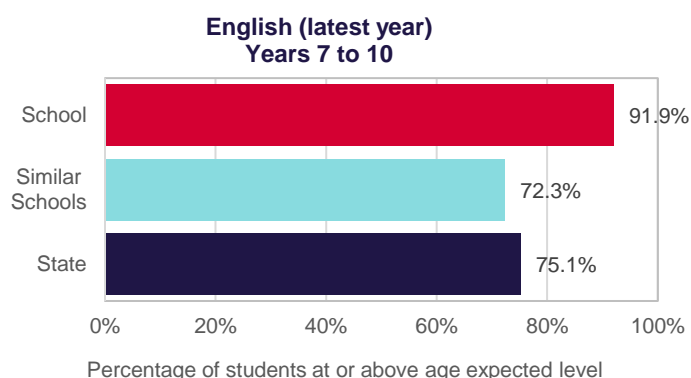
91.9%

Similar Schools average:

72.3%

State average:

75.1%



#### Mathematics Years 7 to 10

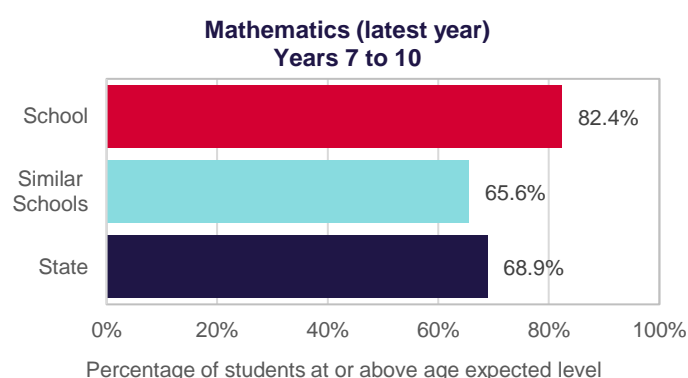
Latest year  
(2024)

School percentage of students at or above age expected standards:

82.4%

Similar Schools average:

65.6%





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.

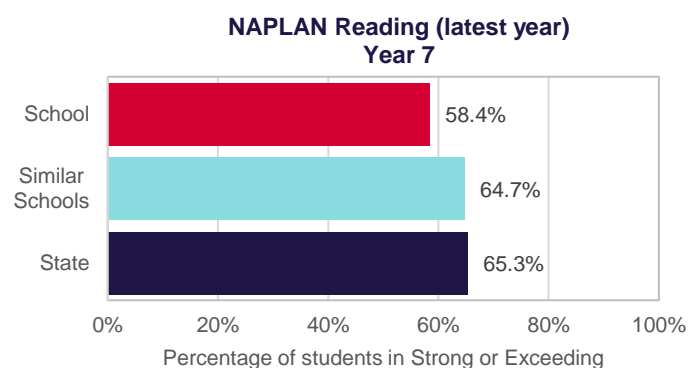
### NAPLAN

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.

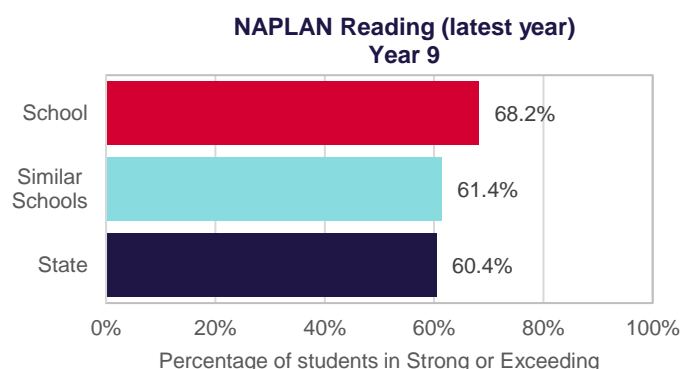
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.4%	61.8%
Similar Schools average:	64.7%	65.9%
State average:	65.3%	65.7%



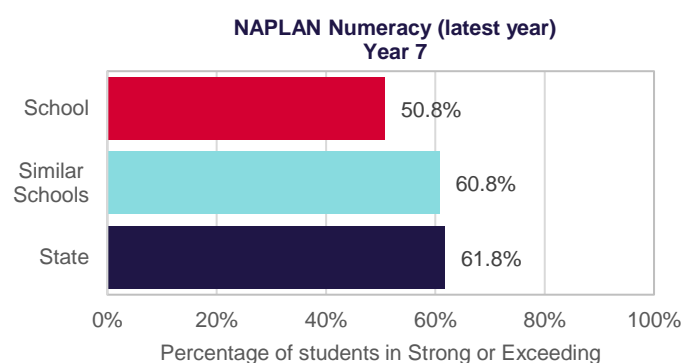
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.2%	62.1%
Similar Schools average:	61.4%	61.0%
State average:	60.4%	60.2%



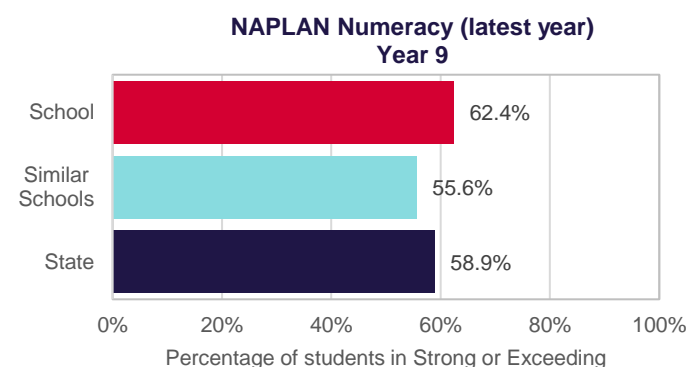
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.8%	53.6%
Similar Schools average:	60.8%	61.5%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.4%	60.5%
Similar Schools average:	55.6%	57.1%
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:

64.1%

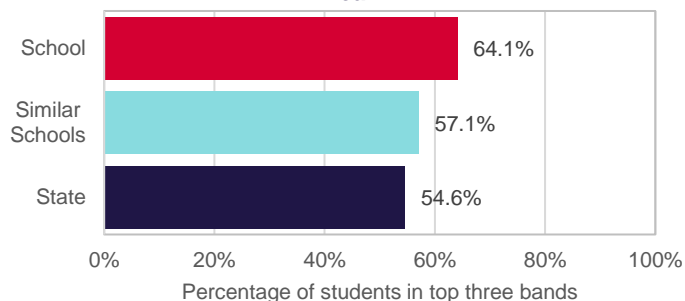
Similar Schools average:

57.1%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

49.0%

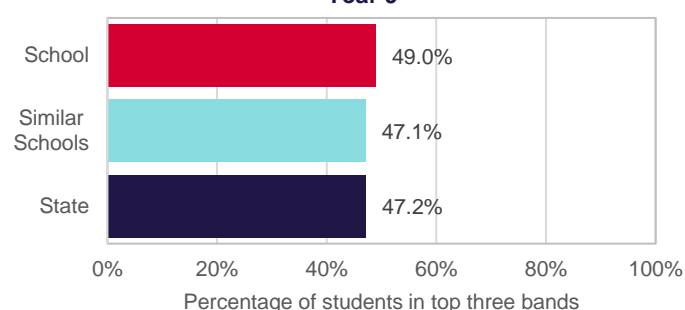
Similar Schools average:

47.1%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

60.2%

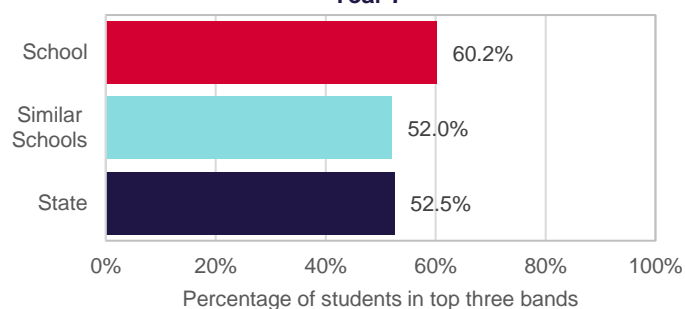
Similar Schools average:

52.0%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

32.6%

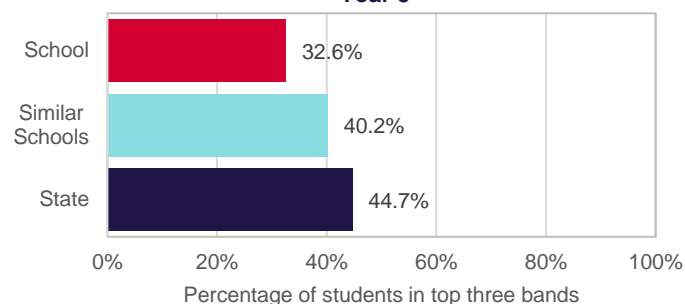
Similar Schools average:

40.2%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

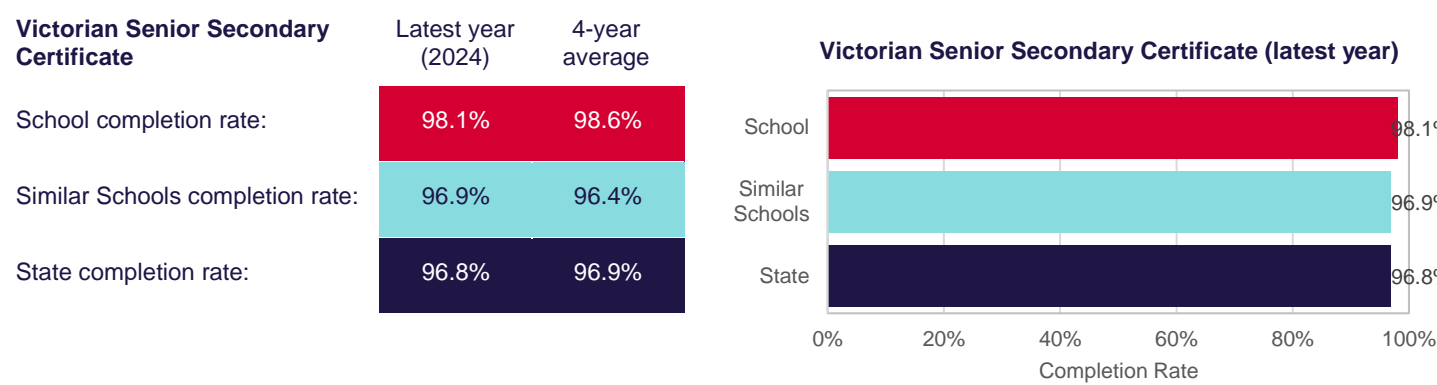


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).  
This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	25.2
Number of students awarded the VCE Vocational Major	13
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:	24%
Percentage VET units of competence satisfactorily completed in 2024:	80%



## WELLBEING

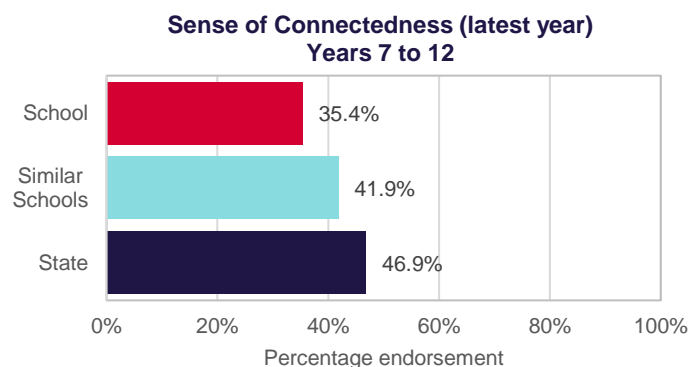
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	35.4%	36.5%
Similar Schools average:	41.9%	42.8%
State average:	46.9%	48.0%

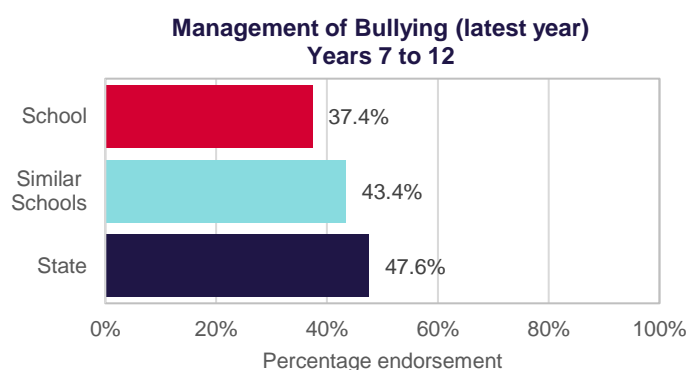


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	37.4%	37.5%
Similar Schools average:	43.4%	44.6%
State average:	47.6%	49.1%

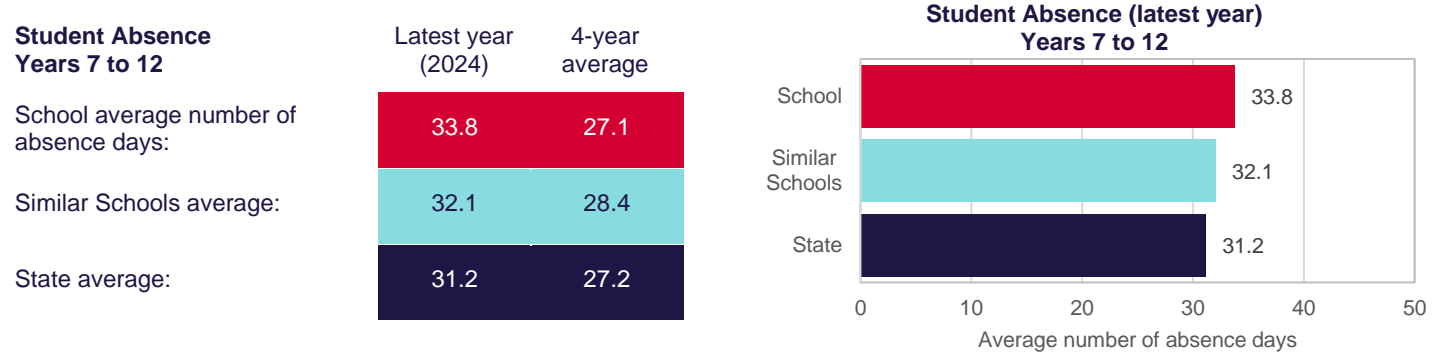


ENGAGEMENT

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

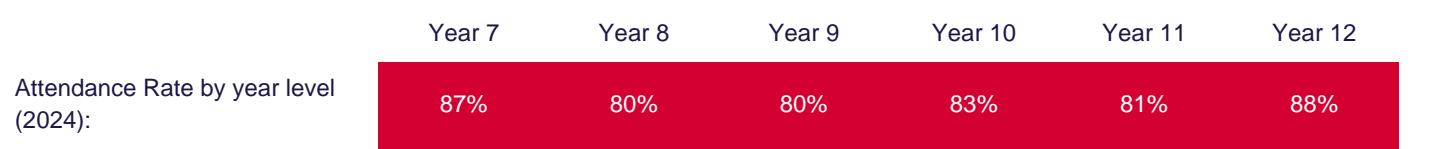
Average Number of Student Absence Days

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



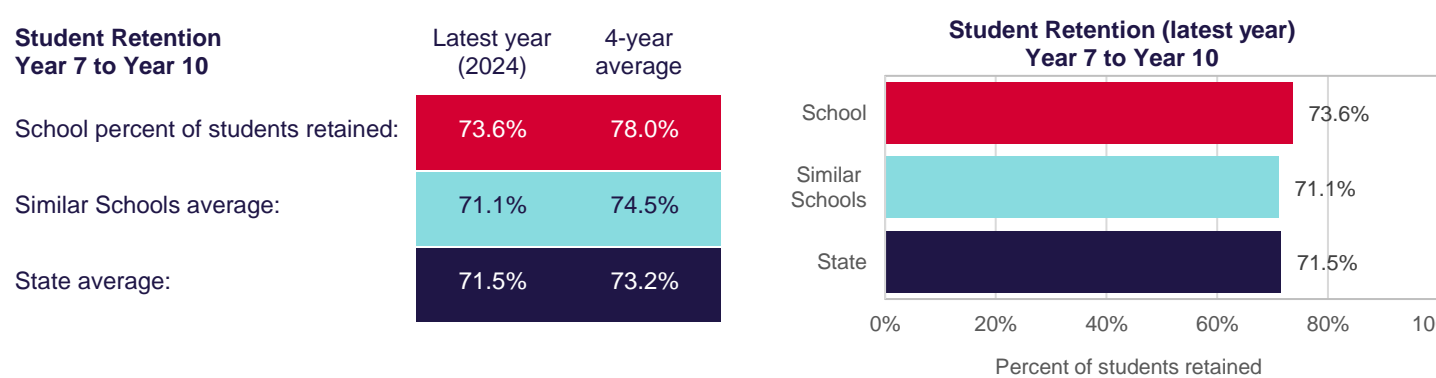
Attendance Rate (latest year)

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)

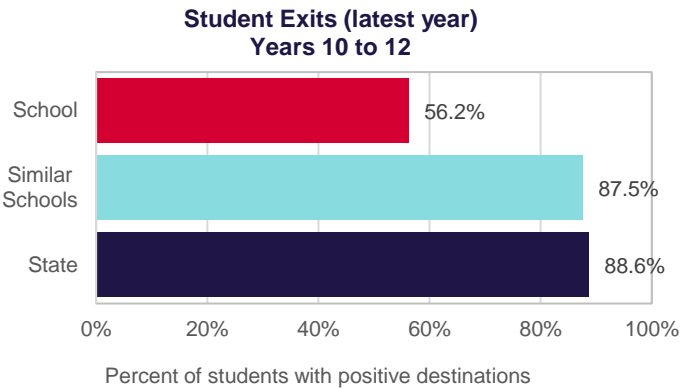
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	56.2%	79.1%
Similar Schools average:	87.5%	88.9%
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	\$8,837,427
Government Provided DET Grants	\$588,084
Government Grants Commonwealth	\$4,472
Government Grants State	\$1,818
Revenue Other	\$205,476
Locally Raised Funds	\$778,300
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,415,578</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$126,751
Equity (Catch Up)	\$28,385
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$155,136</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$9,251,907
Adjustments	\$0
Books & Publications	\$10,739
Camps/Excursions/Activities	\$362,354
Communication Costs	\$13,068
Consumables	\$145,729
Miscellaneous Expense <sup>3</sup>	\$74,235
Professional Development	\$43,942
Equipment/Maintenance/Hire	\$162,640
Property Services	\$282,202
Salaries & Allowances <sup>4</sup>	\$137,594
Support Services	\$772,379
Trading & Fundraising	\$12,767
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$958
Utilities	\$105,985
<b>Total Operating Expenditure</b>	<b>\$11,376,499</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$960,921)</b>
<b>Asset Acquisitions</b>	<b>\$21,401</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	\$1,227,137
Official Account	\$41,639
Other Accounts	\$25,407
<b>Total Funds Available</b>	<b>\$1,294,183</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$357,306
Other Recurrent Expenditure	\$1,717
Provision Accounts	\$0
Funds Received in Advance	\$319,270
School Based Programs	\$346,613
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,100
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$142,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,237,506</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.*