

2024 Annual Report to the School Community

School Name: Blackburn High School (7610)



- 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 25 March 2025 at 02:53 PM by Joanna Alexander (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 31 March 2025 at 03:54 PM by Joanna Alexander (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Blackburn High School is a vibrant, multicultural, and inclusive co-educational government school for students in Years 7-12 that provides a comprehensive education located in the eastern suburbs of Melbourne, about 16 km from the CBD. We are proud of our rich academic and extensive co-curricular programs that provide opportunities for all students to reach their potential. We deliver a dynamic educational program, underpinned by our school values of Respect, the pursuit of Excellence and Citizenship. The Learning Norms and Instructional Model, foster student agency and resilience. High expectations, effort and achievement are acknowledged and celebrated. Our reputation in the community has evolved through the hard work and positive partnerships between the staff, students, and parents. Since 2023, the school has been required to implement an enrolment cap of 200 Year 7 students. The school's workforce is made up of the Principal, four Assistant Principals, eight Leading Teachers and two Learning Specialists, with 94.0 FTE teaching staff, 28.60 Education Support staff. The House System consists of four interdependent House learning communities, that foster a sense of connectedness and belonging that forge strong links with the home. The school day begins with a 15-minute mentor session on four of the days with students vertically arranged from Year 7-12 working together, followed by five 58-minute periods where students work within their year level groupings. The school is situated on a large, spacious 12-hectare site with well-maintained grounds and exceptional sporting facilities including a gymnasium and the impressive covered outdoor sporting area. The school's learning spaces inspire and promote creativity and a sense of pride. Our STEM Centre provides state of the art facilities in an outstanding 14 room precinct for science, technology, engineering, and mathematics. It complements other high-quality educational facilities including the Art and Performing Arts areas, our new VCE Centre for the senior students that includes well-appointed classrooms, an examination centre, and the Year 12 common room. The outstanding Resource Centre also provides access to the Pathways, IT and Wellbeing Centres. The school offers a wide range of core, enrichment electives and extension subjects for Years 7-10 and a High Achievers Program. We also offer a full range of VCE subjects, VET and Vocational Major with a high proportion of students entering tertiary educational institutions. The school provides a comprehensive, challenging, curriculum that encourages a strong work ethic, a large range of extra-curricular activities and student leadership programs including clubs, camps, our highly acclaimed music program, the very successful sports program, robotics competitions, the Duke of Edinburgh and Art/Technology exhibitions.

Progress towards strategic goals, student outcomes and student engagement

Learning

We are pleased with the strong 2024 staff endorsement which is much higher than the state average (secondary schools). In particular, the school climate reflects the shared collective focus

on student learning and a deep trust between our staff that is underpinned by our agreed Instructional Model. The AIP priority around numeracy, over the past few years, has attributed to the outstanding Year 7 and 9 Numeracy NAPLAN results with the percentage of our students in the Strong and Exceeding proficiency levels higher than for similar schools and the state average. The Year 7-9 Maths classes continue to incorporate the interactive Maths Pathways Program for skill and knowledge development together with explicit teaching and problem-solving tasks that have been adapted from the work with Dr Karina Wilkie from Monash University to improve the pedagogical practices. Literacy has also continued to be an AIP focus with continued excellent Year 7 and 9 Reading NAPLAN results with the percentage of our students in the Strong and Exceeding proficiency levels higher than for similar schools and the state average. Teacher judgements of student achievement for Year 7-10 English are well above the state average and above similar schools. Teacher judgements of student achievement for Year 7-10 Mathematics is higher than the state average but slightly lower than for similar schools. This is attributed to students being required to reach mastery before they move on to the next topic within the interactive Maths Pathway Program. As a result, the overall Mathematics teacher judgements are slightly lower for similar schools and much higher than the state average. The VCE mean study score for all subjects continues to improve, reaching ~31 in 2024 with a school completion rate of 100% for the Victorian Senior Secondary Certificate, higher for both similar schools and the state. Our first cohort of VM students graduated in 2024 and the preferred destinations for our students continue to be at universities and tertiary institutions.

Wellbeing

In 2024, student health and wellbeing continues to be a school and AIP priority. We have a well-established mentor program, which is part of our House System that fosters a sense of connection and belonging. Students in Years 7-12 are vertically arranged and meet together with their mentor teacher for the start of the day. At Blackburn High School, the mentor teacher plays a pivotal role in monitoring student progress and wellbeing and are the first line of communication with parents and families. They work closely with the House Team, the School Nurse, Wellbeing Coordinator, Mental Health Practitioner, Social Workers and onsite Psychologists to ensure a coordinated approach. Regular communication through XUNO, newsfeeds and school webinars help to inform and keep the parent community up to date with important school events and student achievements. Student focus groups provide invaluable and important feedback to the leadership team around a range of issues including the learning & teaching program and the mentor program. This feedback is used to inform teacher planning and decision making. In the learning and teaching space, teachers seek student feedback that targets student engagement and provides timely information that is used to improve the classroom experience. Throughout 2024, the Wellbeing Team implemented a range of targeted intervention strategies to continue to build student connections and resilience across the six year levels that incorporated the components of respectful relations. These programs include Year 7 Transition workshops (friendships and conflict resolution), Think you know-Victoria Police, Year 8 Project Rockit, Peaceful Teens, Year 10 Future Days, Man Cave and Study without stress. The Student Attitudes to School Survey results for Sense of Connectedness and Management of Bullying have increased from 2023 but are lower in 2024 for similar schools and the state average. In October the Unit 3 & 4 students had an opportunity to participate in the inaugural Master Classes that assisted them to better prepare for the upcoming examination period. Year 11 students participated in a University Retreat that supported them to explore the range of tertiary opportunities available to them. In November, the Year 10 and 11 students appreciated the VCE STEPUP program which provided them with a

head start to the 2025 academic year. The Year 7-9 students continued with their normal learning and teaching program until the conclusion of the school year. To facilitate a more positive transition to secondary school, the incoming Year 7 students enjoyed a pre-orientation STEM and music/drama experience in November, which was followed up with the state-wide orientation day program in December.

Engagement

The high levels of school attendance is a significant factor that reflects the strong connection that students have to school, their peers, and teachers. It is also an important marker of student wellbeing and engagement. We are very pleased again that the average number of student absence days for both 2024 and the 4-year average are well below similar schools and the state average, and the student retention rate is also well above similar schools and the state average. The data for students exiting for further studies or full-time employment (2023) is above for both similar schools and the state average. In 2024, the teacher professional learning program, led by the leadership team focused on building teacher capacity in order to improve student agency and outcomes. Lessons began with clarity around the learning intentions and success criteria. The Instructional Model provides an approach that gradually releases the responsibility from the teacher to the student throughout the lessons with activities based on “I do”, “We do” and “You do”. The introduction of Professional Learning Communities enabled the teachers from the same learning area and usually the same year level, to meet weekly to plan, collaborate and observe each other’s classes. It has been symbolically very powerful for students to see teachers learning from each other. Very high levels of student participation in the extensive co-curricular program is also a strong indicator of engagement. This includes the House events such as the Swimming and Athletics Carnivals, the House Performing Arts Festival. The school's camps program was in full swing with the Year 7 transition camp in early May where students enjoyed the opportunity to learn and be challenged in different educational setting while the Year 8 and 9 students enjoyed a range of onsite and offsite activities. Students with a passion for STEM were involved in a STEM Tour to Croatia where they worked with scientists and collected authentic research data. Our music students once again, participated in the Generations in Jazz Festival in Mt Gambier in record numbers. In addition, the participation rate of students in both the interschool sports program and the school clubs program have been outstanding. Our school clubs program continues to be at the epicenter for our students from all year levels, providing them with a safe place to meet other students with similar interests and make new friends.

Financial performance

In 2024 the school had a total operating revenue of \$16,647,825 and a total operating expenditure of \$17,317,311 with a net operating deficit of \$669,486. Total funds available from the High Yield Investment, official and other accounts, is \$1,648,594. In the Revenue section, the government provided DET grants of \$1,406,478 which includes: overseas fee paying student, SRP cash grant and targeted reimbursement. The locally raised funds of \$1,287,804 includes: camps & excursions, family voluntary payments (curriculum contributions, extra-curricular items, other contributions) and commission. In the Revenue section, the Student Resource Package of \$13,792,290, does not cover the staffing costs of \$14,684,561. This is attributed to the hiring of

additional teachers to cover the large number of teachers who will be going on maternity leave and some unexpected long term absences. The Total Funds Available \$1,648,594 come from the school accounts: High Yield, Official and Other. NOTE: The Financial Commitments of \$1,193,495 does not include the SSB school savings bonus of ~\$455,100 It includes maintaining an operating cash reserve of \$450,869 School Based Programs of \$220,297 Maintenance-buildings/grounds <12 months of \$219,552

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1,282 students were enrolled at this school in 2024, 551 female and 727 male.

20 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

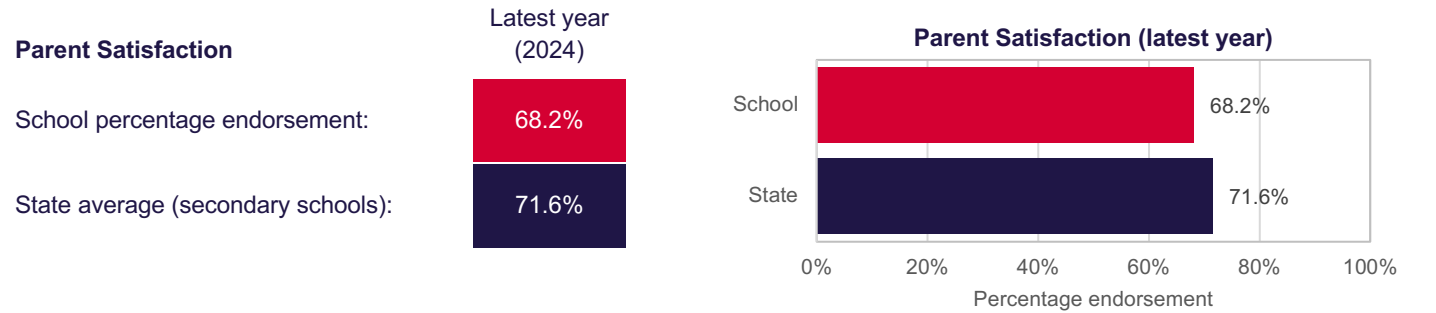
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

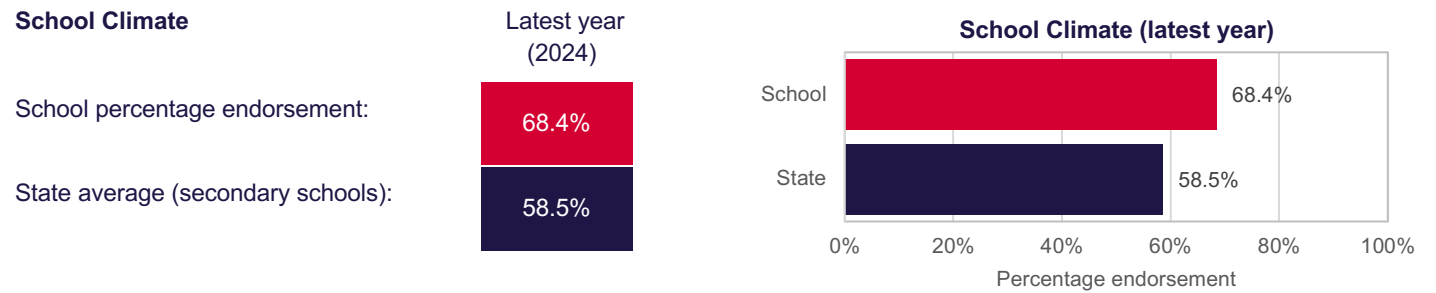


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

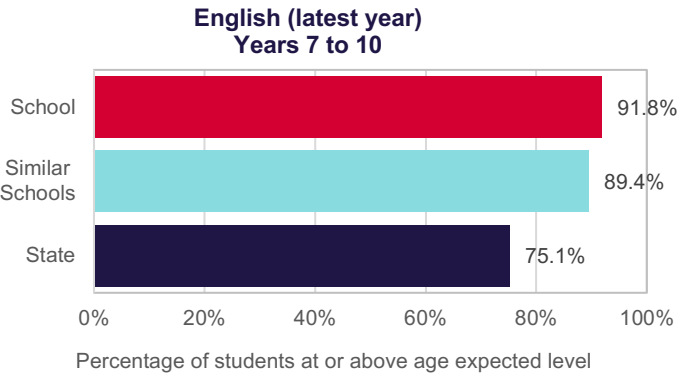
State average:

Latest year
(2024)

91.8%

89.4%

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

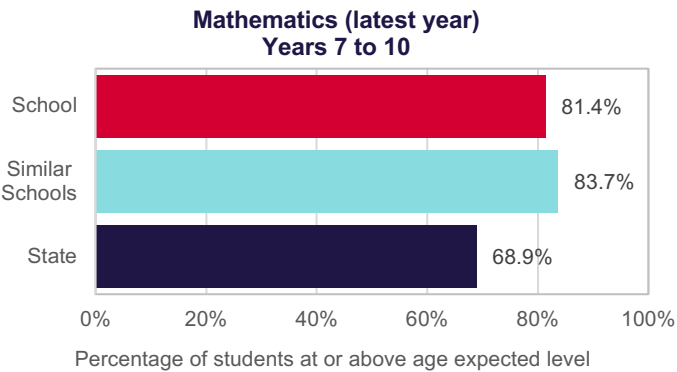
State average:

Latest year
(2024)

81.4%

83.7%

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.

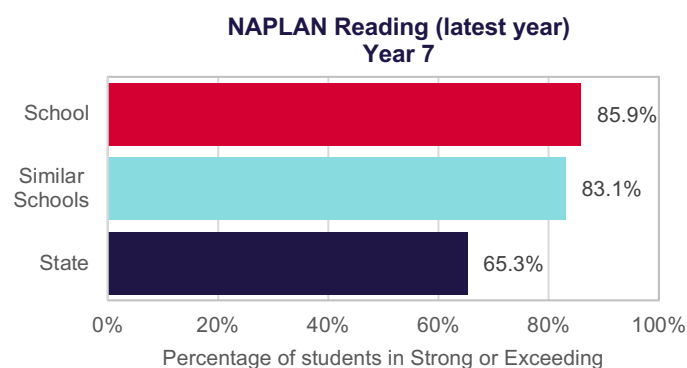
NAPLAN

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.

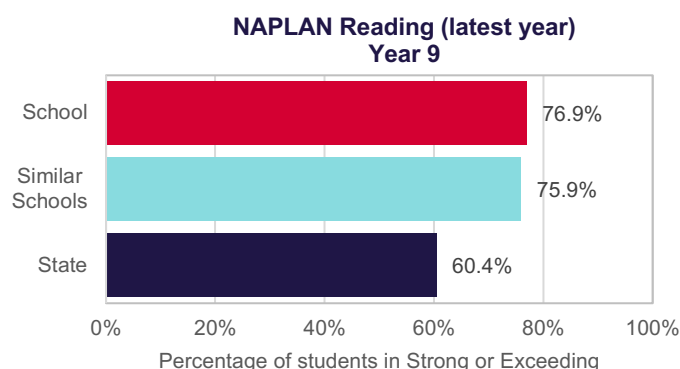
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.9%	86.7%
Similar Schools average:	83.1%	82.9%
State average:	65.3%	65.7%



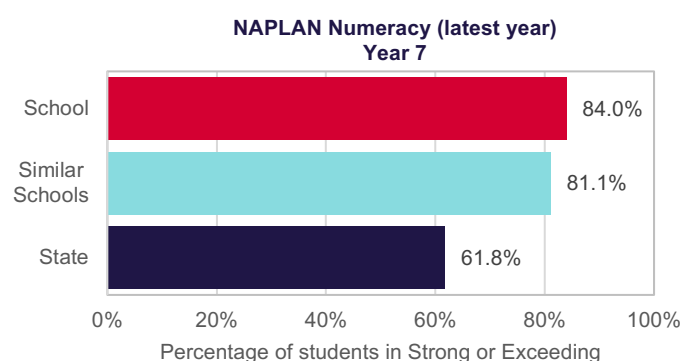
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	78.9%
Similar Schools average:	75.9%	76.1%
State average:	60.4%	60.2%



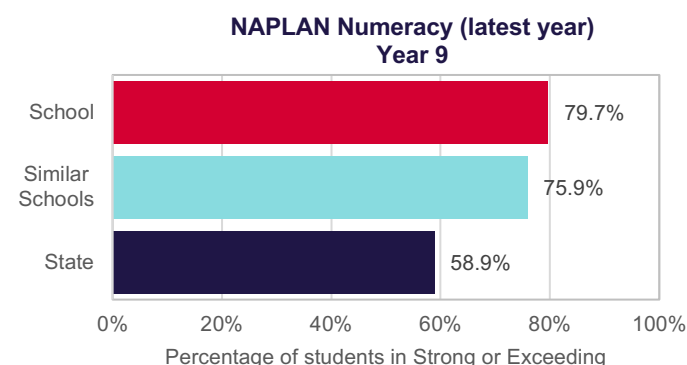
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.0%	85.0%
Similar Schools average:	81.1%	80.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.7%	82.3%
Similar Schools average:	75.9%	76.5%
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:

75.8%

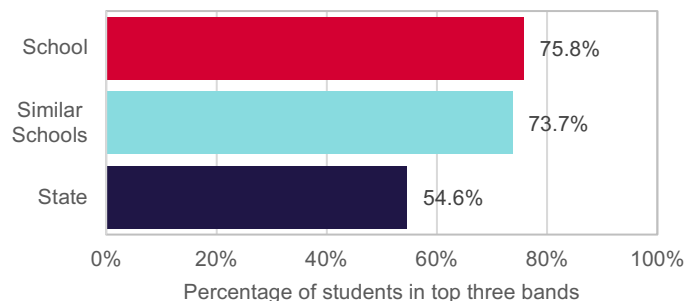
Similar Schools average:

73.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

74.0%

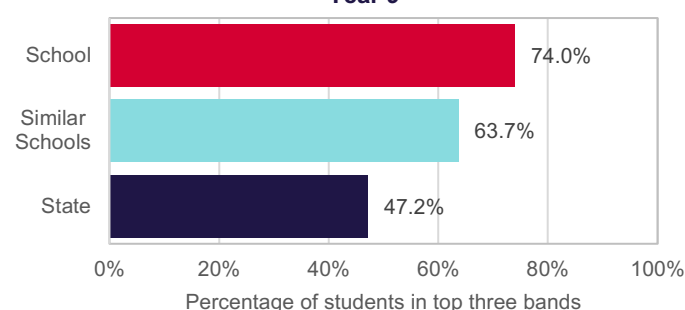
Similar Schools average:

63.7%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

72.8%

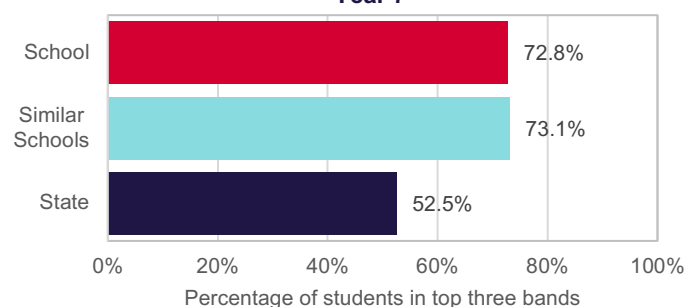
Similar Schools average:

73.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

63.9%

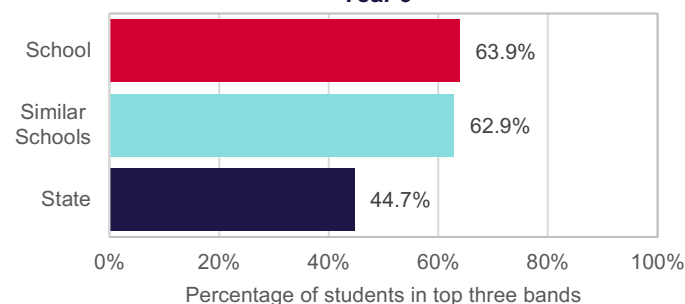
Similar Schools average:

62.9%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

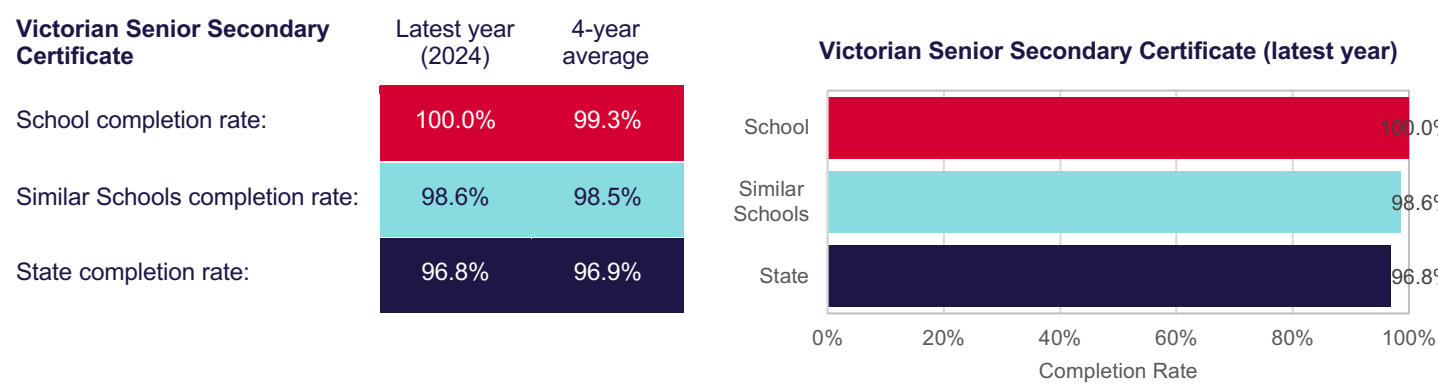


LEARNING (continued)

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	17
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:	14%
Percentage VET units of competence satisfactorily completed in 2024:	84%

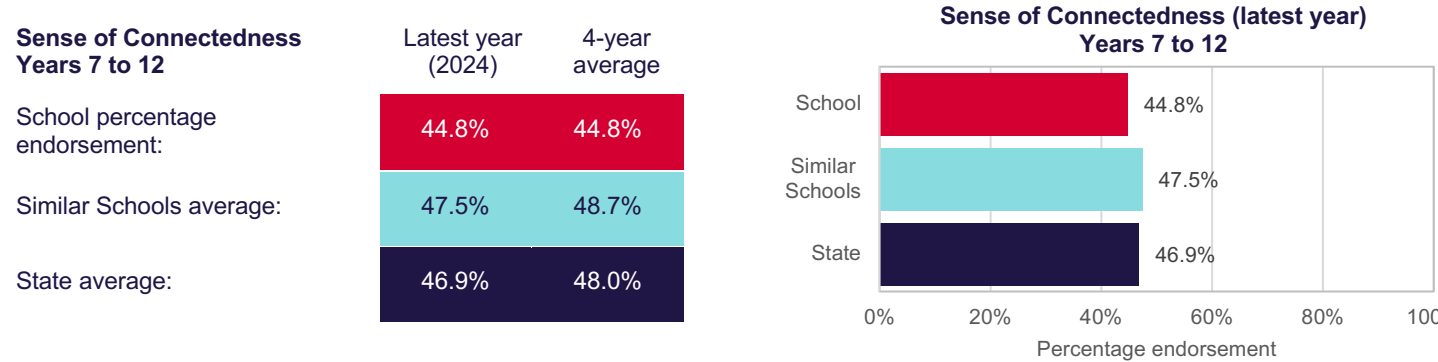


WELLBEING

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.

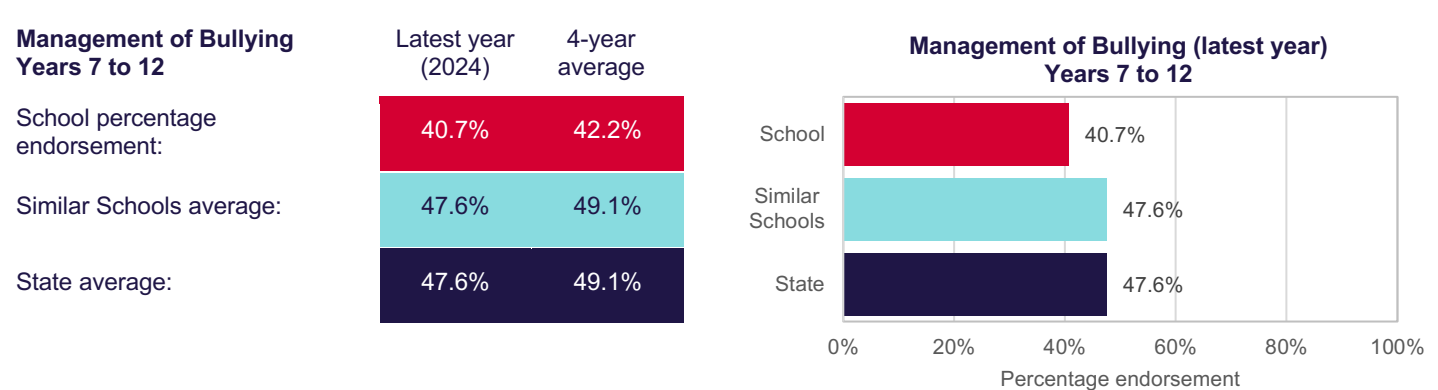
Student Attitudes to School – Sense of Connectedness

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).

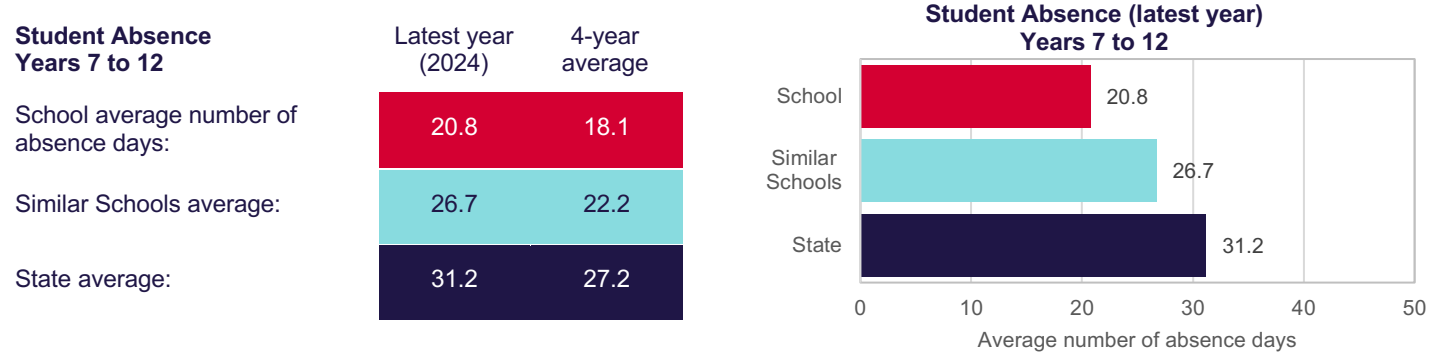


ENGAGEMENT

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.



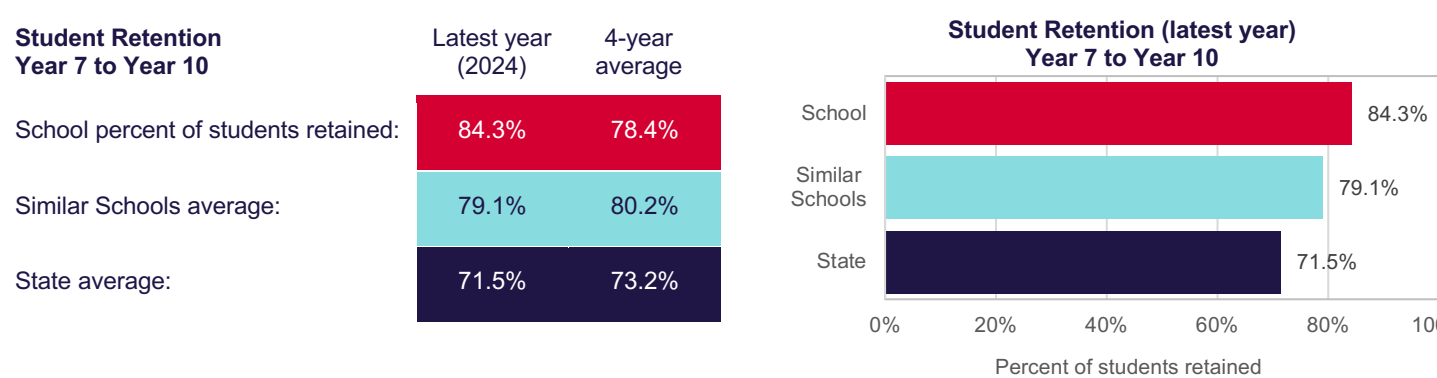
Attendance Rate (latest year)

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):	91%	89%	89%	88%	90%	92%

Student Retention

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



ENGAGEMENT (continued)

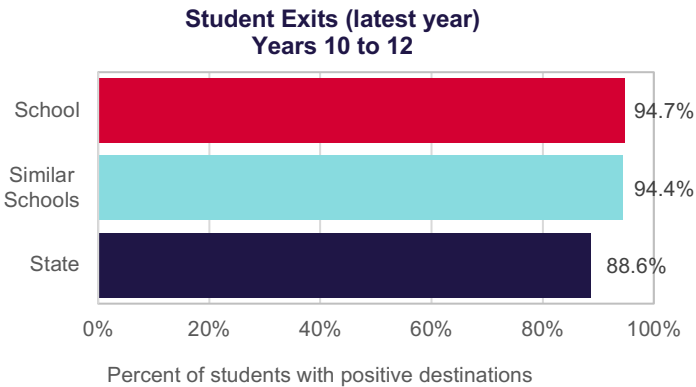
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	94.7%	93.7%
Similar Schools average:	94.4%	95.0%
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	\$13,792,290
Government Provided DET Grants	\$1,406,478
Government Grants Commonwealth	\$29,941
Government Grants State	\$12,244
Revenue Other	\$119,068
Locally Raised Funds	\$1,287,804
Capital Grants	\$0
Total Operating Revenue	\$16,647,825

Equity ¹	Actual
Equity (Social Disadvantage)	\$76,658
Equity (Catch Up)	\$30,832
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$107,489

Expenditure	Actual
Student Resource Package ²	\$14,684,561
Adjustments	\$0
Books & Publications	\$2,206
Camps/Excursions/Activities	\$427,292
Communication Costs	\$17,557
Consumables	\$540,049
Miscellaneous Expense ³	\$127,902
Professional Development	\$40,028
Equipment/Maintenance/Hire	\$229,062
Property Services	\$303,223
Salaries & Allowances ⁴	\$209,259
Support Services	\$547,481
Trading & Fundraising	\$19,390
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,969
Utilities	\$167,333
Total Operating Expenditure	\$17,317,311
Net Operating Surplus/-Deficit	(\$669,486)
Asset Acquisitions	\$771,972

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

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,544,632
Official Account	\$94,433
Other Accounts	\$9,529
Total Funds Available	\$1,648,594

Financial Commitments	Actual
Operating Reserve	\$450,869
Other Recurrent Expenditure	\$3,480
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$220,297
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,444
Repayable to the Department	\$269,326
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$9,528
Maintenance - Buildings/Grounds < 12 months	\$219,552
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,193,495

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.