

2024 Annual Report to the School Community

School Name: Yea High School (8500)



- 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 30 April 2025 at 10:16 AM by Jacinta Byers (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 08 May 2025 at 10:08 PM by Jacinta Byers (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

Yea High School is a co-educational secondary college, situated 100 kilometres north-east of Melbourne. The school has approximately 312 students enrolled and provides for the educational needs of a mixture of rural and semi-rural communities. The student family occupation index in 2024 was 0.4891. The school caters for students in the Yea community and the districts of Glenburn, Murrindindi, Molesworth, Killingworth, Highlands, Homewood, Strath Creek, Kinglake and Flowerdale. The school has over 40% of its students travelling by bus from the south of Yea; in particular, these areas include Glenburn, Flowerdale and Kinglake. Yea High School also runs a Flexible Learning Option (FLO) for students who need to reconnect with education. The Access Yea Community Education (AYCE) Program, supports, or provides for, the educational needs of approximately 116 Yea High School students studying at the following study centres: Reservoir-Epping, Bayswater and Geelong, with the Bayswater Centre being the largest of these locations. The school has approximately **35** equivalent full-time staff, currently **3.6** Principal class, **26.4** Teachers and **6.8** Educational Support staff.

Yea High School's vision is to build successful and responsible learners. The school strongly believes that education is best achieved through all key stake-holders working together with staff, parents, carers and community collaborating to help improve the educational outcomes of their young people. Yea High School aims to foster a balance between learning and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for young people today and in their future pathways. It is our mission to build relationships, create opportunities and inspire life-long learning.

School Values

Respect – We show respect by valuing the people and environment around us, **Trust** – We strive to be honest, reliable and responsible, **Acceptance** – We encourage and support others despite our differences

Progress towards strategic goals, student outcomes and student engagement

Learning

Yea High School prioritised curriculum documentation and building best practice for the delivery of assessment and reporting practices. With the establishment of the Student Learning Leading Teacher, staff developed and refined their use of formative and summative assessment to best understand student learning. The school re-established Professional Learning Communities to embed the Yea High School Teaching and Learning model and High Impact Teaching Strategies. The Middle Years Literacy and Numeracy Strategy MYLNS and the Tutoring Initiative continued. Students identified as requiring additional support engaged in goal setting and tailored support to improve student learning. Data was analysed and students excelling in Numeracy were identified

and provided with a dedicated learning program to further enhance their knowledge and skills. The school celebrated the achievement of students in the Years 7 to 10 Mathematics Program who exceeded the State average for at or above age expected standards. NAPLAN Reading and Numeracy results show high levels of achievement in Year 7.

The school prioritised developing a guaranteed and viable curriculum by completing an internal audit against the Victorian Curriculum 2.0, developed all key learning areas, accurate Scope and Sequences and Unit Plan documentation. Professional learning focused on building the data literacy of staff to ensure its use in the development and delivery of appropriate curriculum and assessment. With the introduction of Disability Inclusion, staff received professional learning to understand the requirements and recording procedures for teacher adjustments. The AYCE Program continued to align with the school's curriculum direction and implement a viable teaching and learning program which directly caters for the needs of the complex environment.

Wellbeing

Yea High School prioritised establishing a whole school approach to improving student engagement and wellbeing. Through the role of the Student Wellbeing Leading Teacher, consistent practices were developed to support students, families and staff. The school introduced the School-Wide Positive Behaviour Support SWPBS Framework including the development of the Expected Behaviour Matrix, clearly defined Minor/Major behaviours, a tiered responsibility flowchart and consistent procedures in responding to engagement concerns. The school increased the visibility of our expected behaviours to be Respectful, be Responsible and be Kind in order to increase the use of consistent language and develop a shared understanding of expectations.

The school provided health and wellbeing supports through a diverse team including the Student Services Support Leader, Mental Health Practitioner, Youth Support group leader and adolescent counsellor. The school responded to Attitudes to School Survey and internal data sets by providing a range of targeted interventions and programs. The school engaged with wider allied health supports and local community programs. This included our VCE Vocational Major students partnering with local hospitals and their active footpaths initiative. Students researched, designed and will support the implementation of these resources in the community.

In preparation for the introduction of Disability Inclusion, the school enhanced the transition program to ensure accurate information sharing. Staff visited feeder schools and engaged in Student Support Group meetings. The local primary school was supported by members of the Wellbeing team for students with complex needs allowing support plans to be established prior to commencement.

Engagement

In response to increasing unexplained absences, the school developed a structured, multi-tiered approach to attendance. This framework ensures consistent practices and clearly defined responsibilities for all key stakeholders. A key initiative was the establishment of the Attendance Officer role, which has streamlined intervention processes, enhanced communication between the

school and families, and improved the accurate use of the Compass Management System for recording absences. As a result, the school has gained a deeper understanding of the barriers affecting student attendance and is designing more tailored learning programs to meet individual needs. These measures have led to a decrease in unexplained absences from 54% to 12%. Results have also seen a rise in parent engagement through Compass. The school celebrates maintaining 85% and above attendance in the Senior School. In addition, the school student absence Years 7 to 12 is less than that of similar schools.

In 2024, the school continued to prioritise student leadership by providing a range of opportunities. Student Leaders took an active role in planning and delivering awareness and fundraising events, as well as participating in focus groups to inform the development of teaching and learning programs. Notably, they collaborated on refining the SWPBS Behaviour Matrix and redefined the school's values to build a shared understanding across the community.

The school also sustained a strong focus on student engagement through a variety of whole-school sporting events and extracurricular activities. The Student Engagement Activities Program offered structured opportunities during break times, contributing to a noticeable reduction in behaviour concerns and increased student participation. Additionally, the instrumental music program continued to thrive, with rising student involvement and public performances showcasing their talents at school events throughout the year.

Other highlights from the school year

In 2024, Yea High School delivered the Certificate II in Agriculture program to students from both the local community and the broader Murrindindi and Mitchell Shires. The school also provided a range of enriching camps and excursions across year levels. Year 7 students attended Camp Nillahcootie, Year 8 students participated in Camp Manyung, and senior students embarked on an immersive adventure through Central Australia.

Throughout the year, students engaged in a variety of events designed to complement their learning, particularly in Science. These included excursions to KIOSC at Swinburne University, Quantum Victoria, and the Victorian Space Science Education Centre (VSSEC). Year 10 students enhanced their road safety awareness through a two-day driver education program delivered by METEC. Additionally, students from Years 10 to 12 took part in a series of events focused on exploring career pathways and tertiary education options.

Yea High School proudly celebrated student sporting achievements, with several students competing at both Southern Ranges and Hume levels across a range of sports. Notably, one student qualified to compete at the state level in Cross Country, marking a significant accomplishment for the school community.

Financial performance

In 2024, the Student Resource Package was aligned with student enrolments, with funds allocated accordingly to support operations at both the Yea Campus and AYCE Campuses. Funds carried forward include revenue paid in advance for Camps and Excursions as well as SRP allocations which have been directed to 2025 expenditure. The school also received Department of Education

and Training (DET) grants, including the Middle Years Literacy and Numeracy Support, Tutor Learning Initiative, Schools Mental Health Fund, Student Excellence Program, and various Pathways Programs. Yea High School continued to manage key school-based programs, including the Instrumental Music Program and Bus Coordination services. The school completed building improvements to staff office spaces, a dedicated Agricultural Learning Space and the Gymnasium resurfacing.

Equity funding for students experiencing social disadvantage and those needing academic catch-up support was determined based on enrolment data. These funds were used to implement a whole-school assessment program, providing teachers with a consistent approach to data collection. Additional investments were made in technology to enhance student access, professional learning to strengthen teaching practices, and the delivery of tailored support programs for students requiring extra assistance.

In addition, the school entered into a three-year contract for the use of Math Pathways and signed a new mid-year contract for cleaning services.

**For more detailed information regarding our school please visit our website at
<https://www.yeahs.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 313 students were enrolled at this school in 2024, 139 female and 171 male.

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

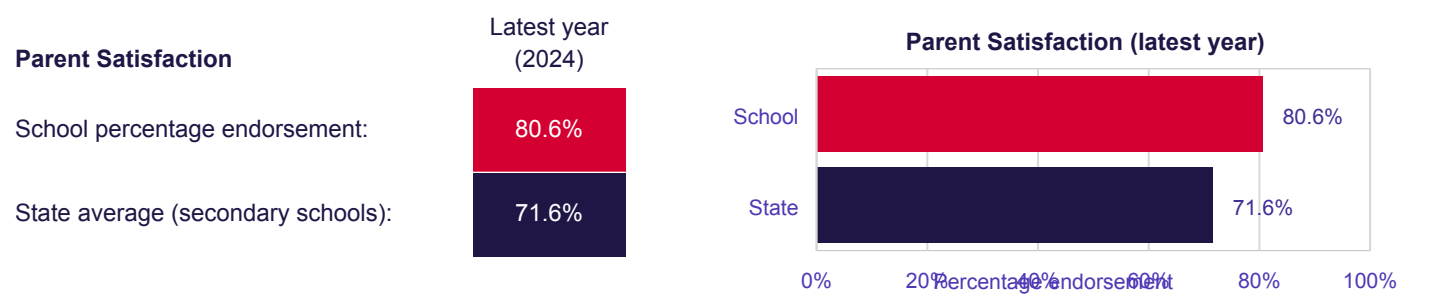
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

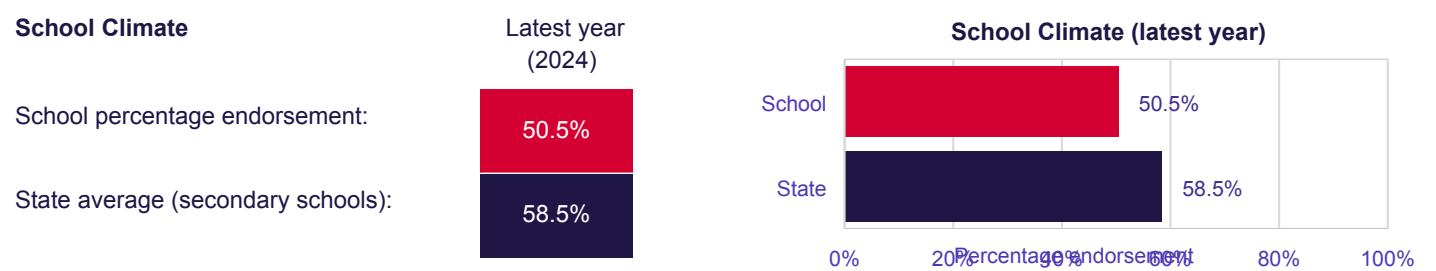


School Staff Survey

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.



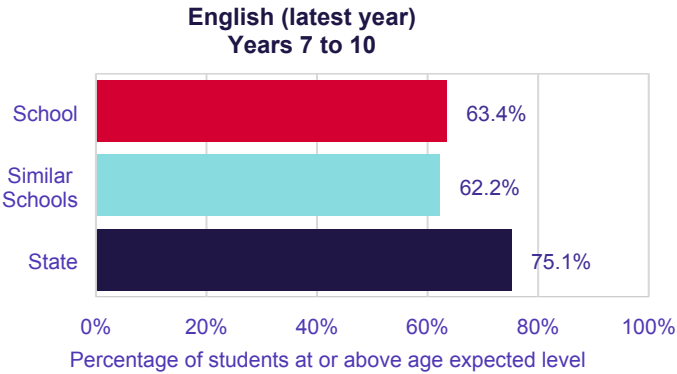
LEARNING

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.

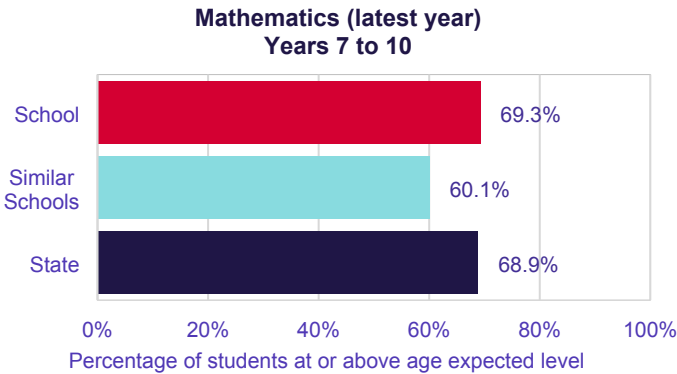
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	63.4%
Similar Schools average:	62.2%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	69.3%
Similar Schools average:	60.1%
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.

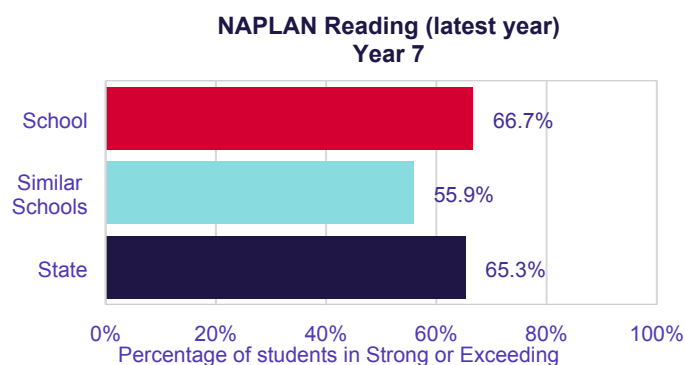
NAPLAN

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.

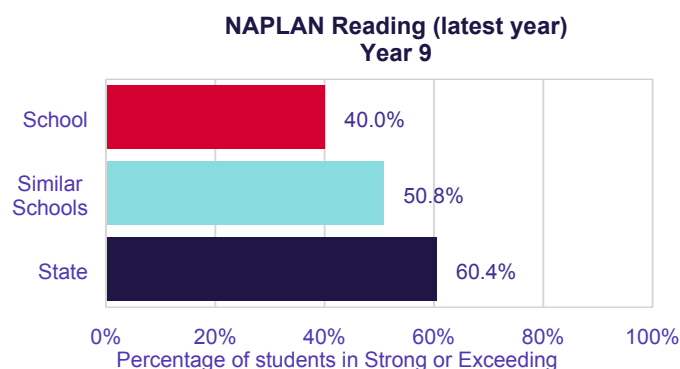
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	65.6%
Similar Schools average:	55.9%	56.7%
State average:	65.3%	65.7%



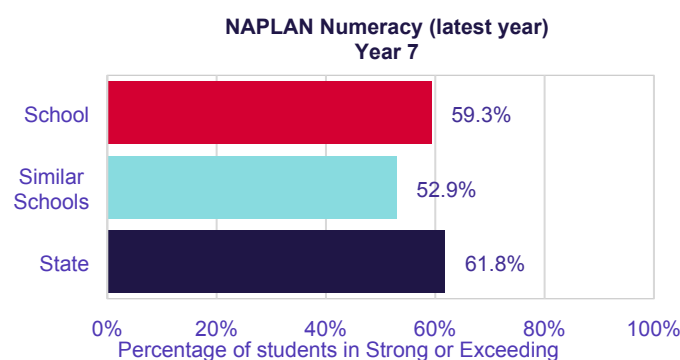
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.0%	51.5%
Similar Schools average:	50.8%	51.7%
State average:	60.4%	60.2%



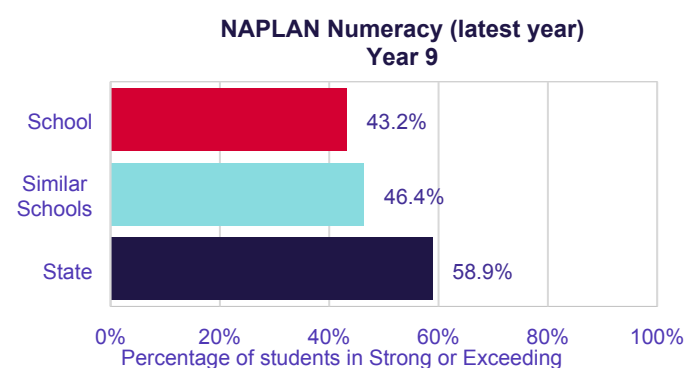
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	59.3%	55.9%
Similar Schools average:	52.9%	53.5%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.2%	50.5%
Similar Schools average:	46.4%	48.2%
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:

60.7%

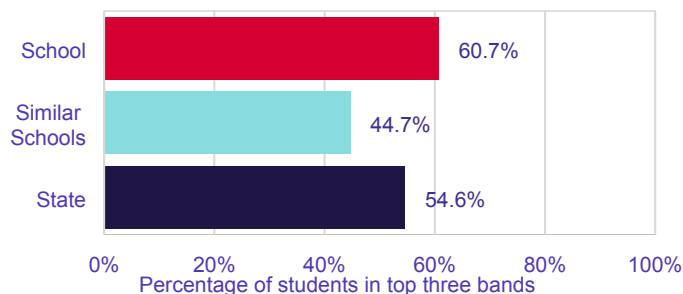
Similar Schools average:

44.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

46.7%

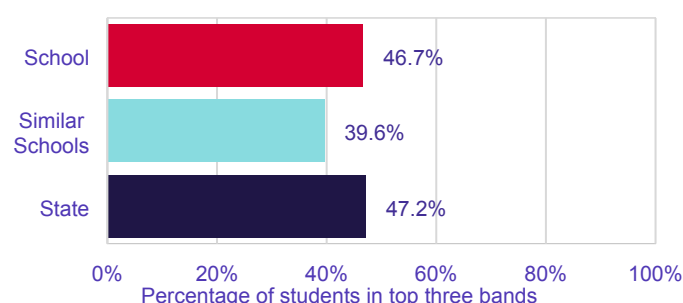
Similar Schools average:

39.6%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

40.7%

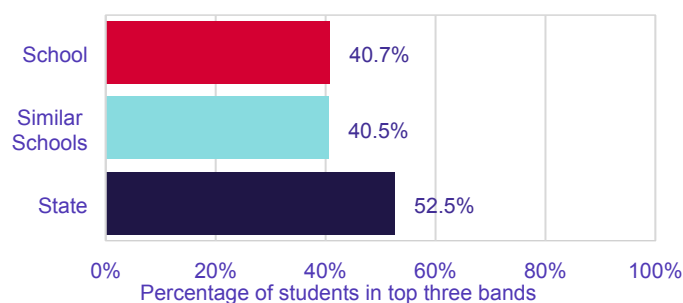
Similar Schools average:

40.5%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

35.7%

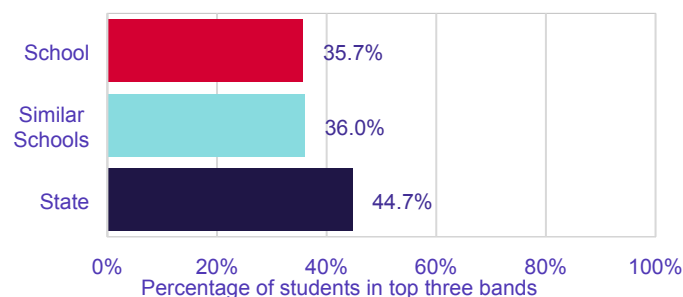
Similar Schools average:

36.0%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

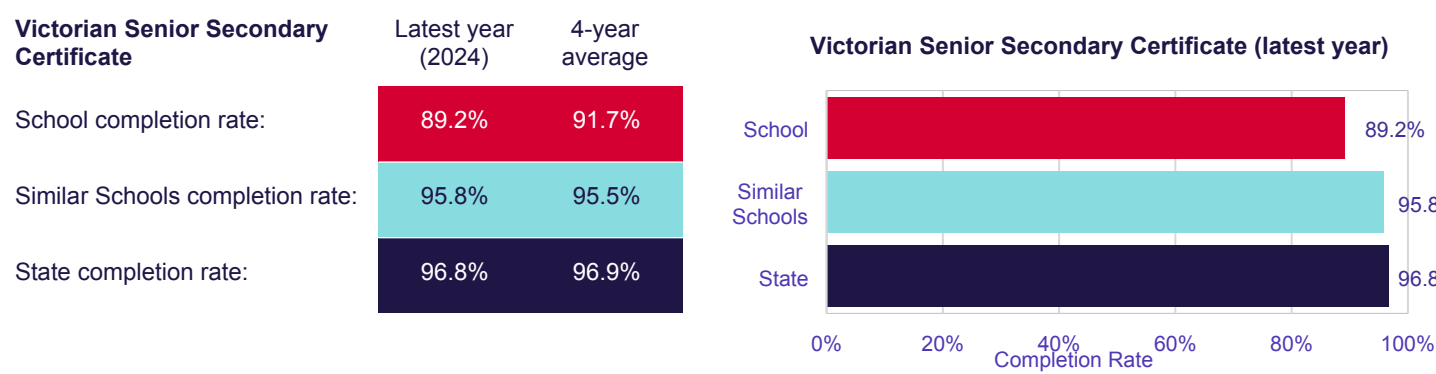


LEARNING (continued)

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:	24.6
Number of students awarded the VCE Vocational Major	5
Number of students awarded the Victorian Pathways Certificate	NDP
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	25%
Percentage VET units of competence satisfactorily completed in 2024:	80%

WELLBEING

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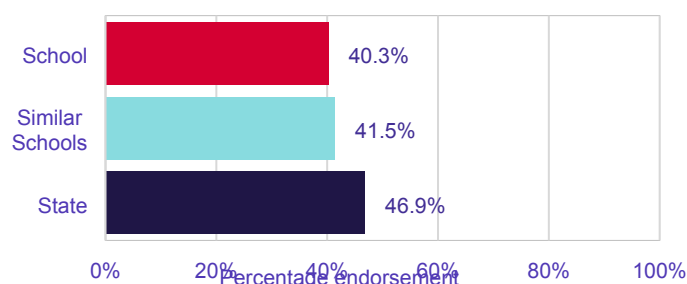
Student Attitudes to School – Sense of Connectedness

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:	40.3%	45.3%
Similar Schools average:	41.5%	42.5%
State average:	46.9%	48.0%

Sense of Connectedness (latest year) Years 7 to 12



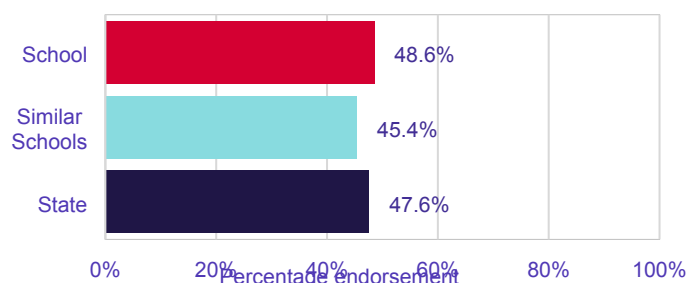
Student Attitudes to School – Management of Bullying

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:	48.6%	52.5%
Similar Schools average:	45.4%	45.5%
State average:	47.6%	49.1%

Management of Bullying (latest year) Years 7 to 12

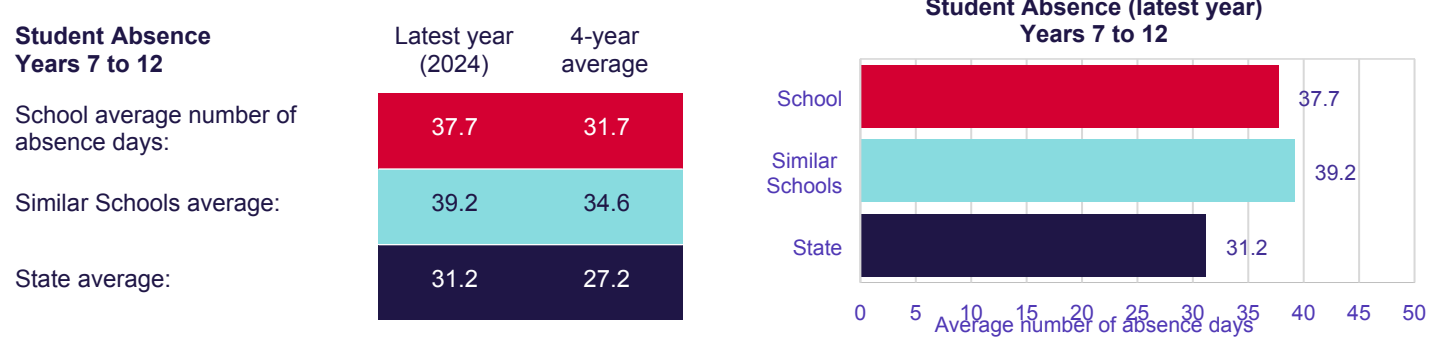


ENGAGEMENT

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.

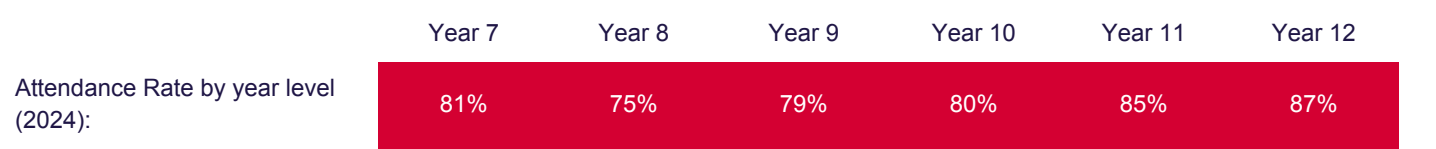
Average Number of Student Absence Days

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



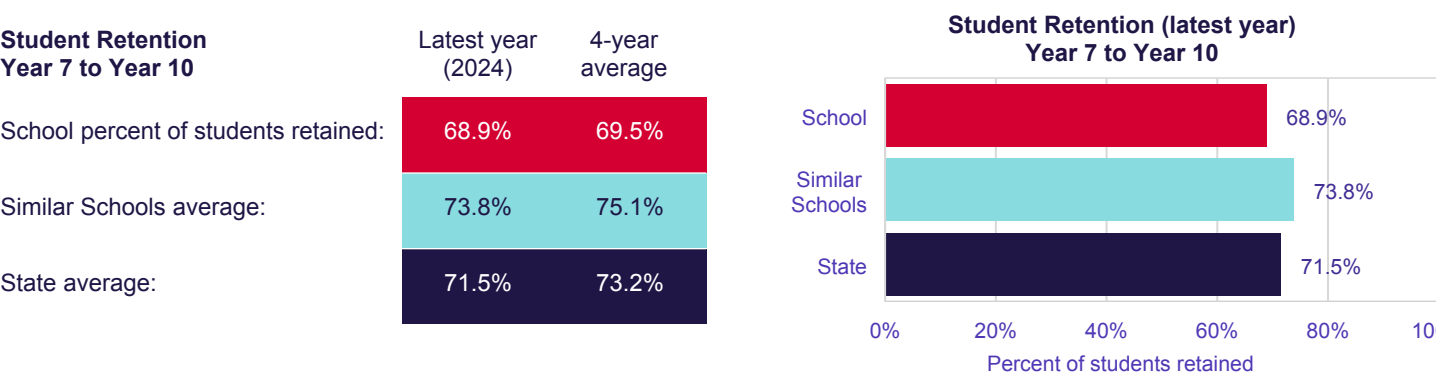
Attendance Rate (latest year)

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)

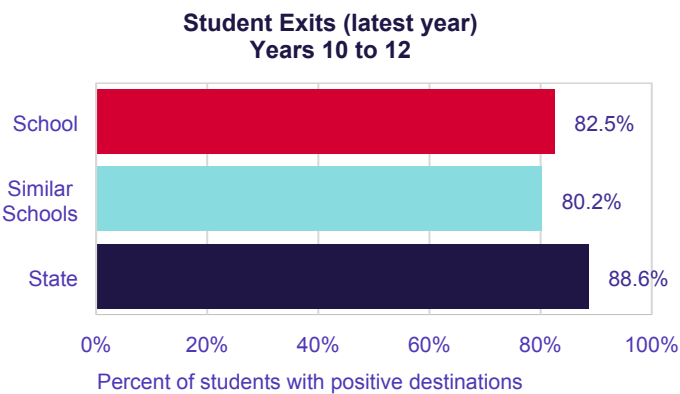
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	82.5%	91.6%
Similar Schools average:	80.2%	82.8%
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	\$5,460,827
Government Provided DET Grants	\$1,065,654
Government Grants Commonwealth	\$11,997
Government Grants State	\$6,803
Revenue Other	\$36,089
Locally Raised Funds	\$214,220
Capital Grants	\$0
Total Operating Revenue	\$6,795,590

Equity ¹	Actual
Equity (Social Disadvantage)	\$155,993
Equity (Catch Up)	\$17,373
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$173,366

Expenditure	Actual
Student Resource Package ²	\$5,030,348
Adjustments	\$0
Books & Publications	\$2,105
Camps/Excursions/Activities	\$144,953
Communication Costs	\$5,738
Consumables	\$66,768
Miscellaneous Expense ³	\$42,330
Professional Development	\$16,123
Equipment/Maintenance/Hire	\$114,202
Property Services	\$166,591
Salaries & Allowances ⁴	\$464,898
Support Services	\$443,488
Trading & Fundraising	\$87,333
Motor Vehicle Expenses	\$4,616
Travel & Subsistence	\$385
Utilities	\$78,207
Total Operating Expenditure	\$6,668,086
Net Operating Surplus/-Deficit	\$127,504
Asset Acquisitions	\$13,273

- (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	\$717,644
Official Account	\$73,987
Other Accounts	\$0
Total Funds Available	\$791,631

Financial Commitments	Actual
Operating Reserve	\$275,217
Other Recurrent Expenditure	\$36,322
Provision Accounts	\$0
Funds Received in Advance	\$33,942
School Based Programs	\$499,931
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,102
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$63,439
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$912,952

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.