

2024 Annual Report to the School Community

School Name: Carrum Downs Secondary College (8423)



- 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 17 March 2025 at 06:26 PM by Chad Ambrose (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 17 March 2025 at 06:26 PM by Chad Ambrose (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

Carrum Downs Secondary College undertook a Strategic Review in 2024 and will commence the 2025 school year with a new College Principal and a new Leadership structure. Our vision is to empower our community to build a successful future, and our commitment is to support all students to achieve their very best. A student's journey through our college starts in year 7 with a comprehensive transition plan to support students as they enter Secondary School. Students undertake a strong core program whilst gaining exposure to a range of specialist subjects across the arts and technologies to help students explore interests and discover passions. By year 9, students are able to select their own electives to study and by year 10, students customise most aspects of their journey as they begin to pursue their areas of interests and their chosen pathways. Students participate in extensive pathways education and counselling enabling them to make informed choices over the full range of VCE general certificate or the VCE Vocational Major options. Our college values are Respect, Effort and Integrity and we have developed our School Wide Positive Behaviour Support Framework to teach our college values and set high expectations of our students for behaviour and learning in our community. Ours is a vibrant community situated 42km southeast of Melbourne, with the college in 2024 having an enrolment of 930 students whilst employing 77 teachers and 38 ES staff. Students are encouraged to have a voice and identity, and the college boasts an extensive Student Leadership Program. 2025 will see expansion of a range of student led extra curricula programs including sport, instrumental music, STEAM, performing and visual art programs, as well as implementation of a peer support program and a range of clubs that aim to increase student connection.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the college worked towards the specific goal of improving Literacy and Numeracy in our community. Our Reading results have been below expectation, with only 50.8% of students in year 7 and 40.2% of students in year 9 for 2024 achieving either Exceeding or Strong in NAPLAN, both results improvements on 2023, but below state averages. Our school's Numeracy results saw 44.9% of year 9 students achieving exceeding or strong for NAPLAN. Our Numeracy team has worked for many years to develop a consistent and challenging curriculum for all students based around our targeted teaching program. Through this program we have created small class sizes of approximately 10 for students who need extra support and assistance, and we have also challenged our high achievers to extend themselves and excel. In Senior School, more than 95% of students successfully complete their senior certificate, and we achieved an average study score across the college of 25.7, a pleasing improvement on previous years. We are particularly proud of our pathways data that shows how well prepared our students are for further training or employment. Our exit data saw 87.7% of students moving onto to further training or the workforce

upon leaving school, above the average achieved by similar schools. This is an outstanding result, the culmination of our community's hard work in nurturing our students through their journey, and it represents the outstanding outcomes we support our students to achieve at Carrum Downs Secondary College.

Wellbeing

In 2024, the college continued to deliver strong wellbeing outcomes for students through the many services we offer through our Wellbeing team that students can access such as counselling, group activities and specialist mental health support from our Mental Health Practitioner, psychologist, and Doctors in Schools. In addition, our Pastoral Care and Health programs continued to focus on resilience and the college values of Respect, Integrity and Effort. The college worked towards improving student wellbeing in significant ways. This included a focus on teacher professional development and consistent approaches to support our students to achieve their very best. Our Student Attitudes to school data collected in term 2 showed improved management of bullying, with 39.6% of students responding positively about this factor, an improvement from previous years and another area of focus in 2025. Feedback from students in our school review in early 2024 has indicated a need to focus on student connectedness and the establishment of a safe and orderly environment, underpinned by consistent high expectations.

Engagement

The college has developed many programs to improving student engagement in our college. Our students are supported by their House Leadership Team, who are responsible for working in partnership with families to improve learning. The House Leaders oversee student engagement and are very active in running Student Support Group meetings with students and their families to create support plans for students about learning, behaviour, health and attendance as required. Each House has a House Support Officer to follow up on student attendance. Despite this the college recorded an average per student of 36 days absent which is high but consistent with similar schools and close to state averages, indicating the school attendance is a statewide issue that is impacting our college similarly to other schools. One very pleasing statistic is that our retention from year 7 to 10 was 74.3%, much higher than the state average for retention, indicating that once students start with our college, they remain engaged and continue with the college throughout their studies. The college has an active student leadership team comprising of 48 students across a range of leadership roles overseeing the areas of Learning, Community, Arts, Sports, Inclusion and House. Our leaders have implemented a range of clubs across the school with the goals of improving student engagement, and they plan events to celebrate a wide variety of campaigns and causes promoting inclusion and acceptance of others. Of particular note was our celebration of Harmony Day where all students dressed up in cultural dress, and the college was treated to more than 15 different displays of dance and performance by students from different diverse backgrounds. The House Cup which was previously mentioned in this report is another of our programs that is designed to promote participation and engagement in our community.

Financial performance

The college ended the year in a healthy financial position with surpluses in both our cash and staffing budget. The surplus in our staffing budget was due to money being carried over from the previous year and difficulties staffing certain teaching and support positions which were otherwise budgeted for. The college was able to staff the majority of Tutor Learning Positions that we received funding for ensuring that students received extra support in their learning as needed. We have been constantly looking to employ more inclusion support ES staff with our surplus funding to provide more support for students, and in 2025 committed to employing university students to support individual and cohorts of students across the college. The college continued to support student learning by heavily subsidising several learning programs including Education Perfect and Edrolo, and families experiencing financial hardship were supported to access computers, textbooks and uniform. Some other large expenditure items included school contributions towards the construction and resourcing for our new STEAM building as well as the redevelopment of our new Senior School Precinct. Our students undertook charity fundraising for several causes at large school wide activities for events such as the Greatest Shave for a cure, which was well supported by several local businesses who donated their time and hair shaving/cutting skills. In addition, our Year 8 and Senior volleyball team undertook fundraising to support them competing in the Australian Schools Volleyball Cup, in which they won their division. The college also active school grants which will support funding of air conditioning for the college gymnasium.

**For more detailed information regarding our school please visit our website at
<https://www.cdsc.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 901 students were enrolled at this school in 2024, 420 female and 481 male.

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

Overall Socio-Economic Profile

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

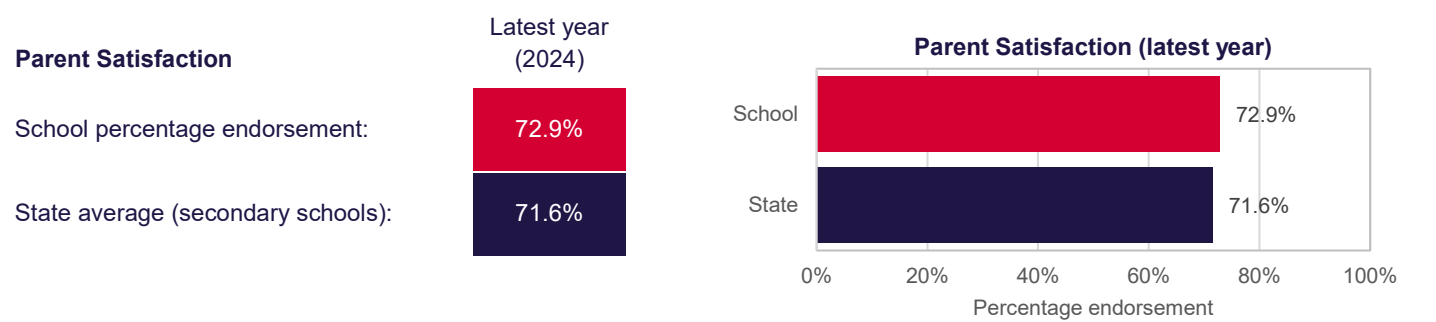
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

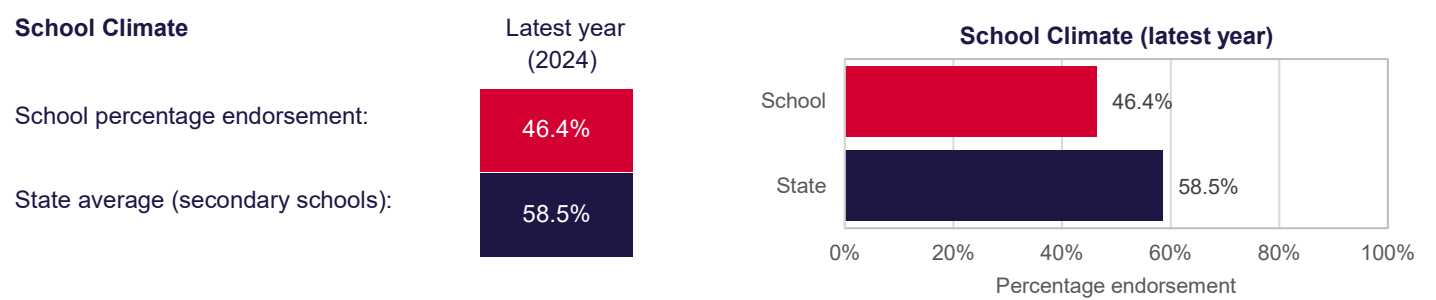


School Staff Survey

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.



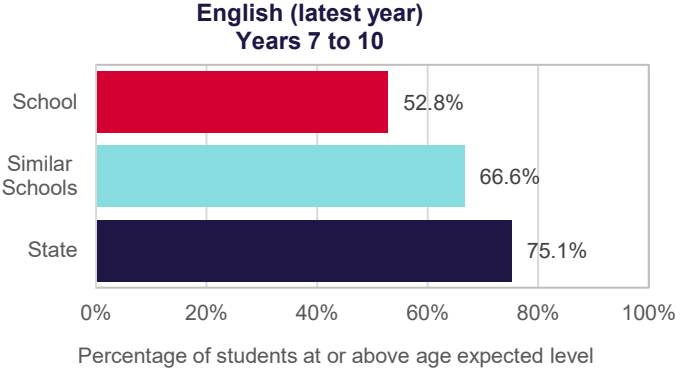
LEARNING

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.

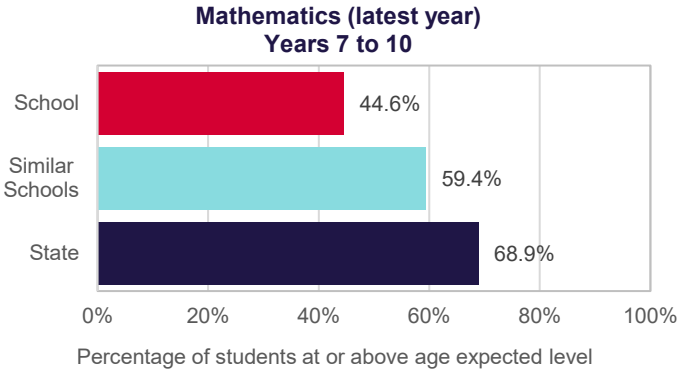
Teacher Judgement of student achievement against the Victorian Curriculum

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:	52.8%
Similar Schools average:	66.6%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	44.6%
Similar Schools average:	59.4%
State average:	68.9%



LEARNING (continued)

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

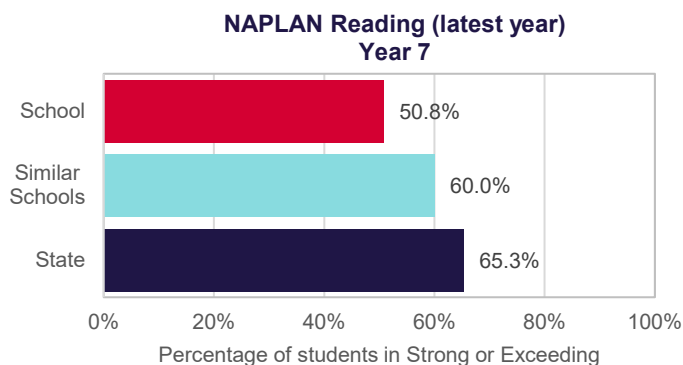
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

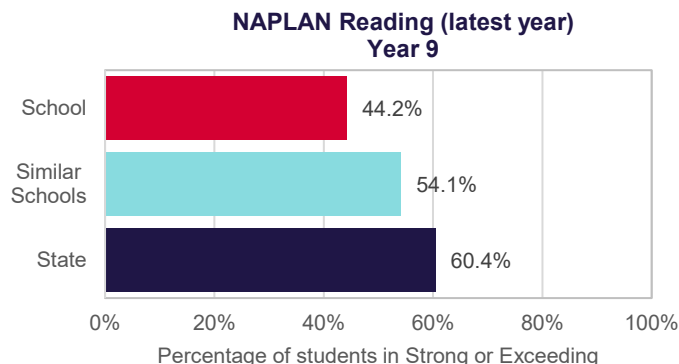
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.8%	58.1%
Similar Schools average:	60.0%	60.7%
State average:	65.3%	65.7%



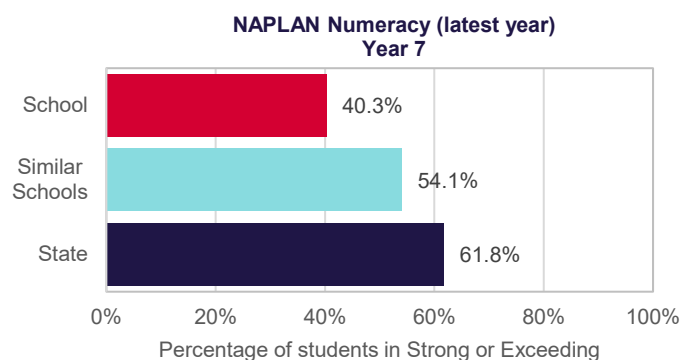
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.2%	46.4%
Similar Schools average:	54.1%	54.2%
State average:	60.4%	60.2%



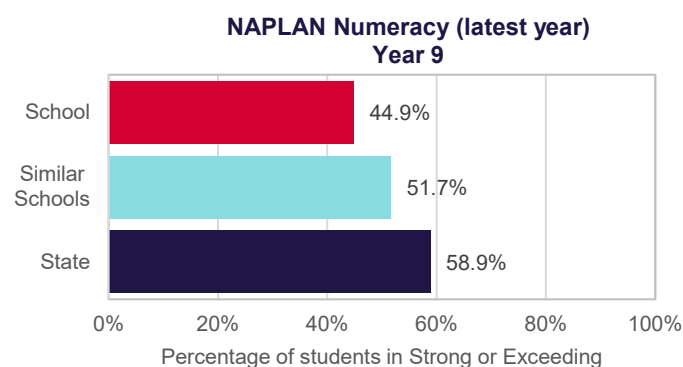
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	40.3%	47.2%
Similar Schools average:	54.1%	55.8%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	44.9%	50.8%
Similar Schools average:	51.7%	51.9%
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:

34.4%

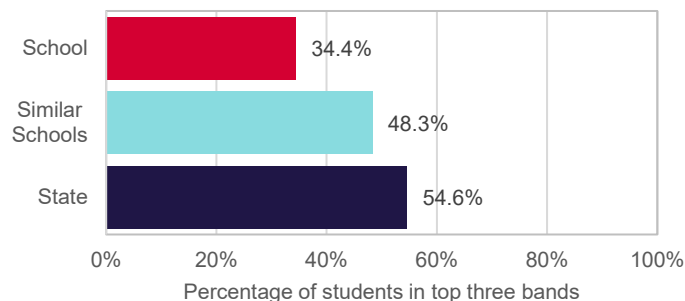
Similar Schools average:

48.3%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

28.5%

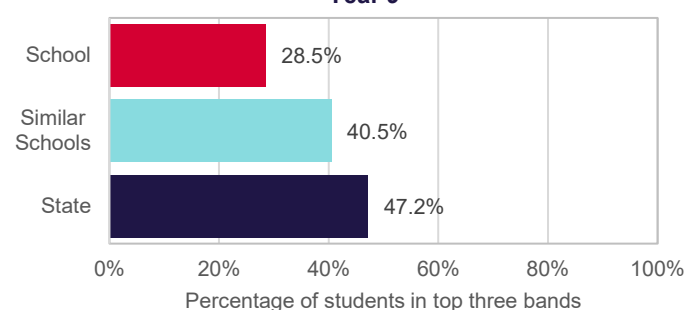
Similar Schools average:

40.5%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

34.2%

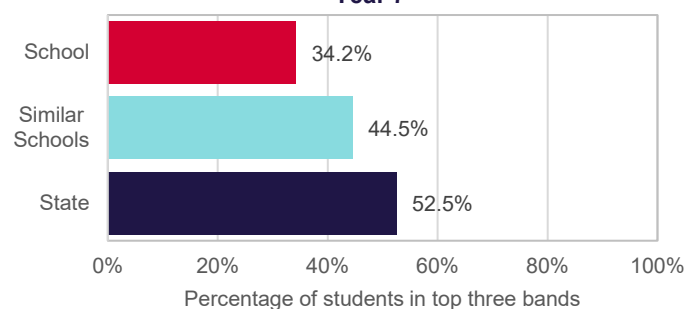
Similar Schools average:

44.5%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

22.8%

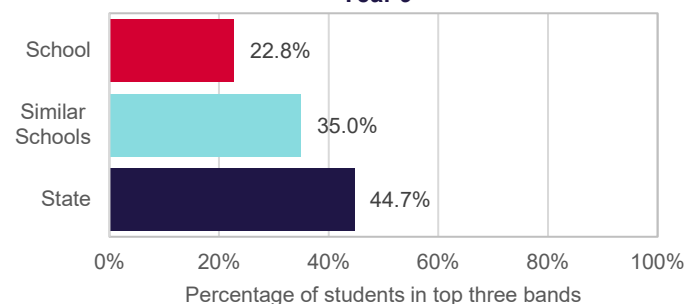
Similar Schools average:

35.0%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

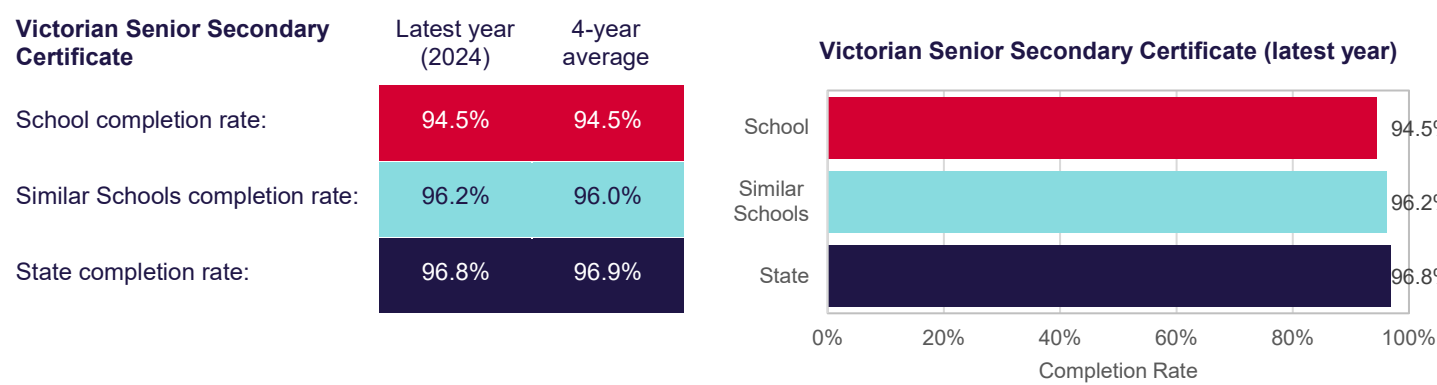


LEARNING (continued)

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:	25.7
Number of students awarded the VCE Vocational Major	38
Number of students awarded the Victorian Pathways Certificate	4
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	42%
Percentage VET units of competence satisfactorily completed in 2024:	91%

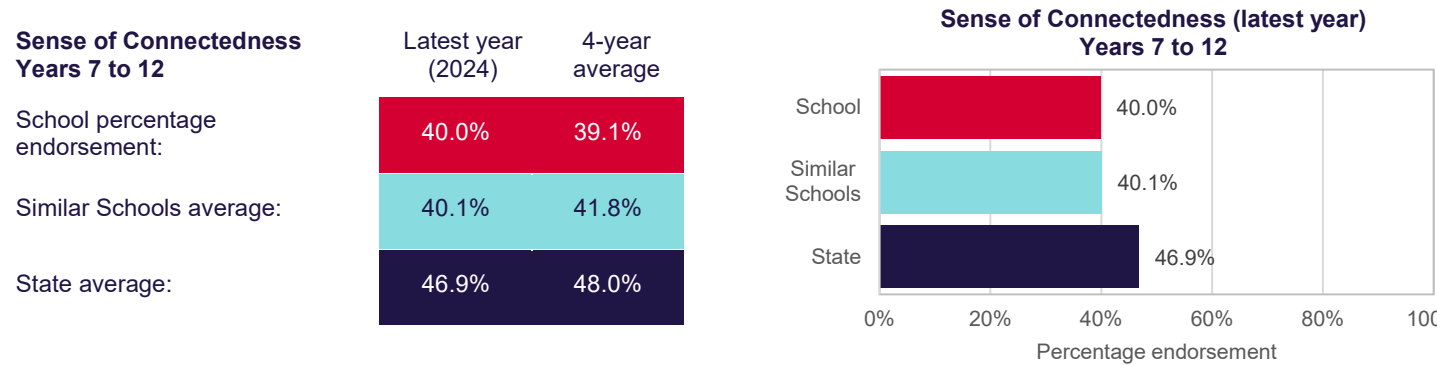


WELLBEING

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.

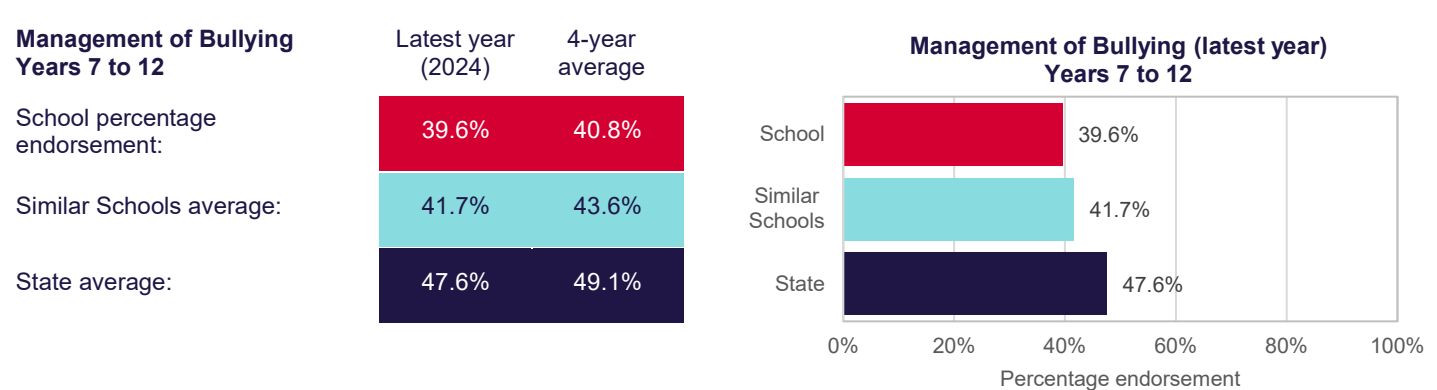
Student Attitudes to School – Sense of Connectedness

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).

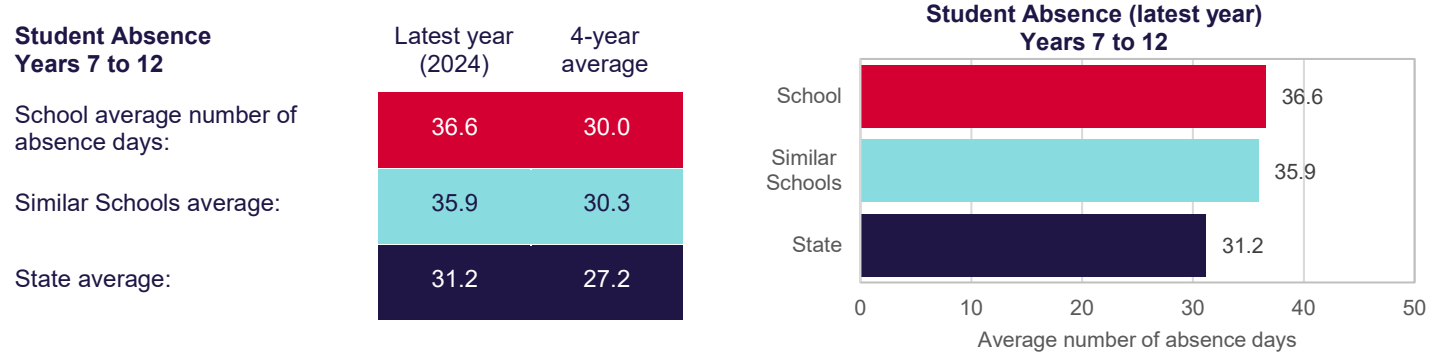


ENGAGEMENT

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.



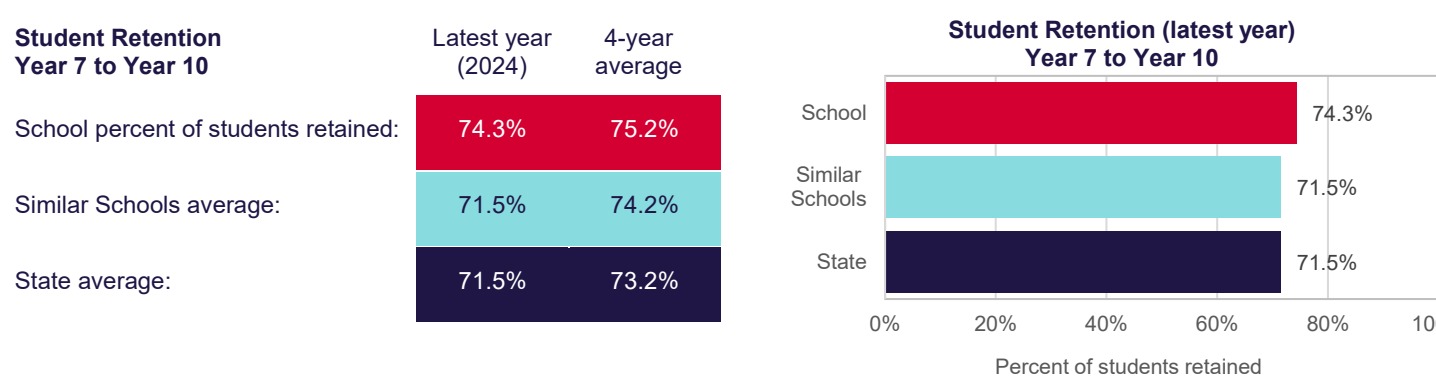
Attendance Rate (latest year)

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):	85%	81%	77%	81%	83%	84%

Student Retention

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



ENGAGEMENT (continued)

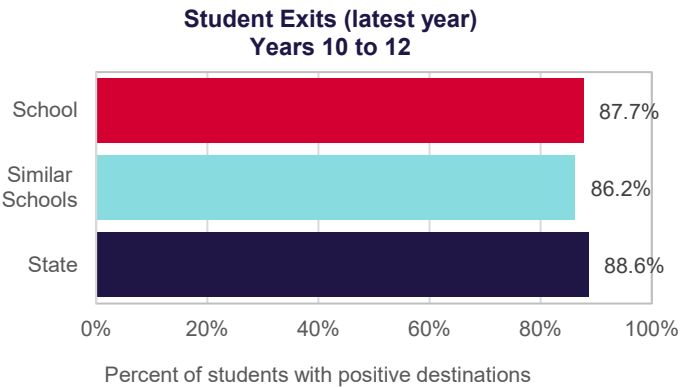
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	87.7%	90.8%
Similar Schools average:	86.2%	87.7%
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	\$11,485,369
Government Provided DET Grants	\$1,411,590
Government Grants Commonwealth	\$6,818
Government Grants State	\$6,069
Revenue Other	\$42,829
Locally Raised Funds	\$719,027
Capital Grants	\$0
Total Operating Revenue	\$13,671,703

Equity ¹	Actual
Equity (Social Disadvantage)	\$549,715
Equity (Catch Up)	\$86,377
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$636,092

Expenditure	Actual
Student Resource Package ²	\$11,204,448
Adjustments	\$0
Books & Publications	\$2,716
Camps/Excursions/Activities	\$249,228
Communication Costs	\$18,067
Consumables	\$270,050
Miscellaneous Expense ³	\$88,389
Professional Development	\$65,948
Equipment/Maintenance/Hire	\$160,223
Property Services	\$235,739
Salaries & Allowances ⁴	\$203,533
Support Services	\$464,792
Trading & Fundraising	\$156,531
Motor Vehicle Expenses	\$132
Travel & Subsistence	\$6,856
Utilities	\$111,746
Total Operating Expenditure	\$13,238,396
Net Operating Surplus/-Deficit	\$433,307
Asset Acquisitions	\$48,748

- (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	\$628,455
Official Account	\$77,127
Other Accounts	\$77,587
Total Funds Available	\$783,169

Financial Commitments	Actual
Operating Reserve	\$339,015
Other Recurrent Expenditure	\$0
Provision Accounts	\$24,000
Funds Received in Advance	\$25,000
School Based Programs	\$545,943
Beneficiary/Memorial Accounts	\$77,328
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,011,286

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.