

2024 Annual Report to the School Community

School Name: Greenvale Secondary College (8427)



- 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 07 March 2025 at 08:36 AM by Mark Natoli (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 19 March 2025 at 12:42 PM by Mark Natoli (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

Greenvale Secondary College is a coeducational school that opened in 2022 and in 2024 there were 367.2 students in Years 7, 8 and 9. The future enrolment capacity is 1100 students from year 7 to 12. The College has an enrolment management plan which restricts enrolment and students who reside in the school zone and enrol at Greenvale Secondary College participate in the Victorian Curriculum program with their peers. In 2024 the school had a total of 48.9 EFT staff that included 20.4 Education Support Staff. This staff was led by a leadership team composed of 1 Principal, 2 Assistant Principal, 1 Business Manager, 1 Student Services Manager, 5 Leading Teachers / Learning Specialists. Greenvale Secondary College is located in the southern end of Greenvale with a school zone encompassing most of Greenvale and parts of Roxburgh Park, Meadow Heights and Attwood.

The College continues to have positive parent satisfaction with positive endorsement remaining above the state average. Greenvale Secondary College is a new school that is establishing itself to be known for academic excellence as well as having strong social and community values. The community of Greenvale has long-awaited its own secondary school and it is fast becoming a success story: the secondary school of choice for local families and a school of which the community can be proud. At Greenvale we are supportive and positive with the growth of every individual student our absolute core focus. We have a learning environment that is built on high expectations for all, where all students are engaged in academic enrichment with a diverse and challenging curriculum, while ensuring they enjoy the caring and supportive environment in which they learn every day.

At Greenvale Secondary College we have 2 main goals for every learner:

1. To Ensure Academic Success
2. To Foster Identify Development

Our school values reflect our vision and have been developed in partnership with our community and are:

Motto: *Dream, Believe, Achieve*

Our Vision: *We stay at the forefront of education to encourage the development of the whole student, providing them with the knowledge, skills and confidence to succeed and become lifelong learners who are generous, active and informed citizens.*

Our Mission: *We're on a mission to provide the best education we can for our students by partnering with our community and fostering the natural care and passion our staff have to make a difference.*

Our Values:

Excellence: We relentlessly pursue excellence and achieve our best

Leadership: We support and influence others to achieve more than they thought possible

Respect: We respect others for who they are and value their opinions

Teamwork: We work together to achieve our goals through trust and mutual support

Students are exposed to a diverse and challenging developmental curriculum and the College also ensures that we supplement students' learning with a wide range of co-curricular programs as well as encouraging them to get involved with the wider community.

The College is structured to provide maximum support to all students and families throughout their journey at Greenvale Secondary College. This means each sub school is resourced well to ensure both in the moment and long term support to students and their families.

Progress towards strategic goals, student outcomes and student engagement

Learning

Student achievement data currently only reflects the students the College had in 2024 – being Year 7, 8 and 9 with no students in Year 10 or above to measure improvement or learning growth.

The Year 7 and 9 NAPLAN data is similar to the internal teacher judgement scores and Progressive Achievement Test results. Starting where our students are at and maximising learning growth for all students has been a key feature of our developmental curriculum which will be reflected in strong learning achievement and growth as future years data is available. Teacher judgement data indicates the school's teachers have rigorous and high standards. Students respond well to developmentally defined curriculum skill progressions and developmental rubrics that ensure all students can see the progress that they are making and the areas that they need to work on throughout a unit of work.

The School Strategic Plan has a strong focus on reducing the number of students in the lower bands of NAPLAN and data measuring this improvement focus is not available in the Annual Report. Due to the changes in NAPLAN reporting, the College still does not have data from this assessment that measures the difference between cohorts as they move through the College.

In 2024, the College was yet to deliver senior secondary programs and as a result there is no data to display.

Wellbeing

Greenvale Secondary College's student engagement data reflects the very positive data in the annual state-wide Student Attitude to School Survey. Our 4-year trend data reflecting student's connectedness to school and our approaches to managing bullying remains above the state averages. This is a reflection of the work the College has put into ensuring a safe and orderly learning environment and staff approaches to using a tiered intervention model.

A college cocurricular program continues to be established and grow providing opportunities for students to enhance their participation and engagement is pivotal to this success, as is the presence of a strong pastoral care connection provided through the Mentor program and development of our Enhancement Programs.

Students participate in curriculum within Respectful Relationships and teachers utilise a restorative practices approach when working on student relationships. Our consistent approaches and focus on establishing a calm and orderly learning environment is evident in this data.

The positive data in this space is also reflective of the College investment into the Student Services Team which continues to provide targeted support for students, allowing them to then engage in learning with their peers.

Engagement

Following on from work completed in 2023, the College has adopted stronger tracking systems for attendance that remains lower than the state average. These systems mean that we have 100% explained absences, with most being due to families keeping their child at home to manage illness (physical and mental) which is counted as Parent Choice or extended family holidays.

The College attendance patterns over the past 3 years have followed those similar across the state.

The focus on improving student attendance is one focus from our School Strategic Plan and in 2024 the College worked to understand more about why families are choosing to have their child stay at home and develop a process that better supports them via a staged response process. This will better inform our approaches to maximising student attendance in future years.

The school's most important strategy for improving attendance data is a commitment to a rich and engaging learning program that empowers students by unrelentingly focusing on learner growth with feedback and developmental. As the College opened in 2022 there is no long-term trend data for student retention or exits and consequently this data is not displayed in the report.

Financial performance

Greenvale Secondary College maintained a very sound financial position throughout 2024. The Annual Implementation Plan provided the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus that will be invested back into priority areas, programs and amenities for the benefit students. Equity funding has supported the provision of academic catch up through the enhanced curriculum programs for students as well as supporting the time staff need to focus on improving teaching and learning for targeted cohorts. The School Council has contractual arrangements with Noone Imagewear, Canteen 29 and Franco Pennisi as external service providers as well as agreements with the Department of Education and Training (DET) in areas of Middle Years Literacy and Numeracy (MYL NS), Tutor Learning Initiative (TLI) as well as the Professional Learning Communities (PLC) and Respectful Relationships (RI) initiative. The School Council also enters into an annual arrangement with School Sport Victoria who manage Divisional, Regional and State sporting competitions that student's access. Finally, the College has continued to manage our Establishment Grants as a new school to furnish and equip our learning spaces appropriately. This will continue into 2024/25 as we look to receive a further grant from VSBA following the completion of Stage 2 capital works.

**For more detailed information regarding our school please visit our website at
www.greenvalesc.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 367 students were enrolled at this school in 2024, 175 female and 192 male.

36 percent of students had English as an additional language and NDP 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).

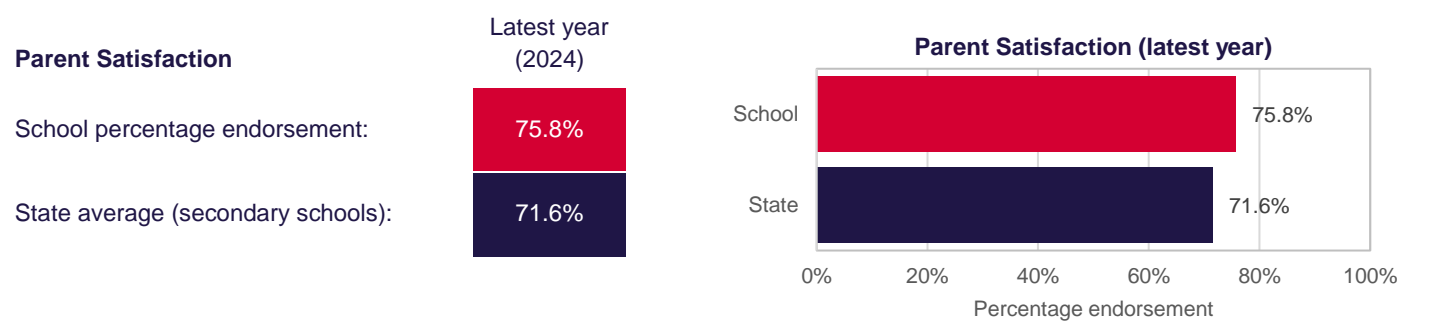
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

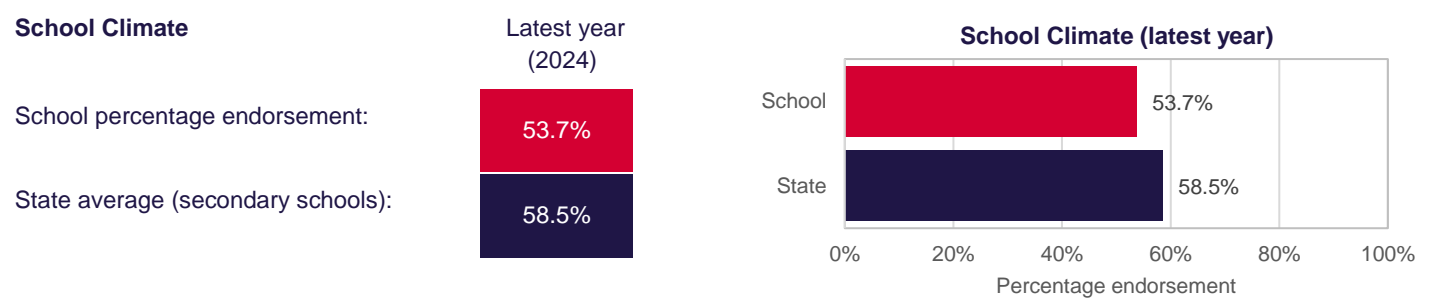


School Staff Survey

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

School percentage of students at or above age expected standards:

Similar Schools average:

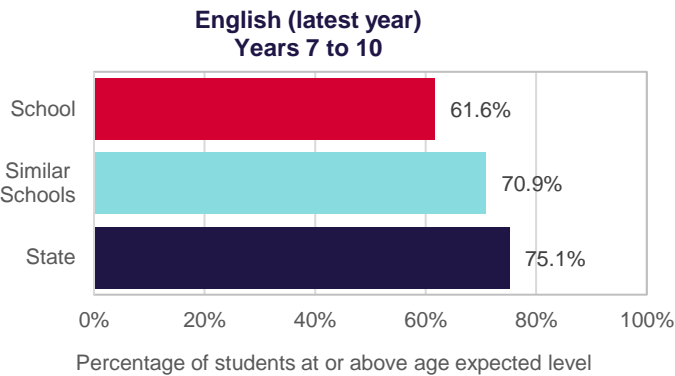
State average:

Latest year
(2024)

61.6%

70.9%

75.1%



Mathematics
Years 7 to 10

School percentage of students at or above age expected standards:

Similar Schools average:

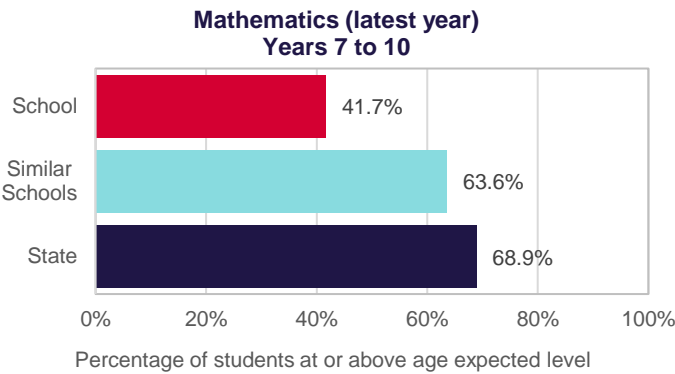
State average:

Latest year
(2024)

41.7%

63.6%

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.

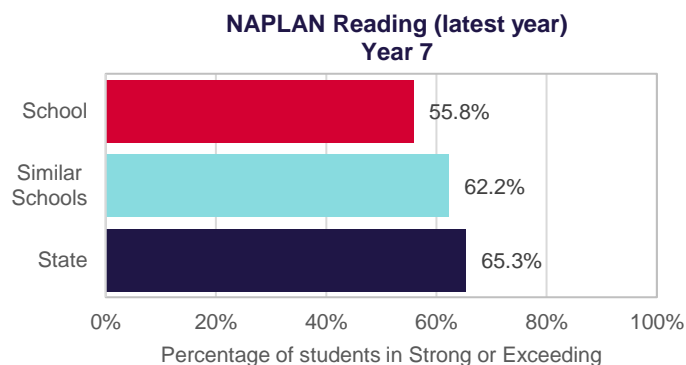
NAPLAN

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.

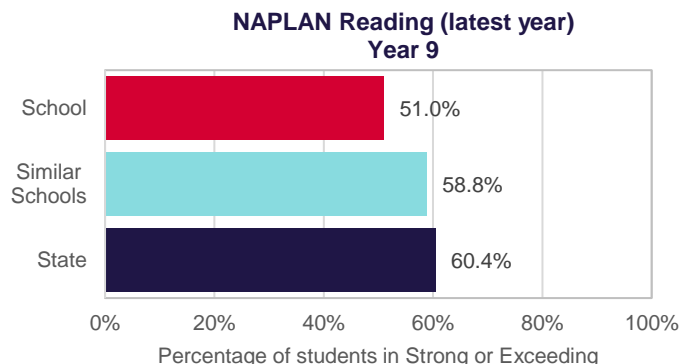
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.8%	55.6%
Similar Schools average:	62.2%	62.9%
State average:	65.3%	65.7%



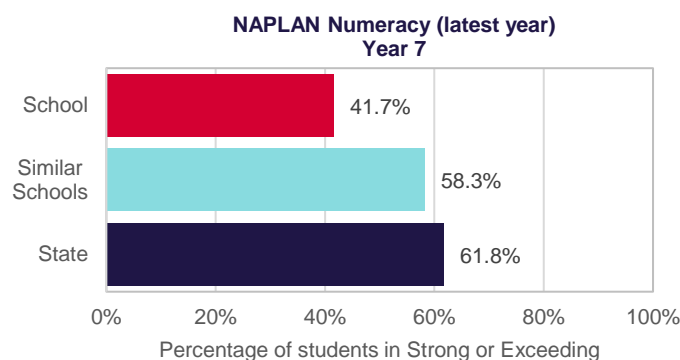
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.0%	51.0%
Similar Schools average:	58.8%	58.8%
State average:	60.4%	60.2%



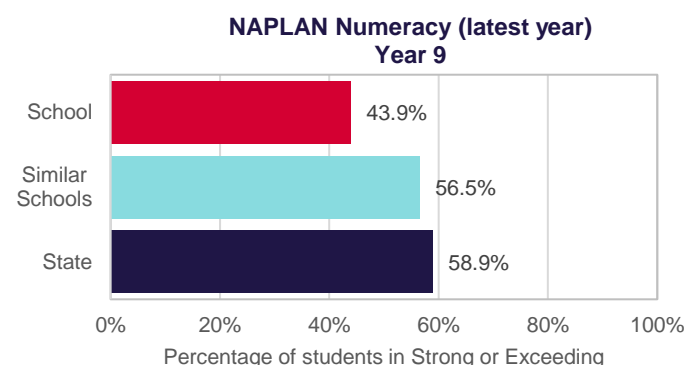
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.7%	44.2%
Similar Schools average:	58.3%	58.9%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.9%	43.9%
Similar Schools average:	56.5%	57.2%
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:

47.8%

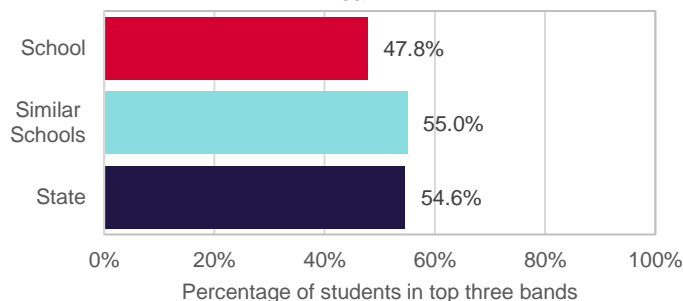
Similar Schools average:

55.0%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students
in the top three bands:

NDA

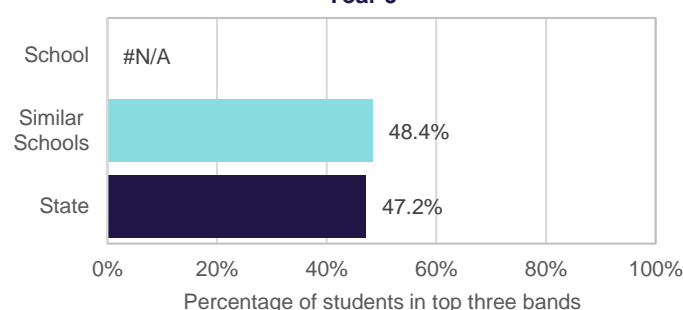
Similar Schools average:

48.4%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students
in the top three bands:

38.3%

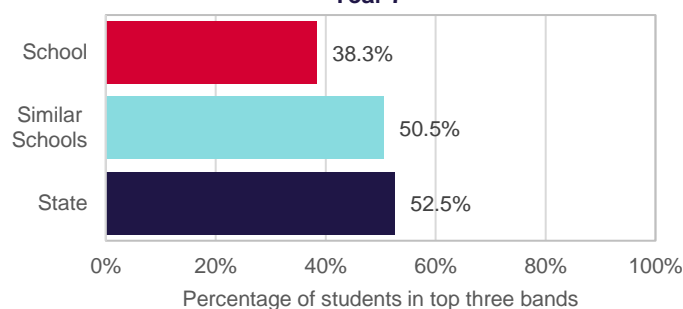
Similar Schools average:

50.5%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students
in the top three bands:

NDA

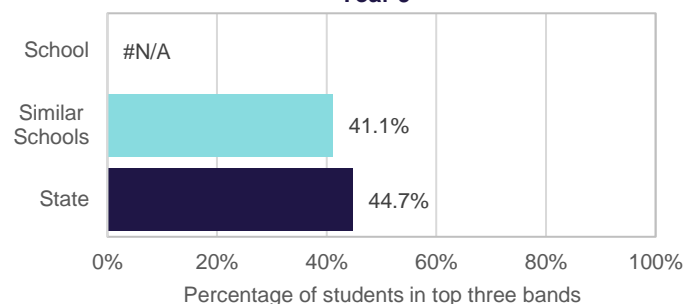
Similar Schools average:

41.1%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

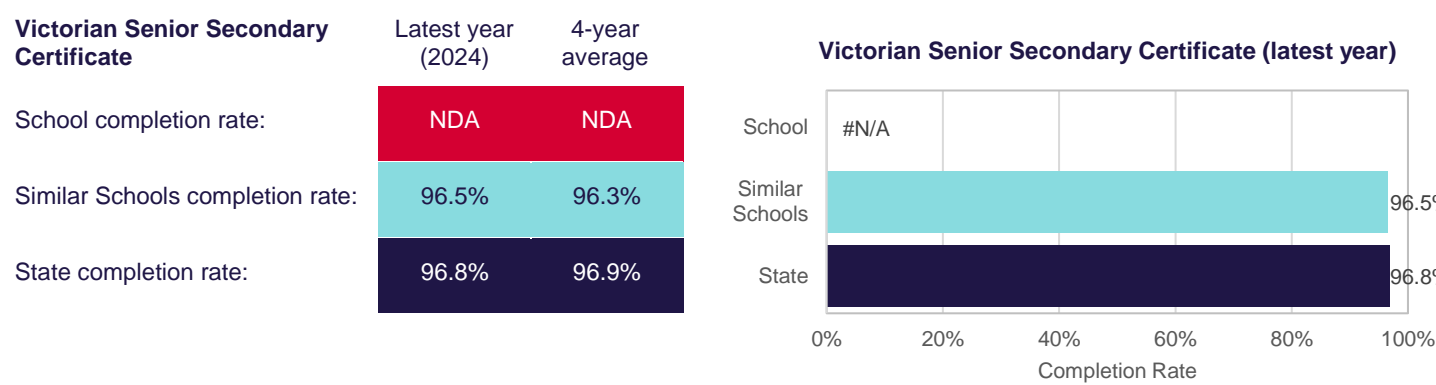


LEARNING (continued)

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:	NDA
Number of students awarded the VCE Vocational Major	NDA
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:	NDA
Percentage VET units of competence satisfactorily completed in 2024:	NDA



WELLBEING

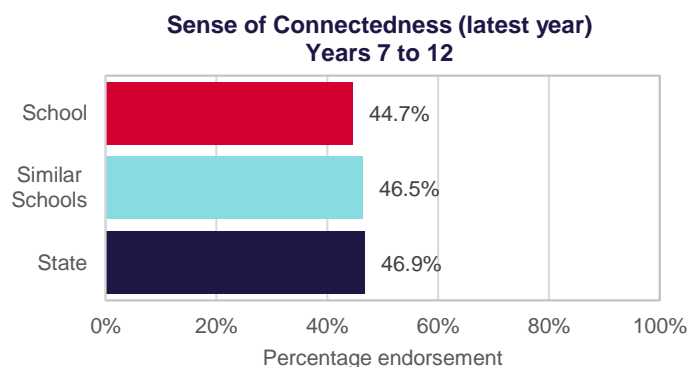
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	44.7%	50.7%
Similar Schools average:	46.5%	46.0%
State average:	46.9%	48.0%

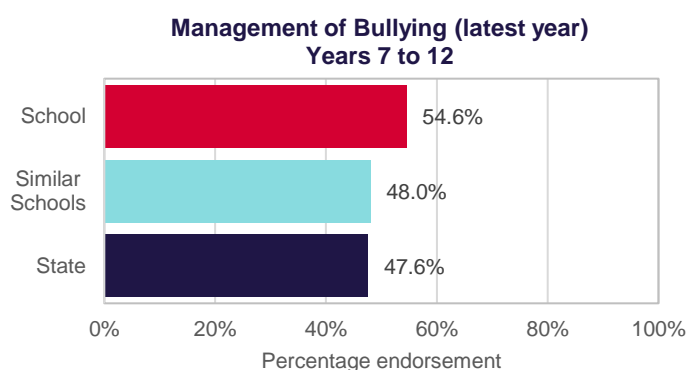


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12

	Latest year (2024)	4-year average
School percentage endorsement:	54.6%	58.4%
Similar Schools average:	48.0%	47.8%
State average:	47.6%	49.1%

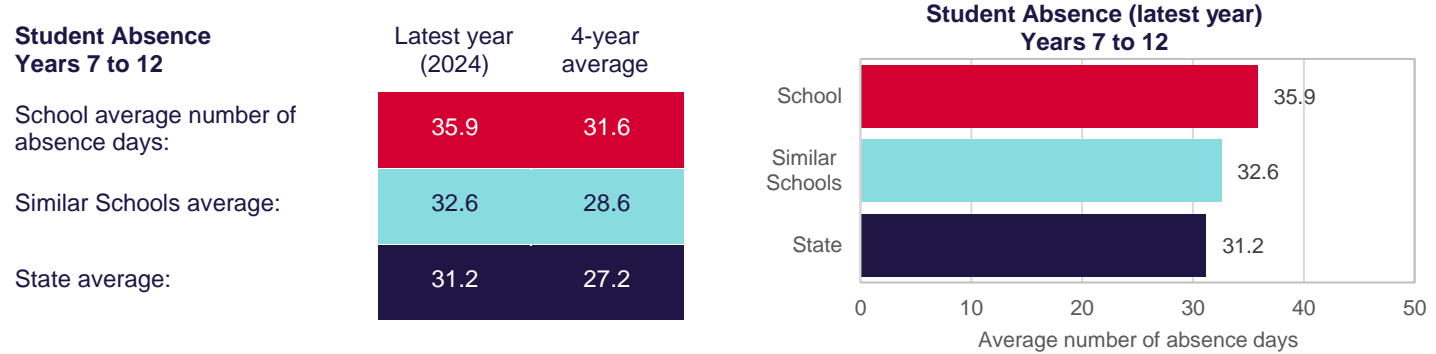


ENGAGEMENT

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

Average Number of Student Absence Days

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



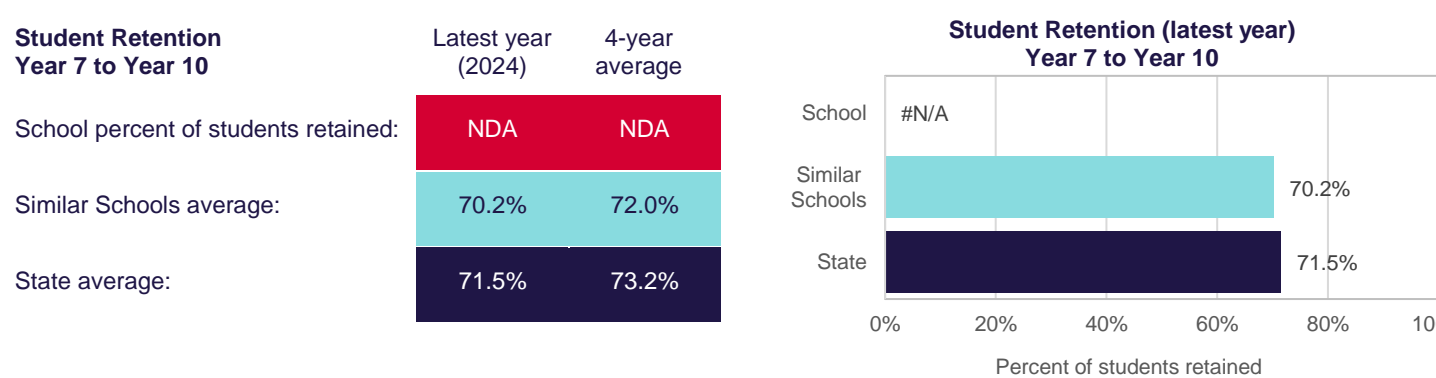
Attendance Rate (latest year)

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

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	85%	81%	80%	NDA	NDA	NDA

Student Retention

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



ENGAGEMENT (continued)

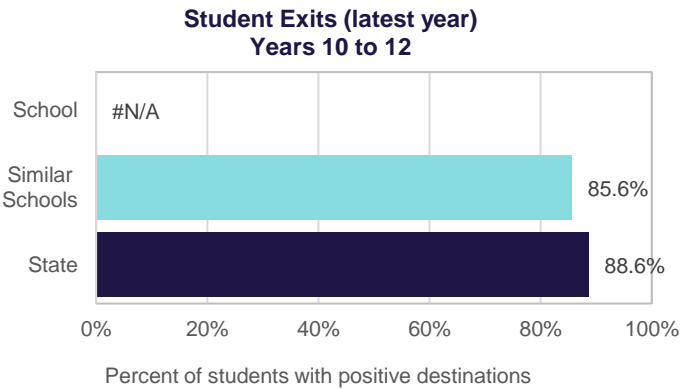
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	NDA
Similar Schools average:	85.6%	86.0%
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	\$5,351,387
Government Provided DET Grants	\$1,004,061
Government Grants Commonwealth	\$1,477
Government Grants State	(\$1,798)
Revenue Other	\$32,934
Locally Raised Funds	\$481,397
Capital Grants	\$0
Total Operating Revenue	\$6,869,458

Equity ¹	Actual
Equity (Social Disadvantage)	\$73,392
Equity (Catch Up)	\$34,501
Equity (Social Disadvantage – Extraordinary Growth)	\$26,024
Equity Total	\$133,917

Expenditure	Actual
Student Resource Package ²	\$5,365,377
Adjustments	(\$2,207)
Books & Publications	\$6,203
Camps/Excursions/Activities	\$160,914
Communication Costs	\$10,058
Consumables	\$188,530
Miscellaneous Expense ³	\$35,329
Professional Development	\$23,635
Equipment/Maintenance/Hire	\$205,968
Property Services	\$140,737
Salaries & Allowances ⁴	\$107,870
Support Services	\$311,831
Trading & Fundraising	\$4,511
Motor Vehicle Expenses	\$277
Travel & Subsistence	\$0
Utilities	\$83,781
Total Operating Expenditure	\$6,642,815
Net Operating Surplus/-Deficit	\$226,643
Asset Acquisitions	\$2,207

- (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	\$14,388
Official Account	\$16,459
Other Accounts	\$0
Total Funds Available	\$30,847

Financial Commitments	Actual
Operating Reserve	\$213,274
Other Recurrent Expenditure	\$9,099
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
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	\$222,373

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.