

2024 Annual Report to the School Community

School Name: Melbourne Girls College (8819)



- 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 31 March 2025 at 01:06 PM by Tamara Stubley (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 23 April 2025 at 08:43 AM by Tamara Stubley (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

Melbourne Girls' College is a leader in innovative educational practice firmly grounded in our values of Excellence, Teamwork and Diversity. Our team of educators are committed, caring, and high performing professionals who make a positive difference to every student, every day. We stretch and challenge our students, encouraging them to take healthy risks in their learning and to be creative and solution focused in their thinking.

Melbourne Girls' College was established in 1994 on the Birrarung (banks of the Yarra River) in Richmond, Victoria. It provides enrolment opportunities for local, wider Melbourne and international students to study a guaranteed and viable curriculum at Year 7 to Year 9, followed by many Year 10, VCE, and VET subjects in the senior years. The Melbourne Girls' College values provide the foundations of our strong community and guide students to "Lead and Achieve". We value:

Excellence - In our achievements and aspirations while always striving to give and be our best.

Teamwork - Together, we know we can achieve so much more. We strongly believe that effective communication and the celebration of individuality within the team are crucial elements to developing an effective team based and collaborative environment.

Diversity - We are a richer community when we consider all perspectives and recognise and celebrate our differences. We challenge our students to think critically about their own beliefs and examine the world in fresh ways to promote creativity and innovation in an authentic, inclusive environment.

In 2024, the college's enrolment was 1432 students, 1428 female with representation from diverse backgrounds. 12 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Melbourne Girls' College has a low Student Family Occupation and Education index (SFOE) indicating a low level of social disadvantage for the student population. The staffing profile of Melbourne Girls' College is made up of a College Principal, 3 Assistant Principals, 6 Leading Teachers, 7 Learning Specialists, 106 Teachers, 33. Education Support staff, and a Business Manager.

Our International Student Program is thriving after considerable reinvestment after the impact of the pandemic. At the beginning of 2024 we had the capacity to offer 65 positions of enrolment to full fee paying international students. In 2024 we had 55 international students enrolled at MGC with that number expected to increase in 2025. MGC has successfully extended our capacity to 80 enrolment positions beginning in 2025 through the Department of Education's International Student Program Division.

The academic achievements of Melbourne Girls' College are strong and many of our students participate in the Student Excellence Program and the MGC Learning Extension and Advancement Program (LEAP). The curriculum at Melbourne Girls' College is designed to equip students with depth and breadth of knowledge, skills, and capabilities needed for success. Students are encouraged and challenged to strive for personal excellence, and we explicitly teach strategies, habits and dispositions that are deeply connected to a growth mindset. The school community takes pride in teaching students the transferable skills required to be global citizens and to challenge stereotypes, particularly in women's leadership, intercultural and ethical understandings, sustainability, and philanthropy.

While our academic achievements are a publicly recognised strength of Melbourne Girls' College, we are equally committed to the personal, social, and emotional wellbeing of our students. We recognise the intrinsic link between wellbeing and effective learning and have adopted a whole school approach to wellbeing. The College prioritises and celebrates success and growth in the whole person and MGC has a strong focus on co-curricular endeavours, particularly in rowing, aerobics, dance, and other school sporting programs. The College invests in creative, and artistic endeavours and experiences for students, particularly in the performing and visual arts. In addition, MGC

has a thriving Australian Airforce Cadets program. The sustainability collective and environment projects are well known in the local and wider community.

In 2024, 71.9% of staff who responded to the School Staff Survey reported a positive endorsement for the School Climate factor. This result is significantly above the state average by more than 13%, reflecting the strong sense of collegiality, trust, and shared purpose. As a college, we continue to prioritise staff collaboration and invest in our collective efficacy, recognising the critical role our staff play in creating a positive and inclusive learning environment and making a difference in the lives of students every day.

76.7% of our parent and carer community who responded to the annual survey reported a positive level of satisfaction with the College, which is more than 5% above the state average. This result reflects our ongoing commitment to building strong and respectful partnerships between home and school. We value the knowledge, skills, aspirations, and expertise of our parent and carer community and actively draw upon these to support student learning and wellbeing. The College invested in parent and carer education courses, including sessions on adolescent development, mental health, and navigating VCE pathways. We also welcomed and encouraged active parent and carer participation in extracurricular programs such as rowing, dance, and student led events. Our School Council and MGC Parents’ Association remained vibrant forums for collaboration, with parents contributing their voice and expertise to college improvements and community building initiatives.

Progress towards strategic goals, student outcomes and student engagement

Learning

Melbourne Girls’ College continues to build on the successes of previous years and are always looking for opportunities to improve the learning growth of our students. In 2024 our students achieved above state averages for student learning in all measures reported, as indicated in Table 1.1 and Table 1.2 below.

Table 1.1 MEASURE RESULT

Year 7 – 10 English and Mathematics Teacher Judgements	<ul style="list-style-type: none">Over 21% higher than state averagesWell above similar schools’ average for EnglishWell above similar schools’ average for Mathematics
NAPLAN (Students in Strong or Exceeding)	<ul style="list-style-type: none">More than 30% above state average in Year 9 ReadingMore than 25% above state average in Year 9 NumeracyMore than 20% above state average in Year 7 Reading and Numeracy12% above similar schools’ average in Year 9 Reading7.5% above similar schools’ average in Year 9 NumeracyAbove similar schools’ averages in Year 7 Reading and Numeracy

The dedicated efforts from students, teachers and our home school partnerships contribute to our English and Mathematics data surpassing both state averages and similar schools. We drew upon experience both internally and across the Yarra Darebin Network to develop our approach to the implementation of the Victorian Curriculum 2.0,

especially in Mathematics. Mathematics teachers were involved in a Community of Practice within the Yarra Darebin Network to develop materials for the implementation of the Mathematics Victorian Curriculum 2.0. Teachers use data to make informed decisions about student progress and our Domain and Professional Learning Teams work together to strengthen a consistent curriculum across all year levels. Significant resourcing has been provided to assist teachers to collaborate and discuss implementation of best practice teaching and learning strategies.

There has been a significant focus on developing the key reading and writing skills of our students from Years 7 to 10, including timetabled library sessions once a fortnight, quiet reading time at the start of every English/Humanities lesson and consistent reading logs kept by all students.

We continued our focus on intervention and extension strategies for students at their respective points of need. Our practice is informed by accessing and utilising available data sets that drive differentiation. In 2024, we continued to see large numbers of our Year 7 and 8 students undertaking the Department of Education, Student Excellence Program, specifically the High Abilities Enrichment Program in both English and Mathematics. This is based on NAPLAN and PAT testing results and students were provided the opportunity to join in state programs working with students across all secondary schools to further enhance their literacy and numeracy capabilities.

We also continue to offer students in Years 7 to 9 the opportunity to be part of the LEAP program for students who benefit from extension in Mathematics. The College was able to cohesively embed the Middle Years Literacy and Numeracy Support (MYLNS) program that focuses specifically on supporting students to catch up with their learning. Students were identified from NAPLAN data and individual PAT testing, and this extra support enables students to work with tutors to catch up on the interruption to learning experienced in the years of the pandemic.

Our Victorian Senior Secondary Certificates are consistently above the state and similar schools’ averages. The introduction of the VCE-Vocational Major allowed 8 students to achieve this qualification in 2024.

Table 1.2 MEASURE RESULT VCE

Measure	Result
Mean Study Score	31.7
Median Study Score	32
VCE Percentage of 40+ scores	10.7%
ATAR above 99	4 students
ATAR above 90	24.03%
ATAR above 80	47.59%

We have an ongoing focus on VCE initiatives to support our senior students. Trial exam and revision lectures are completed at key times of the year under exam conditions that mirror the experience in the formal VCAA process. To support this work, a Domain focussed VCE Data Reflection process is implemented for all staff, regardless of whether they teach VCE or not, to reflect on the outcomes of the previous year and explore improvement teaching strategies for the following year.

Staff are encouraged to apply to be VCAA assessors in their subject areas and are supported to attend training and oral and performance exams in this capacity. Work continues in teaching teams on moderation practices to ensure fair and equitable assessments of student work, both at VCE level and in Years 7 to 10.

The senior school timetable is created based on student interests and aligned with increased counselling and pathways resourcing. This contributes to senior students excelling in their studies and entering a wide range of post-secondary pathways. In 2024, we continued to focus on student learning, specifically in the development of a consistent whole school guaranteed and viable curriculum. This is critical because it supports student success, teacher effectiveness, equity and access, accountability, and continuous improvement. By providing a structured

and well-designed plan of instruction, we enhanced learning outcomes, promoted equity, and ensure that all students have access to high-quality educational experiences. This work will continue into 2025 and beyond.

Wellbeing

At Melbourne Girls' College, student wellbeing continues to be a top priority. This commitment underpins our investment in staff capacity building and professional learning through a strengths based approach to wellbeing. In 2024, the Attitudes to School Survey data indicated that our students' Sense of Connectedness was 49.4%, which is higher than the state average, whilst our Management of Bullying data (46.9%) was slightly lower than the state average.

A significant development in 2024 was the introduction of a Homegroup program across Years 7 to 12 in 2024, as well as extending our Wellbeing program to all year levels. Each Homegroup is led by a teacher who also teaches their students in at least one other subject, including Wellbeing. This model strengthens student teacher relationships and allows for regular check ins, consistent communication, and the delivery of wellbeing content in a familiar setting. The Wellbeing curriculum is carefully planned by Year Level Leaders and Wellbeing teachers to ensure that it is structured, age appropriate and relevant to the needs of students in each cohort.

2024 was also the first year of our partnership with The Resilience Project. This program supports the development of emotional literacy and resilience through a focus on gratitude, empathy, and mindfulness (GEM). As part of this initiative, we conducted The Resilience Project student survey to provide a wellbeing 'pulse check', offering valuable data to complement other wellbeing measures and inform targeted support strategies.

Focus groups were conducted to unpack the data from the various surveys that students completed. This helps us understand the context and demonstrates to students that we use their feedback for ongoing improvement work across the college.

This was our second year of the newly restructured Student Engagement and Wellbeing teams. Each sub-school includes two Year Level Leaders, a Student Engagement and Wellbeing Leader (Leading Teacher), and an Education Support Attendance Officer. Feedback for this structure is overwhelmingly positive and the reach of support provided to students is greater.

Our dedicated Wellbeing Team comprising a Mental Health Practitioner, Psychologist, and Wellbeing Coordinator provides short term support for students as required and play an essential role in fostering a safe and inclusive environment. They also run professional learning for staff on key topics such as Child Protection and Mandatory Reporting and work closely with our Student Engagement and Wellbeing Teams to identify students who may be at risk of disengaging.

2024 marked the first year of the Disability Inclusion at MGC. This initiative focuses on identifying students eligible for varying levels (tiers) of support and ensuring they receive appropriate adjustments to support their learning. Professional learning was delivered to all staff on identifying students with additional needs, understanding the different layers of classroom support, and deepening knowledge of learning need, reinforcing our commitment to an inclusive culture.

A vibrant calendar of events and co curricular activities continues to play a vital role in promoting wellbeing, inclusion, and school connectedness. Students had the opportunity to participate in a wide range of whole school events such as Harmony Day, International Women's Day, Swimming Carnival, Athletics Day, and other key celebrations like IDAHOBIT, R U OK? Day, and Wear It Purple Day. We also have year level specific Wellbeing days. A rich variety of student led clubs further supports connection and belonging, with offerings including Backgammon, Homework, STEAM, Art, Fashion, Diversity, and Environment Clubs, among others. Our Student Leadership Team also continues

to play an important role in fostering a positive and inclusive school culture by organising events and initiatives that celebrate diversity and support wellbeing across the college.

We maintain strong partnerships with external organisations to support both students and their families. Collaborations with the Melbourne Family Relationship Centre and Mental Health Education Victoria have enabled us to offer programs like Tuning into Teens and Youth Mental Health First Aid. Additionally, a series of online and in person sessions have covered topics such as healthy study habits and supporting your child to build health relationships. Our ongoing investment in SchoolTV provides families with expert advice and practical strategies to support young people at home.

Transition support continues to be a focus across all year levels. Our structured programs ensure smooth transitions through formal handovers, robust data sharing processes, and early engagement with incoming Year 7 students through primary school visits and PAT testing before the start of the school year.

Looking ahead, we remain committed to refining our Student Engagement and Wellbeing Framework, grounded in restorative practices and proactive interventions. Our goal is to continue mobilising resources effectively to meet the wellbeing and mental health needs of all students, particularly those who are most vulnerable.

Engagement

At Melbourne Girls College, student attendance remains a cornerstone of our school. Our commitment to monitoring and improving attendance has been strengthened by the refinement and learnings in our Student Engagement and Wellbeing team. The continued focus has enabled more confidence in our proactive and accurate approach to tracking student attendance, with the focus of our Attendance Officers checking daily and informing Year Level Leaders of ongoing trends or patterns. These staff members work in close collaboration with homegroup teachers and the broader Student Engagement and Wellbeing team to promptly identify students experiencing attendance challenges and intervene with tailored support strategies, ensuring no student is overlooked. By leveraging home school partnerships, we communicate consistent and transparent messaging to families regarding the importance of regular attendance and the necessity of keeping holidays outside of term time to maximize student engagement.

Whilst this is a continuous work in progress to reduce the absent rate further, we are proud that our attendance rates remain significantly lower than the state average, with MGC students achieving an average absence rate of 22.7%, compared to the state's 31.2%.

Our work in the area of Inclusion continues to evolve as we see a significant increase in Individual Education Plans (IEPs). These plans provide personalized strategies to support students, ensuring they can fully access the curriculum. This shift has been supported by professional learning opportunities for staff, particularly around engaging with IEPs, which has in turn fostered more effective student teacher interactions and improved school attendance.

Our enrolments continue to grow at a steady pace, with school tours now running weekly in Semester 1, and our international student enrolments in the senior school. We have a decline in the number of students exiting at Year 8 or 9 to pursue Select Entry School opportunities or independent school scholarships, a trend that reflects the strength of our educational and extracurricular program offering.

Our transition program continued to thrive with strong connections with feeder primary schools. This has been instrumental in building relationships that ensure a seamless transition for students entering Year 7. These efforts have been essential for maintaining our impressive student retention rates. In 2024, our Year 7 to 10 retention stands at 83%, above the state average of 71.5%, and significantly stronger than Similar Schools.

In the senior school, we have had a 99.6% completion rate, which continues to outperform the state average of 88.6%. This success is the result of ongoing improvements in course counselling from Year 9 through Year 12, offering students a clear roadmap for their academic journey. Additionally, the opportunity to hear from alumni at events such as International Women's Day Breakfast plays an important role in providing inspiration and guidance to current

students. Our Careers and Pathways team remain a key to the student success with post school opportunities, offering personalised advice and support that aligns with students' skills, interests, and career aspirations.

Other highlights from the school year

There were many events and activities that engaged students and fostered a sense of community.

Highlights include:

Year Level Camps: These provided students with opportunities for outdoor learning, team building, and personal growth in various natural settings.

Orchestra, Jazz and Rock Bands: which enhances students' ability to listen critically, adapt to different musical styles, and collaborate in a dynamic environment.

The Sound of Music School Production: The school's rendition of the classic musical showcased the talents of students in acting, singing, and dancing, captivating audiences with its energy and flair.

Pedal Power Cinema: This innovative event combined physical activity with entertainment, allowing students to generate electricity by pedaling stationary bikes to power a cinema screening, promoting sustainability and healthy living.

Harmony Day: Celebrated diversity and inclusivity within the school community, promoting cultural understanding and unity through various activities and performances.

Wear it Purple Day: Raised awareness and support for LGBTQ+ youth, fostering a safe and inclusive environment where students could express themselves freely.

Presentation Evening: Recognised academic achievements, extracurricular accomplishments, and contributions to the college community, honouring students' hard work and dedication throughout the year. It was also a wonderful celebration of the college's 30 year anniversary.

Wellbeing Weeks: Focused on promoting mental health and wellbeing, providing resources, workshops, and activities aimed at supporting students' holistic development.

IDOHOBIT: Raised awareness about issues faced by the LGBTQ+ community and promoted acceptance and respect for individuals of all gender identities and sexual orientations.

Book Week: Celebrated the joy of reading and literature through themed activities, author visits, and book-related competitions, encouraging a love for reading among students.

Technology Week: Explored advancements in technology through workshops, demonstrations, and interactive sessions, inspiring students to explore STEM fields and digital literacy.

Art and Media Exhibition: Showcased students' creativity and artistic talents through a display of artworks, photographs, films, and multimedia projects, celebrating self expression and creativity.

Dance and Aerobic Presentation Nights: Provided a platform for students to showcase their dance skills and fitness achievements, promoting physical activity and creativity in movement.

Interschool Debating: Interschool debating provides students with an excellent platform to hone their public speaking, critical thinking, and persuasion skills.

Mock Interviews: Provides an opportunity for students to develop employment ability skills and receive feedback to assist in job readiness.

Lego League and STEAM Club: The Lego League encourages students to design, build, and program robots to complete specific tasks, fostering an interest in robotics and engineering.

International Women's Day: This is a global celebration of the social, economic, cultural, and political achievements of women.

Head of School Girls: It is the pinnacle event of the schoolgirl rowing season in Victoria. The event attracts schoolgirl rowers from year 8 through to year 12.

Seasons of Excellence: Representation at regional, state, and national level in Rowing, Aerobics, Dance and numerous interschool sporting teams.

Top Arts, Top Design, Top Performance: Features the most exceptional work from students who completed the VCE study designs of Art Making and Exhibiting and Art Creative Practice, Design and Technology and Performing Arts in 2024.

Model United Nations: It is a simulation helping students them to learn more about the principles of the UN and how it functions.

Inkpot' Student Led Magazine: Offering a platform for students to share their voice through journalism, creative writing, and visual storytelling

Student Leadership Conference: Encouraging students to shape the culture and direction of the college.

Debating and Public Speaking: Building confidence, analytical thinking, and persuasive communication skills.

Chess and Backgammon Club: Strengthening strategic thinking in a fun and competitive environment.

Diversity Club: Championing inclusion and cultural awareness.

Philanthropy and Social Justice Initiatives: Enabling students to contribute meaningfully to their community.

Environmental and Sustainability Initiatives: Encouraging students to lead on climate action and eco conscious projects.

Interschool Sports Competitions: Offering a wide variety of sports to encourage teamwork, fitness, and school spirit.

These events and activities enriched the school experience, creating lasting memories and nurturing various aspects of students' personal and academic growth.

A defining feature of our extracurricular program is the strong connection between past and present students. Our Alumni play an active role in many of these programs, returning to mentor, coach, and inspire the next generation of MGC students. Whether as guest speakers, coaches, advisors, or program leaders, our former students continue to contribute to the culture and success of the college, ensuring a legacy of leadership, connection, and renewal.

Our co-curricular and extracurricular experiences not only build practical skills but also foster a strong sense of identity, community, and personal growth because we believe that the richness of our programs is integral to developing confident, engaged, and ambitious young people who are ready to make their mark on the world.

Financial Performance

In 2024 the college managed its finances in line with DE processes and guidelines. There was a clear segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The college, whilst responsible for overseeing the program and provision of timely reports to school council, has been supported by the principal and business manager to provide financial leadership.

Student Resource Package (SRP) credit accumulated balance predominantly relates to staff salaries. SRP operating income is based on student enrolments.

School council support the operational budget through local sources. Locally raised funding sources account for more than 16% of total operating revenue in 2024. In 2023 it amounted to 14%. This contributed support allows the college to offer the best possible facilities, resources and programs to our students. An example of this is demonstrated by the capacity to fund quite a number of major capital items, such as air conditioners, building upgrades, ground enhancements, and the provision of regular replacement of computer equipment and library resources.

The Confucius Classroom grant contributed to the development of multiculturalism beyond the language curriculum funding allocation. This grant will no longer be accessible beyond 2024. During 2024 staff development received a high level of support, from \$148,907 in 2023 to \$197,875 in 2024 - a 32% rise. The support reflects a strong belief that improved teaching quality directly leads to student achievement.

Camps and excursions increased by 28% from \$913,821 in 2023, to \$1,171,300 in 2024. Through engaging activities and experiences offered at MGC, we demonstrated the commitment to student personal growth, fostering social skills and expanding student understanding beyond the school environment.

The net operating surplus in 2024 \$368,724, is significantly less than 2023 \$4,664,516. Major reason for the decrease includes a change in DE recognition of credit surplus funds. As of 2024, MGC has an accumulated credit surplus of \$2,288,752 which is not reflected in the 2024 operating statement summary.

We are hopeful we can continue to perform well in 2025, while coping with other challenges beyond managing financial pressures that time in lieu has imposed on the staffing budget.

MGC has been fortunate to have the strong support of the school council, parents and staff, contributing to a healthy financial performance in 2024.

As a result, MGC maintained the department's recommended operating reserve at the end of the school year, ensuring financial stability to cover any unforeseen expenses.

Throughout 2024, funds were expended in accordance with the budget approved by school council, ensuring effective use of resources. Significant support had been expended on student learning programs with pleasing student achievement noted across the college.

**For more detailed information regarding our school please visit our website at
<https://mgc.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 1,432 students were enrolled at this school in 2024,1428 female and 0 male.

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

Overall Socio-Economic Profile

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

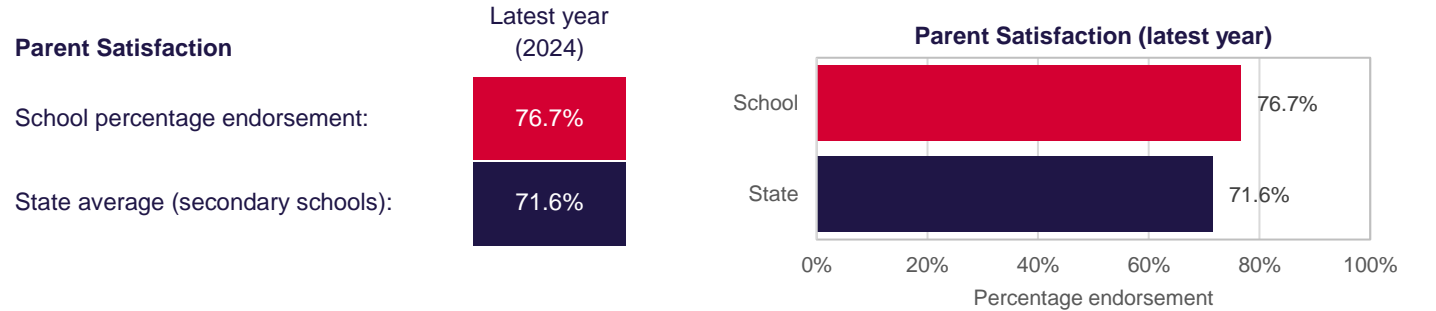
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

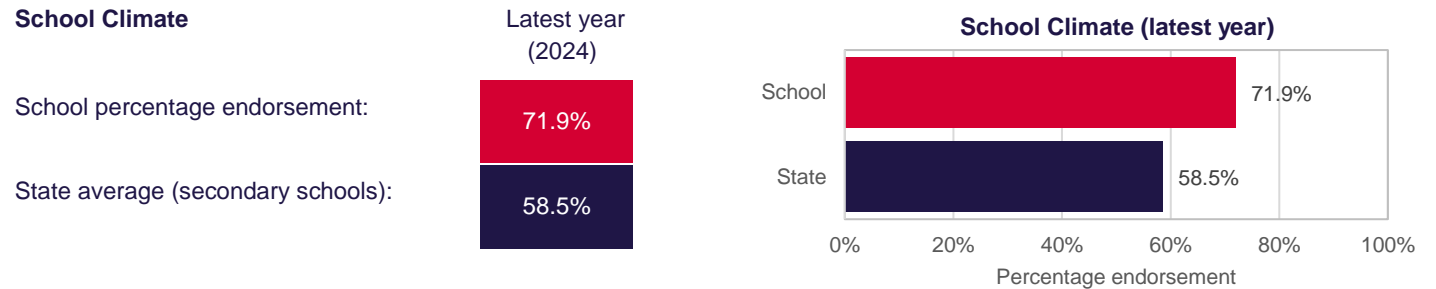


School Staff Survey

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

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

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



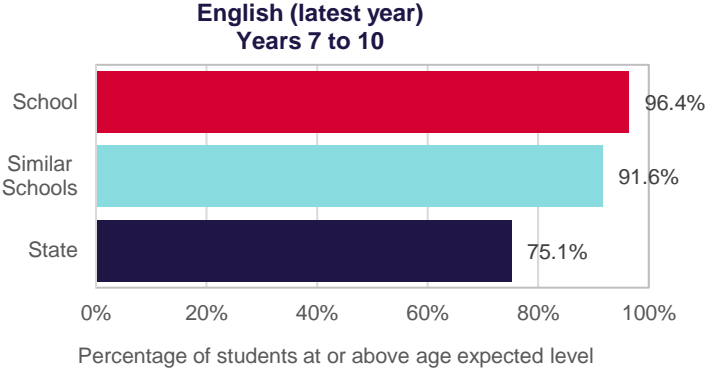
LEARNING

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

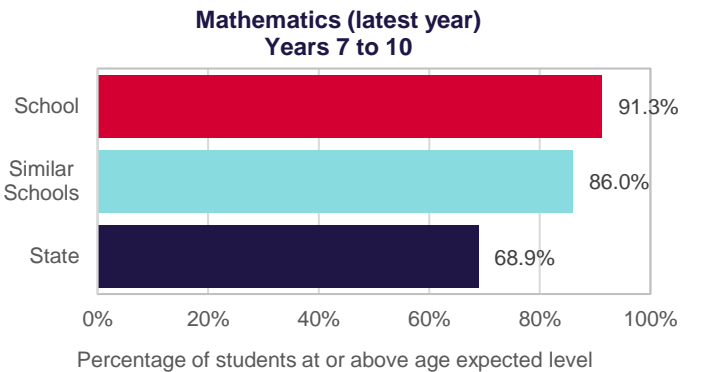
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	96.4%
Similar Schools average:	91.6%
State average:	75.1%



Mathematics Years 7 to 10	Latest year (2024)
School percentage of students at or above age expected standards:	91.3%
Similar Schools average:	86.0%
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.

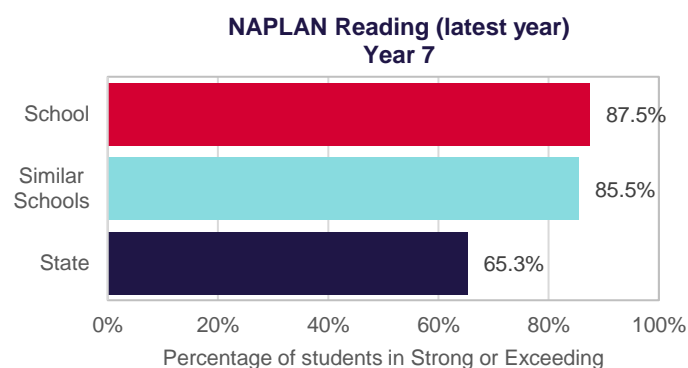
NAPLAN

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.

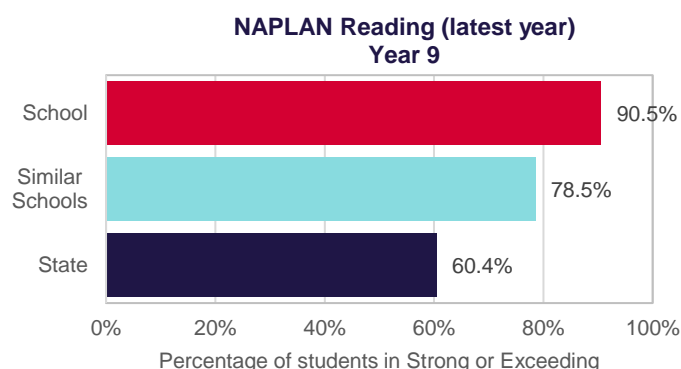
Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.5%	88.8%
Similar Schools average:	85.5%	85.3%
State average:	65.3%	65.7%



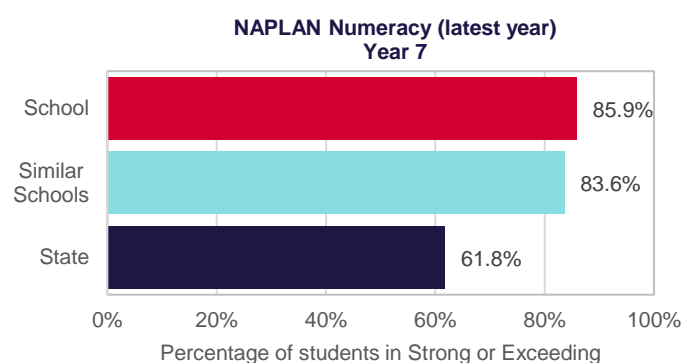
Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.5%	90.7%
Similar Schools average:	78.5%	79.0%
State average:	60.4%	60.2%



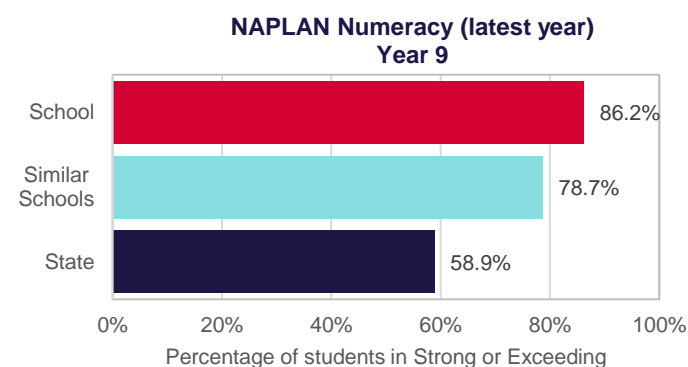
Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.9%	86.8%
Similar Schools average:	83.6%	83.7%
State average:	61.8%	62.3%



Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.2%	86.7%
Similar Schools average:	78.7%	79.3%
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:

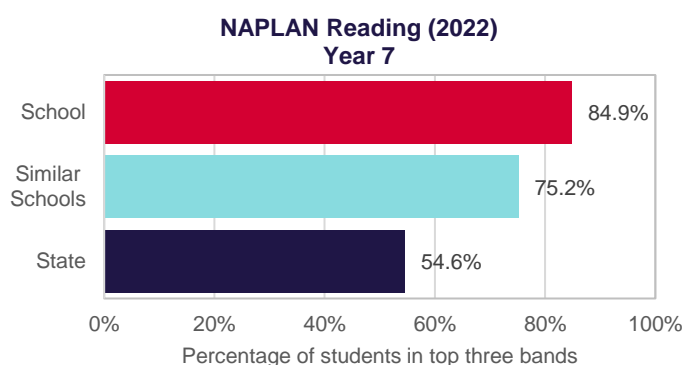
84.9%

Similar Schools average:

75.2%

State average:

54.6%



Reading Year 9

(2022)

School percentage of students in the top three bands:

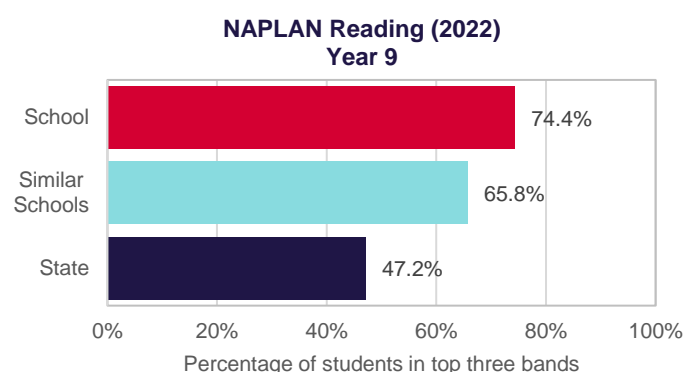
74.4%

Similar Schools average:

65.8%

State average:

47.2%



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

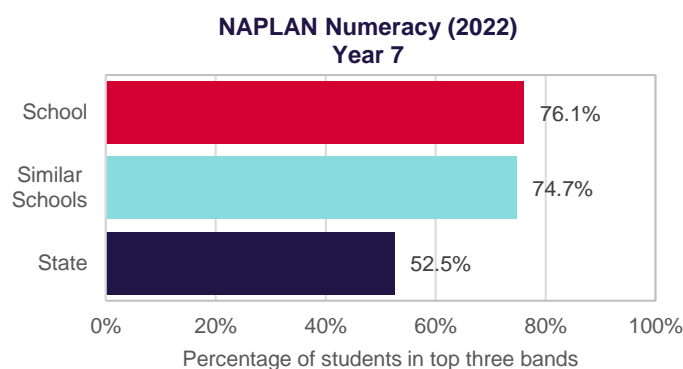
76.1%

Similar Schools average:

74.7%

State average:

52.5%



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

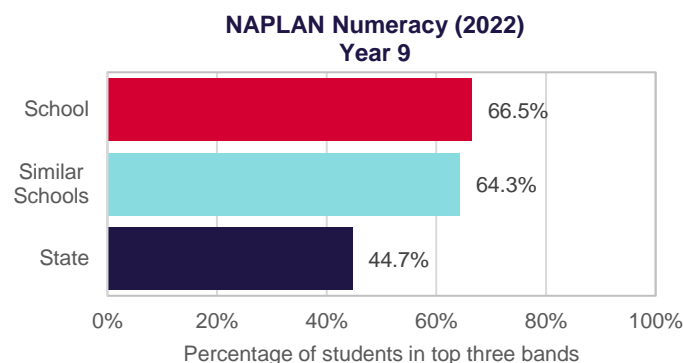
66.5%

Similar Schools average:

64.3%

State average:

44.7%

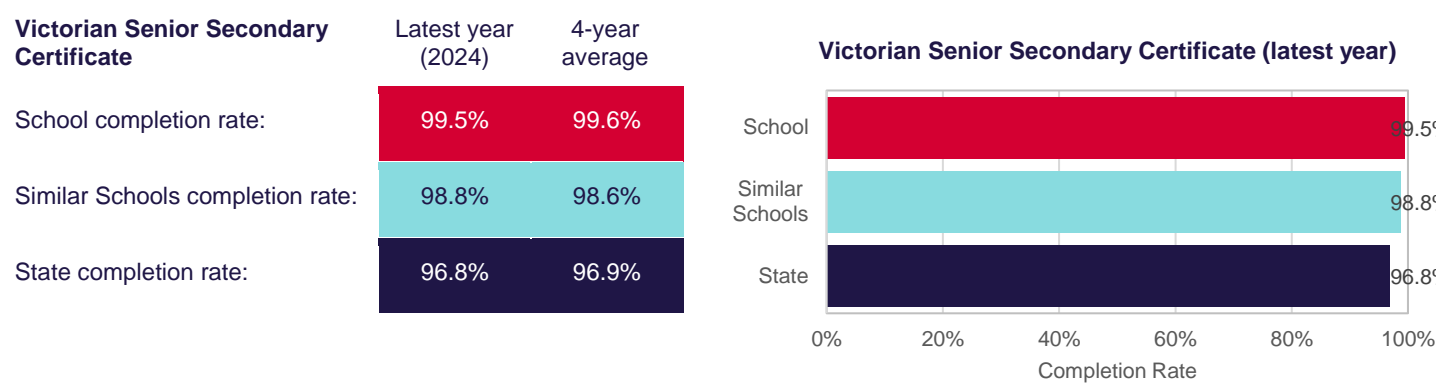


LEARNING (continued)

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:	31.7
Number of students awarded the VCE Vocational Major	8
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:	7%
Percentage VET units of competence satisfactorily completed in 2024:	89%

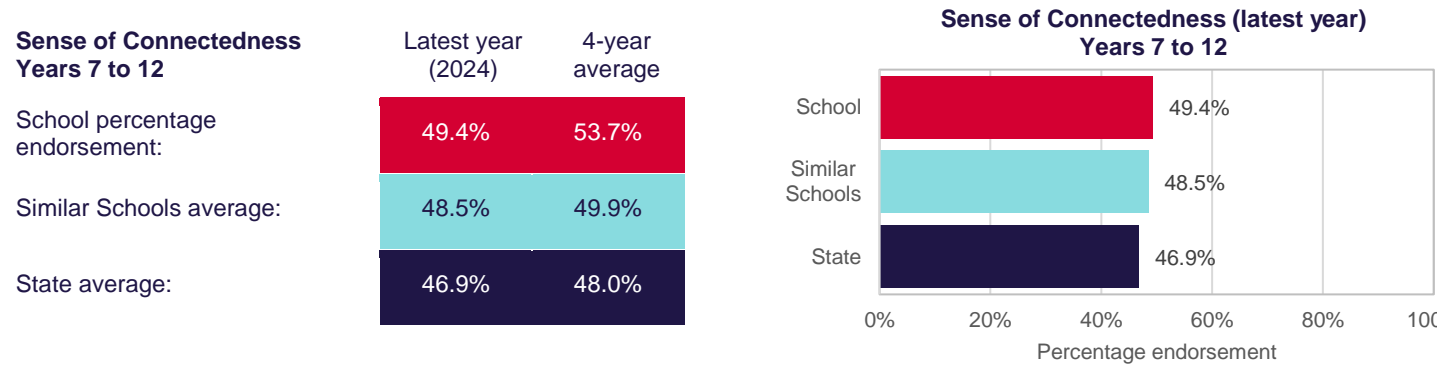


WELLBEING

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.

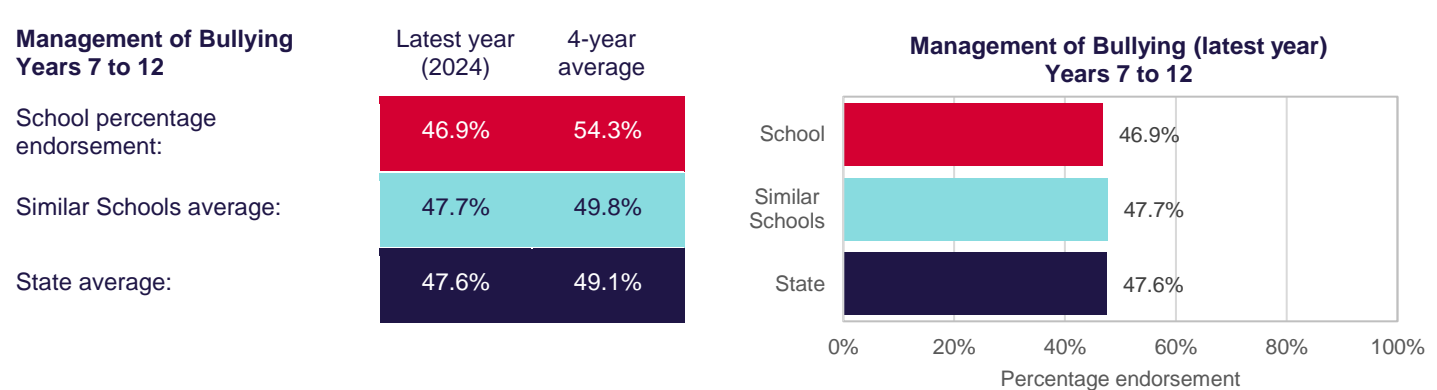
Student Attitudes to School – Sense of Connectedness

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).

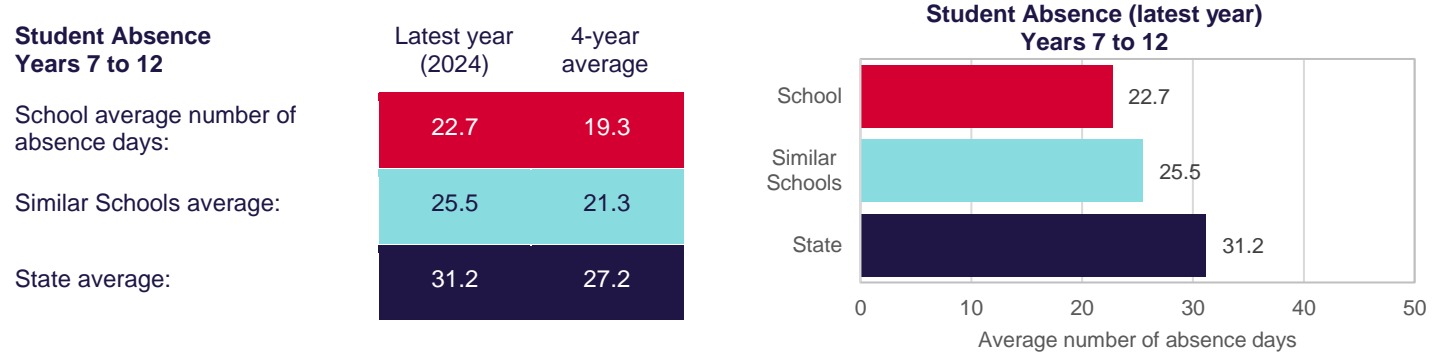


ENGAGEMENT

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.



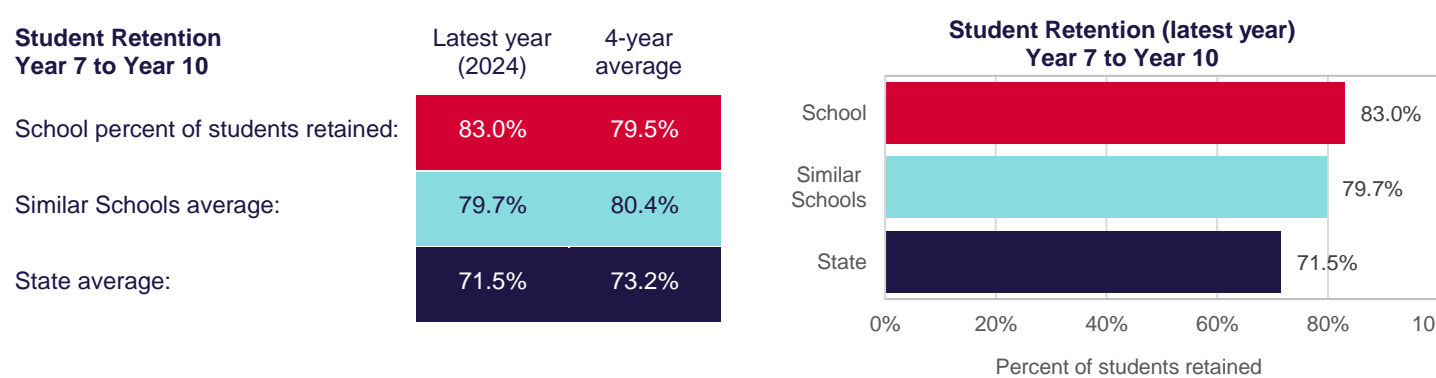
Attendance Rate (latest year)

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):	90%	87%	88%	89%	89%	86%

Student Retention

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



ENGAGEMENT (continued)

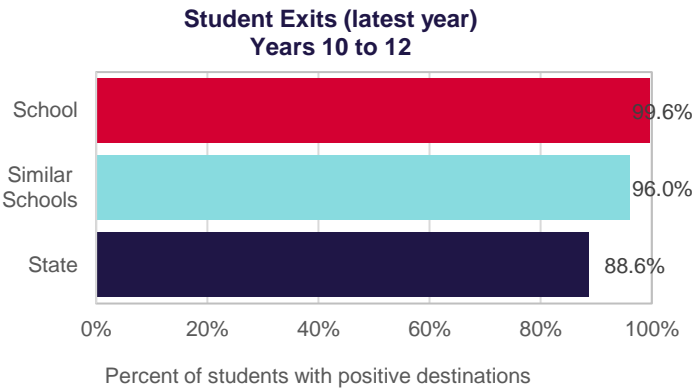
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	99.6%	98.3%
Similar Schools average:	96.0%	95.6%
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	\$14,884,044
Government Provided DET Grants	\$1,701,351
Government Grants Commonwealth	\$9,281
Government Grants State	\$11,517
Revenue Other	\$429,441
Locally Raised Funds	\$3,411,899
Capital Grants	\$0
Total Operating Revenue	\$20,447,532

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,748
Equity (Catch Up)	\$245
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,993

Expenditure	Actual
Student Resource Package ²	\$15,961,070
Adjustments	\$0
Books & Publications	\$14,678
Camps/Excursions/Activities	\$1,171,300
Communication Costs	\$43,037
Consumables	\$304,918
Miscellaneous Expense ³	\$129,863
Professional Development	\$197,875
Equipment/Maintenance/Hire	\$371,794
Property Services	\$274,076
Salaries & Allowances ⁴	\$46,587
Support Services	\$1,389,203
Trading & Fundraising	\$20,744
Motor Vehicle Expenses	\$1,785
Travel & Subsistence	\$214
Utilities	\$151,664
Total Operating Expenditure	\$20,078,808
Net Operating Surplus/-Deficit	\$368,724
Asset Acquisitions	\$306,118

- (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	\$8,843,699
Official Account	\$515,992
Other Accounts	\$736,821
Total Funds Available	\$10,096,511

Financial Commitments	Actual
Operating Reserve	\$686,736
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,829,556
School Based Programs	\$231,672
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,379,239
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$674,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$310,000
Capital - Buildings/Grounds > 12 months	\$4,462,240
Maintenance - Buildings/Grounds > 12 months	\$199,000
Total Financial Commitments	\$9,772,443

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.