

# 2024 Annual Report to the School Community

School Name: Melbourne High School (8025)



- 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 01 May 2025 at 06:43 PM by Anthony Mordini (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 04 May 2025 at 10:09 AM by Anthony Mordini (Principal)

# HOW TO READ THE ANNUAL REPORT

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## 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.

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## 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').

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## 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.

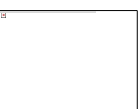
### NAPLAN

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 High School (MHS) is located in South Yarra within the City of Stonnington. Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, Melbourne High School became the Continuation School and was proclaimed the first state secondary school in Victoria. The educational philosophy of Melbourne High School is based on the concept of '**More Than Just Marks**'. That a well-rounded liberal education will prepare students for all aspects of their future life. The school motto; '**Honour the Work**' expresses a determination from students to apply themselves in the pursuit of demanding and socially responsible goals during their time at school and future careers. The school grounds include four main buildings. The Twenties Building includes classrooms, staff rooms and a multipurpose hall. The Nineties Building includes the school gym, pool, music department and classrooms. The Round Building comprises classrooms, staff offices and the Facilities Manager's office. The Arts Building consists of specialty arts studios, including a darkroom and theatre performance space. Additionally, the school has sporting grounds including an oval, basketball court, two netball/tennis courts, a hockey field (with attached stands and kiosk). The school had 1389 students enrolled in 2024. The Student Family Occupation (SFO) category was identified as LOW indicating a low level of socio-economic disadvantage. The 2024 MHS staffing profile included a Principal, four Assistant Principals, eight Leading Teachers and five Learning Specialists, 132 Teaching Staff (EFT) and 82 Educational Support Staff (including a school nurse, and Mental Health Practitioner and casual staff). Additionally, the School employs coaches and instrumental music teachers who support MHS's extensive co-curricular and extracurricular program. Melbourne High School provides an approved curriculum for selective-entry, high-ability students. The School has developed several programs to enhance wellbeing and provides a rich extracurricular program to support the diversity of its student cohort. MHS also has an outdoor education facility at Millgrove (63km east of Melbourne) that includes a dormitory, kitchen, ropes course and ovals.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

One of Melbourne High School's four year strategic goals is to maximise the learning growth of every student. This was a focus of 2024 as the School continued the implementation of Professional Learning Communities (PLC's) as a mechanism to examine student learning data and design interventions aimed at addressing issues and meeting students at their point of need. The PLC's have proven to be an effective way to engage in a collaborative process and a means of encouraging staff to see that improving student outcomes is a whole school effort. Looking at interventions is subsequently encouraged through dialogue amongst peers with reference to student achievement data. The School continued to engage the services of an experienced data analyst, working with members of the Leadership Team to design and expand a digital dashboard

and a predictive analytics tool to assist staff identify learning gaps and growth. One particular areas of focus in 2024 was to examine the lower academic achievement band of subjects and to identify correlating factors that may then facilitate early intervention. Overall academic achievement has been excellent with the achieving some of the highest NAPLAN and VCE results in the state.

## Wellbeing

Melbourne High School's commitment to strengthening the connectedness, resilience and wellbeing of all students, as outlined in the strategic plan, continued strongly in 2024. Wellbeing at MHS is considered a shared responsibility between the whole school community. Preventative and proactive strategies to improve wellbeing are aimed at three levels; population, targeted (e.g. year level), and individual. Support for individual students with high and complex needs is provided by the Wellbeing Team, Student Learning Coordinators, Heads of Sub-School, and Principal class, through the use of a case management model. The Wellbeing team, along with Student Learning Coordinators, also facilitate the creation and implementation of Individual Learning Plans for students who can benefit from additional supports. Targeted approaches were used where there were specific needs identified, such as the Toolbox programs to address procrastination in year 10 and thinking errors in year 9. The Tomorrow Man program was also introduced to further progress the Respectful Relationships agenda. To further wellbeing and engagement there was a continued focus on student voice, supported by the Student Voice Leading Teacher position. In 2024 the Student Wellbeing Team included a full time Student Wellbeing Coordinator, a full time Mental Health Practitioner, and two part time Counsellors.

## Engagement

The school continues to have high attendance (average over 90%) and engagement rates. As a selective entry high school, students are generally very motivated, they want to be at school and they want to do well. Their active participation extends well and truly beyond the classroom with over 40 student-led groups such as a Political Interest Group, Chinese Culture Club, a Robotics Club, a Chess Club and an Entrepreneurs Club. There are over 40 music ensembles, army and air force cadets, and over a dozen different sports options through State Schools Victoria competitions, and state and national competitions. The school prides itself on achieving strong results in these competitions. In 2024, MHS students competed in chess, cricket, rowing and robotics at the national level, and water polo internationally. The school has a strong arts program producing a play and musical each year with its sister school the Mac.Robertson Girls' High School. The two schools also participate in several other joint arts activities including a Winter Concert, and annual Jazz Night. Students are encouraged to participate in co-curricular and extra curricular activities and it is very evident by the sheer number of students who are at school each morning before school or remain after school to participate in these activities. A positive flow on effect is established with academic engagement, health outcomes and general mental health that comes from high levels of physical and creative activity.

## Other highlights from the school year

As noted, the school offers an amazing enrichment program. In addition to what has already been mentioned the school has a strong languages program. Four languages are taught through to Year 12 - French, German, Indonesian and Japanese. Cultural exchange programs exist with each country. An environmental sustainability group works in conjunction with grounds staff to support activities that ensure the gardens and recreational spaces are not only beautiful but also sustainable. Camps are an integral part of the Junior School experience. Each junior school class spends a week at the School's Outdoor Education Centre. The students engage in a range of physical and personal development activities aimed at building connection with their peers, confidence and social skills.

There were many highlights in 2024. MHS hosted Adelaide High School for the Prefects Cup and were victorious winning the cup 5.5 to 3.5. A group of approximately 70 students travelled to Sydney to compete in the Crawford Shield with North Sydney Boys High School. The Shield was won by North Sydney Boys High School. Robotics Club won both the state and national competitions in the senior division earning them an invitation to attend the international competition to be held in Brazil in 2025. MHS combined with the Mac.Robertson Girls High school for the musical "Much Ado About Nothing". This was an outstanding success.

## Financial performance

The school continues to perform well although Parent Contributions have not improved from the previous year. We have seen considerable work to the school grounds and continue to roll out facility maintenance and improvements to common areas and classrooms. Works include security improvements, grounds work, air conditioning upgrades, the tennis and netball court resurfacing and restoration work to Memorial Hall. The school continues to obtain additional revenue through the regular hiring of facilities including the various sports facilities and classrooms as well as the continued support from the MHS Foundation, the community, and Parent Groups. Funds have also been set aside for the Hockey Field refurbishment and Hockey Pavillion upgrades as part of the partnership with MCC Hockey. In 2024 the School commenced a new agreement with uniform provider PSW.

**For more detailed information regarding our school please visit our website at  
<https://mhs.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 1,389 students were enrolled at this school in 2024, 0 female and 1389 male.

65 percent of students had English as an additional language and 0 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).

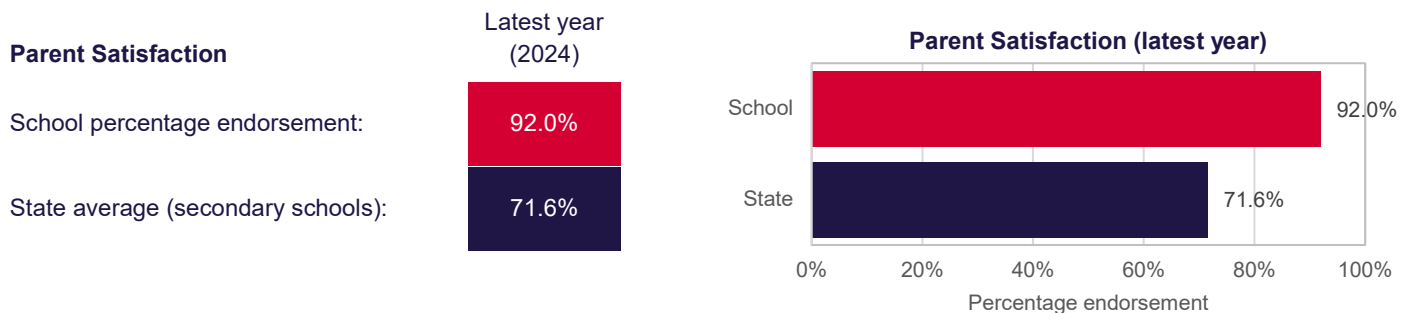
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

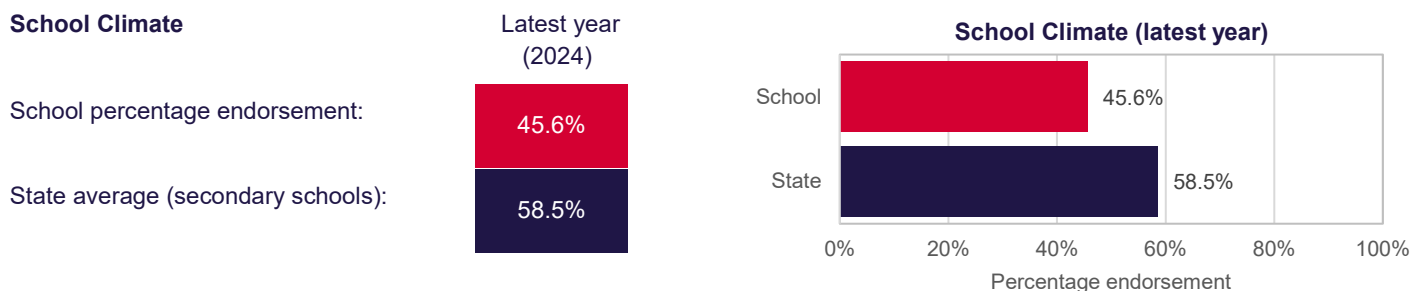


### School Staff Survey

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:

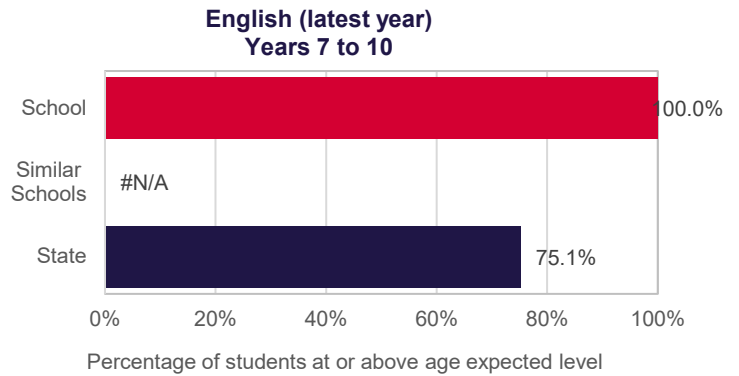
100.0%

Similar Schools average:

NDA

State average:

75.1%



**Mathematics  
Years 7 to 10**

Latest year  
(2024)

School percentage of students at or above age expected standards:

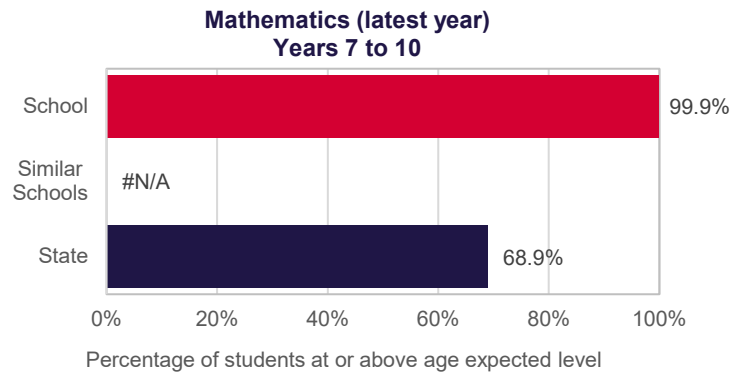
99.9%

Similar Schools average:

NDA

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:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	65.3%	65.7%

#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	60.4%	60.2%

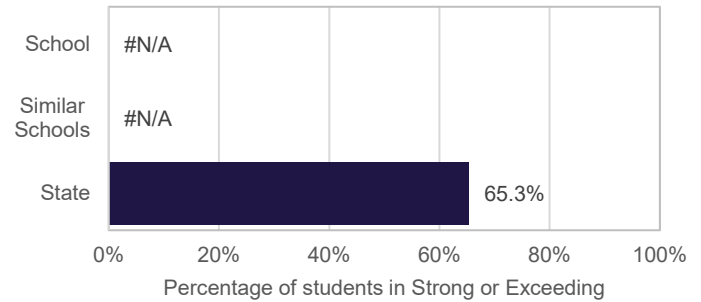
#### Numeracy Year 7

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

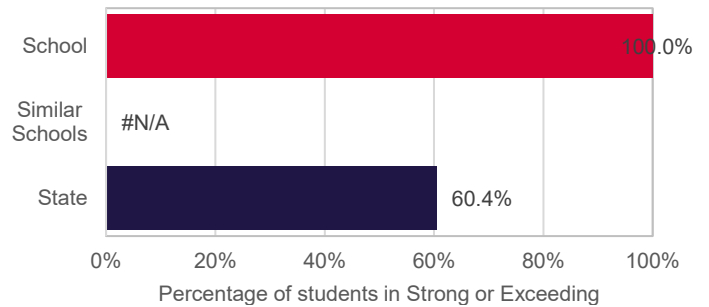
#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	100.0%
Similar Schools average:	NDA	NDA
State average:	58.9%	59.4%

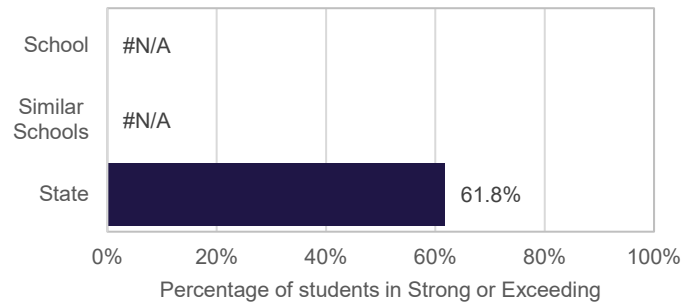
#### NAPLAN Reading (latest year) Year 7



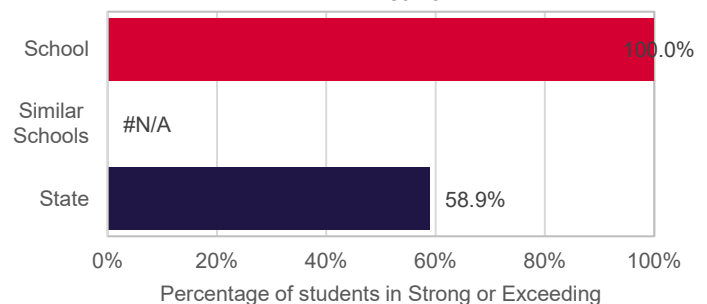
#### NAPLAN Reading (latest year) Year 9



#### NAPLAN Numeracy (latest year) Year 7



#### NAPLAN Numeracy (latest year) Year 9

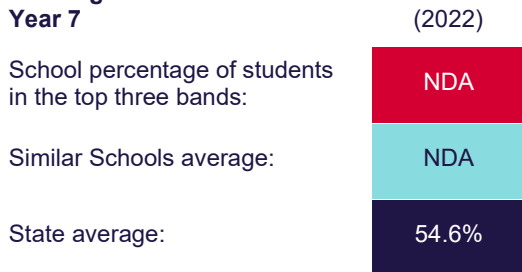


## LEARNING (continued)

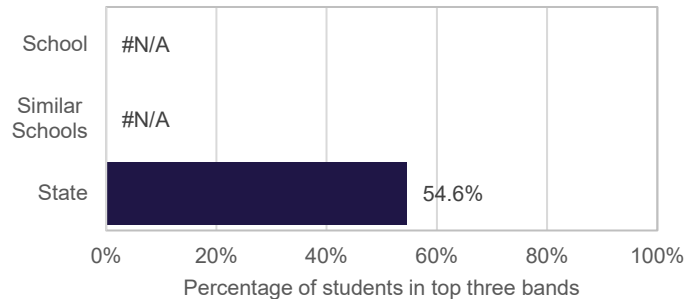
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### NAPLAN (continued)

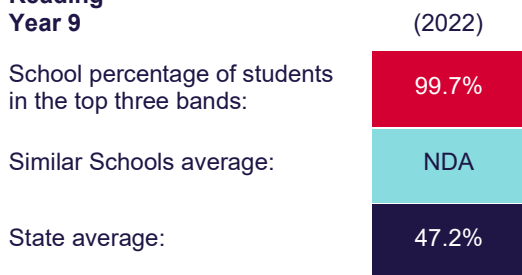
#### Reading Year 7



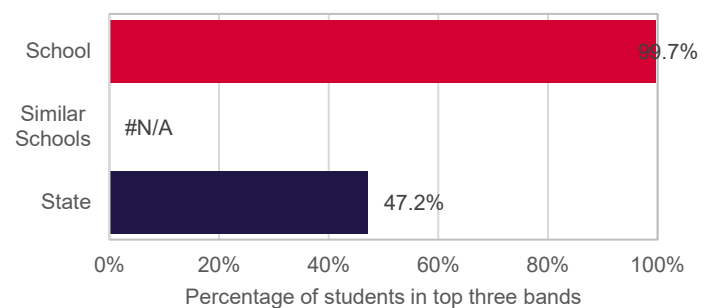
#### NAPLAN Reading (2022) Year 7



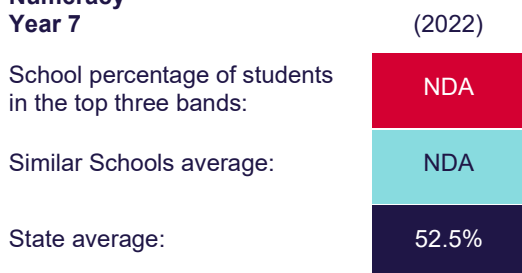
#### Reading Year 9



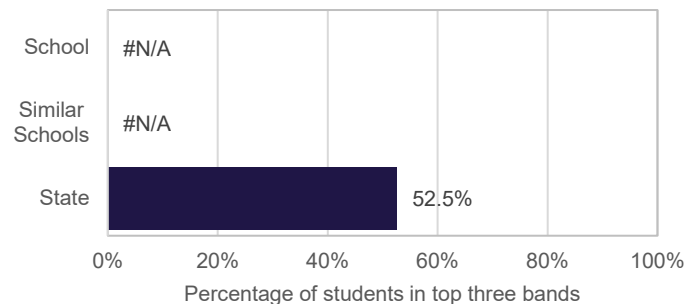
#### NAPLAN Reading (2022) Year 9



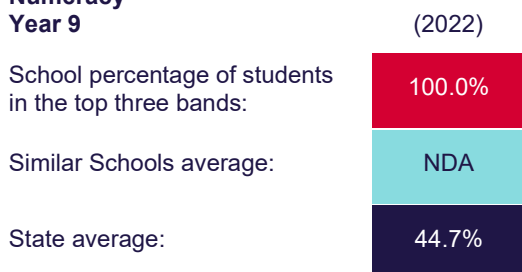
#### Numeracy Year 7



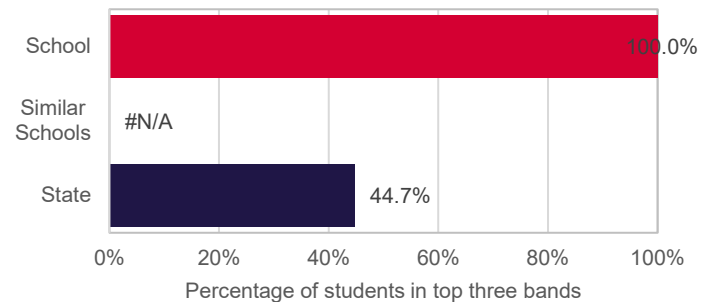
#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9



#### 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.

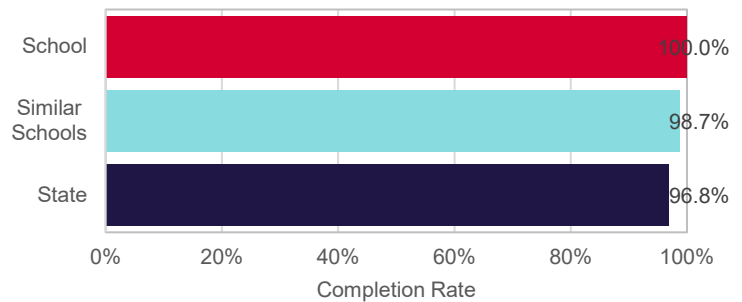
### Victorian Senior Secondary Certificate

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.

Victorian Senior Secondary Certificate	Latest year (2024)	4-year average
School completion rate:	100.0%	99.8%
Similar Schools completion rate:	98.7%	98.3%
State completion rate:	96.8%	96.9%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

35.7

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:

0%

Percentage VET units of competence satisfactorily completed in 2024:

67%

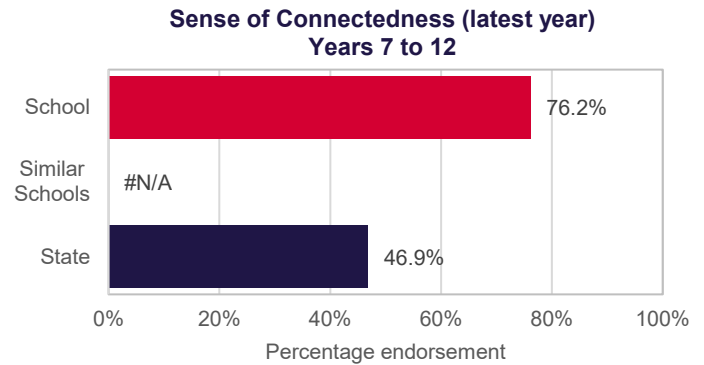
## WELLBEING

**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).

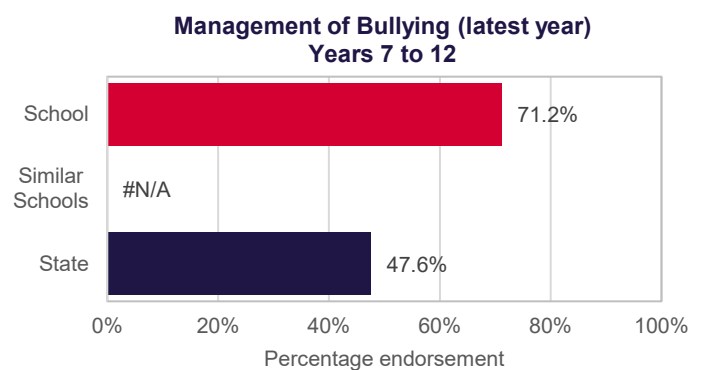
Sense of Connectedness Years 7 to 12	Latest year (2024)	4-year average
School percentage endorsement:	76.2%	76.8%
Similar Schools average:	NDA	NDA
State average:	46.9%	48.0%



### 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:	71.2%	74.0%
Similar Schools average:	NDA	NDA
State average:	47.6%	49.1%



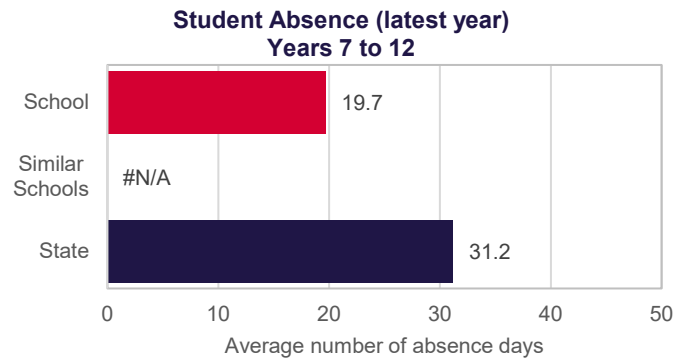
## ENGAGEMENT

**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.

Student Absence Years 7 to 12	Latest year (2024)	4-year average
School average number of absence days:	19.7	15.7
Similar Schools average:	NDA	NDA
State average:	31.2	27.2



### Attendance Rate (latest year)

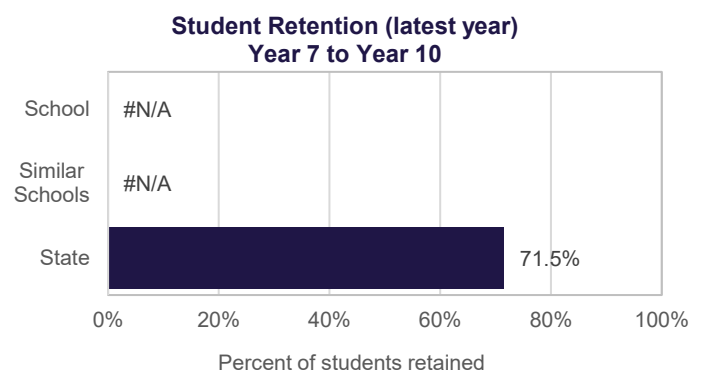
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	NDA	NDA	92%	91%	91%	85%

### Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2024)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	NDA	NDA
State average:	71.5%	73.2%



## 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.

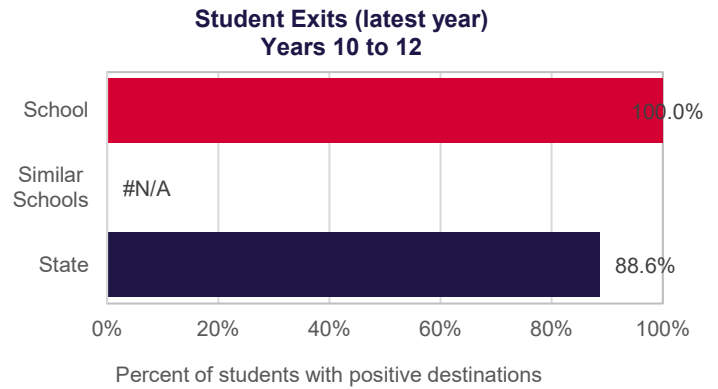
### Students exiting to further studies or full-time employment

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:	100.0%	99.9%
Similar Schools average:	NDA	NDA
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	\$14,856,099
Government Provided DET Grants	\$1,456,374
Government Grants Commonwealth	\$34,617
Government Grants State	\$32,994
Revenue Other	\$1,185,331
Locally Raised Funds	\$4,945,284
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,510,699</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,438
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,438</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$15,692,561
Adjustments	\$0
Books & Publications	\$10,352
Camps/Excursions/Activities	\$892,628
Communication Costs	\$37,698
Consumables	\$486,506
Miscellaneous Expense <sup>3</sup>	\$851,259
Professional Development	\$108,618
Equipment/Maintenance/Hire	\$811,135
Property Services	\$1,281,732
Salaries & Allowances <sup>4</sup>	\$986,255
Support Services	\$977,791
Trading & Fundraising	\$126,741
Motor Vehicle Expenses	\$42,009
Travel & Subsistence	\$0
Utilities	\$413,962
<b>Total Operating Expenditure</b>	<b>\$22,719,247</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$208,548)</b>
<b>Asset Acquisitions</b>	<b>\$585,332</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,217,827
Official Account	\$864,917
Other Accounts	\$1,362,382
<b>Total Funds Available</b>	<b>\$4,445,125</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$1,171,860
Other Recurrent Expenditure	\$0
Provision Accounts	\$50,000
Funds Received in Advance	\$970,678
School Based Programs	\$370,878
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$836,989
Repayable to the Department	\$381,366
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$417,339
Maintenance - Buildings/Grounds < 12 months	\$294,634
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$4,493,744</b>

*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.*

