

2024 Annual Report to the School Community

School Name: Monterey Secondary College (8809)



- 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 06 March 2025 at 09:51 AM by Bryan Field (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 06 March 2025 at 09:51 AM by Bryan Field (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

Monterey Secondary College, together with the two government primary schools in Frankston North, forms the Frankston North Education Plan (FNEP). The FNEP is driving transformative change in this community by adopting an educational approach that supports learners from birth through to adulthood. The schools also serve as hubs for the delivery of various health and welfare services and make their facilities widely accessible for community use, including by other schools.

The FNEP's vision is that "Every child and family is successful in learning and life." Across all schools, we uphold three core expectations: Be Safe, Be Respectful, and Be a Learner. These principles are deeply valued by both staff and students and have been instrumental in fostering a calm and orderly learning environment.

In 2024, the College's ICSEA value was 919, with a total enrolment of 417 students - as of August, 2024. The staffing profile at Monterey Secondary College included a Principal, five Assistant Principals (one acting principal at another school). Learning specialists(3.8) Leading teachers (3.00) teachers (22.20) Paraprofessionals(8.46)Education Support (30.85) Administration staff (6) Instrumental music teachers (2.00)

The school is now experiencing sustained enrolment growth (predicted 490 by end of term 1, 2025), which has allowed us to expand and enhance our educational programs. To accommodate this growth, forward planning is underway for upgrades and improvements to a range of classroom and outdoor spaces. The increasing enrolment reflects a rapidly improving community perception of Monterey Secondary College.

Progress towards strategic goals, student outcomes and student engagement

Learning

Monterey Secondary College continues to demonstrate strong academic performance, with results well above the state average in key areas. According to the Attitudes to School Survey (AtoSS), 66% of students reported feeling engaged in stimulated learning, while 60% expressed confidence in their voice and agency within the school. This, alongside our sustained implementation of our instructional model, has contributed to the college receiving a 'High' rating in our School Performance Report.

Our NAPLAN reading data highlights our strong academic standing, ranking second among similar schools. In Year 9, 74% of students achieved results in the 'high' or 'medium' relative growth for reading.

Further reinforcing our commitment to academic excellence our senior school completion rate

stands at an impressive 97%, reflecting the dedication of both students and staff.

Wellbeing

Our exemplary implementation of Trauma-Informed Positive Education (TIPE) continues to receive recognition, having been referenced in multiple publications, including the best practice section of the book *Trauma-Informed Multi-Tiered Systems of Support: A Guide for School Practitioners* (Goodman-Scott et al., 2022, Routledge). Additionally, the collaborative work of Tom Brunzell from Berry Street and Helen Stokes from University of Melbourne in *Implementing Trauma-Informed Pedagogies for School Change* has highlighted staff practices at Monterey Secondary College, with our approach and key personnel cited throughout the book.

This year, we have introduced a refined tiered approach to our on-call system to provide more structured and effective behaviour support. Our data also continues to reflect outstanding student outcomes, with results well above similar schools in multiple areas: Emotional Awareness (70%), School Connectedness (63%), and Managing Bullying (67%).

To further strengthen student support, we have expanded our well-being and engagement team, ensuring greater access to a variety of services and programs. Additionally, we strive to have all staff trained in the Berry Street Education Model, reinforcing our commitment to trauma-informed, strengths-based teaching.

Engagement

Monterey Secondary College continues to achieve strong senior outcomes, with an impressive 97% completion rate in senior studies. Additionally, 66% of students provided a positive endorsement for senior transition, as reflected in the Attitudes to School Survey (AtoSS).

This year, the school is exploring its status as a Flexible Learning Option (FLO), a status that will further support our ability to provide tailored pathways and engagement for students who require additional flexibility in their learning journey.

To enhance student support and engagement, we have refined and expanded our engagement programs, introducing 'Monterey Connect'—a targeted initiative designed to provide intensive support for some of our most vulnerable students. This initiative strengthens our commitment to fostering a positive, inclusive, and supportive learning environment, ensuring that all students have the necessary resources to succeed.

In 2024, we saw an increase of students enrolled at the school and an increase of students attending a variety of programs to increase their attendance. Later in the year we also saw an increase in staff in our Outreach program in an attempt to increase attendance of our most disengaged. We are working with DET and with our FLO status to ascertain how we code students in our Outreach, Engagement and on modified timetables - this will support our improvements with attendance.

Other highlights from the school year

Monterey Secondary College had a year of remarkable achievements and continued growth.

The school hosted multiple successful events, including our annual school production and the Battle the Bands competition, fostering student engagement and showcasing talent. We also hosted community of practice for VET staff across the southern region.

Another highlight was the Pese Mai Choir winning at the Victorian Education Excellence Awards, with our staff and students actively involved.

Despite the global teacher shortage, staff retention has remained high, reflecting the positive working environment and strong professional culture at Monterey. Our staff survey data exceeded state averages in multiple areas, including collective efficacy, shielding and buffering, and attitudes towards professional learning, reinforcing our commitment to staff development and well-being.

Additionally, our implementation of Trauma-Informed Positive Education (TIPE) continues to receive national and international recognition, with staff practices featured in major publications. These achievements highlight our school's ongoing dedication to fostering a thriving, inclusive, and high-performing learning environment.

Financial performance

In 2024, Monterey Secondary College experienced a significant improvement in its financial position, closing the year with an SRP deficit of \$252,281— a substantial reduction from the initially projected \$1,800,000. This positive outcome was driven by several factors, including an increase in Disability Inclusion Profile funding throughout the year, the Teach Today, Teach Tomorrow initiative, and higher-than-expected enrolments, which rose from a forecasted 375 to 416 students.

Throughout the year, the college successfully secured various grants and funding sources. A total of \$180,000 in cash funding was received from Schools Plus Grants, specifically allocated for intervention programs across the three campuses. These grants will play a crucial role in strengthening literacy delivery and achieving significant improvements in literacy outcomes across the campuses.

As our school continues to grow, we anticipate that our financial position will remain stable. This is supported by the achievements outlined above, the positive perception within the community, and the high levels of engagement and satisfaction among students and staff.

**For more detailed information regarding our school please visit our website at
<https://www.monterey.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 438 students were enrolled at this school in 2024, 222 female and 215 male.

4 percent of students had English as an additional language and 8 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).

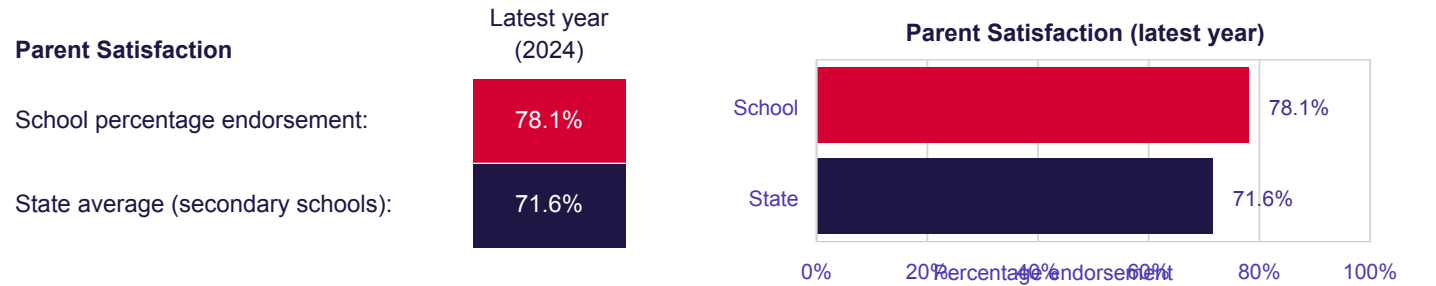
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

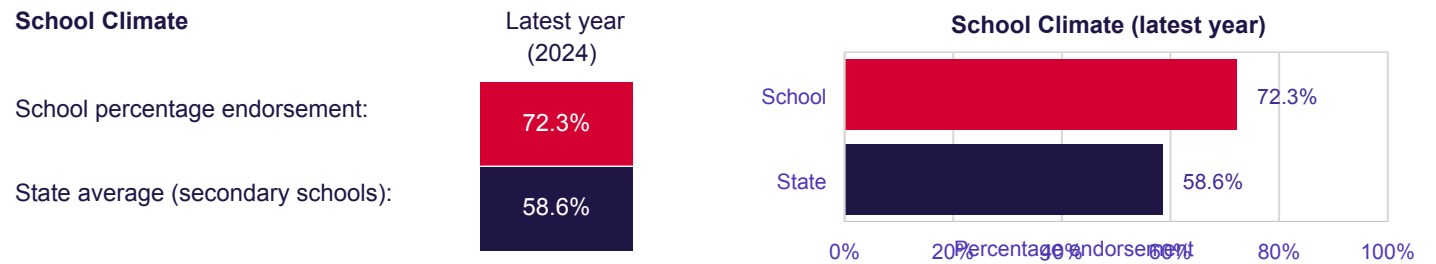


School Staff Survey

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.



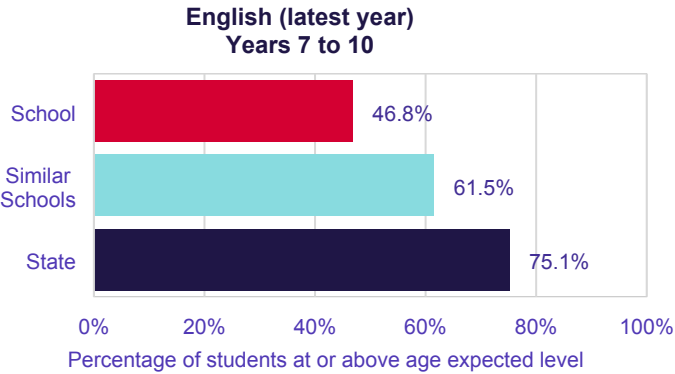
LEARNING

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.

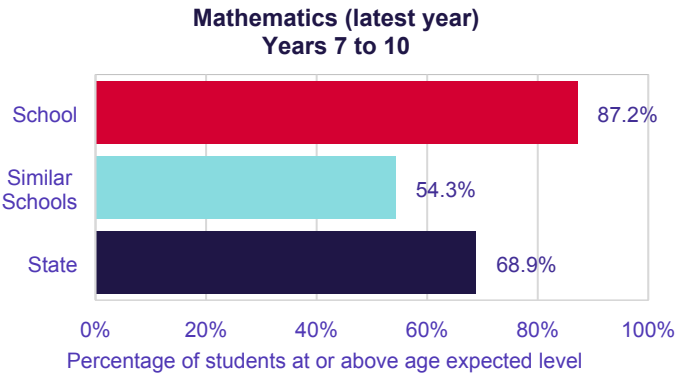
Teacher Judgement of student achievement against the Victorian Curriculum

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: | 46.8% |
| Similar Schools average: | 61.5% |
| State average: | 75.1% |



| Mathematics Years 7 to 10 | Latest year (2024) |
|---|-----------------------|
| School percentage of students at or above age expected standards: | 87.2% |
| Similar Schools average: | 54.3% |
| 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.

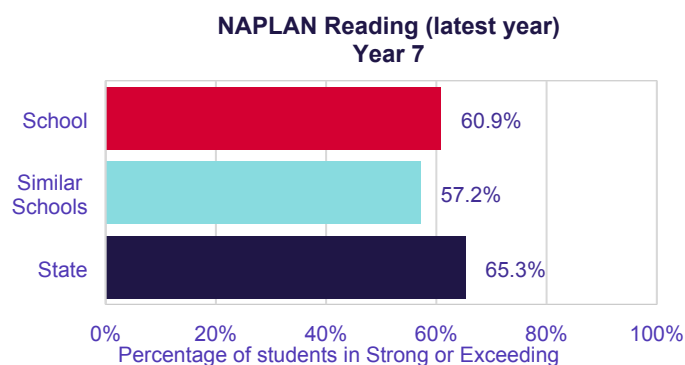
NAPLAN

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.

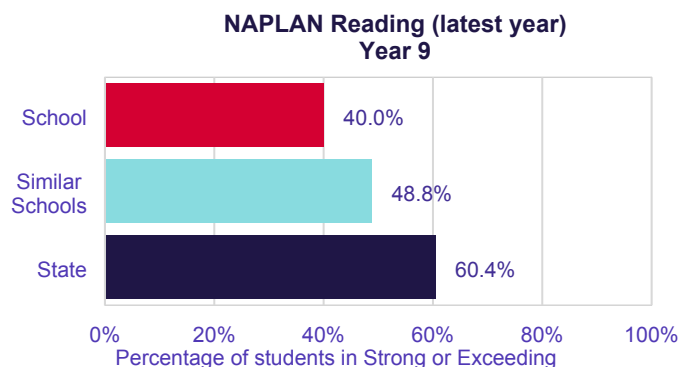
Reading Year 7

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 60.9% | 56.0% |
| Similar Schools average: | 57.2% | 56.8% |
| State average: | 65.3% | 65.7% |



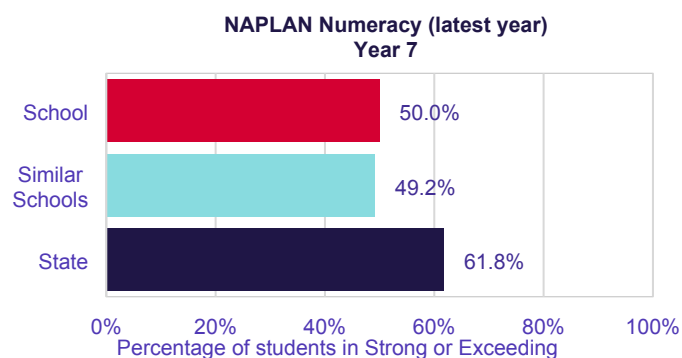
Reading Year 9

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 40.0% | 46.0% |
| Similar Schools average: | 48.8% | 48.7% |
| State average: | 60.4% | 60.2% |



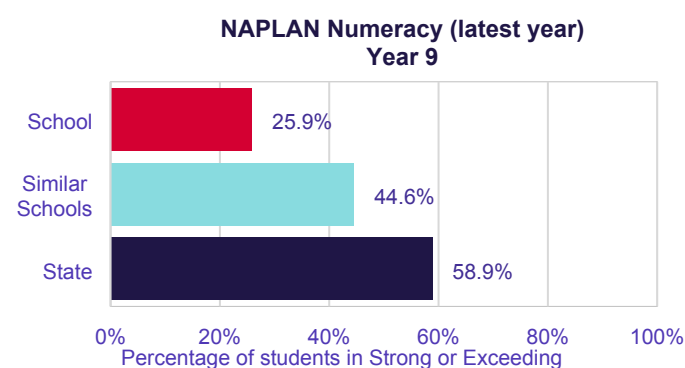
Numeracy Year 7

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 50.0% | 44.0% |
| Similar Schools average: | 49.2% | 49.9% |
| State average: | 61.8% | 62.3% |



Numeracy Year 9

| | Latest year (2024) | 2-year average |
|---|-----------------------|-------------------|
| School percentage of students in Strong or Exceeding: | 25.9% | 29.9% |
| Similar Schools average: | 44.6% | 44.4% |
| 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:

29.9%

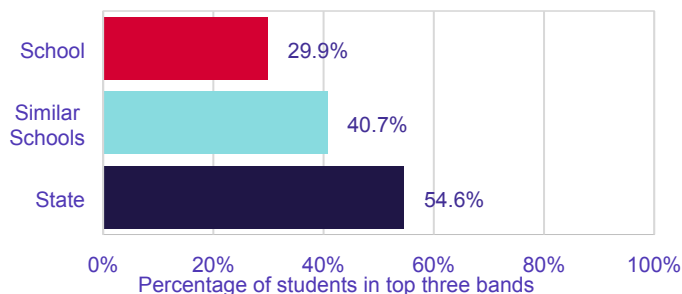
Similar Schools average:

40.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

(2022)

School percentage of students in the top three bands:

21.6%

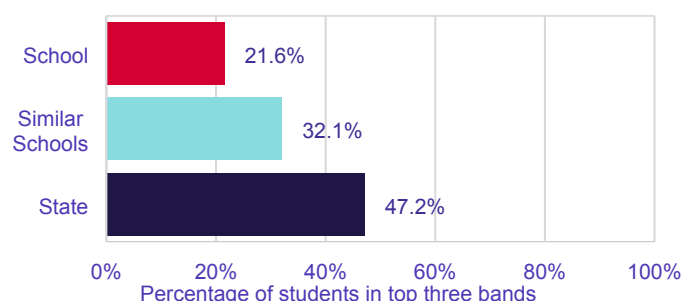
Similar Schools average:

32.1%

State average:

47.2%

NAPLAN Reading (2022) Year 9



Numeracy Year 7

(2022)

School percentage of students in the top three bands:

21.2%

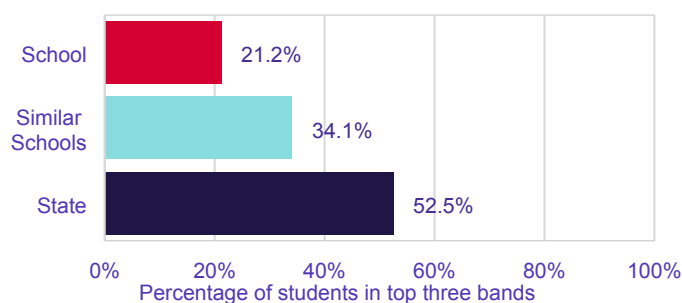
Similar Schools average:

34.1%

State average:

52.5%

NAPLAN Numeracy (2022) Year 7



Numeracy Year 9

(2022)

School percentage of students in the top three bands:

16.3%

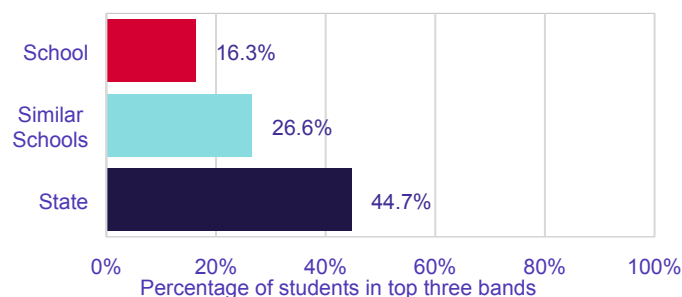
Similar Schools average:

26.6%

State average:

44.7%

NAPLAN Numeracy (2022) Year 9

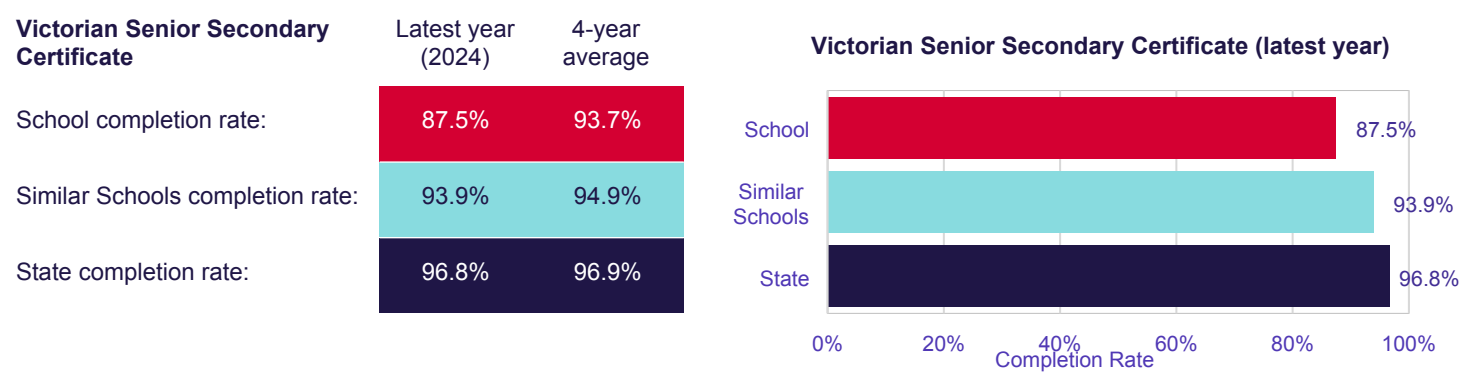


LEARNING (continued)

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

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



| | |
|--|------|
| Mean study score from all VCE subjects: | 24.1 |
| Number of students awarded the VCE Vocational Major | 18 |
| Number of students awarded the Victorian Pathways Certificate | NDP |
| Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence: | 77% |
| Percentage VET units of competence satisfactorily completed in 2024: | 76% |

WELLBEING

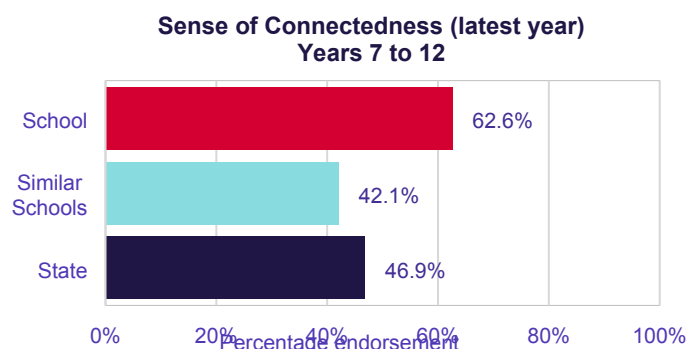
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 62.6% | 66.9% |
| Similar Schools average: | 42.1% | 43.7% |
| State average: | 46.9% | 48.0% |

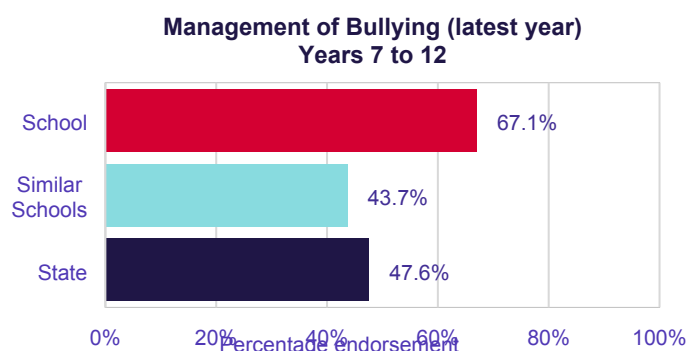


Student Attitudes to School – Management of Bullying

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: | 67.1% | 70.4% |
| Similar Schools average: | 43.7% | 45.5% |
| State average: | 47.6% | 49.1% |



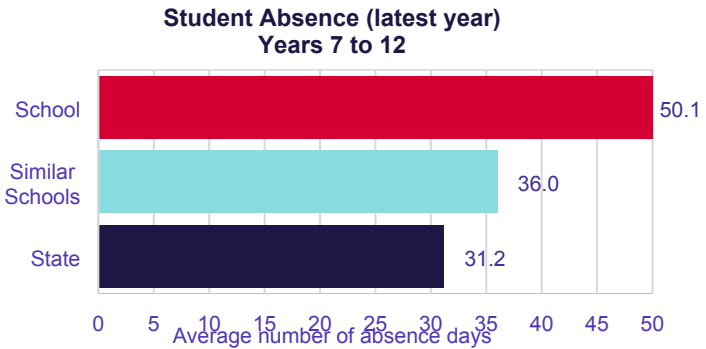
ENGAGEMENT

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: | 50.1 | 35.4 |
| Similar Schools average: | 36.0 | 30.8 |
| State average: | 31.2 | 27.2 |



Attendance Rate (latest year)

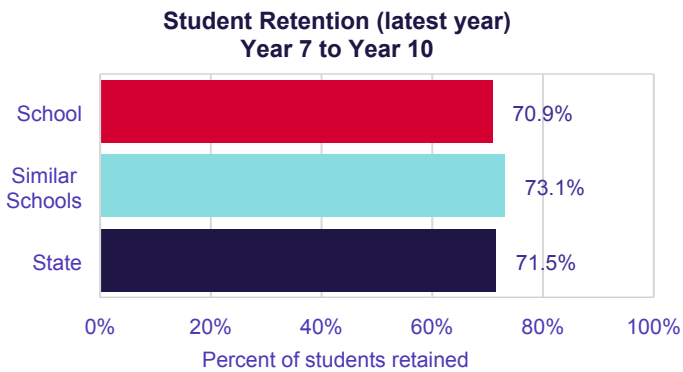
Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--|--------|--------|--------|---------|---------|---------|
| Attendance Rate by year level (2024): | 78% | 70% | 71% | 78% | 76% | 80% |

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: | 70.9% | 69.0% |
| Similar Schools average: | 73.1% | 72.9% |
| State average: | 71.5% | 73.2% |



ENGAGEMENT (continued)

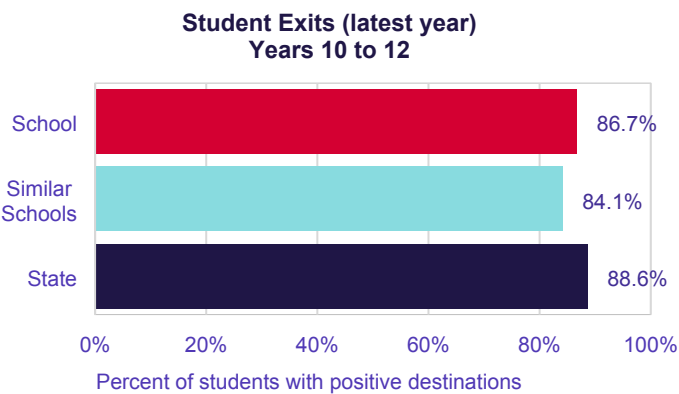
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 86.7% | 80.7% |
| Similar Schools average: | 84.1% | 86.4% |
| 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 | \$8,204,449 |
| Government Provided DET Grants | \$1,486,199 |
| Government Grants Commonwealth | \$21,518 |
| Government Grants State | \$11,842 |
| Revenue Other | \$170,477 |
| Locally Raised Funds | \$677,084 |
| Capital Grants | \$2,700 |
| Total Operating Revenue | \$10,574,270 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$914,707 |
| Equity (Catch Up) | \$41,964 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$956,671 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$8,447,611 |
| Adjustments | \$0 |
| Books & Publications | \$101 |
| Camps/Excursions/Activities | \$78,703 |
| Communication Costs | \$13,859 |
| Consumables | \$236,433 |
| Miscellaneous Expense ³ | \$26,975 |
| Professional Development | \$25,839 |
| Equipment/Maintenance/Hire | \$246,118 |
| Property Services | \$175,577 |
| Salaries & Allowances ⁴ | \$90,153 |
| Support Services | \$353,311 |
| Trading & Fundraising | \$67,574 |
| Motor Vehicle Expenses | \$6,623 |
| Travel & Subsistence | \$878 |
| Utilities | \$86,566 |
| Total Operating Expenditure | \$9,856,319 |
| Net Operating Surplus/-Deficit | \$717,951 |
| Asset Acquisitions | \$664,387 |

- (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 03 Mar 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 | \$2,190,242 |
| Official Account | \$30,369 |
| Other Accounts | \$0 |
| Total Funds Available | \$2,220,611 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$236,971 |
| Other Recurrent Expenditure | \$5,808 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$2,200 |
| Beneficiary/Memorial Accounts | \$201,022 |
| 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 | \$600,693 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,046,694 |

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.