

2023 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 26 June 2024 at 05:31 PM by Paul Drew (Principal)

- This 2023 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 26 June 2024 at 05:35 PM by Dilum De Silva (School Council President)



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,



The Victorian

Melbourne High School



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 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



The Parents and Friends and



Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Victorian Curriculum Framework for Learning and Teaching.



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



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

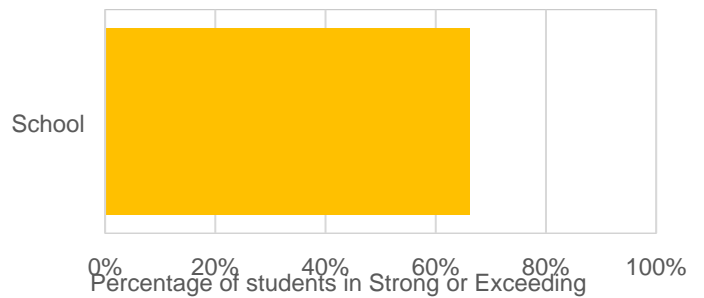
Similar Schools average:

NDA

State average:

66.1%

NAPLAN Reading (latest year)
Year 7



Reading Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

100.0%

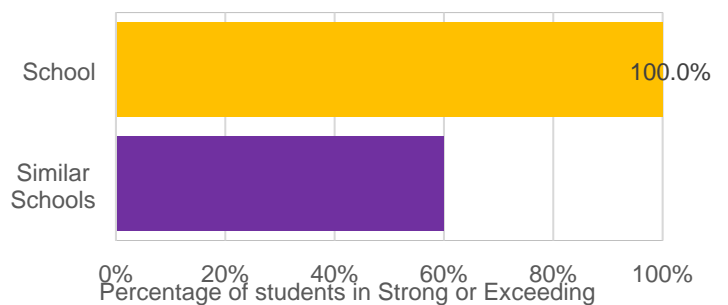
Similar Schools average:

NDA

State average:

60.0%

NAPLAN Reading (latest year)
Year 9



Numeracy Year 7

Latest year
(2023)

School percentage of students in Strong or Exceeding:

NDA

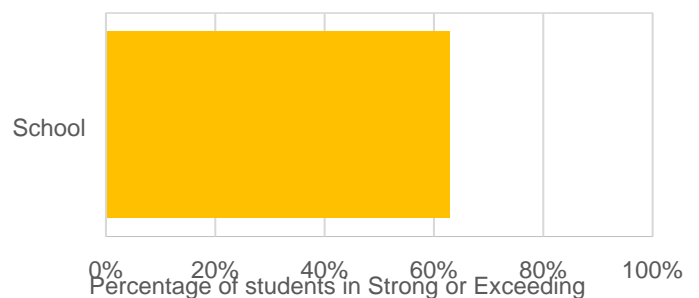
Similar Schools average:

NDA

State average:

62.9%

NAPLAN Numeracy (latest year)
Year 7



Numeracy Year 9

Latest year
(2023)

School percentage of students in Strong or Exceeding:

100.0%

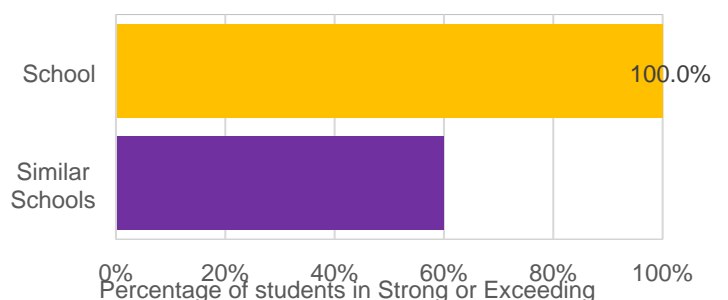
Similar Schools average:

NDA

State average:

59.9%

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

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

NDA

Similar Schools average:

NDA

State average:

54.6%

Reading Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

99.7%

Similar Schools average:

NDA

State average:

47.2%

Numeracy Year 7

Latest year
(2022)

School percentage of students
in the top three bands:

NDA

Similar Schools average:

NDA

State average:

52.5%

Numeracy Year 9

Latest year
(2022)

School percentage of students
in the top three bands:

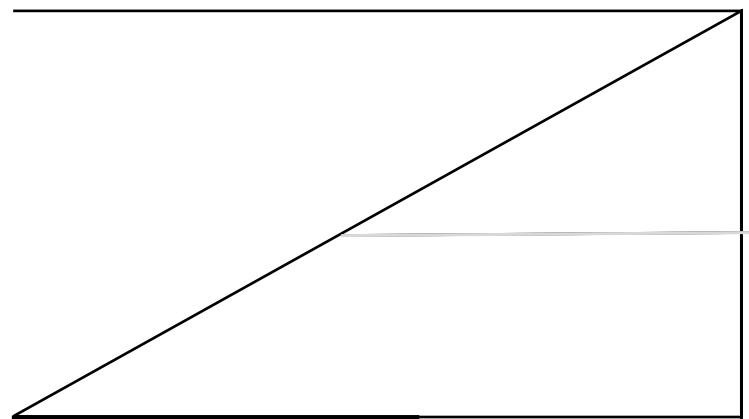
100.0%

Similar Schools average:

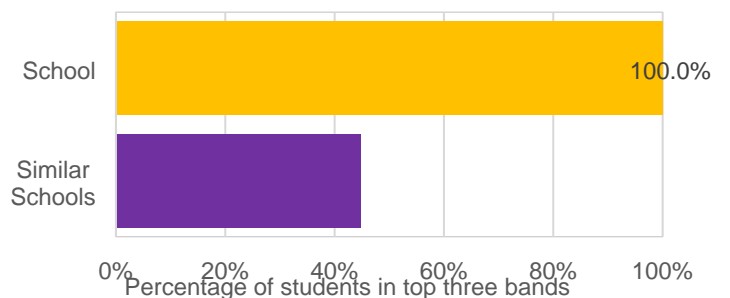
NDA

State average:

44.7%



NAPLAN Numeracy (2022)
Year 9





LEARNING (continued)

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Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment



Melbourne High School



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 (2023)	4-year average
School average number of absence days:	18.8	12.6
Similar Schools average:	NDA	NDA
State average:	28.4	23.8

Attendance Rate (latest year)

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



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 9 T (studies)Tj ()Tj (5)Tj 12.511001hen ()nts



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

Revenue	Actual
Student Resource	

**FINANCIAL POSITION AS AT 31 DECEMBER 2023**

Funds available	Actual
High Yield Investment Account	\$1,620,047
Official Account	\$419,909
Other Accounts	\$1,495,236
Total Funds Available	\$3,535,191

Financial Commitments	Actual
Operating Reserve	\$963,060
Other Recurrent Expenditure	\$0
Provision Accounts	\$50,000
Funds Received in Advance	\$133,055
School Based Programs	\$172,864
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$680,986
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$765,241
Maintenance - Buildings/Grounds < 12 months	\$770,368
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,535,574

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.