Village High School

School No. 2230

Annual Report

2024

Contextual Information

Village High School officially opened on **30 January 2020** at **450 Dalyston–Glen Forbes Road, Ryanston**. As an independent secondary school, VHS offered enrolment to students in **Years 7 to 11** during 2024.

The year **2024 marked the school's fifth year of operation** and the continuation of the **Victorian Certificate of Education (VCE)** program into its second year, with the exciting addition of **Year 12**. For the first time, Year 7 enrolments were opened to the broader community across our catchment area, in addition to our priority enrolment group comprising Village primary schools and siblings of current students. Demand was strong, and places filled quickly, meeting both our enrolment targets and site capacity.

During 2024, students across **Years 10, 11, and 12** participated in senior studies. Year 10 and 11 students undertook Year 11 subjects, while the inaugural **Year 12 cohort** commenced their final year of secondary schooling—an important milestone for both the students and the school. Senior studies were delivered on-site with the support of VHS mentors and through online learning with **Virtual Schools Victoria**.

Approximately half of our senior students elected to pursue the **VCE Vocational Major** pathway, which includes enrolment in a **Vocational Education and Training (VET)** program. This year, VHS students engaged in a broad range of VET subjects, including **Electrotechnology** at AGA in Korumburra, **Visual Arts** at Chisholm TAFE in Frankston, and **Screen and Media** online with the Academy of Interactive Entertainment in Melbourne. The diversity of student interests and learning opportunities brought the senior years program to life and was a genuine highlight of the school year.

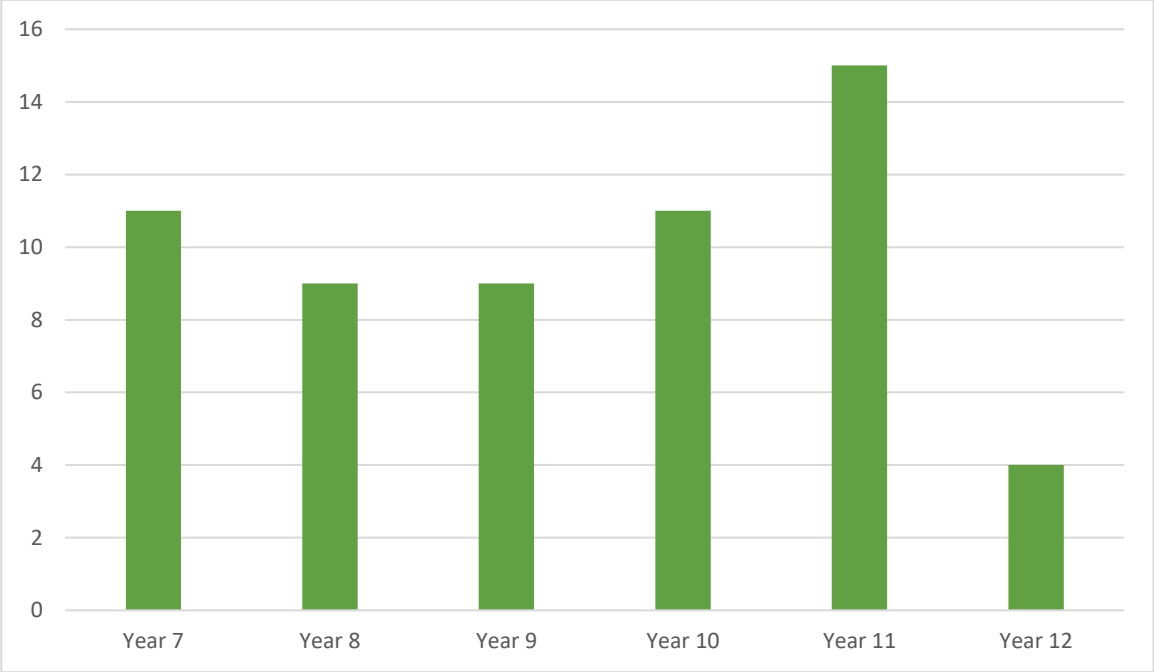
A significant event in 2024 was the **graduation of Village High School's first Year 12 cohort**. The ceremony, held at the **Cape Paterson Surf Life Saving Club**, marked a historic milestone for the school and the wider community.

This occasion celebrated the dedication and achievements of our graduating students while also reflecting the growth and maturity of Village High School as an educational community. It was a proud moment that underscored our ongoing commitment to supporting students throughout their secondary education and preparing them for a wide range of post-school pathways.

Profile of the Student Body - Student Characteristics

In 2024, the school's DMI was 88.

At the time of the 2024 Federal Government Census, 59 students were enrolled at the school.



None of the None of the 59 students had Language Backgrounds Other Than English, one was indigenous, and 23 were recorded as having a disability.

Curriculum and Learning Programs

Village High School delivers its academic program through the Victorian Curriculum, guided by the broader framework outlined in the school's Philosophy.

In 2024, English, Maths, Science, PE/Outdoor Education, and Being Human continued as core subjects. English, Maths, and Science each offered both Applied and Theoretical/Traditional streams, giving students the opportunity to choose the approach that best suited their learning style. Throughout the year, project-based learning was used to address the Digital Technologies and Design and Technologies curriculum while also reinforcing key skills developed in English and Maths.

Humanities, The Arts, and Languages were taught through a rotating series of sign-up modules. This structure allowed students to take an active role in shaping their learning program, with new modules introduced every two cycles to keep the options fresh and varied.

Every student is required to have their own laptop, enabling the use of Google Calendar to organise timetables and class groupings, and Google Classroom to set, manage, and submit learning tasks.

PE / Outdoor Ed

A range of PE activities were offered throughout the year, with all students taking part in at least one PE/Outdoor Education activity each cycle.

Semester 1	Swimming, Local Strolling, Half-Court Basketball, Stadium Games, Surfing, horse riding, tennis, and rock climbing.
Semester 2	Local strolling, stadium games, gym, surfing, pickle ball, and horse riding.

Local Beach Strolling

Being Human

Being Human is a VHS program designed to strengthen our relationship-based approach to teaching and learning. It combines planned topics with those that respond to issues arising within the school community, co-created by students and staff through weekly discussions in a safe, facilitated space.

The program draws from the *Capabilities* section of the Victorian Curriculum. In *Personal and Social Capability*, students develop skills to understand themselves and others, manage relationships, and approach learning, work, and life more effectively. This includes recognising and regulating emotions, building empathy, fostering positive relationships, working in teams, developing leadership, and managing challenges constructively.

Through *Ethical Capability*, students explore what it means for individuals and societies to live well, examining relationships between people and with wider environmental, social, and economic systems. They engage with complex concepts, learning to make informed decisions grounded in values and principles, while strengthening their ability to analyse and evaluate different perspectives.

Where in the World

In a time of growing global turbulence, we launched the *Where in the World* program to help students make sense of complex international issues. The program began with group exploration of current events, followed by smaller discussions tailored to students' interests. Key topics included the United States election, where students compared US and Australian systems, examined prominent figures, and discussed global media attention on Donald Trump.

Students also explored the concept of nation-states, learning about passports, visas, and the challenges faced by refugees. A visit from a human rights lawyer deepened understanding of asylum processes and Australia's response to undocumented arrivals. With the 2024 Olympics and Paralympics, students discussed the value of global sporting events, the unity they promote, and the political factors influencing a nation's involvement.

Conflict in the Middle East provided an opportunity for critical engagement with history, geography, and diverse narratives surrounding Israel. Domestically, students examined the proposed social media ban for under-16s, debating its implications for privacy, technology, and government regulation. Across all topics, the program encouraged critical thinking about the human, political, and cultural dimensions of global and local events.

Modules

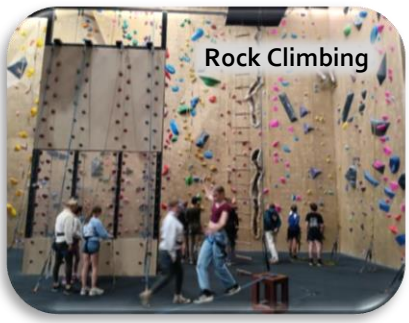
At the end of each term, during Parliament, students and mentors collaborate to generate ideas for modules for the upcoming term (two cycles). This process has become well established, and students are now consistently able to produce an extensive list of ideas during these sessions. The final selection of modules is made after mentors review the suggestions, considering curriculum requirements, their own areas of expertise, and opportunities to involve community experts where possible.

The following modules were offered in 2024:

Anthropology	Computer Assisted Drawing	Historical Figures	Pickleball
Archery	Digital Art	Horse Riding	Pottery
Art	Egyptology	Long Art	Rock Climbing
Astronomy	Engineering	Long Story Writing	Short Art
Aviation	Fashion	Market Stall	Surfing
Body Care Products	French	Natural History of the Bass Coast	Tennis
Book Club	Guitar	One Act Play	Theatre Games
Chess	Gym	Photography	Blacksmithing

Surfing

Engineering


Rock Climbing

Tennis

Archery

One Act Play

In August 2024, Village High School students participated in the South Gippsland One Act Play Festival in Foster, performing *Of Gods and Cowes* by Andy Boyd. Rehearsals began at school before moving to the Archies Creek Hall, where students refined their lines, stage blocking, and character work.

Students also contributed behind the scenes, creating props, costumes, and hair and makeup designs. A highlight of the festival was the recognition of one of our students, who received an **Outstanding Achievement Award** for his role as the Narrator – a wonderful acknowledgement of both his performance and the team's collective effort.

Parliament

The Student Parliament is a valued feature of Village High School, providing students with a meaningful opportunity to engage in community discussions. Every student is able to contribute to the agenda, participate in dialogue, and be part of decision-making processes. Its purpose is to give students a direct pathway to influence the operations of the school, contribute to programs and activities, and raise any social issues they believe should be addressed.

Student Parliament sessions are held in both indoor and outdoor settings, with an emphasis on creating a safe and supportive environment that encourages open, respectful, and constructive discussion.

Camps

The following camps were held in 2024:

- Wilson's Prom – All Year Levels Camp
- Grampians Camp – Sign Up
- Melbourne Course Camp - Egyptology or Pottery students
- Murray River Camp – Sign Up
- Medieval Camp – Kyral Castle Ballarat – Sign Up
- Senior Students Camp - Port Stephens

Melbourne Camp

Murray River Camp

Seniors Camp

Staff Composition & Qualifications

At the time of the 2024 Federal Government Census, the school employed staff in the capacities below. The total Teacher FTE was 5.4

Principal	Part Time x 1
Classroom Teacher	Full Time x 1 Part Time x 7
Classroom Assistant	Part Time x 2 Full Time x 2
Administrative & Clerical	Part Time x 1
Specialist Support Staff	Part Time x 2

In 2024, all Teaching staff held a Bachelor's Degree, none held a Masters or Doctorate and none identified as having an Aboriginal and Torres Strait Islander background.

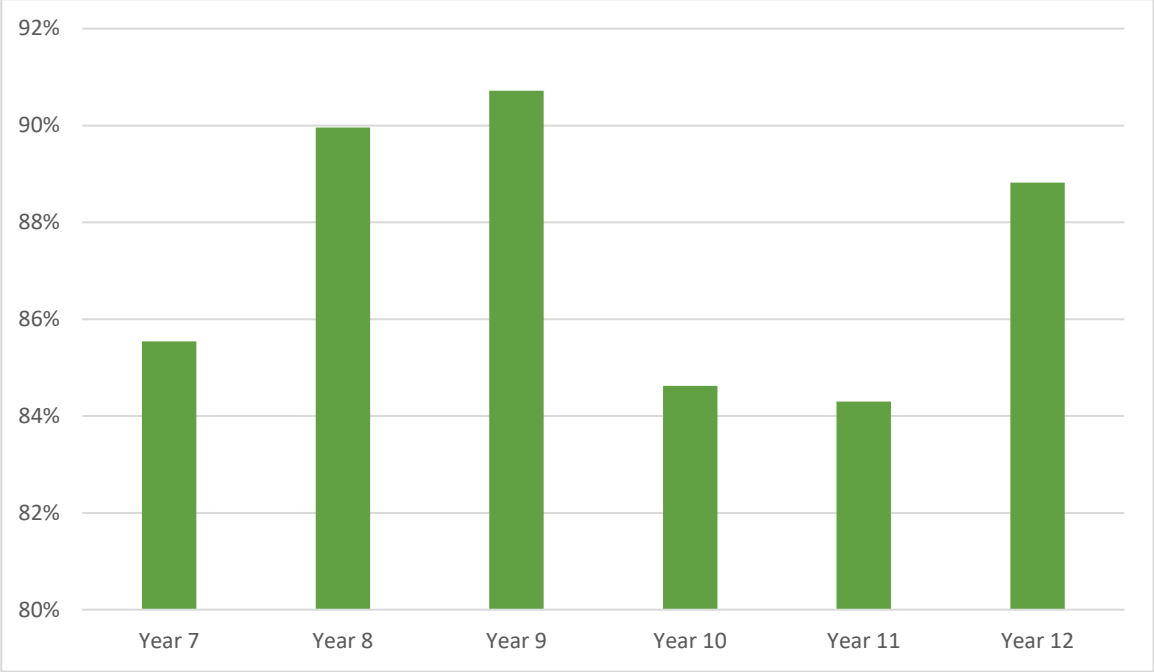
Community Feedback

VHS actively gathers feedback from its community through a mix of formal and informal channels. Students have a voice via the weekly Whole School Parliament, surveys throughout the year, and a permanent online feedback QR code. Module program surveys and sign-ups give students choice in their learning pathways, and an anonymous whole-school survey in 2024 showed overwhelmingly positive results regarding students' experience, learning, and sense of belonging.

Parents contribute through Family Conferences in June and December, discussing their child's progress and sharing perspectives on school programs. Ongoing communication is maintained via emails, phone calls, and informal conversations. Staff feedback is collected regularly through meetings, planning days, and annual professional conversations, all of which also incorporate student input.

Student Attendance

The average attendance rate of all students who were enrolled at the for 2024 was 87.33%.



Students are expected to attend school on each day their program is running. The school has an Attendance Policy which sets out how the school manages student absences and communicates the expectation that parents notify the school when a student is absent. The administration team have a process to follow up any unexplained absences so the correct information can be recorded in the student management system and communication with families is maintained.

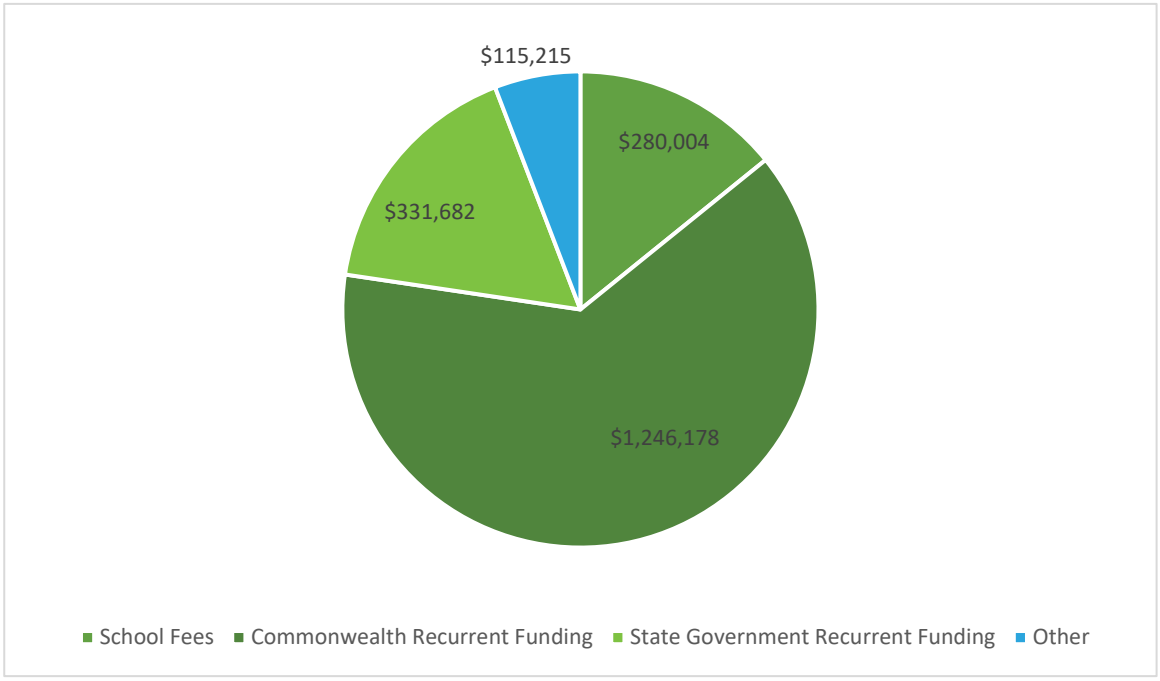
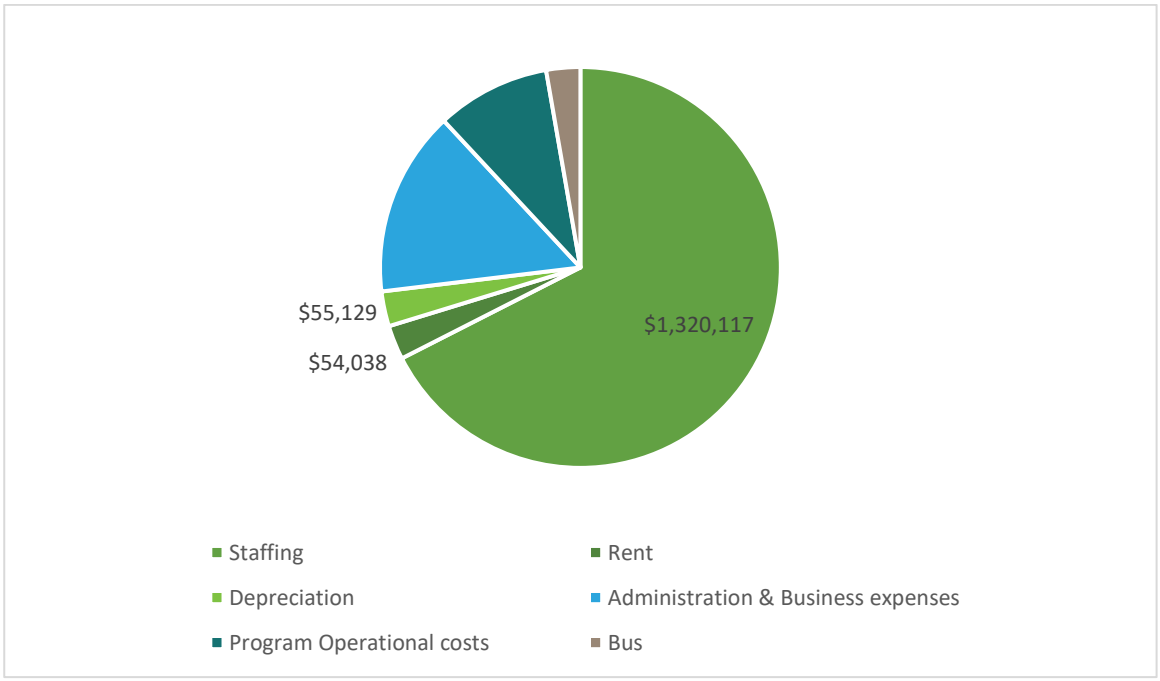
Student Outcomes

Reports on student academic progress were shared with parents and students in June and December through Individual Learning Plans (ILPs). These reports outlined the curriculum covered in core learning areas, including English, Maths, Science, and Being Human, as well as additional curriculum areas delivered through the Modules each student selected. ILPs also included achievement levels for English, Maths, and Science.

NAPLAN testing

All students in eligible year levels were offered a practice test in the weeks leading up to NAPLAN, which took place in May. Due to the small number of students, results were not published publicly; however, each family received their child's individual results.
VHS will continue to offer NAPLAN and other forms of outcomes testing to monitor and support student achievement across all key areas of the curriculum.

2024 Income by Funding Source



2024 Expenditure