

# 2025 Annual Report to the School Community

School Name: Highvale Secondary College (7918)



- 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 28 March 2026 at 08:43 AM by Evan Miller (Principal)

- As executive officer of the school council, I attest that this 2025 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 31 March 2026 at 08:39 AM by Evan Miller (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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

In 2025, Highvale Secondary College continued to strengthen teaching, learning and student wellbeing, ensuring every student is supported to grow, achieve and feel connected to our school community. Through a clear focus on high-quality teaching, inclusive practices and meaningful opportunities for engagement, our students continue to demonstrate strong achievement, personal growth and readiness for their future pathways.

Our vision is “We embrace the learning we do every day, growing as a connected community, to lead a better tomorrow.” This vision reflects our belief that learning is a continuous and shared journey. Through strong connections between students, staff and families, we strive to create a learning community where every student is supported to grow, develop their potential and contribute positively to the future.

At Highvale, we prioritise the development of the knowledge, capabilities and character that enable students to thrive both during and beyond their schooling. A Highvale learner is someone who communicates effectively, thinks critically, works collaboratively and approaches challenges with curiosity, resilience and responsibility. By the time they graduate, we aim for students to demonstrate key skills including communication, critical and analytical thinking, organisation, and digital and technological skills. Students also develop important competencies, including leadership, problem solving, emotional intelligence, collaboration and teamwork. These are supported by the dispositions we actively foster in our learners: kindness, a strong work ethic, optimism and a growth mindset, resilience, confidence, curiosity and responsibility. Together, these attributes reflect our vision and support students to become capable learners and active contributors to their communities.

Our school values of Excellence, Integrity, Respect, Resilience and Responsibility underpin all aspects of school life and guide our approach to teaching, learning and community engagement.

Located in Glen Waverley, Highvale Secondary College serves a vibrant and culturally diverse community. In 2025, the school had an enrolment of 1221 students, including 47 International Students, contributing to a rich and inclusive learning environment.

The school’s leadership team in 2025 consisted of the Principal, three Assistant Principals, one Business Manager, nine Leading Teachers and four Learning Specialists. The college was supported by 87.7 effective full-time teaching staff and 23.1 effective full-time education support staff, all committed to delivering high-quality teaching, learning and wellbeing support.

Our Student Family Occupation and Education (SFOE) Index is 0.1685, which is classified as low.

To manage enrolment demand, the 2025 Enrolment Management Implementation Plan (EMIP) allows the school to enrol up to 175 students in Year 7. Enrolment offers are prioritised for:

1. Students living within the designated neighbourhood area
2. Students with a sibling already attending the school
3. Students outside the neighbourhood area, offered places in order of closest to furthest from the school until all places are filled.

Highvale Secondary College values the many cultural backgrounds represented within our community. This diversity strengthens our school and enriches the learning environment, supporting students to develop the understanding and perspectives needed to contribute positively to an interconnected world. Together, these elements reflect our commitment to building a connected learning community where students grow, succeed and lead into the future.

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

### Learning

In 2025, Highvale Secondary College continued strengthening teaching and learning across the College to ensure every student experiences a coherent, challenging and supportive learning journey, with a strong focus on Years 7–10 curriculum renewal. Staff worked closely with the Teaching and Learning Leadership Team to redevelop scope and sequence documentation and unit planners aligned with Victorian Curriculum 2.0. This work strengthened clarity, consistency and alignment across all learning areas, ensuring a coherent and rigorous learning pathway from students' first year at the College through to their transition into VCE.

Our students continued to achieve strong outcomes in the VCE program. The English faculty engaged in a year-long professional learning cycle focused on refining VCE practice through collaborative planning, analysis of student performance data and the implementation of evidence-based teaching strategies. This targeted work led to a significant improvement in outcomes, with the median VCE English study score increasing from 27 to 31. Across the broader VCE program, staff analysed examination data and previous performance trends to identify areas for improvement and implement targeted teaching strategies. As a result, the College's overall median VCE study score increased from 29 to 31, reflecting both the effectiveness of our teaching practices and the commitment of our students.

Our students also achieved excellent NAPLAN results in 2025, with Year 7 and Year 9 students performing well above State benchmarks across Literacy and Numeracy.

Key results included:

- Year 7: 90% of students in the top two bands for Reading and Numeracy, with similarly strong results across Writing, Spelling and Grammar and Punctuation.
- Year 9: 94% of students in the top two bands for Numeracy and 90% for Spelling, with strong performance across all literacy domains.

Measures of High and Medium growth between Year 7 and Year 9 were above State and Similar Schools benchmarks across all domains, demonstrating both high achievement and sustained learning growth.

Throughout the year, the College continued developing a Highvale Teaching and Learning Model, informed by the Department's Victorian Teaching and Learning Model (VTLM 2.0) and contemporary research. This framework provides a shared understanding of effective instructional practice and will continue to be embedded across all learning areas.

Professional Learning Communities (PLCs) remain central to the College's improvement strategy. Staff engaged in structured inquiry cycles using student data to identify targeted improvement priorities, trial new strategies and evaluate their impact. This disciplined, evidence-based approach continues to strengthen teaching practice and improve student learning outcomes.

To further support high-quality teaching and learning, the College also introduced Vivi wireless presentation technology across classrooms, enabling seamless screen sharing, real-time feedback and enhanced collaboration.

Together, these initiatives continue to strengthen teaching practice and ensure students experience high-quality learning that supports both achievement and growth.

## Wellbeing

At Highvale Secondary College, student wellbeing, engagement and inclusion underpin successful learning. We are committed to creating a safe, supportive and inclusive environment where every student feels connected, valued and able to thrive. Throughout 2025, the College continued strengthening implementation of the Department's FISO 2.0 framework, with a clear focus on the relationship between wellbeing and learning growth. Our School-Wide Positive Behaviour Support (SWPBS) framework, grounded in the values of Respect, Resilience, Responsibility, Excellence and Integrity, provides a consistent foundation for positive behaviour, engagement and belonging.

The College's 2025 School Performance Report rated Highvale as Medium in the Wellbeing domain, with sustained performance across measures including emotional awareness, school connectedness, student voice, stimulating learning environments, attendance and management of bullying.

Staff regularly use Compass Chronicle data to monitor wellbeing, behaviour and attendance patterns, enabling early identification of student need and timely, targeted support. Sub School and Year Level Leaders review this data and coordinate interventions to ensure students requiring additional support are identified early. A continued emphasis on recognising positive behaviours through green chronicles has strengthened a proactive culture of acknowledgement and reinforcement, supporting consistency for staff and predictability for students.

Professional learning has further strengthened staff capability in supporting student wellbeing. In 2025, all remaining staff completed Youth Mental Health First Aid training, alongside additional professional learning focused on understanding the Function of Behaviour and the ABC framework (Antecedent, Behaviour, Consequence). This work supports a shared, evidence-informed approach that recognises behaviour as communication and enables staff to respond proactively and consistently. Tier 2 supports, including Tuning into Teens and targeted small-group intervention programs, provided structured assistance for students requiring additional social, emotional or behavioural support.

Students also participated in a range of preventative and developmental wellbeing initiatives throughout the year. Workshops, assemblies and focus groups supported the development of resilience, healthy relationships and positive decision-making. Partnerships with external providers including The Man Cave, Cyber Safety Project, Elephant Ed and Red Frogs enriched these programs and provided access to specialist expertise.

Student voice and connection were strengthened through a range of student-led clubs, including Dungeons & Dragons, Anime, Robotics, Drama, Chess and Creative Writing. Initiatives such as

Breakfast Club and the Strengths and Passions Project also provided opportunities for connection, leadership and engagement.

In 2025, the College also commenced implementation of the Disability Inclusion reforms through a Diverse Learners Deep Engagement partnership with the Department's Inclusion Team. This work included a review of inclusive practices, targeted professional learning and strengthened collaboration between teachers and Inclusion Support Staff, supporting improved consistency in adjustments and stronger alignment between student needs and classroom practice.

Together, these initiatives continue to strengthen a positive school culture where students feel supported, connected and ready to succeed in their learning.

## Engagement

### Attendance

Strong attendance remains an important indicator of student engagement with learning. In 2025, the average number of absence days for students in Years 7–12 was 20.2, lower than Similar Schools (25 days) and significantly below the State average (28 days).

Attendance rates across the College were Year 7 – 91.6%, Year 8 – 90.8%, Year 9 – 87.9%, Year 10 – 89.4%, Year 11 – 90.1% and Year 12 – 88.2%.

Attendance is recorded each lesson through the Compass information management system and monitored by the Attendance Officer in collaboration with Sub School and Year Level Leaders. Parents can monitor attendance through Compass and receive SMS notifications for unexplained absences. Where extended absences occur, Student Absence Learning Plans support students to maintain their connection to learning.

**Pathways** and **Transitions**  
Student retention and post-school pathways continue to reflect strong engagement. In 2025, 79.9% of Year 7 students remained at the College through to Year 10, above Similar Schools (79%) and the State average (68.8%). Additionally, 93.9% of students exiting in Years 10–12 transitioned to further study or full-time employment, exceeding Similar Schools (90.1%) and State (81.5%) averages.

Students are supported through a comprehensive careers program. All Year 9 students complete Morrisby testing, which provides insights into interests and strengths to support subject selection and career planning. Senior students receive ongoing guidance from the College's Careers Team, ensuring informed decisions about future pathways.

A highlight of the year was the graduation of the College's first cohort of VCE Vocational Major (VCE VM) students, establishing a strong foundation for this pathway. As part of their program, students completed the Healthy Habitat Garden Project, creating a sustainable garden that now supports Food Technology classes and provides a practical example of learning in action.

**Leadership** and **Participation**  
Student engagement is further strengthened through leadership opportunities and student-led initiatives. The Peer Support program saw Year 10 leaders mentoring Year 7 students, helping to build positive connections across the school community.

Whole-school events such as the Colour Run, Harmony Day celebrations, and the MND Ice Bucket Challenge promoted wellbeing, inclusion and community spirit. The annual House Cup competition,

won by Bunjil House, fostered pride, teamwork and friendly rivalry across academic, sporting and community events.

#### Enrichment

#### Opportunities

Students participated in a wide range of enrichment experiences, including Year 7 Camp (Somers), Year 9 Camp (Portsea), Central Camp and Year 12 Camp (Melbourne University), as well as the USA NASA Program, which provided a unique international STEM learning experience.

Creative and co-curricular programs also flourished. The Drama production of *The Outsiders* showcased student talent and confidence, while the Instrumental Music and Debating programs continued to strengthen students' creativity, communication and critical thinking skills. Students also achieved success in the National VEX Robotics competition, held in Adelaide, earning a place at the VEX World Championships to be held in St Louis in the United States, in 2026.

Together, these opportunities support a strong sense of connection, belonging and pride in the Highvale community, encouraging students to actively engage in their learning and school life.

## Other highlights from the school year

During 2025, several initiatives further strengthened the learning environment and sense of community at Highvale Secondary College.

Significant facility upgrades enhanced both learning and recreation across the school. New bleachers on the basketball courts have improved spectator experiences and created a more inclusive environment for classroom PE and sporting events. The tennis court upgrade revitalised an important sporting facility, supporting our Physical Education program while strengthening connections with a local community club. New garden bed seating has also created welcoming outdoor spaces that encourage connection, reflection and informal learning for students throughout the day. In addition, planning and early works commenced on the Library and D1/D2 redevelopment, marking the beginning of an exciting transformation that will provide modern, flexible learning environments for students and staff.

Student leadership development was further strengthened through the Leadership Coaching program, which supported student leaders to build confidence, communication and strategic thinking skills. Through mentoring and targeted development opportunities, students deepened their capacity to lead with empathy, purpose and integrity within the school community.

Another highlight of the year was the development of a new school uniform, designed to reflect both the College's tradition and its evolving identity. Created with comfort, practicality and pride in mind, the uniform represents a contemporary expression of belonging and will be introduced with the incoming Year 7 cohort in 2026.

## Financial performance

For the year ending 31st December 2025, Highvale Secondary College was allocated a credit budget of \$13,532,861, with total staffing expenditure of \$13,956,663. This required the use of \$423,802 from our credit surplus to meet staffing costs. Following our 2024 School Review, we

strengthened our leadership and staffing structure to align with our new organisational design and AIP priorities. As a result, we are forecasting a managed credit deficit in the coming years, supported by our cash budget. As at 31st December 2025, the College retained a credit surplus of \$28,016 which we are budgeted to exhaust in 2026.

The College received \$683,348.18 in revenue from overseas fee-paying students relating to 2025 ISP enrolments.

During 2025, the College invested in key infrastructure upgrades, including \$56,686 on an upgrade to our Public Address System and \$145,165 for the synthetic resurfacing of two tennis courts, \$39,950 which was reimbursed to us through insurance for water-damage repairs and we completed the installation of new garden beds around the College.

Throughout the year, the school invested \$170,422 in professional learning through payments for conferences, courses and seminars, demonstrating our commitment to strengthening staff expertise and, in turn, enriching the educational opportunities available to our students.

In 2025, the College also welcomed a new canteen operator and received \$23,750 (inc. GST) in canteen licence fees.

Payments to Casual Relief Teachers (CRTs) to cover staff leave continue to represent a significant cost pressure.

As at 31st December 2025, the College held \$4,356,739.74 across all bank accounts, with a School Operating Reserve of \$472,653.34.

In the 2026 indicative cash budget, School Council has committed funding for several initiatives, including:

- New moveable library shelving
- A complete library renovation
- Renovations of D1 and D2 to create a more functional space for instrumental music
- Bin covers to reduce litter across the College
- A laser cutter for the Technology Department
- New outdoor drinking taps throughout the College

The College's strong financial position reflects the continued support of our School Council and wider parent community.

**For more detailed information regarding our school please visit our website at  
<http://www.highvalesc.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 1,221 students were enrolled at this school in 2025, 578 female and 643 male. 47% had English as an additional language and NDP 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.

|  |                 | 2025         |   |
|--|-----------------|--------------|---|
| <b>% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)</b> | <b>School</b>   | <b>68.3%</b> |  |
|  | Similar schools | 74.2%        |  |
|  | State           | 74.1%        |  |

### School Staff Survey

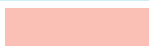
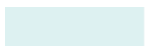


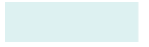

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|  |                 | 2025         |   |
|--|-----------------|--------------|---|
| <b>% positive endorsement School Climate (School Staff Survey)</b> | <b>School</b>   | <b>48.7%</b> |  |
|  | Similar schools | 63.7%        |  |
|  | State           | 59.3%        |  |

## LEARNING


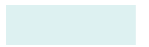


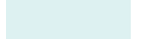


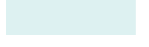




### Teacher Judgement of student achievement against the Victorian Curriculum

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

|   |                 | 2025         |   |
|---|-----------------|--------------|---|
| <b>English Year 7 - 10 % of students at or above age expected standards</b>     | <b>School</b>   | <b>95.2%</b> |  |
|   | Similar schools | 90.6%        |  |
|   | State           | 74.9%        |  |
| <b>Mathematics Year 7 - 10 % of students at or above age expected standards</b> | <b>School</b>   | <b>72.3%</b> |  |
|   | Similar schools | 86.5%        |  |
|   | State           | 70.5%        |  |

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


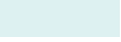


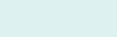

|   |                 | 2025         |   | 3-year average |
|---|-----------------|--------------|---|----------------|
| <b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>90.3%</b> |  | <b>90.1%</b>   |
|   | Similar schools | 85.3%        |  | 84.4%          |
|   | State           | 65.9%        |  | 65.7%          |
| <b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>84.7%</b> |  | <b>86.2%</b>   |
|   | Similar schools | 81.2%        |  | 79.3%          |
|   | State           | 62.7%        |  | 61.0%          |
| <b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>89.8%</b> |  | <b>90.2%</b>   |
|   | Similar schools | 85.1%        |  | 83.3%          |
|   | State           | 65.6%        |  | 63.5%          |
| <b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>94.3%</b> |  | <b>92.4%</b>   |
|   | Similar schools | 81.1%        |  | 79.0%          |
|   | State           | 61.9%        |  | 60.2%          |

## NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


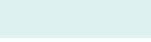

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

|  |                 | 2025         |   |
|--|-----------------|--------------|---|
| <b>Reading Year 7 to 9 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>79.7%</b> |  |
|  | Similar schools | 77.5%        |  |
|  | State           | 74.1%        |  |
| <b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b> | <b>School</b>   | <b>83.7%</b> |  |
|  | Similar schools | 75.6%        |  |
|  | State           | 73.5%        |  |

### 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 VCE VM students at the School, Similar School, and State level.

|                                   |                 | 2025         | 3-year average   |
|-----------------------------------|-----------------|--------------|--|
| <b>VCE/VCE VM completion rate</b> | <b>School</b>   | <b>98.2%</b> |  <b>98.1%</b> |
|                                   | Similar schools | 98.9%        |  98.7%        |
|                                   | State           | 97.2%        |  96.9%        |
| <b>Mean VCE study score</b>       | <b>School</b>   | <b>31.0</b>  | <b>NDA</b>   |
| <b>Total VCE VM students</b>      | <b>School</b>   | <b>11</b>    | <b>NDA</b>   |

## WELLBEING




### 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).

|   |                 | 2025         |   | 4-year average |
|---|-----------------|--------------|---|----------------|
| <b>Years 7 to 12 % positive endorsement</b> | <b>School</b>   | <b>49.5%</b> |  | <b>49.4%</b>   |
|   | Similar schools | 49.7%        |  | 48.3%          |
|   | State           | 49.8%        |  | 47.7%          |

### Student Attitudes to School – Managing 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).

|   |                 | 2025         |   | 4-year average |
|---|-----------------|--------------|---|----------------|
| <b>Years 7 to 12 % positive endorsement</b> | <b>School</b>   | <b>49.5%</b> |  | <b>51.2%</b>   |
|   | Similar schools | 49.6%        |  | 48.6%          |
|   | State           | 50.8%        |  | 48.6%          |

## ENGAGEMENT




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

Percentage of exiting students going on to further studies or full-time employment.

|   |                 | 2024         |   | 4-year average |
|---|-----------------|--------------|---|----------------|
| <b>% of students exiting to further studies or full-time employment</b> | <b>School</b>   | <b>93.9%</b> |  | <b>95.3%</b>   |
|   | Similar schools | 90.1%        |  | 89.5%          |
|   | State           | 81.5%        |  | 81.2%          |

### Student retention

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

|                            |                 | 2025         |   | 4-year average |
|----------------------------|-----------------|--------------|---|----------------|
| <b>Real retention rate</b> | <b>School</b>   | <b>79.9%</b> |    | <b>76.6%</b>   |
|                            | Similar schools | 79.0%        |   | 79.1%          |
|                            | State           | 68.8%        |  | 68.7%          |

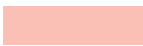





### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

|                    |                 | 2025        |  | 4-year average |
|--------------------|-----------------|-------------|--|----------------|
| <b>Year 7 - 12</b> | <b>School</b>   | <b>20.2</b> |  | <b>19.6</b>    |
|                    | Similar schools | 25.0        |  | 24.2           |
|                    | State           | 30.2        |  | 29.4           |

### Attendance rate

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

|                |               | 2025         |   |
|----------------|---------------|--------------|---|
| <b>Year 7</b>  | <b>School</b> | <b>91.6%</b> |  |
| <b>Year 8</b>  | <b>School</b> | <b>90.8%</b> |  |
| <b>Year 9</b>  | <b>School</b> | <b>87.9%</b> |  |
| <b>Year 10</b> | <b>School</b> | <b>89.4%</b> |  |
| <b>Year 11</b> | <b>School</b> | <b>90.1%</b> |  |
| <b>Year 12</b> | <b>School</b> | <b>88.2%</b> |  |



## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

| Revenue                        | Actual              |
|--------------------------------|---------------------|
| Student Resource Package       | \$13,605,882        |
| Government Provided DET Grants | \$2,059,491         |
| Government Grants Commonwealth | \$30,528            |
| Government Grants State        | \$0                 |
| Revenue Other                  | \$277,631           |
| Locally Raised Funds           | \$1,389,159         |
| Capital Grants                 | \$0                 |
| <b>Total Operating Revenue</b> | <b>\$17,362,691</b> |

| Equity  | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$53,807        |
| Equity (Catch Up)                                   | \$37,485        |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$91,292</b> |

The equity funding reported above is a subset of the overall revenue reported by the school.

| Expenditure                           | Actual       |
|---------------------------------------|--------------|
| Student Resource Package <sup>1</sup> | \$13,954,817 |
| Adjustments                           | \$0          |
| Books & Publications                  | \$3,098      |
| Camps/Excursions/Activities           | \$492,419    |
| Communication Costs                   | \$29,306     |
| Consumables                           | \$347,245    |
| Miscellaneous Expenses <sup>2</sup>   | \$67,211     |
| Agency Staff                          | \$58,942     |
| Professional Development              | \$187,179    |
| Equipment/Maintenance/Hire            | \$163,060    |
| Property Services                     | \$252,480    |
| Salaries & Allowances <sup>3</sup>    | \$782,066    |
| Support Services                      | \$117,963    |

| Expenditure                           | Actual              |
|---------------------------------------|---------------------|
| Trading & Fundraising                 | \$192,831           |
| Motor Vehicle Expenses                | \$0                 |
| Travel & Subsistence                  | \$4,262             |
| Utilities                             | \$137,859           |
| <b>Total Operating Expenditure</b>    | <b>\$16,790,737</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$571,954</b>    |
| <b>Asset Acquisitions</b>             | <b>\$290,511</b>    |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available               | Actual             |
|-------------------------------|--------------------|
| High Yield Investment Account | \$3,762,290        |
| Official Account              | \$18,901           |
| Other Accounts                | \$575,549          |
| <b>Total Funds Available</b>  | <b>\$4,356,740</b> |

| Financial Commitments                       | Actual             |
|---|--------------------|
| Operating Reserve                           | \$472,653          |
| Other Recurrent Expenditure                 | \$15,496           |
| Provision Accounts                          | \$15,000           |
| Funds Received in Advance                   | \$479,695          |
| School Based Programs                       | \$0                |
| Beneficiary/Memorial Accounts               | \$16,842           |
| Cooperative Bank Account                    | \$0                |
| Funds for Committees/Shared Arrangements    | \$67,000           |
| Repayable to the Department                 | \$0                |
| Asset/Equipment Replacement < 12 months     | \$0                |
| Capital - Buildings/Grounds < 12 months     | \$1,235,233        |
| Maintenance - Buildings/Grounds < 12 months | \$0                |
| Asset/Equipment Replacement > 12 months     | \$0                |
| Capital - Buildings/Grounds > 12 months     | \$2,200,000        |
| Maintenance - Buildings/Grounds > 12 months | \$0                |
| <b>Total Financial Commitments</b>          | <b>\$4,501,919</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.*