

# 2025 Annual Report to the School Community

School Name: Mount Waverley Secondary College (8105)



- 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 19 March 2026 at 08:39 PM by Matthew Sheehan (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 19 March 2026 at 08:39 PM by Matthew Sheehan (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

Our vision: Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence.

Our values:

I – Integrity

L - Learning

E - Excellence

A - Accountability

R - Respect

N - Nurturing

Mount Waverley Secondary College is a high demand state secondary co-educational college with 1862 students across two campuses located in the eastern suburbs of Melbourne. The core purpose of our college is to provide quality 21st Century education that develops each student's potential to shape their future and contribute positively to their community. In 2025, our college had 189 Equivalent Full Time (EFT) staff of which 4.0 were Principal Class; 139 Teaching Staff and 46 were Education Support Staff. Based on the college's Student Family Occupation index we have a low socio-educational disadvantage profile and 8% of our students' study English as an Additional Language.

Our college is noted for the consistent academic success of its students and the dedication of our staff. Its outstanding reputation has been established through a commitment to teaching high quality academic programs, setting high expectations of students and staff, developing traditional values, instilling self-discipline, encouraging leadership and community values, and nurturing the individual.

The Junior Campus (Years 7 and 8) caters for students in their first two years of secondary schooling, allowing both development and consolidation of essential learning through a unique teaching and learning approach that is designed to differentiate for students' specific learning and developmental needs. The Senior Campus caters for Years 9 to 12 and offers opportunities for students to explore greater choices in a broad academic and co-curricular program that ultimately leads to the Victorian Senior Secondary Certificate, further education and other pathways.

Mount Waverley Secondary College has a long and proud history of welcoming international students, being one of the first schools in Victoria to enrol international students in 1994. International students enrich the diverse cultural mix at the college; we currently have students from China, Korea, Sri Lanka, Thailand and other countries. We are well supported by various English Language Schools in the immediate area, who provide intensive English language instruction. Mount Waverley Secondary College has a dedicated International Student Coordinator and assistants who oversee the enrolment, homestay accommodation and pastoral care of each international student. Multicultural Education Aides cater for specific language groups and students have access to all student wellbeing services including nurses, wellbeing counsellors and the career guidance centre.

Our college's extensive curriculum provides a wide range of opportunities for acceleration, enrichment, and extension. The co-curricular activities offer outstanding opportunities in instrumental music, the performing arts, study tours and student exchanges to Japan and Germany and student leadership, sport, camps and activities and community service. There is a genuine focus on student voice and agency across the college, as we aim to develop independent, resilient, creative, and positive individuals.

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

### Learning

In 2025 we focused on the Annual Implementation Plan Goal 1-Optimise the learning growth for all students, which linked to the work of our School Strategic Plan.

In 2025 we maintained our PLC/TPT/Faculty structures to support teacher collaboration and reflection to strengthen teaching practice. The strategic goal was to develop a guaranteed and viable curriculum through close collaboration with Heads of Faculty and Learning Specialists. The focus centered on key deliverables—specifically, creating Scope and Sequence documents and Unit Plans aligned with the newly released Victorian Curriculum 2.0.

Allocating dedicated time to this work throughout Semester 1 allowed staff to maintain focus and purpose, resulting in significant progress across all faculties. Teaching teams worked collaboratively to produce comprehensive documentation and resources, incorporating differentiated strategies to meet the diverse learning needs of students.

Due to the introduction of the Victorian Teaching and Learning Model (VTLM) 2.0 at the start of the year there was a decision to use PLC meetings in the second semester to focus on elements of explicit teaching from the VTLM 2.0, as well as professional learning related to Cognitive Load Theory. Our Learning Specialists completed lesson observations, which also helped inform our decision to focus on elements of explicit teaching.

Teachers continued to build students' self-awareness and metacognitive skills through the Student Learning Model. At the individual and tailored level, we established a targeted support program for students and prioritised time for teachers to discuss and adapt strategies working with individual students. Small group tutoring programs continued to run using MYLNS and the Tutor Learning Initiative funding, and we maintained additional support for students through Homework Clubs. We also offered the VHAP (Victorian High Ability Program) for students who were identified by the Department of Education.

We have successfully implemented strategies to support the Disability Inclusion (DI) funding model process. This reflects the great work and commitment of staff in adapting to significant changes in documentation requirements and embracing inclusive practices.

A major focus this year has been on building inclusive classrooms. Teachers were provided with dedicated time to plan and document support for students requiring additional assistance and to develop strategies that make their classrooms more accessible and responsive to diverse learning needs. Staff have also been supported to write goals for Individual Education Plans (IEPs), modify

curriculum where needed and complete key documentation. This commitment to inclusion is already benefiting students, with classrooms becoming more supportive, flexible, and inclusive, and teachers demonstrating growing confidence and capability in meeting the needs of all diverse learners.

Our student achievement data is significantly higher than the average of all Victorian Government schools. In comparison to similar schools in Victoria, our data reflects we are above this level in all categories. Our English and Mathematics Years 7-10 data indicates that 97.9% and 97.7% of students respectively were at or above expected standards.

Our NAPLAN percentage of students in the strong or exceeding bands was significantly above the State average for Reading and Numeracy in Year 7 and 9 and above the similar schools average in Year 7 and 9 Reading and Year 7 and 9 Numeracy.

Our 2025 Year 12 cohort was very successful with our college Dux receiving an ATAR score of 99.85 and our published Median study score was 31. Twenty-three students gained an ATAR over 95 and sixty-one students above 90. 45% of our cohort gained an ATAR above 80. Seven perfect study scores of 50 were obtained in Biology NHT, Japanese Second Language, Legal Studies, Foundation Mathematics, General Mathematics and Specialist Mathematics. Thirteen of our students satisfactorily completed the VCE Vocational Major program and 99.7% of our students satisfactorily completed their Victorian Senior Secondary Certificate. Our school completion results were rated as above when compared to similar and state schools.

Our 2025 School Performance Report maintained a 'High' rating for Learning. This reflects the strong commitment and skill level of our teaching and support staff.

## Wellbeing

In 2025 we focused on the Annual Implementation Plan Goal 2- Strengthen the engagement and wellbeing of all students, which linked to the work of our School Strategic Plan.

Our college acknowledges that the health, safety, and wellbeing of our students is essential to their learning experience. The college has an outstanding Student Wellbeing team. The Wellbeing Team consists of a Student Support and Resources Manager, Student Wellbeing Coordinators and Mental Health Practitioners at both campuses, qualified nurses, a leading teacher in charge of the Disability Inclusion Program, an Inclusion Co-ordinator and Inclusion Education Specialist and inclusion support staff. This is complemented by the Student Wellbeing Model, which was developed by MWSC staff and students in 2021.

The Student Wellbeing Model consists of Positive Relationships, Social and Emotional Learning, Partnerships and Support and Student Voice and Agency. The ongoing implementation of the whole school model is a commitment from the school to prioritise student wellbeing whilst supporting students to achieve academic excellence. At the beginning of the year, a select group of Year 8 students introduced the Student Wellbeing Model to the Year 7 cohort. This was a student-led presentation. Throughout the year, students and staff were asked to nominate other staff as 'Wellbeing Champions' – highlighting the importance of the support our teachers provide our students.

The staff were provided with professional development focusing on supporting students with anxiety whilst also focusing on managing their own wellbeing. We encouraged staff to take a more active role in supporting their students' wellbeing in the classroom by teaching them basic

techniques of checking in with students with empathy, validation and offering support. Our staff are effectively using the NIP Wellbeing Alert to monitor and support students with the Wellbeing team providing secondary consultation when needed. We also provided mental health first aid training to several of our sub school staff.

All new staff were provided with an induction into the Student Wellbeing Model focusing on how they can implement the model into the classroom and their teaching practices. Staff engaged in professional learning with leading experts, including Dr. Brenda Heyworth, and have been upskilled in Youth Mental Health First Aid and Trauma-Informed Practice. These learnings are being actively applied in classrooms.

Throughout the year, students were provided with a range of proactive programs, workshops, and guest speakers to support their overall wellbeing and address important topics such as peer connectedness, online safety, mental health, study techniques and developing important social and emotional skills such as self-management and self-awareness. The school is committed to offering students a specific wellbeing session once a term for every year level. We have several key partners who help deliver the student wellbeing program, which includes but is not limited to the Reach Foundation, Felstead Education and Toolbox Education. A range of tier 2 targeted programs were also offered to students including Social Skills and Emotional Regulation programs.

The Attitudes to School Survey data proudly indicates that our 'Sense of Connectedness' and 'Managing Bullying' measures were well above the state mean and similar schools comparisons which is an outstanding result. Our Parent Opinion Survey endorsement data indicated that we had a much higher percentage of positive responses compared with the state average of secondary schools. The School Staff Survey 'School Climate' results were well above the state average of all Victorian Government Secondary Schools. Our 2025 School Performance Report maintained a 'High' rating for Wellbeing. This is indicative of the quality and strength of our wellbeing programs and initiatives for both students and staff last year.

## Engagement

Mount Waverley Secondary College's motto of 'Community Choice Engagement' is one that we hold dear. Our 2025 Parent Opinion Survey indicated that positive endorsement for General 'School Satisfaction' was well above the state and similar schools data. Our School Staff Survey positive endorsement of 'School Climate' was 73.3% which was well above state mean 59.3% and similar schools 66.9%.

In 2025 our college continued to be involved in the Ourschool alumni program, the first of its kind in Australia. The aim is to build our alumni community to support and further strengthen our college. The college is proud to be one of eleven partner schools with the Monash Tech School and many of our Year 7-9 students have been able to access programs on offer incorporating cutting edge technology and the design thinking model.

Student retention is above the state average but slightly below similar schools. This data has been affected particularly at Years 8 -9 due to the high number of select entry school offers our students receive. We also have students who apply at the end of Year 9 to attend the John Monash Science School which is close by. The student exit data from Years 10-12 was very pleasing in 2025 and much higher than the state average and similar schools' average. The 4-year average

data indicates that nearly all our students exiting the college go onto further study or enter full time employment.

In 2025, 95% of our Year 12 students received tertiary offers and of these 96% received university offers and 4% received TAFE places. Our student attendance results are outstanding and are well above the state average and above the 90th percentile across all year levels. This demonstrates that our students enjoy coming to school and value the academic and co-curricular programs on offer. It also highlights the proactive work completed by our student attendance officers and the work of our sub school and wellbeing teams. In 2026 we will continue to strengthen our practices with a focus on improving Student Support Group Meeting processes and utilising the PEAK reengagement program on the Junior Campus.

In 2025 we welcomed the opportunity to again become more engaged with our broader school community. We continued with our new hybrid model of parent/carer engagement with key events being held at the college, while also running online sessions for families. These included parent teacher conferences, subject information evenings and wellbeing sessions. We also ran key events such as Night at the Museum, and a range of musical events on the college grounds, enabling our broader community to engage with the learning environment. The centrepiece of this was our College Production – ‘Split Earth’, which was held in our newly revamped Unicorn Theatre. We continued to develop our partnerships with Rotary Mount Waverley, the Monash Tech School, AVEO Retirement Village, Monash Council and many others, and look forward to solidifying these relationships again in 2026.

Our college continues to provide opportunities for student leadership, voice, and agency. Regular lunchtime meetings for leadership teams in Years: 8, 10, 11 and 12 provided a great opportunity to develop a variety of leadership initiatives. These initiatives were explored in regular Mount Matters sessions with groups from Years 7-11 meeting each fortnight to discuss and implement school improvements, such as a proposal for more outdoor furniture to utilise open air learning spaces. During 2025 we continued to develop our leadership program to work with two local primary schools, participating in workshops at Mount Waverley Primary School and running ‘Mini Mount Matters’ sessions at Mount Waverley North Primary School.

We have achieved greater parent/carer engagement in student agency through the roll-out of the Student Agency Conferencing template for Student-Parent-Teacher Conferences. Feedback from the parent/carer community suggested that they endorsed the ongoing use of this process. The pilot project of Year 7 Goal Setting was successful, and this is looking to extend to Year 8 in 2026. Data relating to ‘Self-Regulation and Goal Setting’ in the Student Attitudes to School Survey increased this year, with Year 7 data showing the largest increase. A collaborative student–staff working party developed a school-wide Behaviour Matrix, reflecting strong connectedness and shared commitment to positive behavioural change.

## Other highlights from the school year

Our vision-“Mount Waverley Secondary College is a proudly diverse learning community where everyone is empowered to strive for growth and excellence”-has clearly been on display this year. It is wonderful how all members of our school value each other’s differences to ensure we contribute and have a shared sense of belonging.

Our college continued to make connections with the broader community both within Australia and overseas in 2025. For the first time our students entered the Interschool Bollywood Showcase

Competition at the Melbourne Diwali Festival in October and had a great time performing. We also welcomed a group of visiting educators from Wuxi No. 1 High School in China at the start of Term 3.

Fifteen students and two staff travelled to Borneo in April for two weeks to work in communities to help with local projects, as well as explore a jungle setting. The students received high praise from both the expedition leader and community leader, as they were respectful of the culture and embraced all of the challenges thrown at them.

Our Languages Program continued to thrive in 2025, and our sisterschool in Japan, Owa Senior High School came to visit in August for six days. This sister school partnership began in 1988 and continues to thrive. Our German Study Tour took place in September and our students and staff were overseas for nearly a month.

There were many other causes to celebrate this year. Our college production 'Split Earth', which was entirely written and directed by two of our Drama teachers, was performed in our Unicorn Theatre in July. This home-grown production was an outstanding success.

Our Instrumental Music Program continued to achieve great success this year with our Stage Band being asked to perform in the NEVR Spotlight Concert at the Melbourne Recital Centre. Another highlight was our eight-day New Zealand Music Tour which ran in the middle of the year. In September, eight ensembles competed in the Victorian Schools Music Festival, and we achieved our best ever results in this competition with four of our ensembles winning 'Platinum', the highest award.

Our Sports Program also achieved excellent results in 2025. Our students won medals in the State Swimming, Cross Country and Athletics competitions and many teams performed extremely well in their chosen sports. These students were recognised at our end-of-year Sports Awards Night.

Our exemplary Wellbeing Program also continued to grow and develop throughout 2025. During Term 2 our Wellbeing Team presented a Wellbeing Forum and other schools were invited to attend. This indicates how well regarded this team is in educational circles and they are leading the way in developing a high-quality Disability Inclusion Program.

One of our 2024 Year 12 students was chosen to present their work in the VCE Season of Excellence, which is managed by VCAA. Her Visual Communication work was selected to be displayed in Top Design which was exhibited at the Melbourne Museum.

In July three of our students were presented with a Premier's VCE Award for their outstanding academic results in 2024.

One of our College Wellbeing Captains was shortlisted as a finalist in the VCAA VCE Leadership awards this year. Only eight students from across the State made the finals and our students are often shortlisted for this award, which demonstrates the strength of our student voice and leadership programs.

Our College Principal was a finalist in the Colin Simpson Outstanding Secondary Principal Award in the 2025 Victorian Education Excellence Awards. These outstanding achievements are an indication of the strength of our learning community and what we can achieve together.

## Financial performance

At Mount Waverley Secondary College, we remained committed to supporting every student by delivering high-quality programs, services, and facilities that foster learning, engagement, and wellbeing. Our broad and diverse curriculum continues to be a hallmark of the college, with all programs comprehensively resourced to meet student needs.

All funds received from the Department of Education, along with revenue generated by the college, were fully expended or allocated for future years. Equity funding supported students requiring additional assistance in literacy, while the Tutor Learning Initiative and MYLNS funding enabled the employment of tutors to work with identified students.

In 2025, the college recorded increased revenue through the International Student Program, facility hire, and commissions from uniform and book suppliers. Voluntary parent curriculum contributions remained stable.

Enhancing our facilities continues to be a major priority. In 2025, we commenced the initial phase of constructing Covered Outdoor Learning Areas (COLAs) on both campuses.

Additional funds have been committed to completing the COLA project, refurbishing the Junior Campus Food Technology kitchen and upgrading the Senior Campus Library. Further allocations have been made to resurface the outdoor court and install additional shade sails on the Junior Campus.

We also invested in new technology and equipment, including a portable video lecture recording system, laptops, student lockers, and specialist science resources.

Our ongoing focus is to ensure Mount Waverley Secondary College remains a state-of-the-art educational institution and the school of choice within our local community.

**For more detailed information regarding our school please visit our website at  
<https://www.mwsc.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

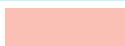
A total of 1,876 students were enrolled at this school in 2025, 883 female and 991 male. 47% had English as an additional language and 0% were Aboriginal or Torres Strait Islander.

### 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	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	79.9%	
	Similar schools	76.6%	
	State	74.1%	

### School Staff Survey

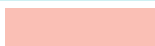
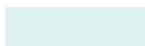


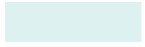

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	73.3%	
	Similar schools	66.9%	
	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>97.9%</b>	
	Similar schools	92.4%	
	State	74.9%	
<b>Mathematics Year 7 - 10 % of students at or above age expected standards</b>	<b>School</b>	<b>97.7%</b>	
	Similar schools	89.1%	
	State	70.5%	

## NAPLAN

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


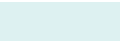


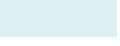

		2025	3-year average
<b>Reading Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>87.5%</b>	<b>87.3%</b>
	Similar schools	86.4%	85.9%
	State	65.9%	65.7%
<b>Reading Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>82.8%</b>	<b>82.1%</b>
	Similar schools	83.2%	80.5%
	State	62.7%	61.0%
<b>Numeracy Year 7 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>91.3%</b>	<b>90.8%</b>
	Similar schools	88.3%	86.7%
	State	65.6%	63.5%
<b>Numeracy Year 9 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>89.4%</b>	<b>88.3%</b>
	Similar schools	84.8%	82.6%
	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'.


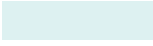

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>76.2%</b>	
	Similar schools	79.3%	
	State	74.1%	
<b>Numeracy Year 7 to 9 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.8%</b>	
	Similar schools	76.6%	
	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>99.7%</b>		<b>99.8%</b>
	Similar schools	98.7%		98.7%
	State	97.2%		96.9%
<b>Mean VCE study score</b>	<b>School</b>	<b>30.0</b>		<b>NDA</b>
<b>Total VCE VM students</b>	<b>School</b>	<b>13</b>		<b>NDA</b>
<b>Total VPC students</b>	<b>School</b>	<b>NDP</b>		<b>NDP</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>54.2%</b>		<b>53.8%</b>
	Similar schools	52.7%		51.6%
	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>52.1%</b>		<b>53.7%</b>
	Similar schools	51.4%		50.3%
	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>96.1%</b>	<b>96.9%</b>
	Similar schools	92.3%	91.0%
	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>76.4%</b>	<b>76.3%</b>
	Similar schools	78.9%	78.9%
	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>16.7</b>	<b>17.7</b>
	Similar schools	23.2	22.5
	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>92.5%</b>
<b>Year 8</b>	<b>School</b>	<b>90.7%</b>
<b>Year 9</b>	<b>School</b>	<b>90.2%</b>
<b>Year 10</b>	<b>School</b>	<b>91.5%</b>
<b>Year 11</b>	<b>School</b>	<b>92.0%</b>
<b>Year 12</b>	<b>School</b>	<b>93.0%</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	\$21,911,342
Government Provided DET Grants	\$2,710,537
Government Grants Commonwealth	\$10,075
Government Grants State	\$33,915
Revenue Other	\$297,904
Locally Raised Funds	\$3,329,847
Capital Grants	\$53,312
<b>Total Operating Revenue</b>	<b>\$28,346,933</b>

Equity	Actual
Equity (Social Disadvantage)	\$65,946
Equity (Catch Up)	\$53,728
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$119,674</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>	\$21,618,313
Adjustments	\$0
Books & Publications	\$15,805
Camps/Excursions/Activities	\$1,440,153
Communication Costs	\$15,098
Consumables	\$462,333
Miscellaneous Expenses <sup>2</sup>	\$172,614
Agency Staff	\$0
Professional Development	\$86,241
Equipment/Maintenance/Hire	\$516,740
Property Services	\$802,672
Salaries & Allowances <sup>3</sup>	\$582,110
Support Services	\$384,293

Expenditure	Actual
Trading & Fundraising	\$27,677
Motor Vehicle Expenses	\$69
Travel & Subsistence	\$1,167
Utilities	\$187,873
<b>Total Operating Expenditure</b>	<b>\$26,313,158</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,980,463</b>
<b>Asset Acquisitions</b>	<b>\$518,212</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	\$6,822,191
Official Account	\$56,213
Other Accounts	\$143,043
<b>Total Funds Available</b>	<b>\$7,021,446</b>

Financial Commitments	Actual
Operating Reserve	\$782,474
Other Recurrent Expenditure	\$1,917
Provision Accounts	\$0
Funds Received in Advance	\$213,547
School Based Programs	\$1,885,087
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$701,650
Capital - Buildings/Grounds < 12 months	\$4,365,741
Maintenance - Buildings/Grounds < 12 months	\$207,313
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$8,157,730</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.*