

2025 Annual Report to the School Community

School Name: Greensborough Secondary College (8750)



- 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 29 April 2026 at 05:31 PM by Pauline Barker (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 29 April 2026 at 05:32 PM by Pauline Barker (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

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North-Western Victorian Region. At Greensborough College our moral purpose is described as "At Greensborough College we CARE". Our vision for learning is "Greensborough College is a community of **Courageous, Aspirational** and **Respectful** learners. We promote **Equality** and see the potential for excellence in every student." Our motto is "Strive for Excellence." Our values are, **COURAGE, ASPIRATION, RESPECT and EQUALITY**. The values underpin the School Wide Positive Behaviour Support Framework (SWPBS) and are explicitly taught in the Social Emotional Learning Program called Connect from Years 7 to 10 and in cocurricular programs from Years 11 to 12. In 2025 we had 590.3 students enrolled at the August Census Our Year 7 cohort enrolments have increased each year since 2019 and we expect this trend to continue due to the positive changes that have occurred in the College, including over 30 million dollars invested in the buildings, facilities and sporting fields. The positive learning environment has contributed to making Greensborough College, the School of Choice.

In 2025 Greensborough College had a Student Family Occupation and Education (SFOE) band value of Low-Medium. This describes the socio-economic disadvantage as low to medium. Our equity-funded students' category consisted of 126.8 (21%) students. We had 9.8 (1.6%) students funded in the Program for Students with Disabilities.

The staffing profile included 1 Principal, 2 Assistant Principals, 51.2 Full Time Equivalent Teachers and 17.4 Full Time Equivalent non-teaching staff. We are an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health. A wide range of Victorian Certificate of Education (VCE) subjects, Vocational Major (VM) subjects and a strong Vocational Education and Training in Schools (VETis) program offering students diverse futures pathways. We have a fully fitted-out VET automotive centre, which is utilised by the VETis cluster program and students undertaking electives in automotive and engineering. We offer a high-level Athlete Development Program (ADP) which had over 150 students enrolled in a curriculum program, strength and conditioning training programs and coaching programs that included tennis, basketball and Australian Rules Football.

We offer a wide range of inter-school sporting and co-curricular activities including a full camps program, instrumental music program, school production, State School Spectacular, outdoor education, community involvement, student leadership, student achievement celebrations, and several student and teacher led clubs including art, book, rainbow, dungeons and dragons, science, and chess.

School attendance is addressed through a range of strategies. The use of COMPASS for record keeping and communication to families ensures that all absence data is up-to-date and accurate. We use SMS, telephone contact, staged response letters alerting families and family meetings to work through issues around attendance for individual students. We incorporated redemption strategies for students to make up attendance time, and we have established attendance policies for all students and VCE/VM students specifically.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers utilised the Professional Learning Community (PLC) program to implement teaching practices around disability and inclusion to support student engagement and learning. Another priority was the implementation of the Positive Classroom Management Strategies (PCMS) with a focus on Opportunities to Respond (OTR), Activity Choice and Sequence (AC&S), Task Difficulty (TD) and Active Supervision (AS).

All Learning Areas have developed rubrics and the majority have developed "I can" statements linked to achievement standards and/or levels. Teachers have aligned curriculum planning documents to the Victorian Curriculum 2.0 and teachers have linked rubrics to give continuous feedback to students and parents.

Teachers have offered increased choice in terms of how students might respond to a learning activity. PCMS have begun to be incorporated into the instructional practice of most teachers including OTR, AC&S and TD and documented in PLC-related curriculum documents. PCMS have allowed for more stimulating learning environments. In 2026 Active Supervision will be highlighted alongside the implementation of the Victorian Teaching and Learning Model 2.0 (VTLM)

The outcomes and achievements are shown in the NAPLAN and VCE/VM data.

Naplan data showed that we are improving literacy and numeracy attainment.

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

- 68.1% students in Year 7 Reading in the Strong or Exceeding proficiency levels above state level and similar schools
- 64% students in Year 9 Reading in the Strong or Exceeding proficiency levels above state level and similar schools
- 68.9% students in Year 7 Numeracy in the Strong or Exceeding proficiency levels above state level and similar schools
- 65.3% students in Year 9 Numeracy in the Strong or Exceeding proficiency levels above state level and similar schools
- All the above measures showed improvement from the 2024 literacy and numeracy attainment scores.

Victorian Senior Secondary Certificate data shows

- An increase by 1.3 base points in the All Study Mean Score to 28.8[1]
- 100% completion rate, above state and similar schools' completion rates

VCE teachers collaborated in PLCs to focus on best practices for feedback for exam preparation and the explicit teaching of task words.

[1] Each year, and for every study, the mean study score is set at **30**. A score of between 23 and 37 shows that you are in the middle range of students; a score of 38 or more indicates that you are in the top 15%. The mean score for all studies in the school is calculated to arrive at a school mean.

Wellbeing

This year, the College has maintained a strong and deliberate focus on strengthening our policies and practices around disability inclusion, resulting in a significant expansion in the use of Individual Education Plans across the school. Teachers have engaged in targeted professional learning on making reasonable adjustments, modifying assessment opportunities, and responding to the diverse learning needs within their classrooms. Their increased emphasis on data collection and analysis has directly informed the Disability Inclusion Profile process.

Our three-tiered approach continues to shape the College's broader narrative around inclusion and wellbeing, supported by a range of professional learning initiatives, including the introduction of Positive Classroom Management Strategies (PCMS).

Strengthening Readiness to Learn

This year, the school implemented a staged response to support students in being "ready to learn," with a particular focus on monitoring and addressing lateness to class. This approach has enabled staff to intervene earlier, provide timely support, and reinforce consistent expectations across the school.

Building Staff Capacity in Inclusive Practice

A significant focus has been placed on developing staff expertise in reasonable adjustments and the effective use of individual learning goals.

- Whole-staff professional learning was delivered, introducing a clear framework for planning modifications to teaching and assessment using the *Content, Process, Product & Environment* model. This framework has supported teachers in preparing evidence for Disability Inclusion Profile (DIP) meetings.
- Targeted small-group professional learning sessions were provided for staff preparing to participate in DIP meetings, ensuring they felt confident and well-supported.
- Staff were also encouraged and assisted to enrol in the Inclusive Classrooms professional learning program, including modules on supporting students with autism or autistic students and promoting positive student behaviour.

Clarifying Roles and Processes Within the Inclusion Team

To strengthen consistency and efficiency, the responsibilities and processes for all members of the inclusion team were clearly defined.

- Detailed process documents were developed to guide the creation of Individual Education Plans (IEPs), Learning Support Plans (LSPs), the scheduling and preparation of Student Support Group (SSG) meetings, and the development of Disability Inclusion Profiles.
- The inclusion team met regularly throughout the year to review progress, reflect on challenges, and refine processes to ensure they remained effective and responsive to student needs.

Observing and Coaching for Effective Adjustments

To ensure high-quality practice in classrooms, the school undertook targeted observation and coaching.

- For all students completing a Disability Inclusion Profile, classroom observations were conducted to review the reasonable adjustments in place. Follow-up coaching was provided where needed to strengthen teacher practice.
- Additional resources were created and shared with staff to support the development, implementation, and monitoring of student learning goals aligned with their IEPs.

The 2025 Attitudes to School Survey data showed that the sense of connectedness factor is higher than similar schools and state levels sitting at 52.3% endorsement.

The percentage endorsement on Management of Bullying factor is 52.8% higher than similar schools and state levels.

High Community Connections was 74% well above similar and network schools and state levels.

Sense of Inclusion for Years 7-9 students (measured only for these cohorts) was 94% well above similar and network schools and state levels.

The Life Satisfaction factor has increased significantly by 4% and sits at 57% above similar and network schools and state levels. The Physical and Mental Health domain continues to improve and shows percentages significantly higher than similar and network schools and state levels.

The implementation of the Resilience Project across the school via the Social Emotional Learning curriculum has had a significant impact on our students' health, happiness and wellbeing.

Wellbeing data shows that our students feel more connected, happy and safe at school compared to similar schools and state level.

Engagement

In 2025, our engagement priority was to strengthen teacher capacity to consistently implement the foundational Positive Classroom Management Strategies (PCMS), ensuring that students are active, engaged participants in their learning. This work was supported by a whole-school commitment to promoting attendance, enhancing classroom practice, and building a culture where students feel connected, capable, and empowered.

Strengthening Attendance and Early Intervention

A major focus this year was reinforcing a culture of attendance through improved whole-school processes. We implemented a staged response for absences, including early intervention strategies for students at risk of disengagement. Attendance data was monitored regularly at both cohort and individual levels, enabling the school to identify trends, compare data sets, and respond with greater precision. A staged attendance-letter process was also developed to support consistent follow-up and communication with families.

Building Teacher Capacity to Engage Learners

Professional Learning Communities (PLCs) selected and embedded PCMS throughout the year, exploring how these strategies could be used to strengthen student engagement and agency.

Whole-staff professional learning was delivered on the foundational PCMS, complemented by targeted support using PCMS placemats to provide teachers with guidance at their point of need. A continued emphasis on clear classroom expectations, routines, and procedures helped create predictable learning environments. Staff also participated in whole-school professional learning on active supervision, delivered by external consultant Glen Pearsall, further enhancing our collective capacity to maintain high levels of engagement. In addition, the draft *Greensborough Model*—a framework for consistent instructional and engagement practices—was developed for implementation in 2026.

Student Engagement Outcomes

Attendance:

- The average number of absence days was **30.6**, which is lower than similar schools and aligned with state averages, reflecting improved attendance across the College.
- **81.9%** of students were retained from Years 7–10, significantly higher than both similar schools and the state.

These improvements are likely attributable to strengthened attendance processes and the employment of a dedicated Attendance Officer.

Participation and Connectedness:

Student participation in co-curricular and enrichment opportunities remained high, with strong involvement in the Athlete Development Program (ADP), instrumental music, the Art Show, clubs, school production, interschool sport, camps, and special events such as Book Week Dress Up, IDAHOBIT Day, RUOK? Day, and Halloween. School connectedness data indicates that students are developing stronger relationships with peers and staff and experiencing an improved sense of belonging. The enhanced retention rate is likely influenced by the breadth of co-curricular offerings, targeted academic support in English and Mathematics, and the strategic development of programs that foster engagement and wellbeing.

Other highlights from the school year

In 2025, the College continued to strengthen its culture of engagement, opportunity and excellence by strategically investing in programs that enable students to thrive. Leadership prioritised the growth of key initiatives—including the Athlete Development Program, instrumental music, and the school production—ensuring that students had access to rich, diverse pathways for learning and personal development.

Athlete Development Program

The Athlete Development Program (ADP) remains one of the College's flagship offerings and a significant point of difference in our community. With more than 150 students from Years 7–12 enrolled, the program provides high-level strength and conditioning training alongside specialist coaching in tennis, basketball and Australian Rules Football. Since its establishment in 2018, the ADP has consistently delivered strong outcomes in learning, engagement and wellbeing. Students report significant growth academically, physically and mentally, and attendance rates for ADP participants remain higher than the broader cohort. Many ADP students also take on leadership roles within the school.

In 2025, ADP students achieved outstanding sporting success, including:

- Winning the **State AFLW Intermediate Girls Championship**
- Competing at **state and national levels** across multiple sports
- Playing in the **National Soccer League**
- Captaining **State Level Ice Hockey**
- Competing in the **Australian Open**
- Representing **AFL pathways teams**

Camps and Outdoor Education

The College continued to offer a broad and engaging camping program, providing students with opportunities to build independence, resilience and connection. Highlights included the Snow Camp, Year 12 Study Camp, Year 7 Camp and Year 9 Camp. Our Outdoor Education Program further enriched student experiences through hiking, bushwalking, camping and swimming with dolphins, fostering a strong appreciation for the natural environment.

Performing Arts and Music

Performing arts participation continued to grow, supported by strategic investment in staffing and program development. The 2025 school production, *Alice in Wonderland*, was a major success and showcased the creativity and talent of our students. Increased interest in the arts led to the introduction of Dance as an elective and a rise in enrolments in Drama. Students also represented the College in the State School Spectacular. The Music Program expanded with additional classroom and instrumental teachers employed to meet demand. The Music Development Program was further mapped out, and VCE Music continued to flourish, with students achieving some of the highest study scores in the school. The annual *Greensborough Live* concert once again celebrated student musical and dramatic performance.

Visual Arts

The annual Art Show remained a highlight of the school year. Every student studying art or media exhibited at least one piece, creating a vibrant and inclusive celebration of creativity. Students were recognised with awards and commendations for their achievements.

Student Leadership

Student leadership continues to be a defining feature of the College's culture. Leadership opportunities are open to all students, and leaders play an active role in shaping school life through decision-making, forums, feedback channels and representation. In 2025, leadership roles included:

- Junior and Senior School Captains
- House Leaders for Kalparrin, Willinda, Cooper and Plenty
- Performing Arts and Sports Captains
- Student Representative Council (SRC)
- Representation on School Council

Student leaders contributed to whole-school assemblies, conducted tours for prospective families and represented the College at community events.

Community, Clubs and Connection

The College continued to foster strong social connections through events such as the Year 10, 11 and 12 Formals and the Debutante Ball. The Clubs Program thrived, with many clubs initiated and led by students. Offerings spanned the arts, sciences, literacy, environment, gaming, neurodiversity and social activities, ensuring that every student could find a place to belong. The College also remained part of the Schools' Breakfast Club Program, providing fresh and packaged food twice a week to support student wellbeing.

Financial performance

In 2025 the Student Resource Package had an operating surplus of \$192,083 and a staffing deficit with the College managing this deficit of \$149,265. By the time of Reconciliation in March 2026, the amount payable to the Department is under \$90,000. Student numbers are continuing to grow with numbers increasing in the Year 7 cohorts each year.

To manage the deficit, several strategies have been implemented including the employment of graduate teachers and the development of a new College Organisational Structure that provides an overview of staffing, and the roles and responsibilities associated. Strategies to increase student numbers included promoting the school in different ways, through primary students spending a Day at Greensborough College, Expos, School Tours and Community Engagement. A greater emphasis was on social media platforms and our website, the production of a new prospectus, a letterbox drop in the neighbourhood and advertising signage.

The completion of a \$30 million building program has enhanced the school's presence and reputation in the local community. There has also been an increase in enrolments into the Athlete Development Program. We have had more applicants in the program each year, so we have developed the Talent Identification Program to increase opportunities for students to participate. More students are in the coaching programs.

In terms of Equity Funding the College received \$194,939 which was acquitted through Instructional Leadership and Assessment tools in Literacy and Numeracy and \$224,783 of Program for Students with Disabilities (PSD) funding acquitted through Staff (Principal Class and Education Support) leadership of the program and classroom support staff. Disability and Inclusion Tier 1 and Tier 2 funding totalled \$323,765 and was acquitted in staffing via the Learning Specialist of Inclusion and Authentic Learning and Educational Support staff to support student learning. The Middle Years Literacy and Numeracy Support (MYLNS) Program was funded at \$51,491 and acquitted through literacy and numeracy support for identified students in Year 10. The Tutor Learning Initiative was funded at \$109,078 which was acquitted towards staff who tutored identified students in literacy and numeracy from Years 7 to 9.

Major expenditure included the development of the Performing Arts space with new lighting, sound, curtains, screens and audio-visual equipment. The grounds continue to be upgraded with resources allocated to the upkeep of the site, installation of seating and to the external painting of the original technology wings. Future development is around the installation of more locker bays for students, air conditioning in the sports stadium more shade structures.

For more detailed information regarding our school please visit our website at
<https://www.greensc.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 604 students were enrolled at this school in 2025, 246 female and 358 male. 6% had English as an additional language and 2% 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 - Medium**.

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	63.6%	
	Similar schools	65.3%	
	State	74.1%	

School Staff Survey

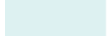
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	54.3%	
	Similar schools	54.7%	
	State	59.3%	

LEARNING

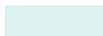
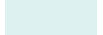
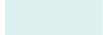
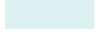
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	82.1%	
	Similar schools	71.8%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	82.1%	
	Similar schools	66.4%	
	State	70.5%	

NAPLAN

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

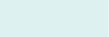
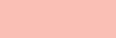
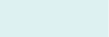
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	68.1%		65.1%
	Similar schools	65.2%		64.5%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	64.0%		66.3%
	Similar schools	61.1%		60.1%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	68.9%		61.1%
	Similar schools	63.2%		60.8%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	65.3%		60.5%
	Similar schools	58.5%		56.5%
	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			
Reading Year 7 to 9 % of students High or Medium relative growth	School	76.7%	
	Similar schools	70.4%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	79.1%	
	Similar schools	70.5%	
	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
VCE/VCE VM completion rate	School	100.0%		98.2%
	Similar schools	96.5%		96.0%
	State	97.2%		96.9%
Mean VCE study score	School	28.8		NDA
Total VCE VM students	School	20		NDA

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
Years 7 to 12 % positive endorsement	School	52.3%		47.1%
	Similar schools	46.6%		42.7%
	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
Years 7 to 12 % positive endorsement	School	52.8%		48.3%
	Similar schools	49.4%		44.8%
	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
% of students exiting to further studies or full-time employment	School	2.6%	43.2%
	Similar schools	76.6%	78.2%
	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
Real retention rate	School	81.9%	73.5%
	Similar schools	72.8%	72.1%
	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
Year 7 - 12	School	30.6	31.9
	Similar schools	32.3	31.5
	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
Year 7	School	85.8%
Year 8	School	85.2%
Year 9	School	80.7%
Year 10	School	84.9%
Year 11	School	85.3%
Year 12	School	86.2%

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	\$7,954,679
Government Provided DET Grants	\$1,026,842
Government Grants Commonwealth	\$31,265
Government Grants State	\$0
Revenue Other	\$182,915
Locally Raised Funds	\$765,822
Capital Grants	\$0
Total Operating Revenue	\$9,961,523

Equity	Actual
Equity (Social Disadvantage)	\$142,844
Equity (Catch Up)	\$43,732
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$186,576

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

Expenditure	Actual
Student Resource Package ¹	\$8,042,345
Adjustments	(\$5,124)
Books & Publications	\$5,878
Camps/Excursions/Activities	\$181,686
Communication Costs	\$12,326
Consumables	\$159,105
Miscellaneous Expenses ²	\$77,044
Agency Staff	\$92,628
Professional Development	\$27,448
Equipment/Maintenance/Hire	\$149,320
Property Services	\$206,789
Salaries & Allowances ³	\$272,533
Support Services	\$372,510

Expenditure	Actual
Trading & Fundraising	\$53,840
Motor Vehicle Expenses	\$21,219
Travel & Subsistence	\$144
Utilities	\$99,749
Total Operating Expenditure	\$9,769,440
Net Operating Surplus/-Deficit	\$192,083
Asset Acquisitions	\$25,067

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,206,615
Official Account	\$20,862
Other Accounts	\$0
Total Funds Available	\$1,227,477

Financial Commitments	Actual
Operating Reserve	\$288,703
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$41,005
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$149,265
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$478,973

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.