2025 Annual Report to the School Community

School Name: Mullauna Secondary College (8744)

- 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 18 March 2026 at 09:25 PM by Harald Ruff (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 18 March 2026 at 09:44 PM by Harald Ruff (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

Mullauna Secondary College is a co-educational, Year 7–12 state secondary college serving the Mitcham community. We are committed to providing a safe, supportive and inclusive learning environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents & carers to support student learning and wellbeing. We share a commitment to, and a responsibility for, creating an engaging, inclusive and safe school environment for our students. Mullauna Secondary College is committed to child safety; all members of the Mullauna Secondary College community are reminded of and required to observe the Child Safe Standards and expectations for appropriate behaviour towards, and in the company of, children.

Our college motto, *Success through learning together*, provides the vision of our college community and reflects our belief that personal success is best achieved when students, teachers and parents / families work together in partnership, through interactions that are positive, respectful and purposeful. We are reflective and open to change, optimistic in our endeavours, and focussed on the improvement of learning, wellbeing and engagement outcomes. Together, we are building the capacity of our community to engage meaningfully and contribute positively in an increasingly complex world.

Our vision for our students is that they will model our college values of *'Curiosity, Courage & Community'*, and thus grow to be courageous, respectful and engaged young people who value and respect curiosity and learning. We value the pursuit of excellence and strive to provide authentic and contextual opportunities for all students to experience success and contribute positively to their community. The Mullauna Secondary College Vision for Learning & Teaching is '*We achieve personal success by collaborating and actively engaging in supportive, challenging and diverse learning opportunities.'* This will be achieved through the implementation of the Mullauna Secondary College Instructional Model, which underpins our pedagogical practice, and sets clear expectations for learning and teaching practices for our staff, students and parents. It guides staff in implementing more consistent, responsive, high quality and innovative curriculum and programs.

The college operates in two sub-schools, Junior and Senior, both led by a Leading Teacher guiding the work of the team of three Year Level Coordinators; the Coordinators are appointed for three-year terms, progressing through the sub-school with their student cohort. The Junior School has an engaging curriculum that includes core, electives (at both Years 8 and 9) and inter-disciplinary programs: Challenge at Year 7 and SkillZ@Mullauna at Year 9. Excel is a selective program for high-performing students that operates from Years 7 to 9. The Senior School structure provides a broad range of electives and promotes the acceleration (advanced placement) of Year 10 students into one or more VCE Studies (including VET). Senior School students undertake an academic VCE or the VCE Vocational Major (VCE VM), both with access offered in VET subjects. Thus, all students have access to a successful future pathway. The college offers a long-established International Students Program with homestay placements,

supported by specialist English as an Additional Language teachers in targeted VCE EAL classes, along with tutors both in class time and after school.

The student enrolment grew in 2025 with 626 students and a gender mix of slightly more boys (335) than girls (288). 2% of students were English as an Additional Language (EAL) background and 2% from an Aboriginal or Torres Strait Islander background. The number of international students enrolled fluctuated across the year with around 30 students onsite and/or at a language centre. Current enrolment applications suggest we will have over 30 international students by the end of 2026.

The socio-economic profile of the school, based on the school's Student Family Occupation & Education index (SFOE) remained in the Low - Medium band in 2025.This continued steady trend of a low-medium band in the SFOE index should be expected to reflect a higher level of educational completion by parents, and overall improvement of the socio-economic circumstances within the school community.

The Parent, Caregiver and Guardian Opinion Survey (PCGOS) continued to reflect strong parent satisfaction and endorsement of the college and our programs, with Parent Satisfaction School percent endorsement jumping to 90% (85.8% in 2024), 16% higher than the State average and 20% higher than Similar Schools. The response rate was also pleasing again at 27%.

The annual School Staff Survey (SSS) returned a pleasing School Climate percent endorsement of 70.3% (lower than 2024 with 74.8%), but still well above the State average of 59.3%. It is pleasing to add that the School Staff Survey response rate was 91%.

In 2025, the college employed 70 equivalent full-time staff: three (3) Principal Class Officers, 38 Classroom Teachers, seven (7) Leading Teachers, three (3) Learning Specialists, 23 Education Support (ES) staff in various roles, including the Business Manager, Administration staff, Disability Inclusion, International Student Program leader, Head Start Coordinator, Library Technician, Laboratory Technician, and Food Technology Assistant.

Progress towards strategic goals, student outcomes and student engagement

Learning

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the High Performance Group, student outcomes are high across a range of learning

and wellbeing measures. As in 2024, Mullauna was again categorised in the High Performance Group, placing us in the top 9 of our Similar Schools group of 31. The data from 2025 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Learning & Teaching School Improvement Team (SIT) and the work of our staff in their Professional Learning Communities (PLCs), we continue to experience some clear successes. Notably, the 2025 School Performance Report placed Mullauna's overall performance in Learning in the High category. Highlights include:

· 77.8% of Year 9 students in Strong or Exceeding NAPLAN Reading, above our three-year average and Similar Schools

· 79% of Year 9 students in Strong or Exceeding NAPLAN Numeracy, well above our three-year average and Similar Schools

· High or Medium relative growth (Year 7 to 9) for both NAPLAN Reading (77.6%) and Numeracy (77%) declined from 2024, but remained above Similar Schools

· A mean VCE English score (study group) of 32.7 (2024), well above Similar Schools

Teacher Judgements of student achievement against the Victorian Curriculum Standards in Years 7-10 have improved, reflecting the data, assessment and differentiation work our teaching staff have undertaken in their PLCs and Faculties. The percentage of students rated 'at or above standard' for English increased significantly to 91.4% (from 82.2%) above the Similar Schools rating of 85.1% and the State average of 75.3%. For Numeracy, the percentage rated 'at or above standard' by the teaching staff also increased to 88.3% (from 72.9% in 2024). This is also well above Similar Schools at 79.2% and State at 70.7%.

The NAPLAN data now includes a three-year average and reflects a positive trend for the college to monitor and respond to, especially for the cohort at Year 7 in 2025. The School percentage of Year 7 Students in the Strong or Exceeding rating in both Reading and Numeracy was well above Similar Schools, at 86.7% for Reading (three-year average 78.6%) and an exceptional 91.2% for Numeracy (three-year average 79.2%).

Strategies employed included the introduction of the 'Thing Classrooms' approach in Year 7 Mathematics classes, pathways tracking of high-performing numeracy students, and the inclusion of a review and revamp of our Excel and extension curriculum and pedagogy by our Learning Specialist for Data & Improvement in the 2026 AIP. Cross-Curricular STEM activities are also being developed by our Head of Design & Digital Technology, the Head of Numeracy and the Head of the Science Faculty.

A point of celebration and pride were the VCE cohort's outcomes for 2025, matching and even surpassing the efforts of 2024, by again achieving a median study score of 31 and a school mean study score of 30.6. Achieving the school mean study score of 30 by 2026 is a target in our current School Strategic Plan. The school also saw an increase to over 9% in 40+ study scores and a Dux at 99.4 ATAR.

The VCE completion rate increased again to 97.9% from 94.8%, well above our four-year average of 94.2%. This improvement brought us back above both Similar Schools at 97.6% and State at

97.2%. School strategies regarding VCE included a focus on making effective use of data and understanding VCE processes, presented by our *Learning Specialist – Data & Improvement*, and the newly appointed *Leading Teacher – Head of Senior School*. To assist with pathways and data fidelity, an ES staff member has been employed to assist in the Pathways, Transition, VASS and VET programs.

Wellbeing

From 2024, the School Performance Report reflects a revised performance model that focuses on student learning and wellbeing outcomes. School Performance Groups have been simplified and allocate schools to one of four different performance categories: High, Improving, Medium and Developing. In the High Performance Group, student outcomes are high across a range of learning and wellbeing measures. As in 2024, Mullauna was again categorised in the High Performance Group, placing us in the top 9 of our Similar Schools group of 31. The data from 2025 reflects that while our improvement work is necessary and ongoing, thanks to this work and especially the leadership of the Wellbeing & Engagement School Improvement Team (SIT), we continue to experience some clear successes. Notably, the 2025 School Performance Report placed Mullauna's overall performance in Wellbeing in the High category. Highlights include:

- all factors rated as 'above' both Similar Schools and State;
- an improving attendance rate;
- 54.2% positive endorsement in Managing bullying (Years 7-12) – rated as 'above' Similar Schools;
- 52.1% positive endorsement in School connectedness (Years 7-12) – rated as 'above' Similar Schools.

Unfortunately, both latter two points show a slight decline and are below our four-year average.

Student Wellbeing data is gathered through the Student Attitudes to School Survey (AtoSS). A focus on student wellbeing remains a core component of our Annual Implementation Plans, and we are very pleased with the students' view of our college programs. The Years 7 to 12 Sense of Connectedness component received a school percent endorsement of 52.1%, a decline on 2024 and below our four-year average at 54.4%. We continue to focus on Connectedness strategies like camps, Year 7 Challenge, Year 9 SkillZ, whole-school sports carnivals and events, SRC fund-raising activities etc. The school employed its first *Leading Teacher – Head of Junior School* for 2025, strengthening our sub-school model. 2025 also saw us continue and embed the Year Level Coordinator looping, i.e. the YLC moving up a level with their cohort to build on their connection with and understanding of their students.

The school percent endorsement of Management of Bullying across Years 7 to 12 also saw a slight decline, achieving a rating of 54.2% (down on 2024's 55.5%) and below the four-year average of 57.7%. This is still above Similar Schools at 49.8% and State at 50.7%. This downward trend will be addressed through a targeted Bullying and Respectful Relationships program in 2026.

Engagement

Engagement data is based on Student Exit to Further Studies or Full-time Employment, Year 7-12 Student Average Absence, Year 7-12 Student Attendance and Year 7-10 Student Retention data sets.

Our Student Exit data (2024) showed 83.9% exiting to further studies or full-time work, below our four-year average at 88.2%. This places us between Similar Schools (84%) and State (82.6%). We plan to address this through our expanded Careers, Pathways and Transitions team and inclusion in the 2026 AIP of the CEPI targets (*Career Education Planning and Improvement).* We remain hopeful that a number of new or recent strategies, like the opportunity for greater subject choice in the Senior School, including the introduction of VCE Computing, Year 10 and VCE Literature and Specialist Mathematics; an expanded Advanced Placement program at Year 10 including VET; and the continuation of the new VCE Vocational Major and its growing reputation as a viable alternative (including School-Based Apprenticeships & Training or SBAT) will improve school retention and also enhance pathways to further study or gainful employment.

The Average Number of Student Absence Days decreased slightly again from 24.4 in 2024 to 24.2, pleasingly below our four-year average (24.7%). These outcomes are lower than both Similar Schools on 26.5 and State on 30.2. We continue to put steps in place to improve the situation, with a targeted program undertaken by the Wellbeing Team, proactive follow-up by the Junior and Senior Sub-School teams of Year Level Coordinators, and additional support to the Sub-School teams being provided by a dedicated Attendance Officer in the Administration team.

The Attendance Rate ranged from a low of 84.2% in Year 10 (the same cohort recorded the lowest rate in 2024), through to a high of 91.5% at Year 12, a further improvement on 2024's Year 12s' rate of 91%. This outcome is pleasing, in that three-year levels were now at 90% or above. Needless to say, we will continue to work towards the target of having all year levels at 90% or above. There is no doubt that our attendance data continues to be affected by a change in community views of school attendance, along with a small but significant group of students who particularly struggled to re-engage and/or persist in learning due to the impact of anxiety and mental health issues, identifying and securing suitable pathways, and the still-limited work experience / placement options.

Student Retention measures the percentage of Year 7 students who remain at school through to Year 10. Our School percentage of students retained was 84.6%, an increase on 2024's 82.8%, and well above Similar Schools at 75.7% and State at 69.6%. This is a pleasing outcome considering the challenges of the past four years and the outcomes of attendance described above. We continue to focus on a target of our School Strategic Plan, to lift retention from Year 11 to 12. We aimed to increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4% (actually 75.4) in 2021, achieving 80.35% in 2023, 85.7% in 2024, and 83.8% in 2025.

Other highlights from the school year

2025 again saw the usual broad range of college highlights to be celebrated, along with the development and introduction of a range of programs and extension opportunities for our students, staff and families. We wish to highlight the following:

- our wonderful whole-school production of Mamma Mia
- the ongoing expansion of our Instrumental Music program, including our first choir
- the Inclusion of the new MSC Show Band in the NEVR Spotlight concert at the Melbourne Recital Centre
- having nine students selected to participate in the Victorian State Schools Spectacular
- selection of a Year 12 Art student's photograph for VCAA's 2026 *TOPshots Exhibition*
- the recommencement of our German Sister-School exchange program with the Integrierte Gesamtschule Kaufungen shared with Vermont SC
- placing first in Year 7 and Year 8, and fourth in Year 9, at the AGTV's State German Poetry final
- the launch of our first college Reconciliation Action Plan (RAP)
- engagement of our parent & carer community through the Parent & Community Association (P&CA)
- steadily growing enrolment, especially in the Year 7 cohort, with six classes for the first time in many years
- expansion of the Leadership Team, with three additional Leading Teachers to oversee:
  - the Junior School Team,
  - another to lead the Disability Inclusion program and team,
  - and another to lead Design & Digital Technology and prepare for the new STEM Centre
- a strengthened commitment to the VCE Vocational Major program with the appointment of a Learning Specialist to lead it
- engagement of our first Alumni Mentor to support our engagement programs
- the introduction of Year 11 VCE Literature and Specialist Maths, stand-alone EAL classes at Years 11 and 12, and our first VCE German class in many years
- the confirmation of funding for the Stage 2 Capital Works STEM Centre (finally!)
- our 2025 School Performance Report reflecting our work through the achievement of a 'high' rating for both categories, Learning and Wellbeing
- being recognised as a top improving school in VCE outcomes over the last ten years
- strong NAPLAN outcomes at Year 7 and excellent growth at Year 9

· redeveloping our General Office and reception area and expanding our celebratory student and community 'wonder wall' in the foyer with an honour board acknowledging School Captains and Duces

Financial performance

All funds received from the Department of Education, or raised locally by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes (both Learning and Wellbeing) and other operational needs of our school consistent with Department policies, School Council approvals and the intent / purposes for which funding was provided or raised. The college's Leadership Team continues to undertake ongoing, focussed review to ensure funds for targeted programs were used to directly support those programs, for example in the Disability Inclusion (DI), the International Student Program (ISP), or the English as an Additional Language (EAL) program.

The Mullauna Secondary College Total Operating Revenue for 2025 was $10,079,790 and the Total Operating Expenditure was $10,295,303. The Net Operating Deficit of $215,514 (down on 2024's $261,179) was inflated in part by the strategic appointment of a new substantive *Leading Teacher – Head of Junior School* (to aid our student engagement improvement strategy) and also a *Leading Teacher – Head of Design & Digital Technology* (to lead development of new IT and related programs, and guide the new STEM Centre fit-out), along with additional teaching staff to work in the Tutor Learning Initiative (TLI) and EAL support programs. A further expenditure challenge for the college was our continued determination to run small classes that are critical to senior students' pathways plans e.g. Physics. Additional funding sources, such as the Equity (Social Disadvantage and Catch Up) funding, remains limited due to the low Student Family Occupation and Student Family Occupation & Education index of the college's community.

Locally Raised Funds of $729,357 offer the college an opportunity to secure additional resources to defray the deficit, especially the contracts with NABA (Nunawading Amateur Basketball Association) and the Tinkabell Early Learning Centre, as does the growing International Student Program enrolment, and the increasing interest in the college generally, with a steady stream of enrolment enquiries over the 2025 school year and increased enrolment applications for Year 7 in 2025 and 2026. We are also grateful for the support and financial contributions made through the fundraising activities of the *Mullauna Secondary College Parent & Community Association (MSC P&CA).*

The college will continue to maintain a strong financial position through prudent financial management of our financial reserves, along with ongoing judicious management of our workforce and expenditure, with our focus on responding to student need. Disappointing to note is the delayed rollout of increased Student Resource Standard (SRS) funding by the State Government, the insignificant funding received from the Commonwealth Government (in contrast to that received by the private systems), the forecast end to the post-covid Tutor Learning Initiative (TLI) program, and the challenges presented by the transition from the familiar Program for Student with Disability (PSD) program to the new Disability Inclusion (DI) framework.

For more detailed information regarding our school please visit our website at https://mullauna.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 626 students were enrolled at this school in 2025, 288 female and 335 male. 20% 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**	**90.0%**
	Similar schools	70.1%
	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**	**70.3%**
	Similar schools	58.1%
	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**	**91.4%**
	Similar schools	85.1%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**88.3%**
	Similar schools	79.2%
	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**	**86.7%**	**78.6%**
	Similar schools	76.7%	75.7%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**77.8%**	**73.1%**
	Similar schools	70.5%	70.2%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**91.2%**	**79.2%**
	Similar schools	76.0%	73.4%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**79.0%**	**72.5%**
	Similar schools	70.3%	68.8%
	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**	**77.6%**
	Similar schools	74.1%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**77.0%**
	Similar schools	73.5%
	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**	**97.9%**	**94.2%**
	Similar schools	97.6%	97.4%
	State	97.2%	96.9%
Mean VCE study score	**School**	**30.6**	**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**	**52.1%**		**54.4%**
	Similar schools	48.0%		45.8%
	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**	**54.2%**		**57.7%**
	Similar schools	49.8%		47.3%
	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
% of students exiting to further studies or full-time employment	**School**	**81.9%**	**87.1%**
	Similar schools	82.8%	80.9%
	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**	**84.6%**	**80.3%**
	Similar schools	75.7%	75.3%
	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**	**24.2**	**24.7**
	Similar schools	26.5	26.4
	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**	**90.1%**
Year 8	**School**	**84.5%**
Year 9	**School**	**86.5%**
Year 10	**School**	**84.2%**
Year 11	**School**	**90.1%**
Year 12	**School**	**91.5%**

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	$7,994,682
Government Provided DET Grants	$1,224,266
Government Grants Commonwealth	$5,989
Government Grants State	$966
Revenue Other	$124,529
Locally Raised Funds	$729,357
Capital Grants	$0
Total Operating Revenue	**$10,079,790**

Equity	Actual
Equity (Social Disadvantage)	$80,109
Equity (Catch Up)	$51,229
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$131,338**

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

Expenditure	Actual
Student Resource Package[1]	$8,477,232
Adjustments	$0
Books & Publications	$6,977
Camps/Excursions/Activities	$257,442
Communication Costs	$9,034
Consumables	$177,247
Miscellaneous Expenses[2]	$141,184
Agency Staff	$0
Professional Development	$39,108
Equipment/Maintenance/Hire	$260,209
Property Services	$350,828
Salaries & Allowances[3]	$204,287
Support Services	$288,522

Expenditure	Actual
Trading & Fundraising	$8,062
Motor Vehicle Expenses	$3,231
Travel & Subsistence	$43
Utilities	$71,898
Total Operating Expenditure	**$10,295,303**
Net Operating Surplus/-Deficit	**($215,514)**
Asset Acquisitions	**$115,628**

[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	$1,650,333
Official Account	$91,399
Other Accounts	$1,056
Total Funds Available	**$1,742,788**

Financial Commitments	Actual
Operating Reserve	$310,602
Other Recurrent Expenditure	$30,454
Provision Accounts	$0
Funds Received in Advance	$227,666
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$6,577
Repayable to the Department	$480,194
Asset/Equipment Replacement < 12 months	$153,000
Capital - Buildings/Grounds < 12 months	$400,000
Maintenance - Buildings/Grounds < 12 months	$50,000
Asset/Equipment Replacement > 12 months	$115,070
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$115,070
Total Financial Commitments	**$1,888,634**

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.